

# TEACHERS' GUIDE

## **Coping with Strong Emotions**



# Teachers' guide

## **General Information for teachers**

Adolescence period is an important segment of life. At this point, adolescents go through physical, emotional and behavioral changes which may cause variety of troubles to them. Only family and institutional learning cannot help them to strive against those complications and difficulties solely. Therefore, at adolescent period, adolescents need to know about physical and psycho-social issues for coping with the mental soundness and other changes beside physical wellbeing.

Who are adolescents now, is our future tomorrow, so their physical and mental wellbeing are essential and the psycho-social training will enhance the capacity of adolescents and youth to become able and mentally strong person.

## **Psycho-social changes at adolescence period**

Several changes can be noticed among adolescents at this period. Communication style with family, friends and peers also varies because each female and male adolescent have different psychology. In this regard, important elements like genetic characteristics, development of brain, experiences and surrounding environment (family, friends, society, culture etc) play an influential role. Adolescents become self-independent and gradually expose the sign of maturity through this transition of change.

## **Emotional changes**

Mental Pressure: Adolescent period is such a time when a person faces several emotional phases while going through physical and mental changes. The adolescents feel suffocated mentally due to their inability to share own thoughts and issues with anyone else. Moreover, different kinds of stress takes place in their life for the changes and other events. Stressful events can happen for major life events and daily hassles. Major life events can be any critical or traumatic event in life, like changing schools, divorce of parents, death of a beloved one or getting married. They can be challenging, threatening and difficult to deal with at times. Daily hassles are day-to-day disruptions in one's life and occur with greater frequency than major life events, for example conflict with parents, friends or self-image. Daily stressors have enduring effects and can enlarge the difficulty of coping with major life events.

Extreme anger: Adolescents always feel anxious about their social position at this phase. Society has some expectations from them, nonetheless, there is no standard code of conduct which makes them feel even more insecure and worried. As others do not understand them the way they want, their anger escalates to extreme level.

Tend to stay alone: Adolescents tend to be busy with own self, keep little distance with social engaging activities. Due to physical changes, adolescents try to keep little distance with people from their surroundings. They cannot discuss these physical and mental changes with anyone. They feel discomfort to meet people due to change in their outfits. They feel really hesitated as they think everyone is noticing them.

The discussion above displays that not only physical changes, important emotional and mental changes also are related to physical changes at adolescent period.

## **Coping**

Coping is putting effort to solve personal or interpersonal problems in order to minimize or tolerate one's stress. Coping mechanisms or strategies are the ways that we apply in a stressful situation in order to feel better.

There are different ways of coping with stressful situations. Coping mechanisms vary from person to person, and also situation to situation. Which means two things: Everyone will not cope with similar stressful situation in the same manner and a person may want use different coping mechanisms for different stressful situations.

It can be said that there are three main styles of coping:

- Trying to change circumstances (e.g. through understanding what is going on, trying to change the situation by yourself, finding help to change the situation)
- Trying to change yourself/your response to the situation - changing your emotions (e.g. through breathing exercises, praying, sporting (boxing into a pillow), mindfulness, diary writing, talking with friends/parents about your emotions)
- Escaping emotions/avoidance: you are very worried and need some temporary distractions (e.g. watching a movie, or going for a walk)

It is important to know there is no ‘one right’ way of coping. Different situations call for different coping. But it may be useful to understand when to apply what. For example: if diary writing does not help to get feel less stressed in situations like if someone is getting harassed, it is important to go for another coping, such as taking action—which might help the person better who is stressed.

This handbook has stories about emotions, coping strategies, and practical exercises that adolescents that do themselves. Please follow the instructions to conduct the sessions in the class:

## Session 1 (Story 1)

Activity	Time
Teacher will ask students to read the story by themselves and try to understand the emotional and physical feelings mentioned in the story.	10 minutes
The teacher will draw a box or map on the board and write down the feelings and physical responses to the students. Then teacher will ask the students to mark their own feelings and physical responses occurred from different incidents throughout the week and fill up the box/ check list	15 minutes
After filling it up, teacher will ask the participants to share those in the classroom with others and discuss it. Students will divided into four groups for the discussions and through discussion, they will get to know about each other's stories of recognizing emotions.	20 minutes

## Session 2 -A ( Story-2, part-1)

Activity	Time
At first teacher will ask student to be divided into four groups and read the first part of the second story.	15 minutes
Now teacher will ask students to discuss within the group and write down, which thoughts and feelings did Mitu have because of her menstruation? Which behavior did she follow from that ?	
Then teacher will ask students to think of alternative, more optimistic or realistic thoughts in Mitu's situation. Then write down the feelings and behavior which will lead to that thought according the exercise in the book.	10 minutes
Finally teacher will invite one student from each group and asks them to share their discussion to all so that they can understand each other's thought, feelings and behavior.	10 minutes

### **Session 2-B (Story-2, part-2)**

<b>Activity</b>	<b>Time</b>
Teacher will ask students to read second part of the second story.	10 minutes
Then teacher will ask students to pair up and continue discussions around the three questions posed in the activity section.	10 minutes
Then teacher will discuss the topic with everyone.	
Now teacher will ask students to be divided into four groups and discuss about the coping mechanism, which Mitu choose in the second part of this story.	10 minutes
Teacher will end the class by summarizing the information on coping mechanisms (given at the beginning of this book). He/she will also ask students about their perceptions of what they read on coping mechanisms from the story.	10 minutes



### Session 3-A (Video)

Activity	Time
Students will watch the video.	10 minutes
Teacher will asks students to close their eyes and think 3 people they hold close to their heart, whom they can trust and rely on in times of danger, such as when someone harasses them.	5 minutes
Then teacher will ask to draw an outline of a person which will be he/she. Then draw a small circle next to him/her. Then draw 4-5more circles around that small circle. Write the name of the person they are closest to in the small circle. Depending on how close they feel towards a person, write the names of the people in the circles accordingly.	10 minutes
At the end of the activity, teacher will ask students to mark their close people to whom they can go to at any situation.	5 minutes

### Session 3-B (Video)

Activity	Time
Teacher will divide the students into four groups.	25 minutes
Then teacher will ask student to discuss into groups, what coping mechanisms would they have applied if they were in the place of the boy and the girl in the video? And what could be its consequences?	
The teacher will give a chart to each group and ask them to write down the list of coping mechanism techniques and its consequences.	
At the end of the activities in small groups, the teacher will collect the chart from each group and discuss it in big group. Finally teacher will end the session by thanking all.	10 minutes

## Content Writing



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