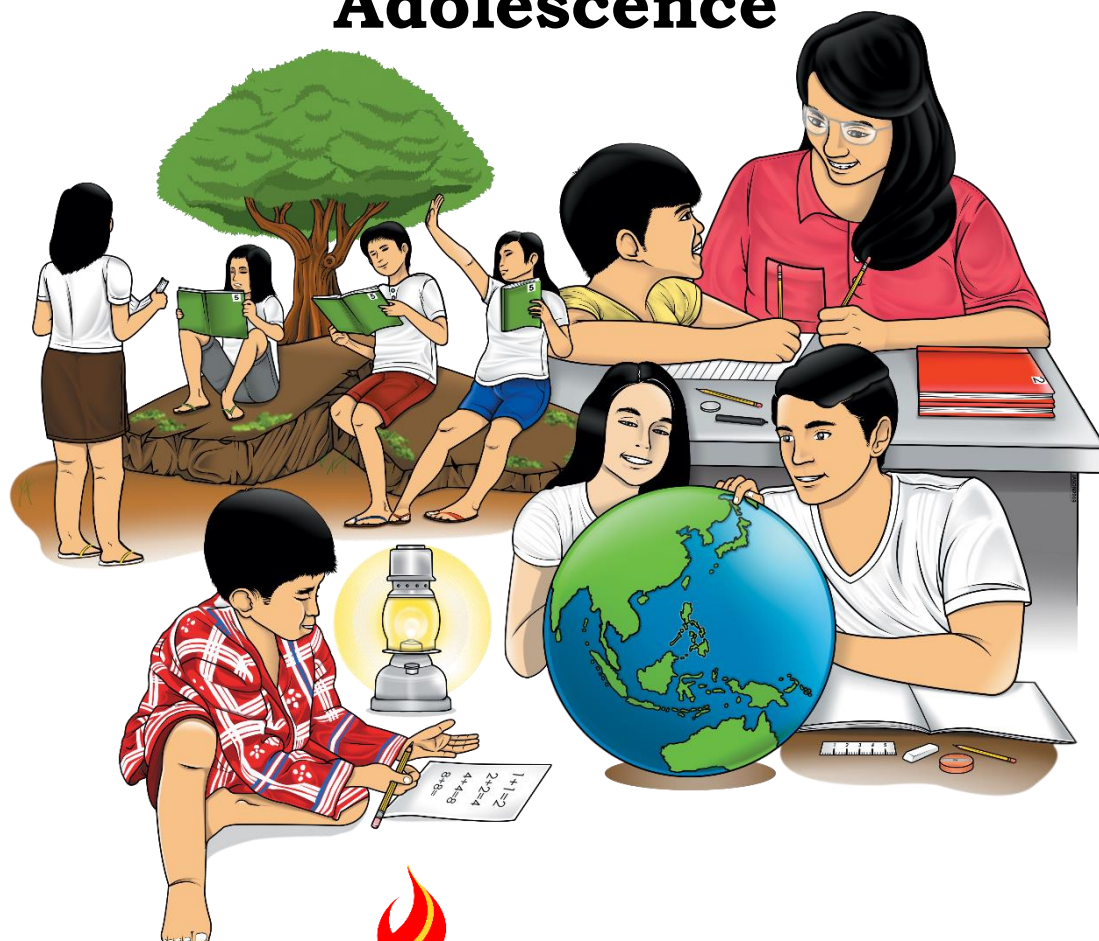


Personal Development

Quarter 1 – Module 4: Challenges of Middle and Late Adolescence



Personal Development
Alternative Delivery Mode
Quarter 1 – Module 4: Challenges of Middle and Late Adolescence
First Edition, 2020

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Personal Development

Quarter 1 – Module 4:

Challenges of Middle and Late Adolescence

This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges, and or/universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.

Introductory Message

For the facilitator:

Welcome to the **Personality Development** Alternative Delivery Mode (ADM) Module on The Challenges of Middle and Late Adolescence.

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:

For the learner:

Welcome to the **Personality Development** Alternative Delivery Mode (ADM) Module on The Challenges of Middle and Late Adolescence.

The hand is one of the parts of the human body that has a myriad of symbols. It is often used to depict skill, action, and purpose. Through our hands we may learn a skill, create something new, and accomplish a task. Hence, the hand in this learning resource signifies that you as a learner are capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands.

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/paragraph to be filled-in to process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson you learned. This also tends to the retention of learned concepts.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark(s) on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are done.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



What I Need to Know

This module was designed and written with you in mind. It is here to help you master the challenges of middle and late adolescence. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course, but the order in which you read them can be changed to correspond with the textbook you are now using.

The module is about the Challenges of Middle and Late Adolescence.

After going through this module, you are expected to:

1. Identify ways that help one become capable and responsible adolescent prepared for adult life - EsP-PD11/12DS-Id-3.3
2. Discuss understanding of mental health and psychological well-being to identify ways to cope with stress during adolescence - EsP-PD11/12CA-Id-4.1



What I Know

Direction: Choose the letter of the best answer. Write the answer on a separate sheet of paper.

1. It involves relationships of adolescents with their friends, teammates and classmates.
A. Peer relationship
B. Family relationship
C. Romantic relationship
D. Social relationship
2. Independence is the _____ from the control or influence of other people.
A. Ability
B. Freedom
C. Morality
D. Values
3. Romantic relationship is an _____ that involves emotional intimacy and passion with the opposite sex.
A. Family relationship
B. Intrapersonal relationship
C. Interpersonal relationship
D. Peer relationship

4. Cognitive ability enables adolescents to perform problem solving and learning.
 - A. Mental activities
 - B. Group tasks
 - C. Responsibilities
 - D. Duties
5. It refers to the intentional use of emotional force or power to harm young people.
 - A. Cybercrime
 - B. Emotional Abuse
 - C. Youth violence
 - D. Verbal abuse
6. Substance abuse is the long-term, pathological use of alcohol or drugs characterized by daily _____, inability to reduce consumption, and impairment in social or occupational functioning.
 - A. Intoxication
 - B. Depression
 - C. Sleeplessness
 - D. Medications
7. Choose which statement is **false** about relationship.
 - A. We are happy in our relationships when our loved ones stay connected by spending time with us and letting us know that they love us.
 - B. Excessive reliance on social media can be a cause of tension in relationships.
 - C. Relationships are static; they are unchangeable.
 - D. Being compassionate, forgiving and grateful contributes to healthy relationships.
8. Lack of education is a condition in which a person has a below-average level of _____ about basic things due to little or no formal education.
 - A. Knowledge
 - B. Skills
 - C. Self-confidence
 - D. Personality
9. _____ refer to the problems that people are experiencing in their daily interactions with others.
 - A. Social relationships
 - B. Social challenges
 - C. Emotional problems
 - D. Mental problems
10. The Adolescence Stage is considered to be one of the most rapid and formative phases of _____.
 - A. Social development
 - B. Romantic relationship
 - C. Human development
 - D. Family relationship
11. _____ include(s) conflict with family members, parenting issues, sibling rivalry; separation of parents and financial problems.
 - A. Social relationship
 - B. Family problems
 - C. Mental problems
 - D. Romantic relationship
12. Which of the following is not an example of bullying?
 - A. Intimidating a student
 - B. Reciting a pledge loyalty
 - C. Sarcastic comments or jokes about a person
 - D. Humiliating or shaming of a student in front of classmates

13. Which of the following is an example of vulnerability?
- A. Asking someone out and scares you for possible rejection
 - B. Being able to express ones emotion freely
 - C. Fall into boring conversation because you don't want to offend someone
 - D. Being ashamed of standing out
14. Mental illness refers to _____.
- A. A behavioral or mental pattern that causes significant distress or impairment of personal functioning.
 - B. A physical aspect that causes one to feel distress or impairment of personal functioning.
 - C. An emotional health that controls your feeling and behavior.
 - D. A condition that describes how we feel, think, act and relate to ourselves.
15. The following good are ways to improve your mental health except one, which is it?
- A. Tell yourself something positive
 - B. Eat a good meal
 - C. Open up to someone
 - D. Be Silent

Lesson

4

Challenges of Middle and Late Adolescence

This module will help you understand the challenges of middle and late adolescence. It explains how adolescents can balance the expectations of other people in their lives and personal goals. It helps you better understand the importance of facing and overcoming challenges during adolescence to clarify and manage the demand of teenage years. In this lesson, you will learn to appreciate that making affirmations helps one become more lovable and capable as an adolescent and can identify some ways to easily cope with stress during adolescence and maintain a mentally healthy being.



What's In

Direction: List five developmental tasks according to the aspect of development that you have been experienced as an adolescent. As you identify these tasks, write a brief explanation on how you dealt with these tasks to become more responsible.

| Aspects of Development | Developmental Task | How did you deal with them? |
|-----------------------------|--------------------|-----------------------------|
| Physical Development | | |
| Emotional Development | | |
| Social Development | | |
| Mental Development | | |
| Moral/Spiritual Development | | |



What's New

Directions: The following list are the ten most common issues teenagers face today. Identify whether the issues are: physical, sexual, psychological, or social. Write **PHY** – for physical, **SEX** – sexual, **PSY** – psychological, or **SOC** – social.

- ___ 1. They suffer from negative body image.
- ___ 2. They long to belong to supportive and accepting communities beyond their family.

- ___ 3. They experience stress and difficulty prioritizing and managing their time.
- ___ 4. They feel lots of pressure from peers, parents, and society to conform to conflicting expectations.
- ___ 5. They are at risk of mental and physical issues.
- ___ 6. They lack good mentors, role models, and heroes.
- ___ 7. They are tempted to begin unhealthy patterns with drugs and alcohol.
- ___ 8. They are exposed to on-screen violence and unhealthy social media.
- ___ 9. They face bullying – online and off.
- ___ 10. they may participate in risky sexual activity and behavior.

Process Questions:

1. What category is the most common in the list? What is the least?

2. What issue from the list do you think you are facing?

3. What other issues could you think of that teenager are facing that are not included in the list?



What is It

Age Definitions of Adolescence

Republic Act (RA) 10354, the Responsible Parenthood and Reproductive Health (RPRH) Act of 2012 uses the term **adolescents** for people aged 10-19 years. This distinguishes the term from youth for those aged 15–24 years and young people, aged 10-24 years.

Adolescence stage is considered to be one of the most rapid and formative phases of human development. There are distinctive physical, cognitive, social,

emotional, and sexual developmental changes that take place during adolescence. Adolescents experience hormonal changes and puberty, new and complex sensations and emotions, and burst of emotional and physiological brain development. They also experience sexual awareness and gender identity. Adolescents are also concerned about cognitive ability enables adolescents to perform mental activities such problem solving and learning and to their physical identity. Physical identity refers to an individual's awareness of his/her own appearance. Based on Erikson's Psychosocial Development Stages, adolescents face the challenge as identity versus role confusion. They work at enhancing a sense of self by testing roles, then combining them to create a single identity.

Challenges of Middle and Late Adolescence

Adolescence is not an easy time for children or parents. The only way to deal with needs and problems at this age is to know about them and be ready to face them. Parent-adolescent conflicts that cause insecure and unstable feelings have a linear association with pubertal maturity. Understanding and dealing with these conflicts positively could help your child be more responsible and social. Here is our list of the most common problems, and their solutions that adolescents have to deal with.

Challenges of Middle and Late Adolescence

| <i>Physical Development</i> | <i>Emotional Development</i> | <i>Social Development</i> | <i>Mental Development</i> | <i>Moral/Spiritual Development</i> |
|--|--|---|--|--|
| Most girls have completed the physical changes related to puberty by age 15. | Seeks privacy and time alone | Friends become more important seek friends that share the same beliefs, values and interest | Becomes better able to set goals and think in terms of the future. | Start to develop moral ideas and to select role models |
| Boys are still maturing and gaining strength, muscles mass and height & completing the development of sexual traits. | Is self-involved (may have high expectations and low self-concept) | Explores romantic and sexual behaviors with others | Has a better understanding of complex and issues | An idealistic sense of social justice and fairness |

| <i>Physical Development</i> | <i>Emotional Development</i> | <i>Social Development</i> | <i>Mental Development</i> | <i>Moral/Spiritual Development</i> |
|---|--|--|----------------------------------|---|
| Girls may start to feel conscious about their figure. | May stress over school and test scores and expectation from parents & teachers | May be influenced by peers to try risky behaviors (alcohol, tobacco, sex) | | Spiritual formation is a major component in adolescents' identity development |
| | The experience of intimate partnership. | Shifts in relationship with parents from dependency and increase maturity and responsibilities in the family & community | | Developing a stronger individual set of values and morals; thinking more about "right" and "wrong": |
| | May complain that parents prevent him or her from doing things independently | Start to have more intellectual activities | | |
| | Starts to want both physical and emotional intimacy in relationships. | | | |

Source: <http://deepblue.lib.umich.edu/bitstream/handle/2027.42/49326/179 ftp.pdf>

Physical Development

An individual physique, body and health are a significant part in assessing the over-all personality. Evidently, personality is not only influenced by internal factors such as one's brain and emotions but it is influenced as well by our physique. Our image is a reflection of our lifestyle and the kind of lives we lead.

The Dynamics of Physical Health

According to the Biopsychosocial Model of Health (BPS) physical illness is caused by a complex interaction of biological, psychological (thoughts, emotions and behaviour) and sociocultural factors (socio-economic, socio-environmental and cultural). It reiterates that health is a result of the interplay between biological, psychological and social factors.

Promoting Physical Health

1. Personal Hygiene

The physical self is a significant element in one's personality. Keeping it clean and hygienic creates a good image and allows one to feel good about him. It is not necessary to be updated as to what is currently the fashion statement but it is a requirement to be clean and presentable at all times.

2. Good Grooming

It is a common notion that “First impressions lasts”. It is necessary to take pride in our appearance and dress appropriately. Careful grooming therefore is a significant factor in building self-esteem. One should stick to the basics and appreciate the following tips:

For the Gentleman

1. Be clean. Take a shower, cut nails and pamper skin
2. Select the right wardrobe for the right event
3. Have sense of style. Clothing that feels comfortable but elegant.
4. Wear clean and shiny shoes that complement your attire.
5. Smell good by wearing mild perfume scent.
6. Check your bearing. Proper body posture adds confidence and appeal

For the Ladies

1. Bathe, be clean and fresh always as it exudes confidence
2. Polish nails to add femininity and art.
3. Apply light make-up using colors that match your skin tone.
4. Choose the appropriate attire that suits the event
5. Use a mild feminine perfume scent that fits your personality
6. Wear clean shoes or sandals
7. Choose the best bag or clutch that complements your clothing
8. Wear smart face, chin up and keep proper smart posture.

3. Proper Bearing and Posture

Posture is the position in which you hold your body upright against gravity while standing, sitting or lying down. One’s composure and bearing affects not only his physical self but his level of confidence as well. People who are sure and who believes in themselves conducts themselves well in front of others. Standing or sitting upright in a snappy and smart manner creates an aura of confidence and strength.

4. Proper Nutrition

Diet or what we regularly eat and drink provides us with the fuel that powers our body and brain. We should be guided by the Food Pyramid and to determine what should be consumed less and what should be the bulk of what we take in.

5. Better Sleep Hours and Clean Environment

Regular Sleep Time for 8 Hours/Night and Short Naps (20-30min) added in during week is very important. Here are the following routines for better sleep:

- Cool my room down to 60-67 degrees (F)
- Sounds: listen to relaxing music 30+ min before bedtime and/or white noise for sleep
- Turn off electronics 1 hr before bedtime
- Use an app or setting on your computer/phone to decrease bluelight
- Read before bed
- Warm Bath/Shower before bed
- Use lavender or other oils to provide positive smells for nighttime

Social Development

Personality as reiterated by Eric Erickson is a result of an individual's relationship with the significant others as he goes along performing his everyday tasks. Merki (2020) stated that social health directly connotes relatedness with other people. These are the connections we establish with other groups of people. These are based on how one relates and acts which involves key skills of social health inclusive of communication, compromise and cooperation.

Mental Development

Personality is never measured by external factors alone. Mental ability forms part and parcel of one's persona. People differ in several ways. Intelligence is one element that separates one from all others of same demographics. All other things equal, individuals have the ability and even the skills to learn. These learning's whether significant or not becomes a basis for evaluating, analysing and making decisions pertinent to their everyday dilemmas.

Cognitive Problems

- Memory problems
- Inability to concentrate
- Poor Judgment

How do middle and late adolescence develop Intellectually?

There are varied ways to enhance one's intellectual ability. Everything begins with the motive to go forth and advance. As this is basically in the mental facet hence it becomes a necessity that the individual should not only possess the ability but the drive to learn, re-learn and unlearn. Learn about new things that may aid in the promotion of life skills, re-learn relevant elements that may continue to affect one's behaviour and persona and to unlearn those antiquated and obsolete ideas and ways of a life that are no longer true and appropriate.

Study Habits

Education provides an individual a license that will equip him to achieve his future goals.

Following are ways to deal with the everyday physical, emotional, and intellectual requirements in the school.

1. Have the right mindset
2. Practice Zero Navigation when preparing for the coursework
3. Choose the proper venue for studying
4. Make a reviewer
5. Bring only the things that you need

Moral/Spiritual Development

A holistic understanding of personality includes not only an understanding of what our senses can perceive. What underlies an individual's decision should be scrutinized to have a better understanding of his persona. One's

behaviour is determined by his mind which in turn is motivated by his spirit.

Morality

This is principle concerning how individuals distinguish what is right from what is wrong. Morality comes from the Latin word “moralitas” which denotes manner, character and proper behaviour. It is the differentiation of intentions, decisions and actions between those that are distinguished as proper and those that are improper the disjunction between right and wrong.

Emotional Development

Emotions comes the latin word “*Emovere*” which means to “*move out*”. Emotions are spontaneous responses to certain stimuli. It is a natural and random response to situations that may cause anger, sadness, happiness and fear.

What kind of emotions affect you?

A. Positive Emotions

A classification of pleasant emotion which may include happiness, excitement, joy, relief, triumph, jubilation. It connotes an expression where one finds himself smiling or laughing with a feel of “elation”. These come from positive experiences especially when one is able to attain or satisfy his expectations and desires.

B. Negative Emotions

A classification of emotion involving sadness, disgust, annoyance, anxiety, anger, jealousy, fear and the like. It is shown through facial expression that is manifested in an unhappy face, tears, discomfort, pain and even psychosomatic illness.

Emotional Symptoms

- Moodiness
- Irritability or short temper
- Agitation, inability to relax
- Feeling overwhelmed
- Sense of loneliness and isolation
- Anxiety
- Constant worrying
- Depression or general unhappiness

Physiological reactions may result from certain emotional state that may even lead to mental illnesses such anxiety, depression, bipolar and eating disorder.

What is Anxiety?

The American Psychological Association (APA) defines Anxiety is an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure.

People with anxiety disorders usually have recurring intrusive thoughts or concerns. They may avoid certain situations out of worry. They may also have physical symptoms such as sweating, trembling, dizziness or a rapid heartbeat.

Anxiety disorders form a category of mental health diagnoses that lead to excessive nervousness, fear, apprehension, and worry. These disorders alter how a person processes emotions and behave, also causing physical symptoms.

In DSM V Anxiety Disorder is an excessive anxiety and worry (apprehensive expectation), occurring more days than not for at least 6 months, about a number of events or activities (such as work or school performance)

What is Depression?

In DSM V, depression otherwise known as major depressive disorder or clinical depression is a common and serious mood disorder. Those who suffer from depression *experience persistent feelings of sadness and hopelessness and lose interest in activities they once enjoyed*. Aside from the emotional problems caused by depression, individuals can also present with a physical symptom such as chronic pain or digestive issues. To be diagnosed with depression, symptoms must be present for at least two weeks.

The five main warning signs of mental illness are as follows:

- Excessive paranoia, worry, or anxiety.
- Long-lasting sadness or irritability.
- Extreme changes in moods.
- Social withdrawal.
- Dramatic changes in eating or sleeping pattern.

Depression can be more than a constant state of sadness or feeling “blue.” Major depression can cause a variety of symptoms. Some affect your mood, and others affect your body. Symptoms may also be ongoing, or come and go.

The symptoms of depression can be experienced differently among men, women, and children differently.

Men may experience symptoms related to their:

- Mood, such as anger, aggressiveness, irritability, anxiousness, restlessness
- Emotional well-being, such as feeling empty, sad, hopeless
- Behavior, such as loss of interest, no longer finding pleasure in favorite activities, feeling tired easily, thoughts of suicide, drinking excessively, using drugs, engaging in high-risk activities
- Sexual interest, such as reduced sexual desire, lack of sexual performance
- cognitive abilities, such as inability to concentrate, difficulty completing tasks, delayed responses during conversations
- sleep patterns, such as insomnia, restless sleep, excessive sleepiness,
- physical well-being, such as fatigue, pains, headache, digestive problems

Women may experience symptoms related to their:

- mood, such as irritability
- emotional well-being, such as feeling sad or empty, anxious or hopeless
- behavior, such as loss of interest in activities, withdrawing from social engagements, thoughts of suicide
- cognitive abilities, such as thinking or talking more slowly
- sleep patterns, such as difficulty sleeping through the night, waking early, sleeping too much
- physical well-being, such as decreased energy, greater fatigue, changes in appetite, weight changes, aches, pain, headaches, increased cramps

Bipolar

The American Psychological Association said that *Bipolar* disorder is a brain disorder that causes changes in a person's mood, energy, and ability to function. People with bipolar disorder experience intense emotional states that typically occur during distinct periods of days to weeks, called mood episodes.

Eating Disorders

Eating disorders are a range of psychological conditions that cause unhealthy eating habits to develop. They might start with an obsession with food, body weight, or body shape.

What Is Anorexia Nervosa?

Many people worry about gaining too much weight. But in some people the worry becomes obsessive, resulting in a condition called *anorexia nervosa*. Anorexia nervosa is an eating disorder that can result in severe weight loss. A person with anorexia is preoccupied with calorie intake and weight.

People with anorexia nervosa eat an extremely low calorie diet and have an excessive fear of gaining weight. They often feel better about themselves when they lose weight. They may also exercise excessively. Anorexia is most commonly diagnosed in adolescent women, but it's been diagnosed in older and younger women and in men.

What is bulimia nervosa?

Bulimia nervosa is an eating disorder, commonly referred to simply as bulimia. It's a serious condition that can be life-threatening. It's generally characterized by binge eating followed by purging. Purging can occur through forced vomiting, excessive exercise, or by taking laxatives or diuretics. People with bulimia often have an unrealistic body image. They are obsessed with their weight and are intensely self-critical.

Research indicates that roughly 1.5 percent of women and .5 percent of men will experience bulimia at some point during their life. It is most common in women and especially common during the teenage and early adult years. Up to 20 percent

of college-age women report symptoms of bulimia. Performers are also at greater risk for eating disorders, as are athletes whose bodies and weights are closely monitored. And dancers, models, and actors may also be at a higher risk.

What Is Mental Health?

According to World Health Organization “Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively, and is able to make a contribution to his or her community.”

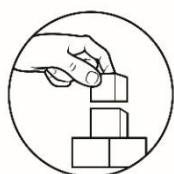
Managing Extreme Emotions and Live Mentally Healthy

Handling stress and emotions vary from one person to another. This basically is in accordance with how a person looks onto his current circumstances. A number of variables may either aggravate or simplify the issue or concern to how well people can his stress and extreme emotions.

1. **Seek help** from those who understand your concern particularly with your family and those mental health professionals.
2. **Explore** on those issues that gives you much stress and is subjecting you to extreme emotions. Knowing everything about your issues and worries will shed light and provide you enlightenment.
3. **Be Positive** “Positive thoughts attract positive people and positive events according to the “The Secret”. One should start from an attitude of gratitude so he may see the things that he possesses rather than his deficiencies.
4. **Practice proper breathing technique** to relax your muscles your body and your mind. During moments of stress and extreme emotions by breathing in four counts (“inhale 1,2,3,4”) and exhale 8 counts (:exhale 1,8,7,6,5,4,3,2,1). Repeat again and again and feel your system relaxing
5. **Use Mantra** look unto a mirror and do positive self-talk. Focus on your beauty, your strengths, your uniqueness and the things that you have. Practice deep breathing while doing this and start believing in you through positive self-talk. An example of these statements are:
 - There’s no need to worry!
 - Everything will be fine!
 - I’ll cross the bridge when I get there
 - One step at a time my dear!
 - You’re the best, you can do it.
6. **Humor** is helpful in these circumstances. One should find comic relief by watching funny films and reading feel-good books.
7. **Keep yourself busy**. An idle person is subjected to more negativity as he is preoccupied more with these issues. Tendency is just to discuss more about his hurts and pains as there is nothing relevant pre-occupies him.
8. **Protect yourself by improving your self-esteem**. A person with high sense of self-esteem develops a shield that will secure him from greater pain. If one has a positive assessment of his over-all worth then he creates a positive outcome in his life.

9. Develop Hardiness- a syndrome that mitigates the impact of stress and extreme emotions. Hardiness may reduce the effects of stress by altering stress appraisals or fostering more active coping (Crowley et al 2019).

10. Take a break Go on a vacation and commune with nature. Go back to the basics of life and find a place that can relax and soothe the mind.



What's More

Activity 1: Let Me Share My Thoughts!

Write a reflective essay about “Living Mentally Healthy of Adolescence Amidst Pandemic”

Rubric for Reflective Essay: (30 points)

| | |
|---|-----------|
| Depth of reflection (quality of evidence and explanation) | 10 points |
| Language | 10 points |
| Organization | 5 points |
| Mechanics (spelling, grammar, and punctuation) | 5 points |

Activity 2: Collage Making

Create a collage of photos which features specific situations depicting the challenges of middle and late adolescence.

Rubric for the Collage: (35 points)

| | |
|-----------------------------------|-----------|
| Theme | 15 points |
| Creativity | 10 points |
| Craftsmanship (quality of design) | 10 points |

What I Have Learned



What I Have Learned

Reflect:

Today, I have learned that _____.

I find the concept _____ the most interesting because _____.

I need to practice _____ because _____.



What I Can Do

OPTION 1: Change Plan Worksheet

1) The changes I most want to make right now are:

2) The most important reasons I want to change are:

3) The steps I plan to take in making changes are:

4) The ways other people can help me change are:

Person

Possible ways to help

5) Some things that could interfere with my plan are:

6) I will know whether my plan is working if:

Signature:

OPTION 2: Practicing My HARPS

Directions: For each of the following issues, use the “HARPS” strategy (**HA** = Healthy Alternatives, **R** = Reframing, **P** = Problem-Solving, and **S** = Social Supports).

EXAMPLE: You are suffering from a negative body image. Let’s apply your HARPS to cope with the distressing emotion in this example:

- a. **Healthy Alternatives** (when I feel bad about my body): I can improve my body image by having a regular exercise and begin a healthy diet; I can develop a new skill which show which will give me confidence of myself.
- b. **Reframe:** I realize that I have many talents and skills which I can develop further to compliment which help me compliment with my body image and boost my confidence; I have a family and friends who accepts me for who I am.
- c. **Problem-Solving:** I can identify what makes me feel bad about my body (I have the thought of a positive body image as being sexy as stereotyped in the movies and magazines); It can also be that I looked myself negatively thus losing my self-confidence or because other people commented unfairly about my body. By thinking and behaving this way, it doesn’t help me with this problem. A solution to this problem (could be), accepting who I am and look more for the beauty within and be happy.
- d. **Social Supports:** I appreciate my family and friends who really knows who I am and what I am capable of. I feel confident about myself because they are the one who sees what’s the real in me. They are always there when I need them.

Now APPLY HARPS to your situation. Think of one issue that you are facing as a teenager and fill-up the following:

I feel that (issue): _____

- a. HA: _____
- b. R: _____
- c. P: _____
- d. S: _____

Source: Adapted and Revised from Jeff Bostic. (2019). WISE Teacher Well-Being Workbook. Washington DC: MedStar Georgetown University Hospital.



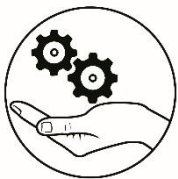
Assessment

Directions: Choose the letter of the correct answer. Write the letter on a separate sheet of paper.

1. It enables a person to manage her emotions and life.
 - A. Emotional Stability
 - B. Extreme Emotion
 - C. Physical Development
 - D. Stress Management

2. Which concept refers to the emotional factor that causes bodily or mental tension?
 - A. Anger
 - B. Anxiety
 - C. Panic Attack
 - D. Stress
3. Which of the following is NOT a symptom of anxiety?
 - A. Nervousness
 - B. Restlessness
 - C. Worry
 - D. Long lasting sadness
4. A concept that refers to the collection of physiological changes that occur when you face a perceived threat.
 - A. Stress
 - B. Stress Management
 - C. Stress Response
 - D. Stress under Control
5. Being _____ is finding strength in forgiveness, hope in one's battles, and security at the stage of fear.
 - A. loved
 - B. happy
 - C. nutritious
 - D. worthwhile
6. Which can be considered as a "quick stress reliever"?
 - A. breathing exercise
 - B. cigarette smoking
 - C. drinking alcohol
 - D. meditation
7. It involves relationship with immediate family members including parents and siblings.
 - A. Friendship
 - B. Family Relationships
 - C. Intimate Relationships
 - D. Romantic Relationships
8. It is considered as one of the most rapid and formative phases of human development.
 - A. Adolescence Stage
 - B. Middle Adulthood
 - C. Late Adulthood
 - D. Prenatal
9. Self-esteem refers to a positive overall evaluation of oneself. People with high self-esteem are likely to engage in all of the following behaviors except:
 - A. Volunteer to work on difficult projects.
 - B. Likely to get involved with social activities in the organization.
 - C. Frequently express doubt about their ability to perform on difficult tasks.
 - D. Express a general positive attitude to life and others that they come in contact with.
10. The results of psychological research indicate that there are at least four important concepts or ideas. Which among the four concepts is not true?
 - A. The mind is a unitary entity.
 - B. These parts of the mind/brain can interact and be in conflict with each other. There is always a fight for dominance over our mind and behavior.
 - C. The "you" has the ability to decide which behavior should be feed.
 - D. Having made a choice, "you" can decide specifically how to "feed" or nurture the selected behavior

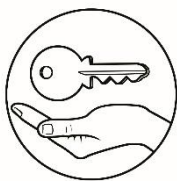
11. It is a long-term, pathological use of alcohol or drugs, characterized by daily intoxication.
A. Bullying
B. Emotional stability
C. Independence
D. Substance Abuse
12. It's generally characterized by binge eating followed by purging. Purging can occur through forced vomiting, excessive exercise, or by taking laxatives or diuretics.
A. Anorexia
B. Bulimia
C. Bipolar
D. Rumination
13. It is a mood disorder that causes a persistent feeling of sadness and loss of interest.
A. Anxiety
B. Anorexia
C. Bipolar
D. Depression
14. It is an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure.
A. Anxiety
B. Bipolar
C. Depression
D. Schizophrenia
15. Which of the following strategies is likely to be most effective for supporting an adolescent's efforts to lose weight?
A. Having regular family meal and snack times
B. Sending the adolescent to school with homemade lunches instead money.
C. Involving the entire family in a healthy eating plan
D. Reminding the adolescent frequently of the health risks prevented by losing weight



Additional Activities

Survey Says!

Directions: Look for ten teenagers and ask them the question: What does it feel to be a teenager in 2021? Tally their answer and label them whether they are physical, sexual, psychological or social. Write your results in the form of a figure or table and be ready to present your work with your class afterwards. Good luck!



Answer Key (Modify)

| | | |
|--|---|---|
| <p>Assessment</p> <p>1. A 2. D 3. D 4. C 5. B 6. A 7. B 8. A 9. C 10. A 11. D 12. B 13. D 14. A 15. C</p> | <p>What's More</p> <p>Answers may vary</p> | <p>What I Know</p> <p>1. A 2. B 3. C 4. A 5. B 6. A 7. C 8. A 9. B 10. C 11. B 12. B 13. B 14. D 15. D</p> |
|--|---|---|

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