



May karagdagang materyales na gagamitin para sa modyul na ito. Pakihanda ito nang maaga, kasama ng mga regular na ginagamit na nakalista sa “Mga Kailangang Materyales sa Bawat Sesyon” (pahina 25).

- Flashcards (6 piraso para sa mga Magulang) o Projector → Seksyon 2.1

SESSION STRUCTURE		
1 Introduction (20 mins)		
1.1	Greetings	
1.2	Introduction	5 minutes.
1.3	Introducing the MaPa Program	5 minutes.
1.4	Policies	10 minutes.
2 Setting Goals (40 mins)		
2.1	My Happy Home: Drawing Dream	30 minutes.
2.2	Discussion: Sharing Goals and Happy Homes Communication	10 minutes.
BREAK / ǃENERGIZER (10 mins)		

3I Map Skill: One-on-One Time (35 mins)		
3.1	Comics about Children: One-on-One Time With Your Child Discussion about Comics	10 minutes.
3.2	Comics about Teenage Sons: One-on-One Time with Teenage Son Discussion about Comics	10 minutes.
3.3	Foundations: One-on-One Time	5 minutes.
3.4	Discussion: Reasons for One-on-One Time	5 minutes.
3.5	Listing Possible Activities for One-on-One Time	5 minutes.
3.6	Preparation for Practice	10 minutes.
4 I Deep Work (10 mins)		
4.1	Clarification	5 minutes.
4.2	Providing a Worksheet	2 minutes.
4.3	Support From MaPa Partners	3 minutes.
5 I Ending (5 mins)		
5.1	Giving Compliments to Yourself and Your Partner	5 minutes.
5.2	Gratitude	
6 I Reminder Message		

1 – INTRODUCTION

1.1 - Greetings



Paalala sa Facilitator: Masigasig at masayang i-welcome/tanggapin ang mga magulang sa pagdating nila sa sesyon. Purihin sila sa pagpunta nila sa programa!

Pagdating ng mga magulang, kailangan nilang gumawa ng mga name tag na gagamitin nila sa bawat sesyon. Ipapamigay ito sa mga kalahok sa umpisa ng bawat sesyon at kokolektahin niyo ulit ito pagkatapos.

- *Mamigay ng mga blankong name tags at marker.*
- *Bawat magulang ay magsusulat ng kanilang pangalan sa name tag gamit ang anumang kulay na gusto nila.*
- *Siguraduhin na gumagamit sila ng mga marker para mabasa ng lahat ang mga pangalan*

Kapag dumating na ang lahat ng mga magulang, maaari mo nang simulan ang unang sesyon ng MaPaChat.

SAY: Good morning and thank you for being part of the MaPaChat group! I'm excited to talk to you about how to support our children to grow up healthy and happy. Today, we'll talk about the Masayang Pamilya program, set goals for our family, and discuss the first module: One-on-One Time with your child.

1.2 - Introduction

SAY: Now, let's introduce ourselves to our group members! We're going to have a short game!

NAME NOTE

- The group will stand in a circle. • One parent will say their name and do an action with their body.
- The whole group will copy and repeat the person's name and action that.
- Next, the person next to him/her says their name and does an action with their body. • Repeat this process for the entire group until everyone has participated.

1.3 - Introduction to the MaPa Program



Paalala sa Facilitator: Ang unang sesyon ang pagkakataon na maipakilala ang MaPa program sa mga magulang. Mahalagang mailarawan sa kanila kung ano ang mangyayari sa loob ng 6-8 na sesyon. Isipin na para kang nagbibigay ng isang mapa sa kanilang paglalakbay kasama ang kanilang mga pamilya.

SAY: In the MaPa program, we use a picture of a home—the Happy Home—to explain the value of having a strong and positive relationship between parent and child.

DO: Show the picture of Happy Home.

SAY: Every house needs a solid foundation.

In MaPaChat, parents and children create a foundation for their positive relationship by identifying specific, realistic, and positive goals that they want and are able to achieve in the program.

SAY: The MaPa skills needed to build positive parent-child relationships and interactions can be seen on the wall:

1. One-on-One Time With Your Child 2.

Talking About Feelings and Managing Stress 3. Providing Positive Direction and Praise 4. Establishing Policies and Routines



SAY: If the wall is weak, the quality of the materials is low, or if the parent is always busy with the roof (discipline, punishment) without strengthening the pillars and walls, the Happy Home will collapse.

SAY: When it comes to the roof, the topic will be Managing Negative Behavior and Dealing with Problems as a Family. Parents learn positive discipline and resolving disagreements in a non-violent way. At the same time, children will learn how to explain their needs and accept the consequences of their actions.

DO: Clarify with participants if they have any questions about Happy Home.

1.4 - Policies

SAY: To make everyone feel comfortable talking in this group, we are going to establish some rules. Our first rule is "Whatever is said in the group stays in the group." We need to know that this is a private group, and we will respect everything you share. What other rules could we have?



Paalala sa Facilitator: Isulat ang mga Patakaran na napagkasunduan ng grupo sa flipchart. Bilang facilitator, pwedeng gawin ang mga sumusunod na hakbang sa inyong pagtalakay ng mga patakaran:

- Magbabahagi ang mga kalahok sa grupo
- Isa sa inyo ang mangunguna sa talakayan, habang ang co-facilitator ang magsusulat ng mga patakaran at komento sa flipchart.
- Siguraduhing positibo ang pagpapahayag ng mga patakaran.
- Gabayan ang mga kalahok na gumawa ng espesipikong patakaran tulad ng pagdating sa sesyon sa tamang oras, patakaran sa paggamit ng selpon, at pag-respeto sa mga ka-grupo.
- Maaaring ulitin ang sinabi ng kalahok at linawin sa ibang miyembro ng grupo kung sumasang-ayon sila dito.
- Halimbawa, kung may nagbanggit ng Respeto, tanungin kung sa paanong paraan niya nais makita ang pag-respeto sa grupo.
- Siguraduhing nagkakasundo at may pagkakataong magpahayag ng suhestiyon ang lahat, bago lumipat sa susunod na patakaran

Here are some more examples that could be suggested as a policy: (These can be added after distributing participants.) • Arrive on time and try to attend every session.

- If unable to attend, please inform the facilitators or send a text message. • Cell phones are turned off during the session. • Accept each other. Everyone is different and has their own experience.
- Everyone will have a chance to speak and practice. • Respect each other by listening and paying attention when someone is speaking. • Share only what you feel comfortable sharing. • Feel free to ask questions!



Paalala sa Facilitator: Itabi ang Manila paper kung saan isinulat ang mga Patakaran at i-display ito tuwing may sesyon.

2 – FORMING GOALS

SAY: Thank you very much for participating in our discussion. Now that the group rules have been established, it is time to establish our goals that we want to achieve in the program. Remember that the goals will serve as the foundation for our Happy Home.

2.1 - My Happy Home: Drawing Dreams



Paalala sa Facilitator: Makatutulong ang gawaing ito sa pagbuo ng mga magulang ng kanilang mga ESPESIPKO, MAKATOTOHAN, at POSITIBONG LAYUNIN para sa programa. Nakapokus ito sa kung paano nila nais umunlad at magkaroon ng positibong pagbabago sa kanilang relasyon sa pamilya sa pagdalo sa 6-8 na sesyon ng MaPa.

DO: Give participants paper, pens, and crayons.

SAY: Good day again everyone and welcome to our first activity with our KaMaPa! As parents, you may have your own reasons for participating in this program. Our activity today will help you put your goals for your families on paper.

SAY: Before we develop our goals, I invite you to think about your relationship with your children at this point. How would you describe it? What do you like about this relationship? What challenges do you want to address?

SAY: Now, think about how you want to develop this relationship.

What does a Happy Home look like for you with your family?

With this in mind, you can start to describe your role. You can choose any symbol or even simple words that you think fit the kind of relationship you want to have with your child. Whatever image you want for your happy family! I will give you **10 minutes** to do this.

DO: Go around the group to ask how the parents are and clarify any questions.

yy **WAIT: 10 minutes**

SAY: Okay, I went around the group and saw how you described the relationships you want with your children in Happy Homes.

Great! Put your work away for now and we'll add to it after a game. Are you ready to listen? If so, say "Game on!"

SAY: We know that building a house takes time; it can take months, or even years! It starts with a plan. The same goes for developing our relationships in our homes. We need to do it in small steps and think about our plans for the family. That's why in the MaPa Program, we will develop A SPECIFIC, REALISTIC, and POSITIVE GOAL.

ARE YOU GAME? (10 MINS)

SAY: To better understand having specific, realistic, and positive goals, we will have a game: ARE YOU IN THE GAME?

DO: Prepare large flashcards for the two choices. Make sure everyone can read the cards. You can also use a projector.

SAY: We have 3 sets of choices for each characteristic we want for our goals. I will present 2 statements and you choose which one is more specific, realistic, and positive. When I say "Are you game?," those who want to answer can raise their hands and say "Game!" Ready?

SAY: The first characteristic is: **Specific**. Which of these two goals seems specific?

A. "I want my child to respect me."

B. "I want my child to listen to me when I talk to them."

Ok, are you in the 3-2-1 Game now?

DO: Choose the first parent to raise their hand and say "Game on!" If the answer is correct, continue. If not, thank the parent for volunteering and ask them or the rest of the group which goal states the desired action.

what they do with their child.

SAY: That's right! The goal: "I want my child to listen to me when I talk to them" is more specific because it says exactly what behavior you want to see from your child. Listening while talking to them is a sign of respect.

SAY: The second characteristic is: **Realistic**. Which of these two goals seems realistic?

A. "I want my child to spend an hour at dinner with the family to talk about his day."

B. "I want my son to tell me everything about his love life."

Are you in the 3-2-1 game?

DO: Choose the first parent to raise their hand and say "Game on!" If the answer is correct, continue. If not, thank the parent for volunteering and ask them or the rest of the group which goal has an action they know their child can do.

SAY: That's right! The goal: "I want my child to spend an hour with the family at dinner to talk about their day" is more realistic and achievable for the child than telling them everything about their love life. As our children become more independent, we give them enough space to choose what they share with us. But, we still support them to stay safe and healthy. Even if they don't want to talk about everything, it's important to let them know that we're there if they need someone to listen.

SAY: The third and final characteristic is: **Positive**. Which of these two goals seems positive?

A. "I want my child to use calm language when he is angry."

B. "I want my child to stop swearing."

Are you in the 3-2-1 game?

DO: Choose the first parent to raise their hand and say "Game on!" If the answer is correct, continue. If not, thank the parent for volunteering and ask them or the rest of the group which goal best describes the behavior you want to see from your child.

SAY: That's it! The first goal: "I want my child to use calm language when he or she is angry" is more positively worded because it focuses on the behavior you want to see from your child. Instead of drawing attention to the behavior you don't want—like swearing—we can make the goal more specific and positive by stating what

good deed in return: calmer conversation.

SAY: Thank you for participating in our game! Based on what we have learned, communicating in a more specific, realistic, and positive way can help our children understand the actions we expect from them. Now, let's go back to our Happy Homes and think about how we can further improve our family relationships. Can you think of a specific, realistic, and positive action that you would like to see from your children?

SAY: You can write this inside your home, or think of a way to show it in your drawing. I will give you an additional 10 minutes to do this.

DO: Go around the group to ask how the parents are and clarify any questions.

SAY: I see we are all done in our Happy Homes with ONE specific, realistic, and positive action for our child!

Now, let's share our work with our KaMaPa! Let's form a big circle with our chairs and show our papers. Ready?

3-2-1, It's showtime!

ACTIVITY: Let participants look at the work of their group members.

SAY: Wow! It's so great to see the pictures of your Happy Home! I see similarities, and differences. Every family has their own story and the changes they want to achieve.

SAY: Now, let's ask for volunteers who can share what they did. Who wants to go first?

TO DO: Choose 2-3 volunteers.

SAY: Thank you [Volunteer Names], for sharing your Happy Home with the group. It is wonderful to see how it has become a symbol of the changes you want to achieve to improve your family relationships. Let's remember that change takes time! The important thing is to be persistent in growing your relationships by attending our MaPa sessions and practicing our parenting activities.

2.2 - Discussion: Sharing Goals and Interactions of Happy Homes

SAY: Thank you to those who shared their family goals and for everyone's participation in our discussion. In building a strong foundation for our homes and relationships, we need to work together.

each family member. Before we end this part of the session, go to your parent partners to share your Happy Homes.

DO: Make sure everyone finds their parent partner.

SAY: Okay, everyone has found their partners. As you describe your Happy Homes, notice how your actions were similar or different. Here are some guiding questions:

- Share and explain your Happy Home.
- What did you like about each other's drawings?
- What are the things you need to talk about because you are different?
- How can you achieve your Happy Home?

SAY: I will give you 10 minutes to talk.

⌚ **WAIT: 10 minutes**

SAY: I hope you enjoyed talking about your Happy Homes and goals for your families. We will collect your work first, and we will review it at the end of the program. It's time for our break. See you again in 10 minutes!

-BREAK-

SAY: It's only 5 minutes until we get back.

SAY: It's only 2 minutes until we return.

SAY: Only 1 minute left before we return.

SAY: Welcome back to our session! We're about to begin.



Paalala sa Facilitator: Kapag nakabalik na ang lahat galing sa break, pwedeng magkaroon ng maikling energizer para sa grupo, bago simulan ang susunod na bahagi ng sesyon. Makikita ang listahan sa Appendix.

SAY: We have established our goals for the MaPa program. Now, we will begin building our Happy Home by discussing our first MaPa skill: One-on-One Time (⌚ Teach “One-on-One Time with Child” in Happy Home).







3 – MAP SKILL: ONE-ON-ONE TIME

3.1 - Comics about Children: One-on-One Time With Your Child

SAY: Here is a comic that shows how Mother Rose had One-on-One Time with her son, Jun-Jun. Who can read our comic?



Paalala sa Facilitator: Tumawag ng mga boluntir para basahin ang panels. Paalalahanan ang mga boluntir na gawin ang eksena nang may tamang emosyon, tindig, tinig at lakas ng boses. Purihin ang mga nagboluntir pagkatapos nilang gawin ang eksena.

GUIDING QUESTIONS	COMIC PANELS
<p>Comics about Children</p> <p>SAY: Please read the panels. </p> <p> Wait</p> <p>SAY: In the first panel, what did you notice that Mother Rose did?</p> <p>Possible answers from parents: • Mother Rose set aside five minutes for Jun-Jun.</p> <div data-bbox="240 880 805 1104"> <p>Foundation: DAY</p> <p>Set aside 5-10 minutes every day to have One-on-One Time with your child.</p> </div> <p>• Mother Rose asked what Jun-Jun wanted to do.</p> <div data-bbox="240 1227 812 1480"> <p>Foundation: GAME</p> <p>In One-on-One Time, the parent lets the child take the lead in telling stories or doing tasks.</p> </div>	<p>ISANG ARAW, NIYAYA NI NANAY NA MAG-ONE-ON-ONE TIME ANG KANYANG ANAK NA SI JUN-JUN...</p>  <p>Module 1 - Panel 1</p>  <p>Module 1 - Panel 2</p>

SAY: What else did you notice about what Mother Rose did?

Possible answers from parents:

- Mother Rose praised Jun-Jun
- Described what the child was doing
- Got down and sat at the child's level
- Accepted the child's idea
- Used the child's name

Foundation: ATTENTION

Give your child your full attention during One-on-One Time. Avoid other activities or turn off your cell phone to ensure full attention.

Note to the Facilitator: Remember
Give parents a chance to respond before moving on to the next comic.

SAY: Great answer! Here's another comic about Tatay Jose's One-on-One time with his teenage daughter Maria.






Module 1 - Panel 3



Module 1 - Panel 4

3.2 - Teenage Son Comics: One-on-One Time with Teenage Son

GUIDING QUESTIONS	COMIC PANELS
<p>SAY: Please read the first panel. <i>ÿ</i></p> <p><i>ÿÿ Wait</i></p>	<p><i>Isang hapon, pagkatapos gumawa ng modules ni Maria...</i></p>  <p>Module 1 - Panel 1</p>
<p>SAY: In the second panel, Dad has arrived. Please read the next panel. <i>ÿ</i></p> <p><i>ÿÿ Wait</i></p> <p>SAY: What did you notice Dad doing when he was talking to Maria? (<i>ÿ Give parents and teenagers time to respond.</i></p> <p><i>The co-facilitator will write the foundations on the flipchart as participants mention them.)</i></p> <p>Possible Answers:</p> <ul style="list-style-type: none"> • He looked at the teenager while talking to him. • Dad's cell phone was on silent and he hid it in his pocket. <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;"> Foundation: ATTENTION </div>	 <p>Module 1 - Panel 2</p>

<div data-bbox="295 208 738 499" data-label="Text"> <p>Give your child your full attention during One-on-One Time. Avoid other activities or turn off your cell phone to ensure full attention.</p> </div>	
<p>SAY: Please read the third panel. ÿ</p> <p>ÿÿ Wait</p> <p>SAY: What other things did Father Jose do to show that he was paying attention to Maria?</p> <p>Possible Answers:</p> <ul style="list-style-type: none"> • He spoke to Maria face to face. • Dad's cell phone remained on silent mode and he looked at Maria while talking to her. <div data-bbox="295 1182 738 1256" data-label="Text"> <p>Foundation: ATTENTION</p> </div> <ul style="list-style-type: none"> • He asked about the video Maria had watched and took the time to listen to her story. <div data-bbox="295 1469 738 1798" data-label="Text"> <p>Foundation: GAME</p> <p>In One-on-One Time, the parent lets the child take the lead in telling stories or doing tasks.</p> </div>	 <p>Module 1 - Panel 3</p>

SAY: Please read the last panel. *ÿ ÿÿ Wait*

SAY: From what Dad said, how often do you think he and Maria have One-on-One Time?

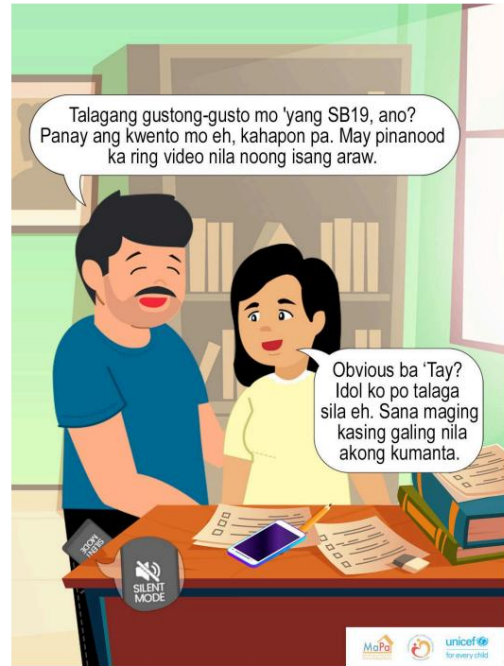
Possible Answers: •

They had One-on-One Time the other day.

• *Dad also remembered Maria's story the other day about the video she watched.*

Foundation: DAY

Set aside 5-10 minutes every day to have One-on-One Time with the teen.



Module 1 - Panel 4

3.3 - Foundations: One-on-One Time

SAY: Thank you for your answers! You mentioned most of the foundations for One-on-One Time. To summarize, here are the foundations:

1. **DAY- Try to do this every day.**

Set aside 5 minutes (or more!) each day for One-on-One Time with your child.

2. **GAME- Let them choose what to do.**

Tell your child that you have time for One-on-One Time with them, and they can choose what they want to do or what they want to talk about. They may be hesitant at first, but eventually they will look forward to spending time with you!

3. **ATTENTION- Give your child your full attention.**

Turn off the TV and put away the cell phone. Look at your child. Nod or say "I see" to show that you are paying full attention. Show interest in his story and accept what he says without judgment.

SAY: It can be fun for you too! You may feel less stressed after having One-on-One Time. Giving your full attention to your time together is the best gift you can give each other.

3.4 - Discussion: Reasons for One-on-One Time

SAY: How does spending One-on-One Time together help?



Paalala sa Facilitator: Bigyan ang mga magulang ng oras para makasagot. Isusulat ng co-facilitator ang mga posibleng rason sa flipchart.

Possible answers:

- **Parent-child relationships improve.** • **Children feel loved and cared for.**
appreciated.
- **Shows children that what they say and do matters.** • **Builds trust and communication between parent and child.** • **Listening carefully to children and valuing their ideas will encourage them to think for themselves and take charge of their lives.**
- **Parents are given the opportunity to get to know their child's interests and abilities.**



Paalala sa Facilitator: Ito ay mga posibleng sagot lamang mula sa mga kalahok. Okay lang kung hindi nila ito sabihin lahat. Maaaring magbigay rin sila ng sarili nilang mga dahilan kung bakit sa tingin nila mahalaga ang pag-One-on-One Time. Magandang pakinggan ang mga ideyang ito!

3.5 - Listing Possible Activities for One-on-One Time



Paalala sa Facilitator: Makakatulong ang talakayan na ito para makapag-isip ang mga kalahok ng mga posibleng gawain para sa One-on-One Time kasama ang kanilang anak.

SAY: It can be hard for parents and children to think about what they can do with each other —especially if it's just a little bit.

the time they are together and if they disagree.

SAY: Now, let's think of different activities you can do for your One-on-One Time at home. These activities could be activities your child likes or even chores (like sweeping or washing dishes) that you can do together. Even something as simple as saying hello to each other—whatever you want as long as you agree on what to do. The important thing is that the activity you choose is FREE and AUTHENTIC.

DO: Write down ideas on flipchat for everyone to see. Make sure to get answers from parents.

Possible tasks:

• Play with a ball or doll if the child has one • Dress up in fun clothes or adult clothes • Play with jumping rope – outside • Do a jigsaw puzzle or build with building blocks
• Sing a song together • Tell a story • Encourage the child to tell a story too • Say how the day is • Talk about the teenager's interests such as sports, shows

TV, friends • Doing homework together • Eating dinner • Talking • Supporting the teen's assignment • Walking outside

SAY: Thanks for sharing your ideas! I hope this helped you list your possible household chores.

3.6 - Preparation for Practice



Paalala sa Facilitator: Ito ang unang pagkakataon na mag-pa-praktis ng MaPa skills ang mga kalahok sa grupo. Sa pag-pa-praktis sa grupo, tinutulungan natin ang mga magulang na maranasan ang skill na kanilang gagawin, malaman ang maaaring mangyari habang ginagawa ang pabaong gawain, at binibigyan sila ng kapanatagan at kumpyansa sa sarili na kaya nila itong gawin sa bahay.

SAY: Here, we will practice how to have One-on-One Time with your child. The title of our scene is “Treating My Child”. Can we ask for a volunteer pair of Parents to begin our

practice?

DO: Choose a pair and have them come to the front of the group.
Let them know that you and your co-facilitator will guide them on what to do.

SAY: Let's start the scene: One afternoon, a Parent finds his child focused on his cell phone. The child is learning a new dance on TikTok.

SAY: Here are some things you can say while practicing One-on-One Time with your child.

SAY: Let's read the lines first. You can join us.

DO: Display the script in front of you using a projector or Manila paper.
A demo with the co-facilitator may be provided before volunteers begin.

SCRIPT

Magulang: "[Pangalan ng anak], nakikita kong may bago kang inaaral na sayaw sa Tiktok! May bagong uso na naman ah!"

Anak: "Bago nga po 'tong dance moves na 'to eh! Halika po, panoorin natin 'tong video na 'to. May 100k likes na!"

Magulang: "Grabe, ang huhusay! Sigurado ako, kayang-kaya mo yan, anak!"

Anak: "Talaga po! Sige, pwede na ba yung ganito?"

SAY: And...Cut! Thank you to our volunteers! Let's say hello to them. [Volunteer name], how did you feel about practice? And you, [Volunteer name], how did you feel about practice?

ACT: Give volunteers time to respond. You can also ask them: • What part of the practice was

easy/difficult for you? • Do you see yourself being able to do this kind of

conversation at home?

• Can you think of a similar situation that has happened to you?

Practicing Partner Parenting

SAY: Thank you for sharing your experience with the group! At this point, the other Parent-Child pairs will also have a chance to practice. I would like each partner to sit down

face to face. So that you know what to do in One-on-One Time, we will imitate what [Parent] and [Child] did earlier. You can review the lines here [point to Manila paper]. Remember the foundations during One-on-One Time—Day, Play, and Attention! When everything is ready—Lights, Camera, Action!

DO: Both facilitators will circulate around the group to “shadow” or guide the practitioners. Stay close to the parent/ child and provide support as needed. Practice for 2 minutes—do not extend it unnecessarily.

SAY: Last 3 counts and we will return attention to the entire group.

Get ready—3-2-1, Cut! Thank you for all your engaging practices. We've seen some great artists while touring with the group! Now, we'd like to ask for those who would like to share their practice experiences.

SAY: When you were the child earlier, how did you feel when your parents had One-on-One Time with you?

DO: Select 3-5 participants who will share their experience.

SAY: Thank you! When you were the parent, how did you feel when you had One-on-One Time with your child?

DO: Select 3-5 participants who will share their experience.

SAY: Thanks for sharing your experience practicing as a partner, [Parent and Child Name]. You are all doing great!

Let's remember our experiences as we continue to practice our MaPa skills at home. Now, let's prepare ourselves for some activities before today's session ends.

4 – FURTHER WORK 4.1

- Clarification

SAY: We want to hear your thoughts about One-on-One Time with family. Can anyone think of one word to describe what they learned or took away from our discussion today?

DO: Choose about three parents to share.

SAY: We're happy to hear that the first module was helpful for you! Before we continue, is there anything you would like to ask or clarify?



Paalala sa Facilitator: Magbigay ng ilang minuto para makapagtanong ang mga magulang. Alalahaning magpasalamat sa mga magulang sa kanilang mga katanungan. Bago mo ibigay ang iyong sariling sagot, bigyan ang grupo ng pagkakataong pag-isipan ito at sumagot sa pamamagitan ng pagsabi "Magandang tanong iyan! Ano po sa tingin ng iba ang pwedeng isagot o solusyon diyan?"

4.2 - Providing a Work Package

SAY: Thank you so much for sharing your ideas. For this week's homework assignment, have parents practice One-on-One Time for 5 minutes or more each day. Remember, **homeschooling is practice!**

4.3 - Support From MaPa Partners

SAY: To receive support from our group members between sessions, we will have MaPa Partners! Through MaPa Partners, we can share experiences, successes, and solutions with each other and build relationships that will last even after the program ends.

It may be helpful to choose a MaPa Partner who lives near you so that it is easier to meet each week to discuss your sailing activities.



Paalala sa Facilitator: Magplano nang maaga para siguraduhing lahat ng mga magulang ay may MaPa partner na nakatira malapit lang sa kanila.

5 – CLOSING 5.1 -

Giving Compliments to Yourself and Your Partner

SAY: For our final activity, we will have Giving Praise to Self and Partner.

SAY: We have two steps. In the first step, Parents will praise themselves. In the second step, Parents will praise other Parents. To

To better understand this, we will first demonstrate how to do this with my co-facilitator. "[Name of co-facilitator], you are a great active partner today in conducting our session! Thank you!" As for me, I commend myself for budgeting our time well in today's session.

DO: *You can model self-praise activities, such as patting yourself on the shoulder or giving yourself a hug.*

SAY: Now, [name of co-faci] will give me compliments as his co-faci, and himself.

DO: *Wait for the co-faci to give a compliment.*

SAY: It's so nice to hear compliments! Now, before you try it for yourself, we invite you to look into the eyes and say the name of the person you're talking to. You can say any compliment, as long as it comes from the heart. Is everything ready? Let's get started!

DO: *Wait for the group to finish giving each other compliments.*

SAY: How is everyone? How does it feel to receive praise? How does it feel after praising yourself?



Paalala sa Facilitator: *Pumili ng isa o dalawang boluntir na maaaring magbahagi sa natitirang oras ng sesyon.*

5.2 - Gratitude

SAY: I appreciate everyone's contribution to our session today. I will be sending text messages throughout the week with reminders about upcoming activities. I hope you have a peaceful and happy day!