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The Integrated Population and Coastal Resource Management Initiative (IPOPCORM) is a project designed to improve the quality of life of communities that depend on coastal resources while maintaining biological diversity and productivity of coastal ecosystems. The purpose of the project is to encourage and support integration of Family Planning (FP)/Reproductive Health (RH) strategies into Coastal Resource Management (CRM) agendas, plans, and models. The rationale is based on the fact that the Department of Environment and Natural Resources (DENR) has identified FP as an intervention to reduce fishing efforts and population pressures to sustainable levels. The developmental framework of the IPOPCORM Initiative dwells more specifically on the food security of the community. The three objectives of the project are: 1.) to improve RH outcomes among people living in coastal communities, 2.) to enhance management of coastal resources at the community level, and 3.) to increase public and policy makers awareness of population-consumption-environment linkages and solutions to inter-related problems.

The beneficiaries are the fisher-folk and members of their sexual network, the youth, and the entrepreneurs specifically to address the unmet needs on Human Sexuality information, education and communication, and Reproductive Health services including STD and AIDS prevention education, contraceptives management, and FP.

The IPOPCORM Initiative is a community-based initiative. It builds upon the strengths of the community in partnership with the local non-government and government organizations.

The project is implemented by PATH Foundation Philippines, Inc. in collaboration with the Local Government Units (LGUs) and Non-Government Organizations (NGOs) with support from The David and Lucile Packard Foundation, and other contributors.
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TRAINING CURRICULUM

Purpose:

This training curriculum has been designed for Community Health Outreach Workers (CHOWs) as a guide in conducting advanced training for Youth Peer Educators (YPEs) in coastal barangays for them to become stewards for responsible coastal resource conservation, and sexual and reproductive health behavior. This curriculum will aid the CHOWs in providing a review on human sexuality and fertility regulation, and the link between Reproductive Health (RH)/Family Planning (FP) and Coastal Resource Management (CRM). It will also aid the CHOWs in guiding the YPEs in enhancing their peer education work in the community.

Objectives:

1. To orient and train selected youth to become catalysts in the stewardship of life and the environment;

2. To facilitate sharing of youth learning and plans in their peer education network;

3. To develop camaraderie and leadership skills among the youth;

4. To develop action plans, program interventions, and networking to answer to the needs of young people pertaining to their sexuality and involvement in CRM/RH activities;

5. To institutionalize action plans formulated by the Youth Camp participants;

6. To follow through the action plans at the municipal level.
Content:

"I hear and I forget, I see and I remember, I do and I understand"
- Confucius

This training module is designed to be a tool for youth empowerment and leadership development in the important aspects of Coastal Resource Management (CRM). The rationale behind paying special attention to the youth sector is that the younger generation today will be the leaders of tomorrow. Exposing the youth to CRM at this early stage will develop them to be responsible leaders in the future. Exposure to group dynamics and the intricacies of team-work and leadership will prepare each participant for the real world of organizational work. A background to basic ecological concepts, especially coastal and marine ecology will give the participants a “feel” of the coastal environment and the organisms therein, and, at the same time it is hoped that a sense of personal responsibility to the environment in general and the coastal environment in particular will be developed in each participant.

To further reinforce the sense of responsibility, key concepts in Reproductive Health, widely recognized as a very important aspect of CRM will be reviewed using both new and tested approaches to enhance the learning process.

**TRAINING PROGRAM**

**DAY 1 Activities**

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>ACTIVITY</th>
<th>TIME REQUIRED</th>
<th>MATERIALS NEEDED</th>
<th>ACTIVITY CONTENT/EXPECTED OUTPUT</th>
<th>PERSON RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>To register the participants, assign them to their rooms, and other administrative concerns</td>
<td>Registration</td>
<td>8:30 – 9:00 (30 minutes)</td>
<td>Registration forms ID cards w/ jackets Training kits</td>
<td>Participants are registered, assigned to their respective rooms and groups, and administrative concerns settled</td>
<td>Secretariat</td>
</tr>
<tr>
<td>To formally open the youth camp</td>
<td>Opening Program (Welcome Address)</td>
<td>9:00 – 9:15 (15 minutes)</td>
<td>Sound system</td>
<td>Host NGO executive director or SCHOW welcomes participants and formally opens the camp</td>
<td>Host NGO</td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>ACTIVITY</td>
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<td>PERSON RESPONSIBLE</td>
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<tr>
<td>To introduce the co-facilitators from the partner NGOs and the invited facilitators</td>
<td>Introduction of the Training Team</td>
<td>9:15 – 9:30 (15 minutes)</td>
<td>Sound system</td>
<td>The members of the training team are introduced to participants</td>
<td>Secretariat</td>
</tr>
<tr>
<td>To allow the participants to get to know each other and meet the YPEs from other barangays</td>
<td>Ice-breaker and speech by partner NGO</td>
<td>9:30 – 9:50 (10 minutes – ice-breaker; 10 minutes – speech)</td>
<td>Sound system</td>
<td>The participants get to know each other and gain some new friends. Speaker should give a speech on locating the youth in the overall RH program.</td>
<td>Host NGO/Facilitators</td>
</tr>
<tr>
<td>To orient the participants with the house rules of the youth camp</td>
<td>House Rules Orientation (snacks)</td>
<td>9:50 – 10:00 (10 minutes)</td>
<td>Visual aid of the House Rules</td>
<td>The participants are aware of the house rules</td>
<td>Facilitators/caterer</td>
</tr>
<tr>
<td>To know the expectations of the participants and level off with the camp objectives</td>
<td><strong>INTRODUCTORY ACTIVITY:</strong> <strong>PECULIAR SHAPES</strong></td>
<td>10:00 – 10:15 (15 minutes)</td>
<td>Pre-constructed material for writing expectations</td>
<td>Participants’ expectations from the training are drawn out, processed and leveled off with the camp objectives</td>
<td>Facilitators</td>
</tr>
<tr>
<td>To help the participants develop self-confidence and trust in others</td>
<td><strong>SELF-DEVELOPMENT EXERCISE:</strong> <strong>TRUST FALL</strong></td>
<td>10:15 – 11:15 (60 minutes)</td>
<td>Elevated platform</td>
<td>Participants will develop self-confidence and trust</td>
<td>Facilitators</td>
</tr>
<tr>
<td>OBJECTIVES</td>
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<tr>
<td>To develop teamwork among the participants applying the principles of</td>
<td>TEAM-BUILDING: GAME ON WEB OF FIRE</td>
<td>11:15 – 12:00</td>
<td>Rope</td>
<td>Participants will develop teamwork and appreciate its importance in all group activities</td>
<td>Facilitators</td>
</tr>
<tr>
<td>proper planning</td>
<td>TEAM-BUILDING: GAME ON CUP-STACKING</td>
<td>(45 minutes)</td>
<td>Plastic cups Rubber bands “Pamo” nylon string</td>
<td>Participants will develop group coordination and enhance teamwork</td>
<td>Facilitators</td>
</tr>
<tr>
<td>To develop coordination and teamwork among the participants</td>
<td>LUNCH</td>
<td>12:00 – 1:00</td>
<td></td>
<td>Caterer</td>
<td></td>
</tr>
<tr>
<td>To level off with participants what extent they understand CRM/RH</td>
<td>KNOWLEDGE REVIEW: MISSING LINK – Human and</td>
<td>1:30 – 2:00</td>
<td>Flash cards of different pictures</td>
<td>Facilitators will find the level of understanding of CRM and RH concepts and participants</td>
<td>Facilitators</td>
</tr>
<tr>
<td>integration</td>
<td>Resource Integration</td>
<td>(30 minutes)</td>
<td></td>
<td>review their understanding of such</td>
<td></td>
</tr>
<tr>
<td>To reinforce the participants’ understanding on coastal ecosystems,</td>
<td>KNOWLEDGE REVIEW: BASIC ECOLOGY</td>
<td>2:00 – 3:30</td>
<td>Sound system Visual aids Metacards</td>
<td>Participants’ understanding of the coastal environment will be reinforced, and they will be</td>
<td>Facilitators /caterer</td>
</tr>
<tr>
<td>dynamics of human population, and CRM</td>
<td>Game: Marine Ecosystems Human Ecosystem Human</td>
<td>(90 minutes)</td>
<td>Marking pens</td>
<td>able to relate this with the effects of increasing population</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Population CRM Process (snacks)</td>
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<tr>
<td>To expose the participants to the complexity and beauty of the coastal</td>
<td>INFORMATION GATHERING AND EXPOSURE: BLUE</td>
<td>3:30 – 4:30</td>
<td>Masks and snorkels Underwater slates</td>
<td>The participants will get a chance to experience first hand being able to</td>
<td>Facilitators</td>
</tr>
<tr>
<td>ecosystems in</td>
<td>LAGOON</td>
<td>(60 minutes)</td>
<td>with pencils Data forms</td>
<td></td>
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<tr>
<td></td>
<td>(Snorkeling, beach)</td>
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<tr>
<td>OBJECTIVES</td>
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<tr>
<td>the locality</td>
<td>interviews and beach walk)</td>
<td>4:30 – 5:30 (60 minutes)</td>
<td>Manila paper, Felt pens</td>
<td>observe the coastal ecosystems of a specific locality, record their observations, and discuss them with the group</td>
<td>Participants and facilitators</td>
</tr>
<tr>
<td>To expose non-swimming participants to the sea-coast interface and urge them to discover the relationship between organisms and their environment</td>
<td>Data processing</td>
<td>4:30 – 5:30 (60 minutes)</td>
<td>Manila paper, Felt pens</td>
<td>Participants gain experience in handling data they have collected</td>
<td>Participant and facilitators</td>
</tr>
<tr>
<td></td>
<td>Presentation of data</td>
<td>5:30 – 6:30 (60 minutes)</td>
<td>Manila paper, Felt pens</td>
<td>Participants experience how to present data</td>
<td>Participants and facilitators</td>
</tr>
<tr>
<td></td>
<td>DINNER</td>
<td>6:30 – 7:15 (45 minutes)</td>
<td></td>
<td></td>
<td>Caterer</td>
</tr>
<tr>
<td></td>
<td>KNOWLEDGE REVIEW AND SHARING: HOP-THE-ISLES</td>
<td>7:30 – 8:15 (45 minutes)</td>
<td>“Hop-the-Isles” game</td>
<td>Participants review their knowledge of IPOPCORM basic information</td>
<td>Facilitators</td>
</tr>
<tr>
<td>To expose the participants to the difficulty of budgeting with limited income</td>
<td>EXPERIENTIAL FAMILY PLANNING: PELIMON’S FAMILY</td>
<td>8:15 – 9:00 (45 minutes)</td>
<td>Metacards, Casino/Round chips</td>
<td>Participants will be able to experience how to budget for their own “families” and realize the difficulty of having many children and a limited budget</td>
<td>Facilitators</td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>ACTIVITY</td>
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<td>PERSONS RESPONSIBLE</td>
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<tr>
<td>To allow the participants a venue to share experiences as YPEs and SK members in their different roles as responsible youth</td>
<td><strong>BONFIRE ACTIVITIES: ROLE- PLAYING GAMES AND SHARING</strong></td>
<td>9:00 – 10:00 (60 minutes)</td>
<td>Firewood</td>
<td>The youth are given different scenarios which they act out in groups. After this, they share with others the outcome of the skits and share their experiences as youth in responsible roles.</td>
<td>Facilitators</td>
</tr>
</tbody>
</table>

**DAY 2 Activities**

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>ACTIVITY</th>
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</tr>
</thead>
<tbody>
<tr>
<td>To revive the physical, mental and spiritual strength to start a new day</td>
<td>Morning exercise and reflection</td>
<td>6:00 – 7:00 (60 minutes)</td>
<td></td>
<td>Physical exercises &amp; sharing will strengthen and rejuvenate the participants</td>
<td>Facilitators</td>
</tr>
<tr>
<td>BREAKFAST</td>
<td></td>
<td>7:00 – 7:45 (45 minutes)</td>
<td></td>
<td></td>
<td>Caterer</td>
</tr>
<tr>
<td>To review the salient parts of the previous day’s discussions</td>
<td><strong>RECAP</strong></td>
<td>7:45 – 8:00 (15 minutes)</td>
<td>Pieces of paper Pens</td>
<td>To review the participants on what they have learned so far; to serve as an ice-breaker, and to follow-up on expectations</td>
<td>Facilitators</td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>ACTIVITY</td>
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<tr>
<td>To reinforce the participants’ knowledge on the different ways man affects the coastal ecosystems</td>
<td><strong>KNOWLEDGE REVIEW: COASTAL CHARADE</strong></td>
<td>8:30 – 9:30 (60 minutes)</td>
<td>Metacards, Flip charts</td>
<td>Participants become aware of the human activities that have negative impacts on the environment</td>
<td>Facilitators</td>
</tr>
<tr>
<td>To present the phases of life and the challenges (peer pressure &amp; mass media) in each phase which may pose threats to population and marine resources brought about by unplanned family life</td>
<td><strong>TEAM BUILDING AND PLANNING: FEAR FACTORS IN THE AMAZING RACE</strong></td>
<td>9:30 – 10:30 (60 minutes)</td>
<td>Loaf of bread or pack of crackers, Glass of water, Strips of cloth, Pails, Coconut husks, Skipping rope, Pillows, Clothing</td>
<td>The participants become aware of the phases in life that they should pass before engaging in family life and the effects of premarital sex and unplanned marriages which contribute to the depletion of resources that endangers food security</td>
<td>Facilitators</td>
</tr>
<tr>
<td>To emphasize the importance of planning in achieving life goals and</td>
<td><strong>TEAM BUILDING AND PLANNING: BUILD ME A BETTER WORLD</strong></td>
<td>10:30 – 11:15 (45 minutes)</td>
<td>Bubble gum, Barbecue sticks</td>
<td>The participants realize the importance of planning in achieving</td>
<td>Facilitators</td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>ACTIVITY</td>
<td>TIME REQUIRED</td>
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<tr>
<td>good family life for the attainment of food security</td>
<td></td>
<td></td>
<td></td>
<td>goals for a particular task and more importantly in building family life</td>
<td></td>
</tr>
<tr>
<td>To emphasize the importance of family planning</td>
<td>NARRATIVE STORY: WALE’S MICE</td>
<td>11:15 – 12:00 (45 minutes)</td>
<td>Mickey mouse figures and other Disney character models Casino/Round chips</td>
<td>The participants see, in the light of the story being told, the importance of family planning in their lives</td>
<td>Facilitators</td>
</tr>
<tr>
<td>LUNCH</td>
<td>12:00 – 1:00 (1 hour)</td>
<td></td>
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<td></td>
<td>Caterer</td>
</tr>
<tr>
<td>To give the participants time to make their own life plan and determine their life priorities and aspirations which they want to achieve</td>
<td>PLANNING: PERSONAL ACTION PLAN</td>
<td>1:00 – 2:00 (60 minutes)</td>
<td>Metacards Manila paper Marking pens</td>
<td>The participants are able to make their personal life action plan stating their priorities and personal objectives which they want to achieve in their lives</td>
<td>Facilitators</td>
</tr>
<tr>
<td>To identify the CRM and RH issues confronting the participants’ community and challenge them to do their part in marine conservation and food</td>
<td>PLANNING: COMMUNITY ACTION PLANNING</td>
<td>2:00 – 3:00 (60 minutes)</td>
<td>Metacards Manila paper Marking pens</td>
<td>They are also able to come up with action plans outlining the activities they can conduct at their own level</td>
<td>Facilitators</td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>ACTIVITY</td>
<td>TIME REQUIRED</td>
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<tr>
<td>security by identifying positive actions that they can do at their level</td>
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</tr>
<tr>
<td>To allow the participants to present their action plans to their fellow participants and facilitators for feedback and validation</td>
<td>Presentation of action plans, providing feedback, and validation (snacks)</td>
<td>3:00 – 4:00 (60 minutes)</td>
<td>Sound system Masking tape Board</td>
<td>Participants’ action plans are validated and improved</td>
<td>Host NGO/ PFPI/LGU representatives</td>
</tr>
<tr>
<td>To formally close the youth camp</td>
<td>Closing ceremony and symbolic ritual</td>
<td>4:00 – 4:30 (30 minutes)</td>
<td>Sound system</td>
<td>Youth camp activity is formally closed and participants’ commitments are declared and internalized</td>
<td>Facilitators</td>
</tr>
</tbody>
</table>
Due to the multi-faceted nature of CRM, the users of this module are encouraged to modify the content according to the following but not limited to:

- Cultural norms of the training participants
- Educational level of the training participants
- Average age of the training participants
- Overall physical capability of the training participants
- The training venue
- Budget available for the training

 prévu 

Note to the facilitators:

Emphasize that the IPOPCORM Youth Camp will reinforce responsibility of the Youth Peer Educators (YPEs) and the youth in general in protecting life and the environment.

That through the Youth Camp, the lessons learned as YPEs will be shared to others, especially the strategies and approaches that they use in educating the members of their families and their peers.

As YPEs, they are trainers and models of their fellow youth in the community and that they should set a good example. Therefore, it is important to develop camaraderie among them and share their talents and skills as leaders of today and in the future.

As YPEs and leaders, they will be given the skills in formulating action plans for their barangays after identifying issues and problems of the youth.

Action plans will be presented to the barangay officials and leaders in the community. With the assistance of the Community Health Outreach Workers (CHOWs), the action plans will have to be implemented considering the availability of resources and capacity of the youth in coordination with the LGU and NGO.
Conduct of the Training:

Participants

This curriculum is designed to train Youth Peer Educators (YPEs) who have attended trainings on Youth Sexuality, Reproductive Health and Environmental Education. The ideal number of participants is 15 – 20.

Facilitators

The CHOWs of the different organizations implementing the IPOPCORM Initiative can use this training curriculum for YPEs. They should be currently doing community health outreach work within their respective project sites, and should employ what they have learned from previous IPOPCORM trainings.

Methodology

The methodology is rarely didactic and most sessions utilize various participatory learning activities. The YPEs are encouraged to learn in the most simple, comfortable and easiest way by their participation in the exercises. Salient points are emphasized through short discussion-lectures and activities are processed at the end. These reinforce the participants’ learning without making them bored or inattentive.

The training can be conducted in settings lacking in resources and can be adapted according to the conditions prevalent in the participants’ community.

Language

The training can be conducted in the local dialect. Facilitators can also consider other information, education and communication (IEC) materials which are appropriate for reference.

Training Schedule

The training schedule should be adaptable to the circumstances particular to the situation of the participants. The training curriculum is designed to be completed in two days.
A sample of a training schedule is shown below:

**DAY 1**

8:30 – 9:00  Registration  
9:00 – 9:15  Opening Program  
  Welcome Address  
9:15 – 9:30  Introduction of training team  
9:30 – 9:50  Ice-breaker  
  Introduction of participants  
  Inspirational message from host NGO  
9:50 – 10:00 House Rules  
10:00 – 10:15 Introductory Activity: Peculiar Shapes  
10:15 – 11:15 Self-development Exercise: Trust Fall  
11:15 – 12:00 Team-building: Game on Cup-stacking/Web of Fire  
12:00 – 1:00 Lunch  
1:30 – 2:00 Knowledge Review: Missing Link: Human and Resource Integration  
2:00 – 3:30 Knowledge Review: Basic Ecology  
3:30 – 4:30 Information Gathering and Exposure: Blue Lagoon Snorkeling  
  Beach Interviews  
  Beach Walk  
4:30 – 5:30 Processing of data  
5:30 – 6:30 Presentation of data  
6:30 – 7:00 Dinner  
7:00 – 7:45 Recap Activity: Follow-up on expectations  
7:45 – 8:00 Knowledge Review and Sharing: Hop-the-Isles  
8:00 – 9:00 Experiential Family Planning: Pelimon’s Family  
9:00 – 10:00 Bonfire: Role-playing games and sharing

**DAY 2**

6:00 – 7:00 Morning exercise and reflection  
7:00 – 7:45 Breakfast  
7:45 – 8:00 Recap Activity: Follow-up on expectations  
8:00 – 8:30 Presentation of Basic Demographics  
8:30 – 9:30 Knowledge Review: Coastal Charade  
9:30 – 10:30 Team-building and Planning: Fear Factors in the Amazing Race  
10:30 – 11:15 Team-building and Planning: Build Me a Better World  
11:15 – 12:00 Narrative Story: Wale’s Mice  
12:00 – 1:00 Lunch  
1:00 – 2:00 Planning: Personal Action Plan  
2:00 – 3:00 Planning: Community Action Plan  
3:00 – 4:00 Presentation of action plans, feedback, and validation  
4:00 – 4:30 Closing Ceremony
**House Rules**

Although the youth camp is intended as an informal and loosely structured activity, there are rules that still have to be followed. The following are viewed as the minimum set of rules that are recommended for the safety and enjoyment of the participants.

1. Each participant is encouraged to participate in all activities provided that the participant can cope with and perform each activity without compromising his/her personal safety and the safety of the group in general.
2. Safety should be a prime concern and should be observed by everyone at all times.
3. A buddy system will be put in place. Each person will be responsible for his or her buddy in all aspects of the training such as but not limited to:
   i. Participation in all activities
   ii. Learning of important concepts
   iii. Safety in all outdoor activities
4. Participants are not allowed to entertain visitors in the camp except in emergency cases.
5. Smoking cigarettes, cigars, chewing snuff and using other tobacco derivatives, drinking alcoholic beverages, and using illegal/controlled substances is strictly prohibited.
6. Unruly behavior will not be tolerated. Any participant behaving in a manner that is contrary to the aims and objectives of the camp will be reprimanded at the first offense. A repeated offense will serve as grounds for dismissal from the camp.
7. A pre-test and post-test will be administered to gauge the level of awareness of the participants on environmental and RH-related issues, as well as to serve as a measure of the effectiveness of the content of the training module.
8. The use of cellular phones shall be limited only to emergencies and during free time.
9. Cleanliness of the campsite and the training hall should be maintained at all times.
10. Host teams will be formed and will be assigned to do specific tasks during the camp.
11. A 10:00 p.m. curfew shall be observed. At this hour participants should all be in their sleeping quarters and accounted for.
12. Have fun.
### Peculiar Shapes

**Purpose:** To allow the participants to express their different individual expectations and desired outputs of the youth camp

**Time:** 15 minutes

**Materials:** art materials, colored pens, and pens

**Procedure:**

1. The participants shall be asked to group themselves according to the color of their nametags. Each member of the group shall be asked to form a shape from the pieces of colored papers given to them.

2. They shall be given 10 minutes to think and write their expectations on the paper with a distinct shape. After all the members are through writing their expectations, they will be asked to form a single object to represent the group using the different shapes that they created.

3. Each group shall be given time (5 minutes) to share to the whole group the common expectations of the members of the group.

**Processing:**

Guide processing questions

1. What are the common expectations of the members of the group?
2. What are the similarities among all expectations of all the groups?
3. How did the groups make the symbol for the whole group? What does it try to say?
4. What have you learned from the activity?

**Trainer’s notes**

1. Discuss with participants which among their expectations are attainable within the time frame of the youth camp and those that require a longer period of time to attain.
2. Level off the participants expectations to the youth camp objectives.
Trust Fall

**Purpose:** To develop confidence in one’s self and towards others and to allow the participants to discover their mental capacity to overcome stressful situations and how well they relate to others in times of distress

**Time:** 60 minutes

**Materials:** Elevated platform (can either be static or dynamic [movable or stationary], 1.5–2.0 meters high and can support the weight of two people (~250-275 lbs)

**Procedure:**

**Practice**

1. Have the participants count-off by two’s to divide the group equally.

2. Ask the groups to form two lines facing the facilitator (a line is when people are standing side by side).

3. The participants are then asked to form 2 concentric circles with an inner circle and an outer circle facing the center. Members of the outer circle should be in line with members of the inner circle in front.

4. The participants in the inner circle are then asked to cross their arms in front of their chest while those making-up the outer circle will assume the “stopping” motion: hands placed at the chest level with palms facing forward and their feet positioned in such a way to allow for maximum stability (one foot in front of the other).

5. The two groups will then memorize the following dialogue:
   - Inner circle: Friend, can I trust you with my life?
   - Outer circle: Yes you can
   - Inner circle: I am ready to fall
   - Outer circle: Fall on… (faller’s name)

6. Upon hearing his/her name, an inner circle member will then fall backward (like a log).
7. Each outer circle member will then stop the fall of his/her partner in front.

Actual

1. Ask the two groups to move to the elevated platform. Have them form two lines facing each other and at a distance apart to allow for a person to fit. This will be the “catcher” group.

2. The “catcher” group will then be asked to form a “cradle” with their arms. No arms should be interlocked and all jewelry and accessories should be removed to prevent injury.

3. A volunteer “faller” will then be asked to climb the platform together with his/her partner. They should be facing each other and the faller’s back should be turned towards the catcher group.

4. After the “faller” has gathered enough courage and motivation, he/she will converse with the “catcher” using the dialogue outlined in the practice session.

5. After confirmation to fall is given by the “catcher” group, the “faller” is given 2 seconds to fall backward like a log.

6. The process is repeated until all willing participants shall have taken their turn falling.

Processing:

Guide Processing Questions

1. How did you feel while doing the activity?
2. What made it so difficult for you to fall?
3. What have you learned from the experience?
4. Why do you think trusting oneself and other people are important in achieving objectives?

Safety Note:

1. Safety is the number one priority.
2. All jewelry and other removable body ornaments should be taken off before the activity in order to avoid injury.
3. Spotters should be facing away from the sun.
4. Spotter’s arms should not be interlocked in any manner.
5. The faller should keep his/her arms interlocked in front of the chest during the entire falling process.
6. Big spotters should be positioned to catch the upper part of the faller’s body.

**Trainer’s notes:**

1. In processing, first try to allow the participants to discuss their impressions freely with only a minimal prompting from you. Let them control the flow of the discussion as long as they are still within the context of the guide questions. Bear in mind that you are there to guide them and not to control the discussion.
2. Once all the guide questions have been given sufficient treatment, give the following inputs:
   a. Ask them how long they thought was the time it took them to fall before they were caught. **ANSWER:** less than 1 second! People facing fear and uncertain circumstances tend to overestimate the time. It is therefore imperative that the participants come into terms with this fact and learn to put their fear aside and bring out their strength.
   b. Ask the participants how they felt as “catchers”, and as “fallers”. The usual answer is that the catchers felt they had the great responsibility of making sure that the faller doesn’t hit the ground no matter what happens. The faller on the other hand would usually answer that they are afraid that the catchers would fail to catch them. People are usually like that, individuals are often afraid/ashamed to ask for help and at the same time, groups are also apprehensive of offering help fearing that they may offend or hurt the ego of an individual. Given this dilemma, the youth (YPE) should be able to know when to ask for and give help. Being active in community and organizational work develops this skill.
Cup Stacking

**Purpose:** To develop the participants’ ability to work with a group and to develop teamwork as a strategy to facilitate the accomplishment of major tasks

**Time:** 45 minutes

**Materials:** rubber bands (1 pc/group), string, plastic drinking cups

**Procedure:**

1. Prior to the activity, cut the needed pieces of string into two to three foot long pieces for each group. Tie each piece to a rubber band as evenly as possible so you end up with a rubber band with pieces of string attached to it, the number of which should correspond to the number of group members (it should look like a sun with rays spreading out in all directions). Make one for each group. (Alternately, you can ask the group to set up the rubber band and strings themselves.)

2. The camp participants shall be divided into two groups and will be given time to figure out the strategy they will apply in order to achieve the objective of the activity given the materials available to them. This is a contest between the two groups in terms of speed and quality of the final product.

3. The two groups will each be given 10 cups to form a pyramid of plastic cups 10-15 meters from the starting line using only the rubber band and strings to transport the cups from the starting line to where the pyramid of cups should be formed. Only one cup can be transported at a time.

4. The first group to complete the activity shall be declared as the winner.

**Processing:**

**Guide Processing Questions**

1. What made the activity easy/what were the facilitating factors?
2. What made the activity difficult/what were the hindering factors?
3. How can you relate this activity to your responsibility as YPEs?
4. What have you learned from the activity?
5. How can you apply these lessons in your day to day life?

Trainer’s notes:

1. This activity is essentially an exercise in teamwork in its purest form. In the discussion, emphasize the fact that there are times when a task is easier to handle as a team and at other times, individual action is sufficient.

2. When working as a team, individuals should set aside their feelings of pride and submit to collective action for the common good.

3. Discuss the fact that in constructing the pyramid, the quality of the foundation determines the outcome of the whole structure in like manner the ability of the group to work well with each other can help a lot for the group to achieve its objectives. Share the Greek proverb: “Well begun is half done”, and expound on it. Also ask participants to share their insights.

4. The Cup Stacking and Web of Fire activities shall be done simultaneously since the participants are divided into two groups. These however, will be processed together as they both emphasize teamwork.
Web of Fire

Purpose: To test the ability of a team to work in a well-coordinated manner applying the principles of proper planning and implementation of appropriate strategies

Time: 45 minutes

Materials: 150 meters of 5mm diameter nylon rope

Procedure:

1. A day prior to the activity, construct a web out of the rope. Set up the web between two posts or two trees. Make use of what is available on-site. Project the number of holes in the web based on the number of expected participants.

2. On the day of the activity, divide the participants into two groups.

3. One group can be assigned to do the Cup Stacking activity.

4. Instruct the group to go from one side of the web to the other by passing through the holes given the following restrictions:
   a. A person should not touch the rope with any part of his/her body or clothing.
   b. Team mates can assist one another provided that those who help should likewise, not touch the rope with any part of their body or clothing.
   c. A hole in the web can only be used once. Mark a used hole with masking tape or rubber band.
   d. A “miss” is committed if any member of the group touches the web. The person attempting to pass through will be allowed to continue to the other side.
   e. After three misses, all members who have reached the other side will be made to go back and the whole group should repeat the process.
Processing:

Guide Processing Questions

1. What made the activity easy/what were the facilitating factors?
2. What made the activity difficult/what were the hindering factors?
3. How can you relate this activity to your responsibility as YPEs?
4. What have you learned from the activity?
5. How can you apply these lessons in your day-to-day life?

Trainer’s notes:

1. The web can be viewed as a combination of the trust fall and cup stacking activities. It covers the concepts of team-work, trusting one’s self, and trusting others.
2. One important detail that sets the web apart from the trust fall and cup stacking is the fact that the holes in the web are of different sizes. Point this out by first asking them what they observed about the web or just tell them outright.
3. The concept of “niche” shall emphasize that in a group, each of the members has a role to play for the good of the whole group. Tell the participant that there is a “hole” intended for everyone in the web. In like manner, it shows that every member of a group has his/her own important purpose and has something to contribute no matter how little it is. Thus, it is a challenge for the group to be able to work as one maximizing the potentials of every member and be able to complement each other’s limitations to be able to accomplish the goals of the group and attain the common good.
Finding the Missing Link

**Purpose:** To introduce the concept of ecology and ecosystem and gauge the participants’ understanding on basic ecology and CRM

**Time:** 30 minutes

**Materials:** visual aids (e.g., pictures of the different coastal ecosystems, families, persons), marking pens, manila paper, cartolina

**Procedure:**
1. Divide the participants into different groups.
2. Present the visual aids/pictures in pairs.
3. Instruct each group to create a story to link the two pictures shown.
4. Request a representative from each group to tell the story of the two pictures.

**Processing:**

Guide Processing Questions

1. What is your understanding of ecology?
2. Do you know the different coastal ecosystems?
3. What factors make the activity difficult/what were the hindering factors?
4. How can you relate this activity to your responsibility as youth?
Basic Ecology

Purpose: To provide some basic concepts in general ecology in preparation for the discussions in coastal ecosystems and human impacts on these

Time: 90 minutes

Materials: visual aids, marking pens, manila paper, and cartolina

Procedure:

1. Role playing (to gauge the participants’ understanding of the basic concepts)
   a. Prepare metacards and pens.
   b. Divide the participants into three groups and assign each group to tackle one ecosystem.
   c. Distribute the metacards and pens and ask them to write down the elements.
   d. Instruct each group to dramatize the relationship among the elements of the ecosystem.

2. Introduce ecology as a branch of biology. Introduce and define key terms important to the understanding of ecology.

3. Introduce important linkages/connections between and among organisms and their environment.

4. Introduce some basic ecological “laws” (refer to trainer’s notes).

Trainer’s notes:

A. ECOLOGY

1. Base your discussion on the following key concepts:
   a. **Vocabulary:** ecology, environment, living things, non-living things, interaction, relationships, dependent relationship, interdependent relationship, symbolic relationship
   b. **Ecology explained:** Ecology is best understood if the word is broken down into its root words.
i. ECOLOGY – OIKOS, or the Greek word for house, or the environment we live in

ii. ECOLOGY = LOGOS, or the Greek word for study

Simply put, ecology is the study of the house or environment in which we live in.

But this is by no means is a complete definition. To come up with a complete definition, we must have a certain understanding of the elements of the environment. In ecology, the place or environment is composed of living and non-living things. Living things include plants and animals while non-living things include objects like soil, rocks, and water. Living and non-living things in any one environment have interactions with one another that usually result in a relationship. An interaction takes place when one living thing acts on or towards another, and the other organism reacts. When this happens, a relationship takes place. All places, all environments, have living and non-living things that interact with one another and as a result create a relationship. The study of the relationships of living and non-living things in an environment is the complete definition of ecology.

Many times relationships are so important that if they don’t exist the living thing would suffer or die. This relationship is called a dependent relationship. The relationship between parents and the young is like this. If parents do not take care of their children, it is possible that the children will suffer. Children are dependent upon their parents. When parents grow older they often also need help from their grown children. For this reason, during their lives, children and parents are said to be interdependent upon one another. They have an interdependent relationship because they need each other.

Sometimes a relationship exists that is mutually beneficial to both living things involved. The relationship between children and parents that live together is mutually beneficial because parents help their children to live and in return, children help their parents to live. The result is that both enjoy a better life. In the study of ecology, as in other fields of science, when two different living things live together for the benefit of both we say that they have a symbiotic relationship.

B. COASTAL ECOSYSTEMS

PURPOSE: To familiarize the participants with the different coastal ecosystems that can be found in their locality and around the Philippines, and the natural and human-induced threats that affect them.
Discuss the following:

**Mangrove ecosystem**

1. The unique adaptations of mangrove trees to the marine environment
2. The environmental and economic importance of mangroves
3. Mangrove threats

**Sea grass ecosystem**

1. The unique adaptations of sea grasses to the marine environment
2. The environmental and economic importance of sea grasses
3. Sea grass threats

**Coral reef ecosystem**

1. The unique adaptations of corals to the marine environment
2. The environmental and economic importance of corals
3. Coral reefs threats

**Trainer’s notes (Appendix)**

**C. HUMAN ECOSYSTEM (The Present Scenario)**

1. Localized data on population and other community demographics is best appropriate for this lecture to present a realistic scenario to the participants.
2. Records on population trend in the community would be of best help for the participants to realize the fast growing number of people in their community and even globally.
3. In case data is unavailable: See attached statistical data on Health and Population.
D. THE CRM PROCESS

PURPOSE: To familiarize the participants with the CRM process and the different strategies used in managing municipal waters

PROCEDURE:

1. Take off from the discussion of threats to coastal ecosystems in the Philippines.
2. Introduce the participants to the provisions of the Local Government Code (RA 7160) and the Philippine Fisheries Code (RA 8550) that mandates the local government to manage municipal waters.
3. Introduce CRM as an important tool in addressing threats to and effectively managing municipal waters.
4. Introduce the participants to the different strategies used in CRM. Briefly explain the CRM planning process.
5. Put into perspective the role of the YPE as part of the overall CRM process.

Trainer’s notes (Appendix)

E. POPULATION MANAGEMENT as a strategy to CRM

Family Planning – strategic intervention to reduce fishing effort

WHY SHOULD POPULATION MANAGEMENT BE A CONCERN?

- 59% of population resides in the coastal zone
- High fertility (TFR 4.7% vs. 3.7% national)
- High population growth (3.9% vs. 2.3% national)
- Low CPR modern method (25% vs. 28.2% national)
- Young population structure (>45% under 15 yrs)
- Large family size (5-8)
- Majority of HH are fishers
- Low education/literacy (primary schooling only)
- Health services are inaccessible
- High rate of malnutrition in under-fives
- Growing food security problems

WHY IS IPOPCORM NEEDED?

Having too many children can cause social problems like poverty, criminality including illegal fishing, health issues and other problems since the parents resort to whatever means just to feed their children. This will be a cycle because the children, who are not well educated, will naturally
follow their parents’ footsteps and experience the same hardships. It is difficult to raise more children since there are more mouths to feed, more to educate and provide for with other basic needs. If the parents are unable to do this, malnutrition, illness and other problems occur.

**WHY ADOPT IPOPCORM IN SOLVING POPULATION CONCERNS?**

DENR & DOH have stated “If the current trends in population growth and coastal resource exploitation continue, the availability and affordability of fish to provide a crucial protein source for the Philippines will be lost” and recommended that “Family planning be strengthened in the coastal areas to reduce fishing effort and population pressure”.

**FOOD SECURITY HINGES ON THREE CRITICAL RESULTS:**

1. ILLEGAL FISHING STOPPED
2. CRITICAL HABITATS PROTECTED
3. FISHING EFFORT REDUCED
Blue Lagoon

Purpose: To expose the participants who can swim and snorkel to the complexity and beauty of the coral reef ecosystem and non-swimming participants to the sea-coast interface and urge them to discover the relationship between organisms and their environment.

Time: 60 minutes

Materials: masks and snorkels, slate boards, trash bags (for beach walk)

Procedure:

1. Introduce the purpose of the activity.

2. Brief the participants of the snorkeling activity and the safety considerations to remember.

3. Instruct the participants on what to observe. Their observations should be based on the following guide questions:
   a. What coastal ecosystem can be observed in the area?
   b. What is the status of that coastal ecosystem?
   c. What factor could have caused the area to be in the present state that it is in?
   d. What are the five (5) most common organisms that you observed? List down according to their local or common names.

4. For the beach walk, instruct the participants to follow the coastline and make observations on the following:
   a. Organisms living on the shoreline
   b. Human impacts on the shoreline

5. Both groups should pick up any trash they come across during the activity.

6. Discuss the observations of the group on the site in order to facilitate understanding.
**Processing:**

Guide Processing Questions

1. What is your appraisal of the general condition of the ecosystems you observed in the snorkeling activity?
2. What do you think can young people like you do to help save the marine resources and ensure food security?
3. What have you learned from the experience?

**Trainer’s notes:**

Suggested further reading: Philippine Coral Reefs by A. T. White, Ph.D. for a comprehensive identification of the common coral reef flora and fauna.
Hop-the-Isles

**Purpose:** To give the youth a venue to practice their RH training, trivia, and knowledge, as well as to share that knowledge with their fellow youth that are non-YPEs

**Time:** 45 minutes

**Materials:** 2 sets of Hop-the-Isles Game

**Procedure:**

The youth are divided into two main groups, each with its own facilitator. The groups are further subdivided into two teams. Each team is made up of pairs. Two games are played simultaneously. Teams will play against each other, the questions answered by the pair. Since the game may be difficult to end, the first team to answer correctly at least ten questions wins the game.
Pelimon’s Family

Purpose: To give youth a glimpse into the facts of real situations wherein the participants are given a set budget and a set number of children for their respective families and they are to utilize the given budget for one month, providing for all the health, educational, nutritional, etc. needs of their family

Time: 45 minutes

Materials: metacards, chips (to represent money)

Procedure:

1. The participants are asked to divide into four groups and each group is asked to pick a number between 2 and 10. They are later told that this number is the number of children in their family. Each group is then asked to create their family by each choosing a father, mother, and the set number of children. Excess participants may leave the group and act as spectators and observers to the proceedings.

2. Each family is given a set number of chips with denominations (100, 50, and 20) written on them. They are then given a list of required purchases (e.g. rice, fish, clothes, education) and luxury items (e.g. chocolates, television set). They will then decide on the budget set. In some instances, if the same groupings are used as in the Hop-the-Isles Game, the winners are usually given a little extra money (e.g. P800).

3. The facilitators will act as the “stores” selling the goods. One will act as a “bank” to give the participants the option to save.

Guide questions during discussions

1. What was the most difficult thing that you observed during the activity?
2. What commodity did your family compromise first once their money was found to be lacking?
3. What commodities did your family prioritize?
4. What was your first reaction when your money ran out?
5. Was the situation that you just played similar to the real situation of Filipino families today? How? In what ways?
Bonfire Activities: Role Playing and Sharing

**Purpose:** To promote solidarity among the participants and the facilitators, and allow the participants to go back to their real family life experiences and see what they can do as educators in their own families.

**Time:** 60 minutes

**Materials:** 4 unfinished situations for the participants to complete, in rolled papers, 1 blank rolled paper, questions in rolled paper

**Procedure:**

1. The participants shall be asked to group themselves according to the color of their nametags. Each group shall pick a rolled paper prepared by the facilitator.

2. Groups who pick the rolled papers with situations will answer the questions through a drama presentation. Members of the group who pick the blank rolled paper shall be asked to answer the special questions and share their answers with the whole group.

3. The group that picked the blank rolled paper shall also be appointed as the committee for the entire bonfire program. It is their responsibility to arrange the sequence of the presentations during the program.

4. A hotdog fest shall be the culminating part of the program.

**Questions/Situations for the drama presentation:**

1. What do you think would happen to the family life, especially of the children, of a family whose parents were married at a very young age without having finished their high school because of engaging in pre-marital sex? Do you want this to happen to your own family? (Show all the possibilities through a drama presentation.)

2. You belong to a family of nine (9) including your mother and father. The main and only source of income of the family is fishing. Your mother is presently bearing the 8th child of the family and your
parents are still of reproductive age. Your father has always been complaining about his fish catch decreasing everyday to almost zero. What do you think is the future of your family, especially of the children? Do you think you can do something as a member of the family?

3. What are the possible consequences teenagers (Ara & Christian) would suffer when they engage in pre-marital sex? Both of them are still in their second year of high school and at the same time, the eldest in their families with 5-7 younger siblings. Ara dreamt to be a nurse while Christian would have wanted to be a lawyer. What do you think their parents would feel?

4. A group of friends are in their third year high school. All of them have been practicing unprotected pre-marital sex (PMS) with multiple partners except Peter. Peter has always refused to engage in sex because he still wants to reach his ambition in life, which is to be a doctor but then his friends would tease him and even call him “bakla”. What do you think would happen to Peter if his friends continue to tease him? to his friends who continue engaging in unprotected PMS with multiple partners?

5. Marina and Rouge are childhood lovers. They are now in their senior year in high school. One time, Rouge asked Marina to sleep with him but Marina strongly refused. She told him that it’s only for their own good and their future. Rouge respected her decision. Four years later, both graduated college, landed a good job and thus, settled down. What kind of family do you think would they have? How do you think you can make your own future family like that of Marina & Rouge?

Questions to be answered individually:

1. Have you tried talking to your parents about human sexuality or any Reproductive Health-related topics? How did you feel and how did they respond to you?

2. Have you tried conducting IPC to someone of the opposite sex? What was his/her reaction?

3. Have you experienced being invited to engage in sex by your “barkada”? How did you handle it?
4. In your personal family life, have you had problems related to CRM/RH/food security? What did you do to help?

5. Have you tried educating your own siblings/family about sexuality, RH and CRM? How did they respond to you?

6. Have you tried educating a friend who is sexually active? How did you go about doing it?

7. Is there anything about you that has changed since you became a YPE? What are these?

8. What do you think is the greatest lesson you learned being a YPE and in what way do you think it will help you in your own life and family?

9. What do you think is your greatest accomplishment as a YPE? How about the most difficult experience? What inspired you to continue being a YPE?

10. Do you believe that the youth sector has an important role to play in protecting our marine resources to help ensure food security? How do you think can you contribute in your own ways?

**Processing:**

Guide processing questions

1. What did you notice in the experiences presented by your co-participants?
2. Why do you think your parents/people involved in the situations reacted that way in those scenarios?
3. Do you think your knowledge as peer educators helped you formulate the solutions?
4. Do you think you can do something to help your families as peer educators? Why do you think it is important to educate our own families?
5. What have you learned from the entire activity?

**Trainer’s notes:**

1. The number of situations to be used may vary according to the number of participants, to which the number of groups created would also depend.
2. Give ample time for the sharing and discussions, in order to sufficiently process the issues/experiences so that the participants can internalize the lessons.

3. Rules for group sharing should be emphasized, especially regarding maintaining confidentiality about the family planning problems of the participants. The facilitator may give all the questions or instead, choose only what is thought to be most appropriate for the group.
Coastal Charade

**Purpose:** To reinforce the participants’ knowledge on the different ways man affects the coastal ecosystem

**Time:** 60 minutes

**Materials:** strips of paper, pens

**Procedure:**

1. Give each participant a strip of paper and pen. Ask them to think of human activities that have effects towards the coastal ecosystems and write this activity on the strip of paper.

2. The participants should be given the freedom to choose and describe any activity regardless of whether its effect is positive or negative. After writing these down, let the participants roll the strip of paper and drop it in a box provided by the facilitator.

3. Divide the group into two with at least 7 members each. If there are too many participants, divide them into four or six groups but they still have to play an elimination round so that only two groups will remain for the final round.

4. Each group has to choose a representative each time, to be the model of the group. The model shall be tasked to pick a strip of paper from the box and act out the description of a human activity while the rest of the group are to guess the action.

5. Each group shall be given 45 seconds to guess. Failure of the group to guess within 45 seconds shall make them lose their turn and give the chance to another group.

6. The group who can gain more points shall win but preferably this is a best of five games. Extra situations should be prepared in case there is a tie.
Processing:

Guide processing questions

1. What did you notice about the human activities presented?
2. What are usually the effects of these activities on our coastal ecosystems?
3. What do you think would happen if these activities will not be stopped?
4. As YPEs, what can you do to stop these destructive activities?
5. What have you learned from this activity? How can you apply this learning?

Trainer’s notes:

1. A poster showing human impacts on coastal ecosystems shall be discussed by the facilitator.
2. Draw out personal experiences of the participants with different destructive human activities in the coastal zone and let the participants discuss these in detail.
Fear Factors in the Amazing Race

**Purpose:** To present different phases/forces of life and the challenges (peer pressure, media, early pregnancies, unplanned families) which pose threats to food security

**Time:** 90 minutes

**Materials:** loaf of bread, glass of water, skipping rope, strips of cloth, pails, empty soft drinks bottles, drinking straw, coconut husks, clothing, pillows, outdoor area preferably seashore

**Procedure:**

1. The participants shall be divided into two groups. If there are more participants, they may be divided into four groups. Instructions should be explained to the participants and blindfolds should be put on before going out to the field.

2. The members of the group shall form one line in the starting area. The first member in the line shall be considered as the first player.

3. The first player shall go through the series of tasks to be accomplished but great obstacles are present to add more pressure and difficulty. The main goal of the player is to reach the finish line in the least time they could, accomplishing the tasks in every post.

The Race proper:

1. The player shall be blindfolded. He/she shall be asked to walk a distance without stepping on the “X” marks on the floor/ground. The rest of the members shall give the player directions but they are not allowed to walk with the player. When the player reaches the first post, he/she may remove the blindfold and continue to do the next task.

2. The second task is to place the drinking straws in empty soft drink bottles. This however, must be accomplished using coconut husks as footwear. The task will end upon reaching the third post but the player should continue to do the next task.
3. The third task is to fill an empty bottle with water using only a small cup to transfer the water from a pail to the bottle. (If seawater is not available, sand will do.) When this task is completed, the player shall proceed to the next task.

4. The fourth task is to dress like a pregnant woman. The player has to change his/her clothing with a costume of a pregnant woman and place a pillow on his/her stomach making it appear like a baby. The player then has to walk like a pregnant woman until reaching the finish line where another task must be completed. The player should skip rope five times without allowing the pillow to fall. If the pillow falls, the player should repeat the task.

5. The last task is to eat bread and drink water to satisfy the hunger and thirst of the player after doing the series of tasks. Having been satisfied, the player shall return to the starting point and tap the shoulder of the second player to signal his/her turn to do the series of tasks. The rest of the players shall do the same until all the members of the group have taken their turns.

Processing:

Guide processing questions

1. How did you feel while doing the activity?
2. What did you notice among the members of the group during the race?
3. How would you relate your experiences in the game to real life situations?
4. Was there enough food to satisfy all the members of the group?
5. Do you think that youth who become parents at an early age will be able to give enough food and a comfortable life to their children?
6. What do you think is the game trying to teach us about the balance between population and resources?
7. What have you learned from the activity?

Trainer’s notes:

Discuss the symbolism of the different phases of the game emphasizing the inter-connectedness of the human population to coastal resource management.

Phase I: Peer pressure and Media promoting sex
These factors are identified as the strongest factors influencing the young people to engage in PMS. Stress the importance of strong family values and the quality of friends that they should have. A real friend is someone who:

- C – concern for our welfare & future
- A – advises us what is just, good & right
- R – respects life & individuality
- E – encourages us to realize our dreams

**Phase II: Our Roles in Life**

As we learned from the Web of Fire, we all have different roles to play in this life. These roles are usually identified for us by our elders (parents and grandparents). These roles are not necessarily those that we want for ourselves but our parents and elders are convinced that these are what are good for us. The important thing to consider in this aspect is the fact that our elders want the best for us and that we are not really obliged to follow what they want but to follow what we think is right, live a happy life, and be an asset to society by being involved in all environment management activities especially CRM.

**Phase III: Individual Dreams & Vision**

Emphasize the importance of outlining their priorities at present including their goals and aspirations in life. Point out also the need to focus on the things that will help them achieve and realize their dreams and not on those that can possibly hinder them, like becoming a parent at a very early age.

**Phase IV: Family Life**

Family is not easy because along with it goes so many responsibilities. The more difficult it will be for those who enter into family life without enough preparation. Emphasize the possible consequences of unplanned families and which most of those are young teenagers who become parents by accident and at a time when they are least prepared (e.g. economically unstable & the children’s future is at risk).
Phase V: Food Security

Relate the effort that the participants exerted in completing the race to the current reality the fishermen are experiencing today: CPUE or catch per unit effort is very low, meaning fishermen are spending more time and energy in their fishing and are still catching very few fish. This is due largely to the increasing number of users of coastal resources as a result of rapid population growth.
Build Me a Better World

**Purpose:** To emphasize the importance of planning in order to achieve goals and attain food security

**Time:** 45 minutes

**Materials:** 25 pcs. of barbecue sticks/group, 15 pcs. of bubble gum/group

**Procedure:**

1. Divide the participants into 4-5 groups. Each group shall be given a bundle of barbecue sticks and pieces of bubble gum.

2. Each group shall be given 2 minutes to build a house using the sticks and the gum. They are to build the most beautiful, tallest, strongest and the most creative house.

3. The participants shall not be given any time to plan prior to the activity. They should not also be allowed to talk while working.

4. Any group caught violating the rules will automatically be disqualified.

5. The facilitators shall test the quality of the houses after all the groups are done.

**Processing:**

Guide processing questions

1. Do you think planning was important before building the house? Why?
2. What difference would it make if you were given time to plan?
3. Do you think every member of the group was important in building the house? Did everybody cooperate?
4. Why do you think planning is important before engaging into the activity?
5. How important do you think is life planning/family planning?
6. What have you learned from the activity? How can you apply the learning in your day-to-day life?
Trainer’s notes:

1. The method of testing the quality of the house should be processed well to avoid hurting the feelings of the participants when you get to destroy the house while testing.

2. Relate the two previous discussions to the planning process. Emphasize the importance of planning in building the houses despite the limited means of communication that they had. Bring them to realize that planning is not only important in building structures but more so in building ones family.

3. Discuss the importance of being able to work with materials that are available without altering their state. There will always be groups that will chew the gum before using it as well as groups that use the gum as is.

4. Simple but durable should be a principle that should be followed by the participants. Explain engineering and architectural concepts wherein the simplest structures and shapes are the strongest. (ex. 1. The pyramids that lasted for 4 thousand years despite being hollow and filled with chambers inside. 2. The arch, which is the basic shape of long-lasting bridges, the shape of the foundation of the Eiffel tower, and the bottom of the human foot).
Wale’s Mice

Purpose: To give the participants an idea of the unfolding problems encountered when no family planning is followed in a typical couple’s life

Time: 45 minutes

Materials: Mickey and Minnie mouse figures as props, other Disney characters (to act as children), chips (to represent money)

Procedure:

The thrust of this activity is to illustrate the hardships of no family planning in a normal couple’s life. The story goes that Mickey and Minnie are sweethearts that build a home together after an accidental pregnancy. They are given a set amount of money, according to their circumstances (e.g. still in school) and this slowly diminishes with the more children that they have. Aside from this, they also have no time to finish school, etc.
Personal and Community Action Planning

**Purpose:**

Personal Life Planning: To give time for the participants to ponder on their own plans for their future and determine their life priorities

Community Action Planning: To allow the participants to identify community-based CRM and RH issues in their own locality and come up with action plans to address such issues that they can work on at their own level.

**Time:**

120 minutes (60 minutes for each)

**Materials:**

Personal Life Plan forms, metacards, manila paper, marking pens, BMS data, other relevant information

**Procedure:**

1. Give each participant a Personal Life Plan form and give them the freedom to choose their own nook where they can be alone and reflect for an hour.

2. As soon as time is up for the life planning, gather the participants again in the training hall and divide them according to the barangays they represent. Assign them to specific areas of the training hall where they can work with minimum disturbance.

3. Ask the CHOWS of the respective barangays to guide the participants.

4. Explain the basic steps of the planning process. Include the format/matrix of the action plan (attached).

5. Ask the groups to identify the CRM- and RH-related issues in their barangays. Supervise the activity by going to the different groups to answer their questions.
6. Once the issues are all identified, instruct the groups to prioritize these issues by ranking them from the most important to the least important. (They can do this by voting or by tallying frequency of occurrence).

7. Once the issues are prioritized, ask the groups to take the top 1 or 2 issues from each category (CRM & RH) and from these issues formulate an action plan using the matrix.

8. Have the groups present their action plans to the whole forum. (Invite representatives from the BLGU and the MLGU for the presentation of plans so that they can comment on the plans and also give their commitment to assist in the fruition of the action plans.)

Processing:

Guide processing questions

1. What did you learn from the planning activity?
2. Are the plans you made realistic? Why or why not?
3. How can you apply the lessons you learned from this activity to your tasks as YPEs?

Trainer’s notes:

1. Discuss the SMART guideline in coming up with effective plans:
   a. SPECIFIC
      • issues should be clear and strategies to address them should be specific
   b. MEASURABLE
      • the success indicators of strategies should be measurable in order to have a quantitative basis of the success for future reference/counter-checking
   c. ATTAINABLE
      • answer this question: Can it be done with the resources we have and the amount of time at our disposal?
   d. REALISTIC
      • don’t build a bridge to the moon
   e. TIME BOUND
      • remember: weeks, years, months...keeps planners focused on the goal

2. Check the quality of the action plans based from the SAMRT guideline.
REFERENCES


White, Allan T & Cruz-Trinidad, Anabelle.  *The values of Philippine Coastal Resources: Why Protection and Management are Critical.*  Cebu City Phil: USAID, 1998

**IPOPCORM YOUTH CAMP**

**BASIC INFORMATION**

| NAME: | \_
| AGE: | \_
| ADDRESS: | \_
| EDUCATIONAL ATTAINMENT: | \_

**YOUTH CAMP EXPERIENCE**

<table>
<thead>
<tr>
<th>First environmental youth camp attended?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>
| If NO, please write the title, date, and organizing body of the youth camp attended. | \_

**TRAINING EXPERIENCE**

| Other Coastal Resource Management and Reproductive Health trainings attended (please write title, date, and organizing body) | \_

| Reasons for attending this youth camp | I was required to attend | It was at my own personal interest to attend | I attended because I am curious about it | Others (specify): |

**SPECIAL CONSIDERATIONS**

<table>
<thead>
<tr>
<th>Swimming skills (Please make an honest assessment. This is for your safety.)</th>
<th>I am an excellent swimmer. I learned how to swim when I was ___ \ I am very comfortable in water.</th>
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<tbody>
<tr>
<td></td>
<td>I am a good swimmer. I swim often. I am comfortable in water.</td>
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<td></td>
<td>I am a fair swimmer. I swim often. I am fairly comfortable in water for short periods of time.</td>
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<td></td>
<td>I am a poor swimmer. I haven't been swimming often or recently, only occasionally. I am rarely comfortable in water.</td>
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<td></td>
<td>I cannot swim.</td>
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# SNORKEL DATA SUMMARY FORM

<table>
<thead>
<tr>
<th>NAME:</th>
<th>DEPTH:</th>
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<tbody>
<tr>
<td>Coastal Ecosystem(s) Observed:</td>
<td>Coastal Ecosystem general description:</td>
</tr>
<tr>
<td>(1)</td>
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<td>(3)</td>
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<thead>
<tr>
<th>Animals</th>
<th>Plants</th>
<th>Non-living things</th>
<th>Human impacts</th>
<th>Signs of disturbance/destruction</th>
<th>Other Observations</th>
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My general impression of the area was:

I collected trash (also see data card)

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<thead>
<tr>
<th>Type of trash</th>
<th>No. of pieces</th>
<th>% of total collection</th>
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</table>
# BEACH WALK DATA SUMMARY FORM

<table>
<thead>
<tr>
<th>NAME:</th>
<th>TIME:</th>
<th>Length of walk (m):</th>
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</thead>
</table>

## DRAW A GENERAL MAP OF THE AREA (200m)

<table>
<thead>
<tr>
<th>Animals</th>
<th>Plants</th>
<th>Non-living things</th>
<th>Human impacts</th>
<th>Signs of disturbance/destruction</th>
<th>Other Observations</th>
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- **Number of children encountered in the 500m walk down the beach?**
- **Ages of children encountered?**
- **How many empty bancas seen beached on the sand or anchored in the shallows?**
- **How many bancas with fishers/passengers in the water?**
- **How many gleaners on the beach?**
- **How many people utilizing the mangrove area?**
- **How was it being utilized?**
- **How many houses built on the shore along the 500m walk?**
- **How many seawalls encountered during the walk?**
- **How close (in meters) was the closest structure from the waterline?**
- **How many tourists encountered along the shore?**
- **How many people selling shells or other collected marine life on the shore?**
- **How many people selling fish along the shore?**
- **Did you see any mining areas along the shore?**
- **How many hotels and restaurants along the shore?**
- **How many trash dumps along the shore?**
  - I collected trash (also see data card)

<table>
<thead>
<tr>
<th>Type of trash</th>
<th>No. of pieces</th>
<th>% of total collection</th>
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</table>
## BEACH WALK INTERVIEW SUMMARY FORM

<table>
<thead>
<tr>
<th>NAME:</th>
<th>TIME:</th>
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<tbody>
<tr>
<td><strong>Sitio &amp; Barangay:</strong></td>
<td><strong>Municipality:</strong></td>
</tr>
<tr>
<td>Family Name:</td>
<td></td>
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<tr>
<td>Mother’s Name:</td>
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<tr>
<td>Occupation:</td>
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<tr>
<td>Educational attainment:</td>
<td></td>
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<tr>
<td>Father’s name:</td>
<td></td>
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<tr>
<td>Occupation:</td>
<td></td>
</tr>
<tr>
<td>Educational attainment:</td>
<td></td>
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<tr>
<td>Number of children:</td>
<td></td>
</tr>
<tr>
<td>Number of children under 18 years old?</td>
<td></td>
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<tr>
<td>Number of people in household?</td>
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<tr>
<td>Number of relatives outside immediate family in household?</td>
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<tr>
<td>How many fishers in the family?</td>
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<tr>
<td>What is their average fish catch?</td>
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<tr>
<td>What type of gear do they use to catch fish?</td>
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<td>How many boats are owned by the family?</td>
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<td>How many in the household are employed?</td>
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<tr>
<td>What is the average income of the household?</td>
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<td>How far from the waterline is the house?</td>
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<tr>
<td>How many rooms are in the house?</td>
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<tr>
<td>What kind of toilet do they have? Water-sealed?</td>
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<tr>
<td>How many bedrooms in the house?</td>
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<tr>
<td>Are any of the children under 18 years old working?</td>
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<td>If yes, as what?</td>
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<tr>
<td>Who looks after the children?</td>
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<td>How many of the children are in school?</td>
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<td>Where do they dispose their trash?</td>
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<td>Do they know what destructive fishing methods are?</td>
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<td>If so, what exist in the area?</td>
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<tr>
<td>Name of their diet for one day:</td>
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<tr>
<td>Breakfast:</td>
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<td>Lunch:</td>
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<td>Dinner:</td>
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<td>Other observations:</td>
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<td>Other questions:</td>
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</table>
MY PERSONAL ACTION PLAN

Name: 
Age: 
Date: 

<table>
<thead>
<tr>
<th>AGE</th>
<th>Personal goals (WHAT)</th>
<th>Process (HOW)</th>
<th>Purpose (WHY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 - 19</td>
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<td>20 - 24</td>
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<td>25 – 29</td>
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<td>30 – 34</td>
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<td>35 - 39</td>
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Personal pledge: ______________________________________________________
___________________________________________________________________
___________________________________________________________________

Signature: ____________________________
## COMMUNITY ACTION PLAN MATRIX

<table>
<thead>
<tr>
<th>ISSUES</th>
<th>OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>TIME FRAME</th>
<th>BUDGET/RESOURCES NEEDED</th>
<th>PERSONS/ORGANIZATIONS INVOLVED</th>
<th>EXPECTED OUTPUTS</th>
</tr>
</thead>
</table>
Suggested Icebreaker activities

Suggested Recap Activities

IPOCORM YOUTH CAMP
Part 1. Encircle the letter of the correct answer(s) in each item

Section A: BASIC ECOLOGY (20 pts)

1. The study of the relationships between living things and non-living things and the environment is called:
   a. Biology  
   b. Ecology  
   c. CRM  
   d. Sociology

2. The collective term used to describe organisms at the base of the food web is:
   a. Producers  
   b. Consumers  
   c. Decomposers  
   d. Reducers

3. Which of the following is/are coastal ecosystem(s):
   a. Forest  
   b. Seagrasses  
   c. Coral Reefs  
   d. Mangroves

4. Corals are:
   a. Rocks  
   b. Animals  
   c. Plants  
   d. Seaweeds

5. What coastal ecosystem(s) holds/traps sediments thus preventing siltation:
   a. Forest  
   b. Seagrasses  
   c. Coral Reef  
   d. Mangroves

6. The following are threat(s) to our coastal environment:
   a. Coastal development  
   b. Siltation  
   c. Dynamite fishing  
   d. Improper waste disposal

7. What is the number one threat to coral reefs:
   a. Typhoons
b. Human impact
c. High surface water temperature
d. Strong waves

8. What are the benefit(s) from protecting/managing our coastal ecosystems:
   a. Income
   b. Food
   c. Knowledge
   d. Security

9. Who takes part in managing our coastal ecosystems/resources:
   a. The youth
   b. Local government and national government
   c. Fisherfolk
   d. Coral reef

SECTION B: REPRODUCTIVE HEALTH (15 pts)

1. The following are effects of early pregnancy among women:
   a. A healthy baby because the mother has a lot of breast milk
   b. A comfortable life for the baby and its parents
   c. A possibility that the woman will die because her body is not yet ready

2. For the youth to avoid sexually transmitted diseases, especially HIV/AIDS, it is proper to:
   a. Have sex with different partners
   b. Make sure of the appearance of a prospective partner before having sex
   c. Say NO TO SEX but if it cannot be avoided, use protection

3. Being gay is:
   a. Abnormal
   b. Normal
   c. Not acceptable

4. What is/are the change(s) that occur(s) in the male body during the youth stage:
   a. Deeper voice
   b. Onset of pubic hair
   c. Feelings of attraction towards the opposite sex

5. What is/are the change(s) that occur(s) in the female body during the youth stage:
   a. Brighter eyes
   b. Enlargement of breasts
   c. Onset of masturbation

6. As YPE we should educate the following people/group(s):
   a. Barkadas
   b. Classmates
   c. Family
7. Prior to marriage the smartest thing to do is:
   a. Take a vacation
   b. Family planning
   c. Go to church

8. One way to ensure a bright future for your children is to:
   a. Have plenty of children so that there will be many hands to help with the chores
   b. Carefully plan the family and not have too many children
   c. Keep taking our coastal resources so that there will be plenty of food for the children

9. Knowledge or awareness about sexuality and reproductive health can help the youth be:
   a. Responsible parents in the future
   b. Involved in pre-marital sex
   c. Malicious and perverse people

10. Discussing reproductive health by and with children is:
    a. Harmful
    b. Helpful
    c. Obscene

SECTION C: INTEGRATION (20 pts)

1. One possible result of implementing CRM and Family planning is:
   a. Increase in the number of children
   b. There is food security
   c. Decrease in coastal resources

2. People and the environment are:
   a. Separate
   b. Connected
   c. Not compatible

3. Increase in human population will likely lead to:
   a. More demand in food
   b. Lesser demand in food
   c. Increase in fishing effort

4. Coastal resources are exhaustible thus need:
   a. More pressure through harvesting
   b. Management
   c. No management
5. What is the possible outcome of the following scenario: high CRM effort, no Family Planning:
   a. Increase in food supply
   b. CRM efforts are cancelled in terms of food security
   c. Decrease in number of children

6. Why do we need to protect coral reefs?
   a. It is a source of livelihood
   b. If feeds our family
   c. We can learn from coral reefs

7. When a factory dumps its waste in the river it is likely to affect:
   a. Only the river
   b. The fish in the river
   c. The mangroves, seagrasses, coral reef and the associated organisms

8. Possible result(s) of cutting trees in the upland is/are:
   a. Landslide
   b. Siltation
   c. Death of coral reefs

9. The likely reason(s) of people resorting to destructive fishing practices like dynamite fishing is/are:
   a. Greed
   b. Less fish to catch
   c. Poverty

10. Why do we teach and learn CRM and Reproductive Health:
    a. To participate in managing our degraded coastal habitats
    b. To contribute in population management
    c. To make sure that our children’s children can eat

Part 2. Opinion Poll. Agree or Disagree. Encircle the letter “A” if you agree with the statement and the letter “D” if you do not.

1. The sea and the coral reefs in our place are still in good condition and there are still lots of fish A  D

2. The number of children in a family has an effect on coastal resources A  D

3. Our community is not capable of protecting the natural and coastal resources in our area A  D

4. There is no decrease in the volume of fish caught in our area A  D
5. A poor person with a lot children to feed may use illegal means of fishing such as dynamite and cyanide to increase his fish catch A D 

6. Persons of authority can freely do damage to the environment because no one will stand up to them A D 

7. It is good and alright for a couple to have many children A D 

8. A youth is obscene (bastos) if he/she knows about Sex and Reproductive Health A D 

9. It is easy to talk with my parents about sex A D 

10. It is improper for the youth to be involved in activities and discussions about Family Planning because this is only for couples A D
BASIC ECOLOGY

MANGROVES

Mangroves are coastal trees or shrubs that are adapted to estuarine or even saline environments. The term mangrove refers to the individual plants, whereas mangal refers to the whole community or association dominated by these plants. Mangroves have characteristic features that allow them to live in marine waters:

- **Shallow roots** that spread widely across the substrate often with extensions called pneumatophores that project from the mud and which allows the absorption of oxygen in an otherwise anoxic (no oxygen) substrate
- **Buttresses (prop or stilt roots)** from trunks and/or branches for better anchorage during strong winds
- **Succulent leaves** with internal water storage tissue and, in some species, with salt excreting organs or glands which maintain salt/water (osmotic) balance
- **Unusual type of seed germination and dispersal** - the seed germinates while still on the parent plant (viviparous), producing an elongated hypocotyls which will become the root, eventually dropping directly into the substrate and planting itself

Importance of mangroves

- Mangroves harbor a diverse assemblage of flora and fauna: small mammals, birds, reptiles, amphibians, and invertebrates.
- Mangroves serve as nursery grounds and habitat for fishes and other marine organisms.
- Mangroves have been traditionally valued for their wood and forest products (e.g., tannins, vinegar).
- Shoreline protection from strong waves and wind
- Major source of organic matter and nutrients

SEAGRASSES

Seagrasses are flowering grass-like plants which are adapted to saline habitats. A total of 13 species have been recorded in Philippine waters. This represents 27% of the total species recorded worldwide, second only to Australia which has 23 species. Seagrasses are either grass-like in gross external morphology. Except for species of Halophila, which have oval or elliptical leaves, the rest of the seagrasses have long, thin strap-like leaves and a monopodial growth form. The plant arises from a creeping underground stem or rhizome. They attach to all types of substrates, occurring most extensively on soft ones. They are found from the inter-tidal region to depths of 30 meters, but are most conspicuous in the sub-tidal area.
Importance of seagrasses

- Stabilizing and holding bottom sediments even through the enormous stresses of hurricanes and temperate storms
- Slowing and retarding water currents and waves, promoting sedimentation of particulate matter and inhibiting re-suspension of organic and inorganic matter through leaf action
- Shelter and refuge for resident and transient adult and juvenile animals, many of which have commercial and recreational importance
- Food for grazers, epiphytes, and detritus feeders
- Source of organic matter as the plants attain a high production and growth (leaves of some species can grow 5-10 mm per day)
- Production and trapping of detritus and secretion of dissolved organic matter that contribute to nutrient cycles within the ecosystem. In addition, it also serves as nursery ground for species that spend their adult life outside the community

Threat to seagrasses

- Increasing human population
  - Need increased space for food and food production
  - Settlement
  - Waste disposal/pollution
  - Recreation

CORAL REEFS

A coral reef is made up of the exoskeleton of single, small marine animals called coral polyps, which are collectively called a coral colony. As polyps die, new ones grow on top of the empty exoskeletons. Over time, the collection of exoskeletons left behind by dead coral polyps and coral colonies build large groups of rock-like structure called a coral reef. Although the entire coral reef looks like a lot of large rocks, the top surfaces are actually covered with new coral colonies that are very much alive.

Importance of coral reefs

- Rich fishing ground. Coral reefs provide about 15 percent of the total Philippine fish catch or about 170,000t/year (Murdy and Ferrants 1980)
- Shoreline protection from storm surges
- Medicine (antibiotics, anti-career compounds) from various invertebrates
- Coral sand
- Aesthetic appeal. Tourism
- Natural Laboratory
Threat to coral reefs

- Storms
- Global warming
- Disease, parasites, and predators (Crown-of-thorns starfish- \textit{Acanthaster planci})
- Destructive fishing methods such as trawling, blast fishing, drive-in nets, and cyanide fishing
- Coral mining
- Anchor damage
- Water pollution

Population Problems in the natural world: The food pyramid will be the basis for this discussion. The shape of the pyramid reflects the normal and ideal numbers of members of each trophic (energy) level. (There are more producers than primary consumers which number more than the secondary consumers, and so on). Illustrate what will happen if the population in a higher trophic level exceeds that which is directly below it. It will start a chain reaction wherein higher trophic levels will “eat up” more than the sustainable number of organisms in the lower trophic levels until the pyramid will be inverted and topple over (the apex will be in the bottom).

THE CRM PROCESS

Trainer’s notes:

To help the participants understand the concept of CRM better, there are terms that should be introduced. These are the key operational definitions for CRM planning (Philippine Coastal Management Guidebook No. 3).

1. \textbf{Coastal Resource Management.} CRM is a participatory process of planning, implementing, and monitoring sustainable uses of coastal resources through collective action and sound decision-making.

2. \textbf{Collaborative management or co-management.} Collaborative management or co-management is based on the participation of all individuals and groups that have a stake in the management of the resource.

   a. All stakeholders have a say in the management of a resource on which they depend;
   
   b. The sharing of the management responsibility varies according to conditions of authority between local community organizations and government. However, in virtually all cases, a level of government continues to assume responsibility for overall policy and coordination functions; and
   
   c. Social, cultural, and economic objectives are an integral part of the management framework. Particular attention is paid to the needs of
those who depend on the resource and to the equity and participation.

3. **Coastal Area/Zone.** The coastal zone is a band of dry land and adjacent ocean space (water and submerged land) in which terrestrial processes and uses directly affect ocean processes and uses, and vice versa; its geographic extent may include areas within a landmark limit of one kilometer from the shoreline at high tide to include mangrove swamps, brackish water ponds, nipa swamps, estuarine rivers, sandy beaches, and other areas within the seaward limit of 200-m isobath to include coral reefs, algal flats, sea grass beds, and other soft bottom areas (RA 8550).

4. **Municipal Waters.** Municipal waters are within the territorial jurisdiction of municipalities to include streams, lakes, inland bodies of water, and tidal waters within the municipality that are not within protected areas (defined under RA 7568 the National Integrated Protected Areas System, NIPAS Law), public forest, timber lands, forest reserves or fishery reserves, but also the marine waters included between two lines drawn perpendicular to the general coastline including offshore islands and 15 km from such coastline. Where two municipalities are so situated on opposite shores that there is less than 30 km of marine waters between them, the third line shall be equally distant from opposite shore of the respective municipalities’ (RA 8550).

5. **Municipal/City CRM plan.** A municipality/city CRM plan defines the goals, objectives, policies, and strategies for managing coastal resources over a 5-year or medium-term time horizon consistent with the goals, objectives, and timeframe of the National Medium Term Program Development Plan (MTPDP). Essential elements of a municipal CRM plan include:

   a. Description of the area
   b. Maps
   c. Management issues
   d. Goals and objectives
   e. Strategies and actions
   f. Institutional and legal framework
   g. Timeline
   h. Monitoring and evaluation

Annual operations and investment plans are prepared in support of the municipality/city CRM plan to describe yearly program activities and provide budgets. Under certain conditions, such as bays and gulfs, several municipalities may need to join forces in the formulation of the bay-wide CRM plan. The support of communities and involvement of Municipal Fisheries and Aquatic Resources Management Councils is essential to ensure successful implementation of the plan.
6. **Provincial CRM framework Plan.** A provincial CRM framework plan sets the policy framework and development direction of the province. It contains guidelines on how to implement the different coastal management programs and strategies at the provincial and municipal/city levels. It does not enumerate the details of the activities and projects in each of the strategy. Instead, it provides broad policies and guidelines on how to address issues and problems concerning the province and the municipalities/cities. It could also contain guidelines as to how the municipalities and cities could jointly manage a bay or fishing ground used by more two or more contiguous LGUs, or any other management areas. It may also serve as framework for the municipalities and cities in preparation of their respective plans.

**Phase 1:** Issue identification and baseline assessment

**Phase 2:** CRM plan preparation and adoption

**Phase 3:** Action plan and project implementation

**Phase 4:** Monitoring and evaluation

**Phase 5:** Information management, education and outreach

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**LAWS OF NATURE**

Ecosystems throughout the world follow a set of laws that are enforced naturally. These laws of nature occur regardless of the efforts of humans to change or bend them. There are a number of laws in nature, some are specific to individual ecosystems and some apply to ecosystems around the world. They contain concepts and vocabulary that should be understood when studying ecology.

**LAW # 1**

Every living thing is part of a continuing transfer of food energy called a **food chain**. This means that all plants produce and provide food while animals get food, a process of eating and being eaten. It will help us if we look at an example: a man eats a big fish that eats a little fish that eats small ocean animals that eat small ocean plants that grows using air, water, and sunlight.

In this example, it is often true, man is at the top of the food chain, while the small ocean animals and plants are considered to be at the bottom of the food chain. Even though animals at the top of the food chain do not directly eat plants or animals at the bottom of a food chain, those at the top rely on those at the bottom for the food that they ultimately supply to them.
**LAW # 2**

All the living things in a food chain are either **producers** or **consumers**. This means that all living things either get their energy to live and grow from 1) non-living things as plants do, by making (producing) plant material from water, nutrient, and carbon dioxide and using sunlight in a process called photosynthesis, or 2) the eating (consumption) of other living things, as most animals do. Among living things, plants are producers and exist at the bottom of the food chain. Animals are consumers and usually occupy the middle or tope of the food chain.

**LAW # 3**

All consumers in a food chain are either **predator** or **prey**. This means that all animals are either eating (as a predator) or being eaten (as prey) at different times depending on who is eating what. Most animals are both predator and prey. The big fish in the example is a predator when it captures a prey, a small fish. However, when the man, the ultimate predator, captures the same big fish, it becomes prey.

**LAW # 4**

The relationship between the producers and consumers, and the predators and prey, that make up the food chain are interdependent, and form an interconnecting pattern known as the food web. The interlocking nature of food chains and food webs makes each of the chain or web vital to the existence of the whole. If a single plant or animal that is part of a food chain or web is destroyed or removed, the entire chain or web can be destroyed.

**LAW # 5**

All natural ecosystems on earth have fragile arrangements of food webs and environmental conditions that are in ecological balance. This balance allows the ecosystem to support plants, animals and humans. Small changes in the food web, or changes in the environmental conditions, for example, changes in temperature or the amount of pollution, can cause the ecological balance to be disturbed. When this happens, the ecosystem often can no longer support the plants, animals and humans that are living there.
Multiple Use and Human Impacts on Philippine Coastal Environment
SEAGRASSES

- Stabilizes soft bottom communities and holds sediments
- Slows and retards water currents & waves promoting sedimentation of particulate matter
- Serves as a nursery ground for many fish and invertebrate species
- Provides food for many marine organisms
- Produces and traps detritus, secretes dissolved organic matter that contributes to nutrient cycling

Threats:
Approximately 30 to 50% lost due to heavy siltation and coastal development
Coral Reef

- Provide 15% of the total Philippine fish catch (170,000 t/year; Murdy and Ferraris 1980)
- More than 50% animal protein consumed is derived from marine fisheries & aquaculture
- More than 1M small-scale fisher dependents (food & income)
- Protects shoreline from surges
- A source of medicine, coral, sand
- Aesthetic appeal: Tourism
- Natural laboratory

Threats:
- Human impacts and destructive fishing practices
- Storms
- Global warming
- Diseases, parasites, predators
Declining catch per fisherman

- Municipal fishers are catching fewer fish each year and sinking deeper into poverty

Trend of catch per unit effort for one barangay, Olongo Island, Cebu
(Result of community assessment of coastal resources, Coastal Resource Management Project, 1998.)

Mutual benefits among coastal ecosystems

**CORAL REEF**
- Physical buffer for shoreline
- Varied habitat, feeding area
- spawns nutrients efficiently

**SEAGRASS**
- Binds sediments
- Nursery feeding and spawning area
- Produces nutrients

**MANGROVE**
- Prevents erosion
- Nursery area
- Produces nutrients
- Pollution sink

*Exports*  
- Organic nutrients
- Maturing fish and crustaceans

White 2000
The Coastal Zone

Salvage/buffer zone: 3m for urban; 20m for agricultural; 40m for forest areas

Timberland (mangrove forest)

Municipal waters (15 km)

Open sea or another municipal water

Alienable & disposable

Shoreline

High tide

Foreshore

Low tide

Coastal zone (seaward extent to the 200m isobath)

(1 km landward from the shoreline)