



FEELING HAPPY, DEPRESSED AND OTHER EMOTIONS

ABOUT THIS GUIDE

This video discussion guide is one of a set of six discussion guides available for peer educators to use to educate young and middle adolescents about sexual and reproductive health in the Asia Pacific Region.

The discussion guides each incorporate an AMAZE educational video that addresses a topic and can be used to supplement existing lesson plans or resources that you may already be using to provide sexual and reproductive health information to young people. Each video discussion guide consists of an introduction to the topic of the video, a screening of the video, discussion and reflection questions, and an optional activity and/or quiz.



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FEELING HAPPY, DEPRESSED AND OTHER EMOTIONS

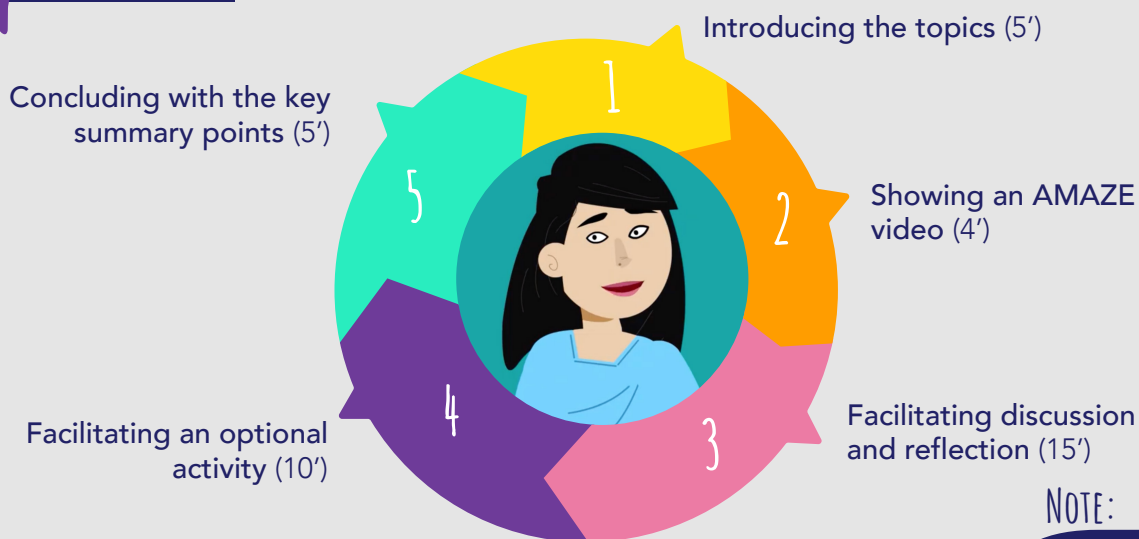


OBJECTIVE:

To provide young people with an understanding of emotional and physical changes during puberty, by showing an AMAZE video and facilitating a discussion and opportunity for reflection.



CORE STEPS:



NOTE:

These are the suggested approximate duration times for each step.



TARGET AUDIENCE:

Young and middle adolescents aged 10 - 18 years old



DURATION:

30 - 40 minutes



ADDITIONAL MATERIALS:

- Video link: <https://bit.ly/emotionalchanges-puberty>
- For the in-person activities, you will need:
 - Computer with internet access and speakers
 - LCD projector and screen, or table to put your computer on
 - Sticky notes, paper board/flip chart, and colorful pens for Discussion and Reflection
- For the virtual option, you will need:
 - Zoom/Google Meet access
 - Google Jamboard for Discussion and Reflection

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OPENING:

Emotional changes or mood swings are a normal part of puberty. You might feel moody, crabby or even suddenly want to cry and then feel fine or happy. Hormones often cause these mood swings, and they are totally normal while you're going through puberty. Now, let's watch an AMAZE video to learn more about emotional and physical changes during puberty.



DISCUSSION AND REFLECTION QUESTIONS:

After showing the video, lead a discussion using the following questions. Pace the discussion according to the available time and prioritize the questions you want to discuss.

1. What was it like to watch this video? What is your initial reaction?
2. What other emotions can a person have that are not stated in the video?
3. If a person has mood swings, how could their feelings affect communication with other people?
4. Why is it important for someone to identify their emotions? How can a person identify their emotions?
5. What are your key takeaways from this video and discussion?

NOTE:

Encourage contributions from participants, but it's okay if some are not comfortable speaking - don't force anyone to answer if they don't want to. You can also consider using sticky notes or a Google Jamboard so participants can write their thoughts anonymously.

Do!

- Respect participants' opinions
- Practice active listening
- Use inclusive and gender-neutral terms
- Give everyone a chance to answer share
- Remind participants to be respectful of others and practice active listening

SPECIAL NOTE FOR PEER EDUCATORS

- This discussion may trigger anxiety in participants who are currently or have previously experienced depression. Before conducting the session, be sure to let them know they can talk to you after the session and be prepared to provide referrals to a counselor or health services as needed.
- Be attentive to participants' special needs. Some participants may need special arrangements to engage in discussions or activities. For instance, you can adjust the physical space to accommodate participants with limited mobility or modify the activity to require less movement.





OPTIONAL ACTIVITY:

This activity provides an interactive way for participants to further reflect on the information shared in the video.

Divide the participants into three groups, and tell them you are going to give them each a scenario handout where someone is experiencing challenging emotions, like sadness, stress, anger, or depression. Provide the group with a flip chart and sticky notes. If conducting the activity virtually, consider dividing the participants into three breakout rooms and encourage them to use Google Jamboard to share their ideas.

Ask the groups to read their example and discuss how they think each characters should handle the situation, including the person experiencing the emotions and the person with them. Ask a representative from each group to note down their answers on sticky notes or Google Jamboard, then stick them to their flipchart or a board. They will have 5 minutes to discuss.

NOTE:

The scenarios can be adapted to reflect different sexual orientations, and language can be adjusted to be gender-neutral by using the pronoun "they" instead of "her" or "him" and using gender-neutral names.



After five minutes, have everyone gather around two flipcharts or divide a Google Jamboard into two sections. The first flipchart or section will be used to take notes on **strategies that a person can use to manage emotions**, and the other one is for **strategies that a friend or family member can use to support someone dealing with their emotions**. Peer educators can use the table below as a guide for noting responses.

What could the person do to manage their emotions in this situation?	What could the person with them do to support them?

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Ask for a volunteer from the first group to read their scenario and present the points noted on the sticky notes. Display the sticky notes on the paper board/flip chart. Ask if any groups with the same scenario would like to add any additional strategies and allow them to add their sticky notes to the paper board/flip chart. Repeat this process for the second and third scenarios.

Once done, complement the contributions with the following tips if not already noted:



What could the person do to manage their emotions in this situation? ¹	What could the person with them do to support them? ²
<p>Take a deep breath, acknowledge thoughts that come to mind, and allow yourself to feel the emotions. When the emotions feel intense, write down or document your feelings in a journal, and read them later when you feel better.</p>	<p>Notice the change in their mood through facial expressions or body language, and offer to listen if something is on their mind.</p>
<p>Learn ways to express emotions. For instance, some people might feel better after being angry if they scream into a pillow, or punch it. Some people also feel better after crying.</p>	<p>Validate their feelings, and be understanding of them. For instance, if a friend is depressed, be understanding by not getting mad at them if they don't come to a party that you invited them to.</p>
<p>If it starts to feel overwhelming, seek support from trusted adults – this can include parents, teachers, a guidance counselor, coach, member of the faith community, or doctors/nurses, or seek virtual counseling or therapy.</p>	<p>If feeling negatively impacted by a friend or family member's emotional challenges, distance yourself from them for a time. Once feeling better, listen and be supportive again.</p>

1. Raypole, C. (2020, April 28). How to control your emotions: 11 strategies to try. Healthline. Retrieved November 29, 2022, from <https://www.healthline.com/health/how-to-control-your-emotions#accept-them>

2. Raypole, C. (2021, September 10). Are you emotionally supportive? 13 ways to know. Healthline. Retrieved November 29, 2022, from <https://www.healthline.com/health/mental-health/emotional-support>

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Seek out spaces where you can be heard and hear from others with similar feelings, such as community support groups.	Practice active listening. If they trust you with their personal stories, listen to them actively, don't judge, and don't interrupt the conversation.
Practice gratitude and compassion by checking up on friends and/or family, and spending quality time with them.	

KEY SUMMARY POINTS:

Conclude the session by sharing the key summary points below:

During puberty, you may experience many physical and emotional changes as you pass from childhood into adulthood. Many of these changes result from hormones, the chemicals in a person's body that communicate to certain body parts how to grow and change. Hormones play an important role during puberty, and it's normal for young people's bodies to undergo many hormonal fluctuations while growing up.

Mood swings, the quick change of a person's feelings, sometimes from one extreme to the next, are often the result of increases in certain hormones. This is because hormones affect the limbic system in the brain, which controls the regulation of feelings. So young people might be excited and happy one minute and then feel angry and upset another. Sometimes it can feel like the smallest thing can trigger an intense response from a young person going through puberty. This is all normal due to the new levels of hormones in the body. Emotions are normal and remember that there is no such thing as 'positive' or 'negative' emotions. You are you, not your thoughts and emotions.

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Cut and make multiple copies according to the number of pairs in the group

1. Maly is suddenly feeling uneasy when she is in school. She doesn't know exactly what she is feeling, but she is anxious, uncomfortable, and in a bad mood right when she is about to give a presentation. What could Maly do to respond to the sudden change in her mood? **Chau**, her best friend, realizes that Maly feels this way. What are some specific ways that Chau could be a good friend to Maly when she is dealing with these mood swings?

2. It has been a week since **An** feels like she doesn't want to do anything. She feels overwhelmed, and hopeless, and she doesn't know why. However, she is also not comfortable talking to her parents or teachers. What could An do to feel better? What could her boyfriend do if he wanted to be supportive of her?

3. Kirti is Marsha's older sibling. Usually, they get along very well, but Kirti is suddenly having mood swings—happy one minute and angry the next. Kirti snapped at Marsha the other day when Marsha wanted to borrow Kirti's clothes – and they're not usually like that. What could Kirti do once she realized that she was mean to Marsha? How could Marsha respond?

Anxiety - A feeling of worry, nervousness, or unease about something with an uncertain outcome.³

Burnout - A syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed.⁴

Community support - A support that may be organised through family members, friends, neighbors, religious organisations, community programs, cultural or ethnic organisations, or other support groups.⁵

Counseling/Therapy - Falls under the umbrella term 'talking therapies' and allows people to discuss their problems and any difficult feelings they encounter in a safe, confidential environment with a trained mental health professional like a psychiatrist, therapist, or counsellor.⁶

Depression - Common and serious medical illness that negatively affects how you feel, the way you think and how you act. It causes feelings of sadness and/or a loss of interest in activities you once enjoyed. It can lead to a variety of emotional and physical problems and can decrease your ability to function at work and at home.⁷

Gratitude - The quality of being thankful; readiness to show appreciation for and to return.⁸

Mental Illness - Health conditions involving changes in emotion, thinking or behavior (or a combination of these). Mental illnesses can be associated with distress and/or problems functioning in social, work or family activities. Examples of mental illness include depression, anxiety disorders, schizophrenia, eating disorders and addictive behaviours.⁹

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4. World Health Organization. (n.d.). Burn-out an "Occupational phenomenon": International Classification of Diseases. World Health Organization. Retrieved November 29, 2022, from

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8. Oxford languages and google - english. Oxford Languages. (n.d.). Retrieved November 29, 2022, from

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9. What is mental illness? Psychiatry.org - What is Mental Illness? (n.d.). Retrieved November 29, 2022, from

<https://www.psychiatry.org/patients-families/what-is-mental-illness>



GLOSSARY

Meditation - is a contemplative practice, used in various religious and spiritual traditions as a means of quieting, focussing and transforming the mind. Meditation cultivates self-awareness and provides the optimum conditions for practicing the skill of mindfulness.¹⁰

Mindfulness - Being aware of where we are and what we are doing, able to maintain a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment, through a gentle, nurturing lens. It means being fully present and not overly reactive or overwhelmed by what is happening around us.^{11 12}

Stress - Any type of change that causes physical, emotional or psychological strain. Stress is your body's response to anything that requires attention or action.¹³

Trauma - An emotional response to a terrible event like an accident, assault, or natural disaster. Immediately after the event, shock and denial are typical.¹⁴

10. What is meditation? - definition from Yogapedia. Yogapedia.com. (n.d.). Retrieved December 11, 2022, from <https://www.yogapedia.com/definition/4949/meditation>

11. What is mindfulness? Mindful. (2022, October 26). Retrieved December 11, 2022, from <https://www.mindful.org/what-is-mindfulness/>

12. Mindfulness definition: What is mindfulness. Greater Good. (n.d.). Retrieved December 11, 2022, from <https://greatertgood.berkeley.edu/topic/mindfulness/definition>

13. World Health Organization. (n.d.). Stress. World Health Organization. Retrieved November 29, 2022, from <https://www.who.int/news-room/questions-and-answers/item/stress#:~:text=Stress%20can%20be%20defined%20as,to%20your%20overall%20well%20being>

14. American Psychological Association. (n.d.). Trauma. American Psychological Association. Retrieved November 29, 2022, from <https://www.apa.org/topics/trauma>



In partnership with *Kahoot!*, AMAZE has designed a series of quizzes to spark meaningful conversations and create engaging learning experiences. Peer educators can encourage participants to play this optional quiz from **AMAZE on Kahoot! Academy** at the end of the session (in-person or virtually) for which participants use a smartphone, tablet, or computer to participate.

Access the Kahoot here https://bit.ly/kahoot_emotionalchanges-puberty

Below is the list of questions in the Kahoot Quiz, and the respective answers are in orange.

1. [True or False] Adolescents experience emotional changes during puberty as a result of new chemicals in the body, called hormones. **True**
2. [True or False] The best way to respond to a friend who is moody and mean is to lecture them and tell them what they are doing wrong. **False, lecturing or telling someone what they should or should not do is not helpful and can make them feel worse. It's often better to listen more than talk and show support.**
3. [True or False] Depression can only affect girls. **False, depression can affect anyone at any time.**
4. [Quiz] If a young person feels depressed and would like to talk to a trusted adult, select people that might be able to help.
 - a. Parents
 - b. Teachers
 - c. Counsellors
 - d. Other adults who are respectful, trustworthy, and can listen without judging