

Adolescent health One Health Training 2

Facilitator Manual



Keystone Foundation

One Health Project
Community Health and Well-Being Team

3.0 AGENDA

Round 2 CHW Training:

Adolescent health

SESSION 1: ADOLESCENT HEALTH AND IMPLICATIONS FOR PUBLIC HEALTH

Adolescent development- a period of change

The role of the CHW in adolescent health

SESSION 2: CHARACTERISTICS OF ADOLESCENCE

Nutrition and well-being

Hygiene and well-being

Peer pressure/relationships

Roles in Society

SESSION 3: MIND AND BODY AWARENESS

Basic body Identification

Mental health of adolescents

SESSION 4: STORYTELLING

For Girls: Seeta begins a new journey

For Boys: Rahul goes through changes

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SESSION ONE

ADOLESCENT DEVELOPMENT – A PERIOD OF CHANGE

OVERVIEW:

The purpose of this session is for orient the CHWs to the special needs and concerns of the adolescent boys and girls in their communities and to go through the different approaches to address these. This session will go through the different developmental changes that an individual who is identified as an adolescent might be facing. Additionally, this session will also expand on the importance of looking at these factors of change.

LESSON OBJECTIVES:

| Objective: | The CHW will be able to: |
|---|--|
| To be more knowledgeable and aware about what adolescence is and why it's considered a period of change | List the different changes that growth can bring and the health implications of not paying attention to these changes. |
| To state the implications of adolescent health in public health | To explain the different sides of investing in adolescent health |
| To be able to provide accurate information to adolescents, families, and teachers. | Use point out how to communicate, listen, and share information about different questions that might come up with adolescent clients |
| To be able to communicate with adolescent clients effectively | Use the GATHER communication method with clients |
| To have empathy and understanding of adolescent health needs and concerns | Engage in reflection of their own adolescence to have a deeper understanding of issues that might be important to adolescents. |

Chapter 1.1: Adolescent development- a period of change

Background Information

Adolescents have typically been considered a minimal risk group for poor health, and often receive few healthcare resources and guidance on what is happening to their bodies. However, this approach ignores the fact that many health problems later in life can be improved or avoided by adopting healthy lifestyle habits in adolescence.

Adolescence (aged 9-15 years of age) can provide a unique intervention point in the life cycle. It offers a chance to acquire knowledge about optimal nutrition during young adulthood that could prevent or delay adult-onset diet-related illnesses later. It is a stage of receptivity to innovative ideas and a point at which lifestyle choices may determine an individual's life course.

Tip: Important that through these lessons, the perspective of traditional knowledge and how adolescents are agents to facilitate the continuation of community knowledge comes through.

Introduce new lesson

Read or summarize this out loud:

This lesson on “Adolescence and its implications for public health” offers a foundation for all the later modules. It consists of two parts and an overview of things that might be concerning the area of adolescent development regarding health. These aspects will then further be explored and explained in later modules. The main emphasis is on providing information on the importance of health and health-related behaviours of adolescents. The lesson will do that by outlining what social issues are covered in the module. Then it will identify the principles that CHWs and other health care providers should uphold when working with adolescents. Finally, the lesson goes into describing the nature and the sequence of changes during adolescence.

Lecture: Social Contextualization of Adolescence

The social context of adolescence is important to consider. There are many adolescents that develop health problems due to their unfavorable social conditions and their reliance on unhealthy behaviors. Guide a lecture on how Keystone is tackling social determinants of health outcomes in this lecture. Familiarize yourself on these topics so that if any questions arise you are comfortable with answering them.

Issues that are raised in the module:

Gender

This module raises the issues around Adolescent reproductive health with a gender perspective. It is encouraged that the modules be done for both boys and girls but this is dependent on the comfort of the kids that the CHWs are working with. If they show discomfort in talking about reproductive systems in a larger group, provide the option to split up the group by gender.

Traditional Knowledge

The module will also help introduce ways that the CHWs can use the elders and the parents in the community as sources of knowledge, advice, and counseling. Indirectly, this will allow the adolescents to get exposed and used to incorporating advice and supports from peers, family, and the educational system.

Education

This module also makes the connection between education and health outcomes. Since there are many more dropouts during the first 10th grades, Keystone will emphasize ways to avoid and respond to peer and family pressures to drop out.

Mental health

Through all the changes (both internal and external) that occurs in adolescence, the focus on mental health is needed to ensure that a holistic view of health is taken.

Discussion: Social Determinants of Adolescent Outcomes

Conclude the lesson with a discussion on what has been covered:

Above are not the only issues that can be considered social determinants for adolescents. Can you think of any more factors that might affect their physical or mental health?

Why is mental health important to include when talking about physical changes?

What are ways that traditional knowledge is passed on currently?

Worksheet

These individual questionnaires' will help gather a baseline of the groups' current knowledge, awareness, and attitude levels towards adolescent health.

Step 1: Distribute baseline sheets to each participant. Ask participants to put down their name on the sheets. Tell them that these need to be done individually, without discussion with other. If they are not comfortable with reading/writing make sure that they are paired with a translator who can help them go through the statements and tick the answers. Assure that this is not an exam but just a way to make sure that we understand and learn about different people's point of views.

Step 2: As a facilitator, make sure that you do not explain the statements or encourage discussion about the statements at this stage. Just go around and collect the sheets after the participants complete them.

Step 3: Have a co-facilitator sum up the sheets and then share with the participants that they will get an opportunity to discuss and clarify these statements during the workshop.

Group Activity: The Importance of Adolescent Health

The aim of this group activity is to present important reasons for investing in adolescent health and development. Before starting the activity have the participants spilt up into two even groups. Explain to them that you would like to have the participants debate the following statement:

"It is essential that Keystone and other health professionals pay attention to adolescent health"

Have one group prepare a "for" argument and the other group prepare an "against" argument. Have them write their argument on a card and then have a spokesperson from each group explain their argument to the whole group. After each group presents their argument, encourage the opposing group debate the points that they brought up. When the discussion winds down, summarize the debate and that both sides can be considered valid. However, mention that not many people consider why its important to invest in adolescent health because the benefits are not readily present. End the debate by going through these key points on the reasons that there should be investment in adolescent health.

Key points

- Health benefits: to reduce death and diseases. Investing in adolescents will reduce the burden of diseases during this stage.
- Promoting and protecting adolescent health is an excellent short and long-term investment.
- Improvements in the health of adolescents will increase their achievements in school and ultimately lead to more options for their future.
- Adolescence is a time of vulnerability and is an appropriate time for prevention of bad lifestyles and choices
- It is also a time where adolescents can understand and feel the need to form a cohesive identity. This could be where Keystone encourages ties to the elders and traditional knowledge in the communities.

Lecture: Adolescent Development

This lecture is focused on taking the CHWs through the different developmental changes that occur in this period. Moreover, this lecture is focused on drawing connections between the changes that occur with the different health implications. Read or summarize this out loud.

“Adolescence has been described as the transition period in life when an individual is no longer a child but not yet classified as an adult. It becomes a period where an individual undergoes enormous physical and psychological changes. These changes are often influenced by peer groups, families, and other factors. They also start developing a sense of self-awareness as well as emotional maturity. This is also when they start going through puberty.”

Emphasize that these changes take place because of secretions from a gland in the brain that lets these physical and emotional changes. The ages at when kids experience these changes occur at various times. Sometimes the changes in girls happen earlier than in boys around the ages of 9-12.”

Use the guides below to guide a lecture on the different physical, psychosocial, and puberty events that occur in adolescents. Then go further in the lecture to build on the different health implications that these changes can bring about if neglected.



Physical Changes

- Gain height and weight
- Body proportions change
- Changes in reproductive systems resulting in sexual maturity
- Growth of underarm and pubic hair
- Menstruation begins for girls
- Ejaculation and testosterone production for boys



Socio-emotional Changes

- Friends (peer group) becomes more important
- Give importance to social trends
- Feel the need for a separate identity
- Frequent mood swings
- Feel the need for emotional and physical relationships



Mental Changes

- Able to think systematically
- Able to think abstractly
- Focus on the peer group
- More emphasis on self-development and growth

| Physical Changes | Health Implications |
|----------------------------|--|
| Growing older | Anxiety and tension about growing up |
| Height and Weight increase | The need to have an increase in nutrition and intake of food – inadequate nutrition can lead to malnutrition or anemia |
| Breast Development | Poor posture or back pain |
| Body image increases | Malnutrition, stunting |
| Oily skin | Rashes or acne |
| Sexual attraction | Unsafe sex, unplanned pregnancies, STIs, HIV |
| Menstruation | Anemia, Bad menstrual hygiene |

| Socio-emotional Changes | Health Implications |
|-------------------------|--|
| Development of Identity | Confusion, moodiness, and irritation |
| Curiosity | Risk taking |
| Peer pressure | Unhealthy eating habits, smoking and alcohol abuse, accidents, risk taking |

Review Key messages:

Adolescence (10-19 yrs.) is a period of rapid physical growth and emotional changes.

Adolescents today are more vulnerable to health risks and their implications due to their nature of experimenting and exposure to limited information.

Investing in adolescents will be a 'demographic bonus' later when they become responsible and well informed adults.

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SESSION ONE

ADOLESCENT HEALTH AND IMPLICATIONS FOR PUBLIC HEALTH

OVERVIEW:

The purpose of this session is to help the CHWs understand how to provide education on the importance of adolescent health and help influence decision making on adverse socio-cultural practices. The lessons will go through ways to create awareness as well as ways to get the other functionaries at the community involved. Finally, the lesson will go through the importance of communication skills when conversing with adolescents.

LESSON OBJECTIVES:

| Objective: | The CHW will be able to: |
|--|--|
| To be able to provide accurate information to adolescents, families, and teachers. | Use point out how to communicate, listen, and share information about different questions that might come up with adolescent clients |
| To be able to communicate with adolescent clients effectively | Use the GATHER communication method with clients |
| To have empathy and understanding of adolescent health needs and concerns | Engage in reflection of their own adolescence to have a deeper understanding of issues that might be important to adolescents. |

Chapter 1.2: Role of CHW in Adolescent Health

Introduce new lesson:

Read out loud or summarize:

To realize the full potential of working with adolescents, it is important to know the scope of the work and the type of communication you should be having in the field. This lesson will work on building your own capacities on responding to the physical and mental health needs of the adolescents. First, you will learn the importance of a CHW in working with adolescents. Next, you will work on building up empathy with the types of issues and problems that the adolescents might be having day-to-day. Finally, you will learn how to use the GATHER communication method to approach and talk with the CHWs.

Story

Use this story to lead into how in a community a role of a CHW can help prevent a negative outcome. Use your best to apply the backbone of this story to local community practices or concerns. Make this activity something that a CHW can imagine themselves coming across in their job. After reading the story out loud, ask the participants to share their thoughts and concerns.

Story of an illness

Rita, a CHW visits a household where she is greeted by a 16 year old girl, Neha and her mother. As soon as the mother sees Rita she complains that Neha does not eat enough even after repeated requests, which angers her. The mother says that Neha needs to be given some tonic. Neha herself is very quiet. Rita gives her tonic and goes on with her regular household visit routine. Next time Rita visits the house you check to see how Neha is doing and you find that she has passed away because of severe anemia.

Story of an illness prevented

Rita, a CHW visits a household where she is greeted by a 16 year old girl, Neha and her mother. As soon as the mother sees you she complains that Neha does not eat enough even after repeated requests, which angers her. The mother says that Neha needs to be given some tonic. Neha herself is very quiet. Rita starts talking to Neha to ask her why she isn't eating well. Neha mentions that her friends were making fun of her body size and to lose weight she hasn't been eating. Rita gives her good advice on how her body is growing and to support that growth she needs to focus on getting the needed nutrition. Rita also helps Neha come up with a diet plan as well as leaves her with several different exercises she can do to help maintain her weight. Next month, when Rita visits she notices that Neha has more energy and is helping her mom with household chores. She has been following Rita's advice.

Activity: Creating Empathy for Adolescent Clients

In this activity, the participants will be able to better empathise with the adolescents that they come across. They will also be able to identify the issues and concerns of adolescents today as compared to those of adolescents in earlier times.

Step 1: Have the participants split up into 3 groups

Step 2: Tell the participants that during this activity they will explore their own experiences as adolescents. For it to be a fruitful exercise it is important that they are truthful and frank in their explorations and the emotions that come up.

Step 3: Show them these questions:

- *What was your adolescence like?*
- *What was important to you during this time?*
- *What do you think are the similarities and the differences between the experiences and concerns of adolescents today and their own times?*
- *Did you have any fears about your future?*
- *Whom did you talk to if you needed support?*
- *For ladies:*
 - o *how did you or your family react when you started your periods?*
 - o *Who gave you information related to periods?*

Step 4: Have them share their journey if they are comfortable with doing so. Then sum up by pointing out the importance of empathy and the development of rapport with the adolescents that they work with.

Review key messages

- CHWs are able to play a role in identifying the specific needs and concerns of the adolescents that they encounter in the field or at their school visits.
- Use your own experience and feelings that you had during adolescence to understand how to approach situations with adolescents
- Adolescents might feel shy or uncomfortable talking about specifics of their issues. It is important to build trust with your client before moving forward with interventions and education.

Large Group Activity: Communication with Adolescents

There is an importance in the way that you communicate with adolescents. They might be seeking advice and guidance on reproductive or sexual health but might feel shy in doing so. The objective of this lecture is to help describe what can be done to address their concerns in an effective way. Have another Keystone member act out this following scenario to help understand how important listening and counseling is:

Role Play Scenario

After the CHW gets done with her household visit, she sees Gita a 14 year-old who comes to her as she is having a lot of pimples on her face for the past 3 months. Gita is hesitant to talk to the CHW because she sees that her mom, grandmother, and her aunt are all nearby. When Gita finds the courage to tell her problem to the CHW, the CHW does not look at her and keeps filing out her records while talking to the girl. The CHW, distractedly, advises the girl to not worry about the pimples and it is normal at her age because of the hormones that are being given off by puberty. Gita remains confused about her condition and is even more confused by the words that the CHW used. Gita tries again by asking the CHW about why she hasn't gotten her period yet when all of her other friends have gotten it. The CHW, now annoyed that Gita keeps asking questions, briefly tells her to not compare herself with her friend. The CHW then exits the house, leaving Gita confused and worried about her own health.

Have the participants point out the things that they considered to be negative or bad in the way that the CHW communicated with Gita. Encourage them to point out ways that the CHW in the role play scenario could have improved her interactions with Gita.

Key Points

- Interpersonal communication is important when working with individuals that approach you with sensitive information and health concerns
- Adolescents are often very confused or overwhelmed with the changes that they are undergoing in this development period of change. Empathy is crucial when dealing with adolescent health.
- Sometimes, non-verbal communication is the most important way to create and solidify trust.
- Make sure to follow-up with adolescents when they approach you with a concern. This shows that you're willing to be a resource person and someone that they can turn to for advice.

Chapter 1.2: Role of CHW in Adolescent Health

Lecture: Gather Method

Now that the participants have seen what can go wrong if they aren't using positive verbal and non-verbal actions to convey interest in the adolescent's concerns, move onto the GATHER approach to talk about ways that they can connect with adolescents better.

| |
|---|
| GREET THE ADOLESCENT |
| <ul style="list-style-type: none">- Put them at ease, show respect and trust- Emphasize that everything that they say to you will be kept confidential |
| ASK HOW YOU CAN HELP |
| <ul style="list-style-type: none">- Encourage them to talk about their worries, needs, and concerns- Figure out what steps they have taken to deal with the situation- Encourage the person to express his/her feelings in their own words/language- Actively listen- Ask helpful questions and don't judge |
| TELL THEM ANY RELEVANT INFORMATION THEY NEED TO MAKE A DECISION |
| <ul style="list-style-type: none">- Give them information and suggestions on how they can remain informed and healthy.- Explain any background information that you might have on a particular health issue- Keep the language simple and understandable- Provide a leaflet on a topic if you have it |
| HELP THEM TO MAKE DECISIONS |
| <ul style="list-style-type: none">- Explore alternatives- Encourage them to think of issues that they might have not thought of- Be careful to not push your own views, values, and prejudices onto them- Help them create a plan of action |
| EXPLAIN ANY MISUNDERSTANDINGS |
| <ul style="list-style-type: none">- Ask questions to check their understanding of important points- Ask the adolescent to repeat back their understanding in their own words |
| RETURN FOR FOLLOW-UP OR REFERRAL |
| <ul style="list-style-type: none">- Make arrangements for a follow-up- Name or connect them to agencies or other outlets that they can contact if they need more help |

Small Group Activity: Role Playing Adolescent Counseling

Before starting the activity have the participants divide into groups of two. Give each group a role play scenario. Have the groups talk about the scenarios and prepare the role play. Then have each group come and present it to the large group. While one group is presenting, the other groups will have to keep three things in mind: what they are doing right? What they can improve on and how effectively they are using the GATHER method.

A 13 year old girl comes to you after your presentation to talk about some white discharge that is coming from her private parts. She also mentions that she is having a lot of pain during her periods. How do you think you would counsel her?

A 16 year old married adolescent girl has a three month old baby. She has in the past briefly mentioned that she wants to postpone her next pregnancy. She wants to have conversations about family planning with her husband but doesn't know how to bring it up. How would you help this girl?

A 16-year old adolescent boy approaches you because sometimes he has felt and seen a thick fluid coming out of his genitals at night and he is worried that something is wrong with him. How do you help the boy?

Review key messages

Effective communication and counseling can help bring about behavioral change in adolescents.

The most important thing you can do as a CHW is to help establish trust with the adolescent

Counseling using the GATHER method can help people make informed decisions

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SESSION TWO

CHARACTERISTICS OF ADOLESCENCE- NUTRITION

OVERVIEW

This lesson was designed to create a connection between the food that adolescents eat and the impact that it has on their growth. It will teach the CHW how to talk about healthy eating during adolescence and emphasize the different nutritional factors that can be introduced during this period. The activities in this lesson are geared towards the health problems that can later in life can be improved or avoided by adopting healthy lifestyle habits in adolescence. They will be given knowledge about optimal nutrition during young adulthood that could prevent or delay adult-onset diet-related illnesses later.

LESSON OBJECTIVES

| Objective: | The CHW will be able to: |
|---|--|
| To understand the nutritional requirements of adolescents | To discuss what and where the nutritional requirements are in the local context. |
| To convey what nutritional factors can affect their growth and well-being | To use their cards to create a convincing story or scenario for the adolescents to discuss and learn about nutritional factors important during adolescence. |
| To understand the importance of incorporating nutritious food into adolescent diets | To state the health impacts of neglecting the changes in adolescence. |

Chapter 2.1: Nutrition

Introduce new lesson

Read or summarize out loud:

Nutrition is an important determinant of physical growth of adolescents but remains a neglected area due to socio-economic, environmental and dietary constraints. Inadequate nutritional intake during adolescence can have dire consequences throughout the reproductive years and beyond. Adolescent girls and boys often suffer from anemia which is detrimental to growth and perpetuates the vicious cycle of malnutrition. This section uses case studies, lectures, and visual aids to help you bring up topics about the special nutritional needs of adolescents. It also explores measures that can be taken to improve the nutritional status of adolescents and reduces the incidence of anemia among adolescents.

Activity: Nutritional Needs

The aim of this activity is to help understand the special nutritional needs of adolescents and to identify the factors that can influence the nutritional status of adolescents and their impact on the growth of adolescents. Have the participants split into groups of two and instruct them to create a story that will be highlighting the advice that they would give the person/persons in the situation, and why. (https://thoughtshopfoundation.org/movies/RR_ARH_C.pdf)



Chapter 2.1: Nutrition

Situation #1 Ramu and Seeta have sat down to eat after coming back from school

Questions to ask the participants about picture:

What do they notice in the picture?

What do they notice about the amount of food that the boy vs the girl is eating and how it affects both of their appearances?

What are the consequences of not eating enough food?

What are the consequences of eating too much food?





Key Points:

- When adolescents go through a growth spurt the increased physical activity requires additional calories and nutrition during this period for both girls and boys.
- Both boys and girls need carbohydrates, proteins, calcium, iodine, and iron rich foods. Green leafy vegetables, pulses, jaggery, salts, and fruits can help with proper growth (show Keystone made poster on nutritious and local foods found in the region).
- If you don't eat enough like the girl in the picture you will not have enough nutrition and strength to become stronger. This has long lasting impact on your health.
- Your height, weight, education, and life will be affected if you do not get enough nutrients
- The effect of malnutrition during adolescence occurs in multiple ways. One specific one is that you will be more prone to getting sick more often, have a loss of energy and strength, and have weak bones

Lecture: Seasonal & Local Foods

Use the table below to conduct a short lecture on the types of local foods that are available in the region and why it is important for adolescents to get these specific foods into their diet. Before conducting this lecture, it is important that you know the role and specifics of each food group and the different micronutrients and macronutrients that are mentioned.

Chapter 2.1: Nutrition

| | Purpose of food group | Food group examples |
|--|--|--|
|  | Foods that give us energy (Main Foods): | grains, roots, fruits |
|  | Foods for growth and development (Proteins): | Vegetable sources(pulses, nuts, peas, beans, soy, groundnut) and animal sources(milk, cheese, eggs, meat, and fish). |
|  | Foods that help prevent illness and disease (Vitamins and Minerals): | Dark leafy vegetables, yellow vegetables, animal products, ragi, bajara, tamarind |
|  | Foods that give us extra energy (High energy foods): | Fats(oils, ghee, meat), Fat rich foods(nuts, oil seeds, panee), and sugars(jaggery, honey) |

Small Group Activity: Case Studies for Nutrition

The aim of this activity is to identify factors that could influence the nutritional status of adolescents. Have the participants divide into groups of 2-3 and read this story out loud to them. Have them imagine as if they are in the field and they come across this specific case.

Raju is 14 year old and lives in a village. Every morning he goes barefoot to the fields to defaecate.

He has upset stomach most of the times and passes loose motions

He dislikes vegetables, dal etc. and eats only rice with sugar everyday. He also likes to eat chat/pakori sold in the market.

He is feeling very weak and low since last 15 days.

His mother brings Raju to you.

End the instructions by asking the participants the following questions:

What do you think has happened to Raju?

What investigations do you think are required?

How will you counsel this family to get the help that they need?

What types of foods do you think would help Raju get better

Chapter 2.1: Nutrition

Discuss that Raju is suffering from malnutrition and possibly anemia. He is not getting enough nutrients in his diet and this is leading to him not feeling well. What the CHW can do is ask if there are any local plants or remedies that Raju can take. Meanwhile, the CHW can start him on ORS and escort him and his family to the nearest physician to make sure that it is not anything more serious.

Lecture: Food Behaviours During Adolescence

Adolescents tend to adopt different eating patterns as they get older. Since this phase of life means that there could also be an emergence of more of an individual, this could also influence their food behavior. Use the figure below to lead a discussion on the typical eating patterns, the health consequences of it, and how the habit can be prevented. It is important when talking about the health consequences that you explain what each one means in simple terms.

| Eating Habit | Health Consequences | Prevention |
|---|---|---|
| Family meals become less important | Long-term formation of unhealthy habits that go beyond food practices. | CHWs can emphasise the importance of eating at least one meal with family |
| They succumb to unbalanced diets under the influence of peers, mass media, socio-cultural norms | Higher risk of heart diseases, strokes, and obesity, Anemia, intestinal parasites, malnutrition | CHWs can help the adolescents that they work with to pass on the message about healthy eating practices to their peers |
| Food selection is based mainly on availability, convenience and time, rather than food value | Anemia, malaria, tuberculosis, diarrhea | CHWs can work with the parents to partner with Keystone and create a kitchen garden in their background so that healthy eating is always an option. |
| Personal self-esteem and body image guides their eating behaviours | Malnutrition, growth stunting, anorexia, family-planning | CHWs can guide conversations on body image and how it's important to be healthy and that's what will help build up the self-esteem. |

Chapter 2.1: Nutrition

Explain to the CHWs that when they are involved with counseling on nutrition to adolescents that all points in their own history and harmful habits related to nutrition should be reviewed carefully. Especially when talking about something sensitive such as food intake, it is important to have a motivational key – something that will help improve their diets, or a certain food pattern to help the message stick.

Discussion: CHW Role in Adolescent Health

Since you have gone through a couple of scenarios dealing with nutrition in adolescents. Engage the participants in a discussion about how see their role playing out at the community level as well as the individual level. These are some of the things that they should mention.

Role at the community level

- Provide education on the importance of good nutrition
- Promote healthy food selection and safe cooking practices
- Promote kitchen gardens
- Start conversations on factors that contribute to malnutrition and anemia
- Involve other health workers to help identify different ways to collaborate on the nutritional question
- Create an awareness of how minor ailments can be handled.

Role at the individual level

- Not every adolescent is the same. Their likes and dislikes should be kept in mind and recorded
- The main lesson to get through to them is that they are growing and to support that growth they need balanced and wholesome diets
- The snacks that they choose to consume should be wholesome
- Occasional snacks are also important and okay

Review key messages

Understand the role that CHWs play in nutrition and well-being

Discuss other ways that health workers can collaborate with the CHWs.

Connect the community members with the kitchen gardens, ragi, and other nutritional offerings through Keystone

2

SESSION TWO

CHARACTERISTICS OF ADOLESCENCE- HYGIENE

OVERVIEW

This lesson introduces the CHW to the basics of good hygiene. The activities are designed to help highlight the importance of washing each day, brushing their teeth, and shampooing their hair but beyond that it is there to let the adolescents know that the consequences of puberty on their body is why their bodies are changing. This will teach the CHW how to use this discussion to advise the teens about what is not normal, and what to do if they experience abnormal changes.

LESSON OBJECTIVES

| Objective: | The CHW will be able to: |
|--|---|
| To learn what specific things need to be mentioned under personal hygiene when undergoing puberty. | Talk to the adolescents about practices that are considered harmful or safe in regard to personal hygiene |
| To be more comfortable talking to an adolescent about general and menstrual hygiene | Use the GATHER method and other counseling techniques to counsel about general and menstrual practices |
| To know how to advise about the abnormal hygiene is related to health effects | Be able to understand the consequences of good vs bad hygiene |

Chapter 2.2: Characteristic Hygiene

INTRODUCE NEW LESSON

Read through and summarize this out loud:

It is crucial that adolescents know the basics of good hygiene. Although they might know the importance of washing each day, brushing their teeth, and shampooing their hair the period when they go through puberty can have their bodies fly out of control and they must learn a new set of rules. Having a frank, private discussion about hygiene is a fantastic way for CHWs to let adolescents know that everything they are experiencing is normal. It also allows the whole family to get involved in explaining to teens why their bodies are changing and make recommendations about new hygiene practices and products. CHWs can also use this discussion to advise teens about what is not normal, and what to do if they experience abnormal changes.

ACTIVITY: WASH PRACTICES FOR ADOLESCENT HEALTH

The main aim of this activity is to understand the awareness of things like hand-washing and sanitation and how neglecting this increases the risk for water borne diseases, infections, and things like diarrhea. Orient the participants to the activity cards and show them how to create a story that will be highlighting the advice that they would give the person/persons in the situation, and why. This is best done by dividing into groups of 2 and having each group get a situation card. (https://thoughtshopfoundation.org/movies/RR_ARH_C.pdf)



Chapter 2.2: Hygiene

Situation card #2 - Raman has developed a rash on his arms. He does not know what has caused it...

Questions to ask about the picture:

How do you think he developed a rash?

Does his rash look healthy?

What can Raman do to make sure he doesn't get a rash like this again?

What can you do to check if the dark red rash is a blood infection?

Key points

- Maintaining personal hygiene is important during adolescence
- Not bathing regularly with soap and water, wearing unclean clothes can result in rashes and infections
- For dark red rashes look for a rash that does not whiten when you apply pressure. This means that it's a blood infection.



Situation card #3- Seeta has washed her underwear and is hanging it out to dry in the sun. Her grandmother is angry with her and disapproves. She asks Seeta to dry it inside

Questions to ask about the picture:

Why do you think that drying underwear inside is not healthy?

Why do you think that her grandmother wants her to dry it inside?

How do you think that the location of drying underwear can affect your health?

How do you think that Seeta can convince her grandmother that it's not safe for her to wash her undergarments inside?

Key points

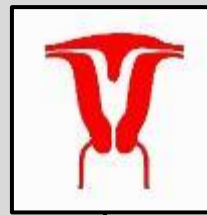
- Poor hygiene like drying underwear inside can cause infections
- Menstrual cloth needs to be washed with soap and water and put in direct sunlight to get rid of infections
- Safe place away from insects is most important

Lecture



General Hygiene

- Hand-washing
- Changing clothes
- Oral Health
- Understanding their body changes
- Change underwear daily
- Wash genitals with clean water daily
- Try to use cotton undergarments because synthetic ones can absorb moisture



Menstrual Hygiene

- Use of sanitary pads: should be changed 2 or 3 times a day. To dispose make sure you wrap in a bag and dispose.
- Cloth pads and panties should be properly washed with soap and water
- Adequate washing of the genital area
- Putting their underwear out to dry in direct sunlight to kill the bacteria
- Maintenance of menstrual hygiene is very important to protect from infections. It is equally important to not have them feel like it's a monthly punishment or sickness.

Review key messages

What are some of the health consequences of not emphasizing personal hygiene?

Why is it important for girls to also have very good menstrual hygiene?

What are some ways that adolescents can maintain good general hygiene?

2

SESSION TWO

CHARACTERISTICS OF ADOLESCENCE- SOCIAL PRESSURES

OVERVIEW

This lesson focuses on different types of social pressures that can play a significant role in the social and emotional development of adolescents. The CHWs will learn how to encourage open and honest communication about problems that come with peer pressure. This will let the CHWs be more informed about the ways that they can address the social pressures in the communities.

LESSON OBJECTIVES

| Objective: | The CHW will be able to: |
|---|--|
| To be more knowledgeable about the negative consequences of peer pressure | List the four different types of peer pressure |
| To be more sensitive about how to talk about substance abuse with adolescents | Learn ways to address the harmful effects of smoking, tobacco and alcohol |
| To state the importance of promoting gender equality amongst the adolescents | Carry out the decision-making activity and talk about the role of empowerment when deciding roles in society |

Chapter 2.3: Social Pressures

Introduce new lesson

Read through and summarize this out loud:

*Convey to the participants that peer pressure can be strong and that unless children are able to communicate clearly what they think and what they want to do, they could be drawn into situations that can be risky and dangerous to their physical and emotional health. What happens is that young people often are not aware or fully informed of their vulnerability or the consequences of their behaviors. This makes them **susceptible** to the pressures from peers, alcohol, and substance abuse.*

Activity: Consequences of Social Pressures

The aim of this activity is to understand the negative consequences of peer pressure, techniques for body and self-awareness and limitations. Orient the participants to the activity cards and show them how to create a story that will be highlighting the advice that they would give the person/persons in the situation, and why. This is best done by dividing into groups of 2 and having each group get a situation card.

(https://thoughtshopfoundation.org/movies/RR_ARH_C.pdf)



Chapter 2.3: Social Pressures

#4- Peer Pressure in a relationship. Rahul and Priya are in a relationship but Rahul wants to have a physical relationship with Priya. Priya is confused with what she should do.

Questions to ask:

Does the girl look happy to be touched like that?

Why is it important to respect each other?

Key points

As you grow older interactions with both girls and boys is normal and healthy.

Need to be careful about how affection is shown

Important to communicate with each other

Respect each others feelings and trust each other

Think about how you would want others to treat your sisters and mom and treat every girl like that with respect

Lecture: Peer Pressure Forms

Use this figure to talk about what peer pressure is and the different forms that it can take. Allow the participants to ask questions of the negative and even the positive impacts of peer pressure.



Activity: Negative Consequences of Peer Pressure

The aim of this activity is to understand the negative consequences of peer pressure, techniques for body and self-awareness and limitations. Orient the participants to the activity cards and show them how to create a story that will be highlighting the advice that they would give the person/persons in the situation, and why. This is best done by dividing into groups of 2 and having each group get a situation card.

(https://thoughtshopfoundation.org/movies/RR_ARH_C.pdf)



Situation Card #5- Manoj's friends all smoke cigarettes and they want Manoj to join them. Manoj is tempted to experiment and be accepted by the boys but is confused because he knows that smoking is bad for health.

Questions to ask:

Why is it important that Manoj stand his ground and no give into peer pressure?

From his point of view why could it seem like it's important to smoke with his friends?

What are the health effects of smoking?

Key points

Smoking and drugs can impact health, family, and friends and mostly your own safety.

Opposing a decision of a larger group is difficult for the fear of being laughed at or excluded from the group but it is important to stand up for what is right

Remember, healthy behaviors rather than following the crowd

Importance of standing up for one's values is important

Lecture: Substance Abuse

Substances of different types are available to give a 'kick' or a 'high.' These substances range from socially acceptable substances (such as cigarettes, tobacco products and alcohol) to medicinal drugs (prescription and over the counter drugs, such as cough syrups, sedatives, tranquilizers) to inhalants (typewriter eraser fluid, glue, solvents) to illegal drugs (such as ganja, cocaine, crack, opium). Sometimes introduction to one type of substance can lead to experimentation with others. More and more young people are experimenting with different substances and at a comparatively early age. Peer pressure, one's own need to release stress and the lure of advertisements are some of the common reasons why people take drugs. It is advisable to help young people take protective and preventive measures because most substances are habit forming and quickly become addictive. Young people are often preoccupied with themselves and do not realize that their behavior affects and hurts their families and those who love them.

One of the difficulties with working with adolescents is getting them to deal with the "responsible" use of widely used substances such as alcohol.

Activity: Smoking and Alcohol effects

The aim is to understand the harmful effects of smoking, tobacco and alcohol

Step 1: Mention the different forms of tobacco-use.

Smoking – cigarettes, bidis, cigars.

Chewing – gutka, masala (type of mixture), paan (betel leaf).

Inhaling – snuff.

Step 2: Ask the children if they know what the ill effects of tobacco are. The facilitator can make her/his point with a small experiment. Give each child a wide straw and ask her/him to place it in their mouth. Instruct them to hold their noses tight shut and breath in and out only through the straw. Increase and decrease the speed of inhaling and exhaling by calling out faster, slower, etc. Do this for a minute. Remind the children to stop the activity if they feel discomfort. At the end of the activity, ask the children how they felt.

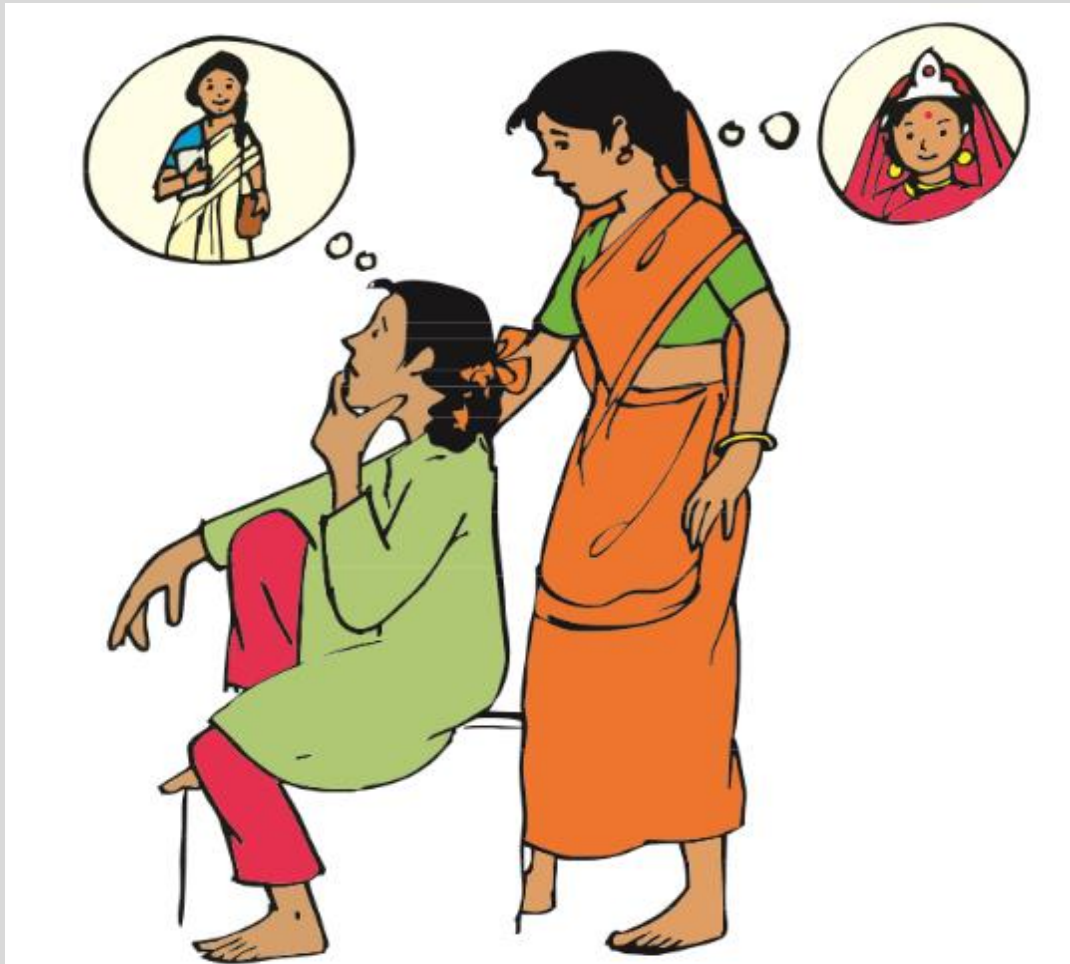
Step 4: Now give each child a narrow straw and repeat the activity. The children should feel difficulty in breathing. As before, give instructions to stop if there is difficulty in breathing. Ask the children how they felt.

Step 5: Ask the children to take deep breaths without any straw. How did they feel? Explain to the children that what they have experienced is what smokers who have been smoking for a long time feel. The children had to breathe air through the straws big and small. In each case they had to breathe more often to get the same amount of air in. As a result, their heart rates went up. Inform the children that passive smoking is equally dangerous since we inhale the same smoke.

Step 6. Explain that chewing tobacco makes the mouth very sensitive and makes chewing or swallowing difficult. Ask the children if they know anyone who has such problems. What do these people complain about?

Activity: Roles in Society

The aim is to empower both genders and show ways to deal with traditional gender roles. Orient them to the activity cards and show them how to create a story that will be highlighting the advice that they would give the person/persons in the situation, and why. This is best done by dividing into groups of 2 and having each group get a situation card. (https://thoughtshopfoundation.org/movies/RR_ARH_C.pdf)



Situation Card #6- Ria's mother wants her to get married after her exams. Ria wants to go for higher education and become a musician. Ria spends a lot of time thinking about her future and is now confused

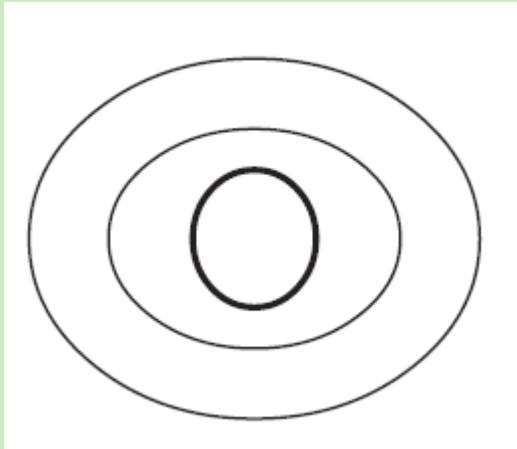
Group Activity: Decision-Making

Coming across situations like this and saying no or advocating for your decision can be daunting. The objective of this activity will be to help the children think through and make decisions carefully. More importantly, it is to have them understand that the decisions that they make can have many effects on themselves as well as on others.

Step 1: To start out the activity display a picture of ripples in water in a lake. Talk about how if you throw a stone, the ripples will spread far and wide and how this will have far-reaching consequences.

Step 2: Link the example to a human behavior; how what one does has far-reaching effects on oneself, on others, and on future events.

Step 3: Draw concentric circles on a flipchart to represent ripples of water. Label the circles: The innermost circle should represent the behavior, the next circle stands for the behavior's effect on the nearest person, and the next circle the effect on someone a bit further away and so on. Draw as far out as you would like to go to demonstrate how far-reaching the effects can be



Step 4: Use this example to demonstrate your point. Have the participants see if they can label a ripple
“Parents of a girl decide that she will not go to school after 5th standard because the mother decides that it is important to take the girl to the village. The girl doesn’t agree with this but obeys because her mother is who makes all the decisions for her and her siblings.”

Discussion: Ripples of Change

What ripples would you like to change in your family? With your friends? At school? How can you do this? Who can help you?

Take an incident that happened at home, or at school or with your friends. Draw your ripple diagram and share it with your friend.

Could you have changed a ripple? What would have happened if you could do it again?

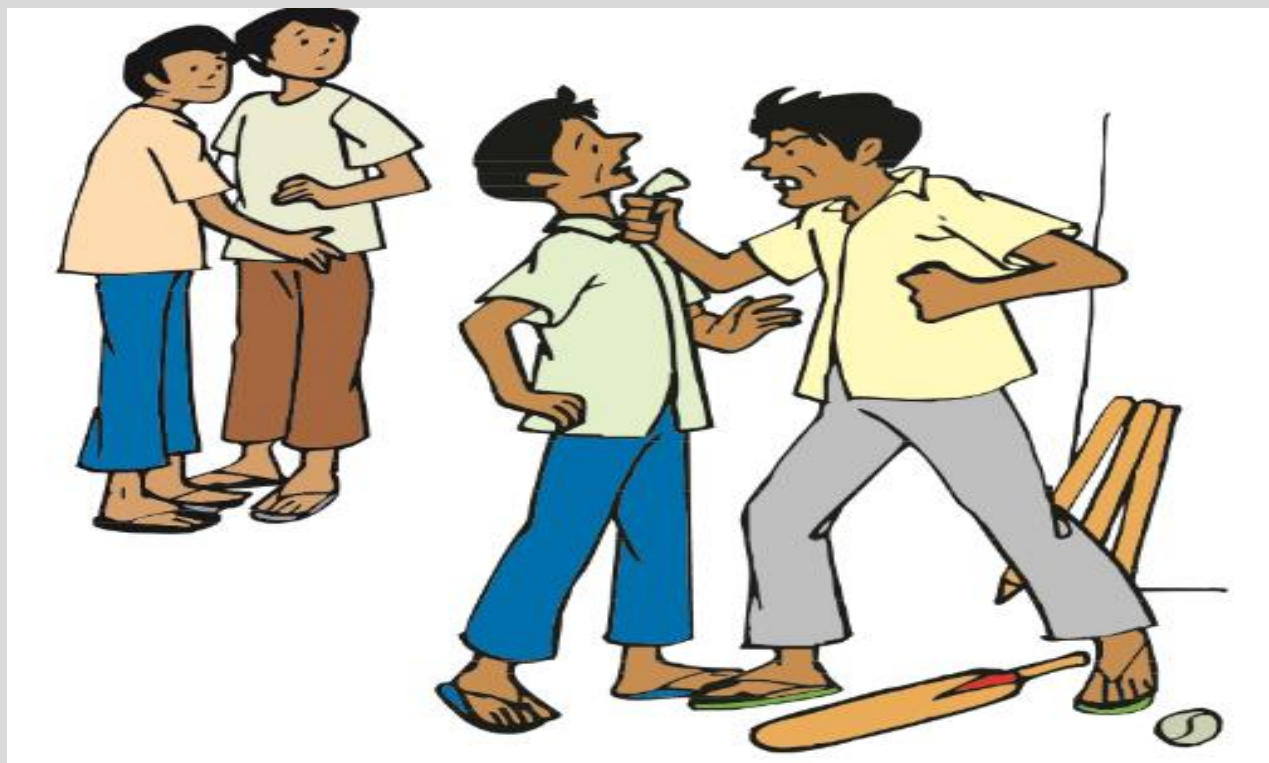
Can we control or change the ripples we send?

Can we change the ripples that others send?

Have you been able to do so for anyone or for yourself?

Activity: Roles in Society

The aim is to show how communication is key to avoiding conflict. Orient them to the activity cards and show them how to create a story that will be highlighting the advice that they would give the person/persons in the situation, and why. This is best done by dividing into groups of 2 and having each group get a situation card. (https://thoughtshopfoundation.org/movies/RR_ARH_C.pdf)



Situation Card #7- Arun is having a heated argument with his friends over a game. As usual he gets very angry and ended up getting into a physical fight and lots of trouble.

Key points

Different value systems between her and her mother can create conflicts

Resolving conflicts amicably is an important skill to be learned

Young people need to communicate with their parents and share their dreams with them

Parents need to realise that children have realistic goals and that they can help them achieve those goals and should support them.

Talk about how frustration can lead to aggressive behavior

Aggressive behavior is when the person is feeling angry, frustrated, bitter, and lonely and then guilty later.

To resolve conflicts a person needs to stand up for ones own rights without and listen to the other person's point of view. This can help them express ones feelings and help strengthen communication.

Open communication helps in better understanding and stronger relationships

Talk about how aggressive behavior is harmful to the family, friends, and everyone around them

3

MIND AND BODY AWARENESS- BASIC BODY PROCESSES

OVERVIEW

This session focuses on the different physical, social, and emotional changes that adolescents undergo during this period. Since puberty is a period where the reproductive system matures, there will be an emphasis on the how these changes shape the physical and social development of an adolescent.

LESSON OBJECTIVES

| Objective: | The CHW will be able to: |
|--|---|
| To be more knowledgeable about the different developmental changes in adolescents | Learn about why boys and girls in their adolescence experience mental, socio-emotional and physical changes |
| To know the different body processes and the organ systems that affect adolescents' trajectory of growth | Carry out an activity talking about the changes that adolescents experience |
| To point out the different ways that the environment can affect adolescent development | Be able to connect the different factors of health and well-being that affect adolescent outcomes |

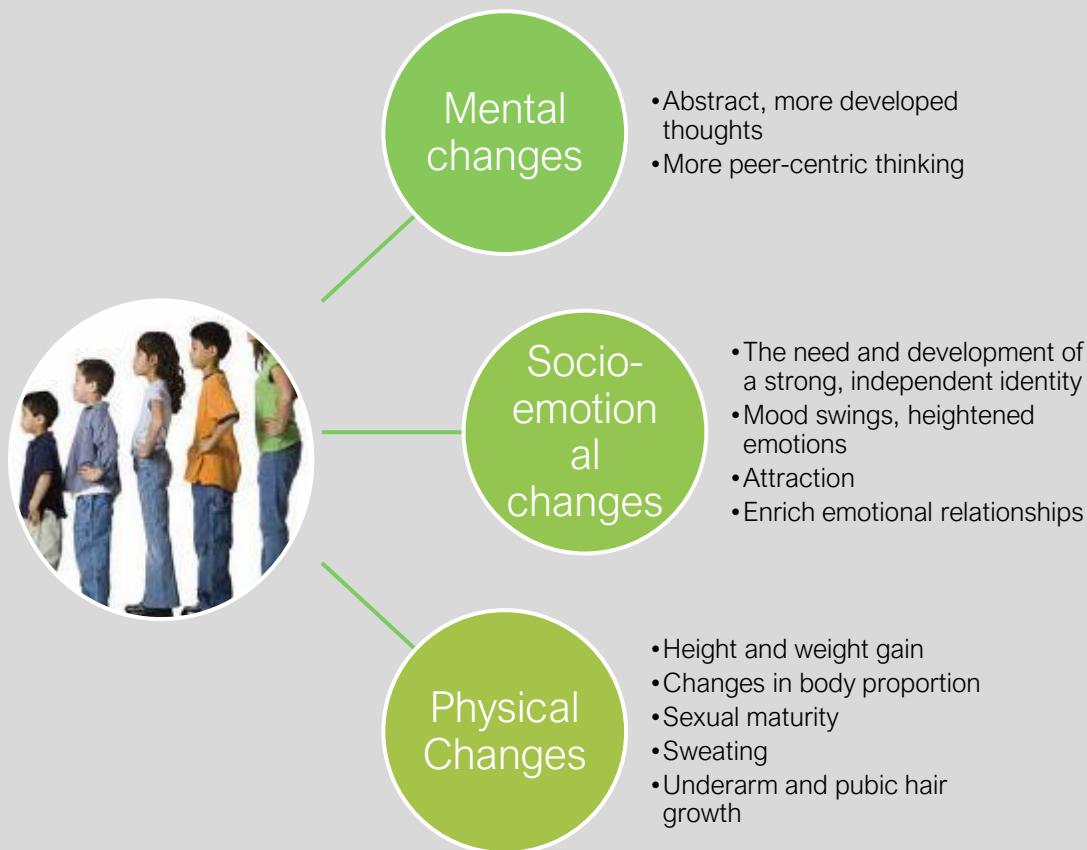
Chapter 3.1: Basic Body Processes

Introduce new lesson

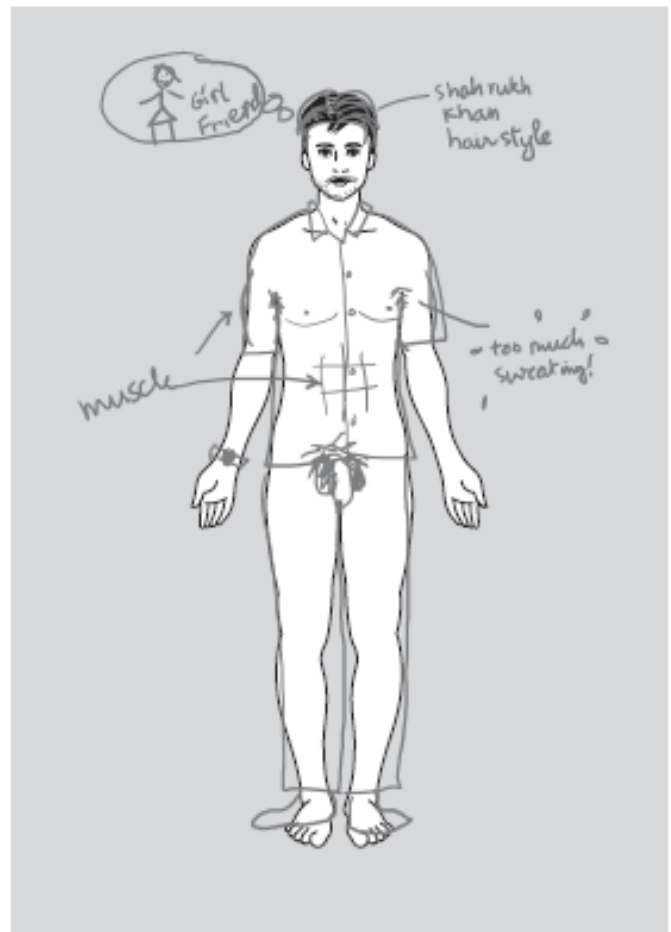
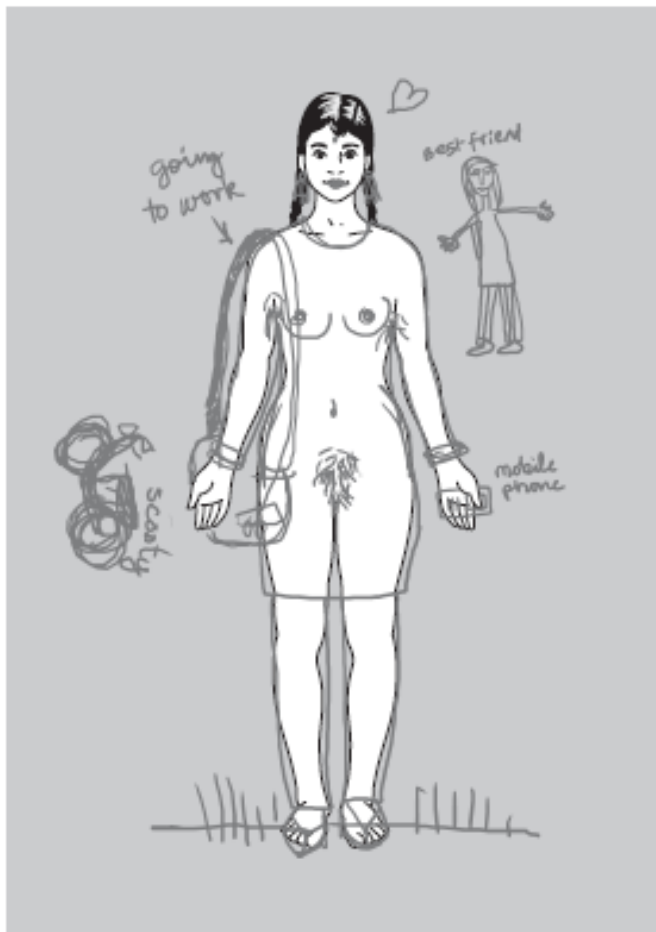
It is recommended that you conduct these sessions with both the men and women CHWs because it helps them learn how to openly share and learn from each other. This session teaches them about the different physical experiences that boys and girl go through during their adolescence (between 10-19 years of age). The focus will be on how the body and the mind are both slowly and steadily changing and getting ready for adulthood. In order for you to learn how to conduct the activities for the adolescents in the field, we will go activities and a reflection/discussion to ensure that all questions are answered.

Lecture: Different Levels of Changes in Adolescence

The aim of this lecture is to have the participants learn about why boys and girls in their adolescence experience mental, socio-emotional and physical changes. Use the diagram and a body map to illustrate and the changes that take place in an adolescent body. After going through the lecture, it would be helpful to explain why these changes happen in the body and whether they think that these changes happen at the same time for boys and girls.



Chapter 3.1: Basic Body Processes



What the body map could look like at the end

Discussion: Changes in Adolescence

Why do you think these changes take place in adolescents? – These changes take place because of secretions from the pituitary gland that control the hormones and the endocrine system in the body. These hormonal secretions that happen throughout the body are capable of producing primary changes (menarche) and secondary changes (physical and emotional changes)

Do you think that these changes take place at the same time for all boys and girls? – The changes associated with puberty and adolescence occur at various times for every individual. This is dependent on their own biological clock of development. Starting to go through changes at earlier or older ages is not a point of concern. The physical changes start taking place in girls at an earlier age.

Chapter 3.1: Basic Body Processes

Activity: Organ Systems

By the end of this activity the participant will understand how the body works, be able to recognize the reproductive system as part of the body systems and mention the importance of other body systems.

Step 1: Hang up the poster so that all the CHWs can see the body systems

Step 2: Ask the group to name various visible parts of their body such as their eyes, hands, etc. After some brainstorming, share information about:

- *What the body systems are connected to*
- *What controls what*
- *The number of organs and systems in the body*

Step 3: Ask the group to identify and point out the various systems based on the leading questions:

- Which system helps us to think and act; move our hands and legs; write and speak?
- Which system enables blood to circulate in our body?
- Which system helps us eat?
- Which system helps us run?
- Which helps hold up our bones?
- Which helps us get rid of waste liquid or urine?
- Which system helps a woman bear a child?

Activity: based on Pavitra's movement therapy class

Discussion: Body and the Environment

Point out that this activity is designed to be a very brief introduction to how their body works and moves in the environment. If you sense that there is interest in expanding on this activity here are some questions you can ask:

What are the different ways that you can help or harm how your body works?

Why is it important for adolescents to have a good diet, be hygienic, and learn about family planning at this age?

Remember when you were an adolescent, where did you learn about the different body systems that make up your body?

3

SESSION THREE

MIND AND BODY AWARENESS- MENTAL HEALTH

OVERVIEW

WILL BE PUT IN ACCORDING TO BANYAN

LESSON OBJECTIVES

| Objective: | The CHW will be able to: |
|--|--------------------------|
| To be more knowledgeable and aware about the factors that can contribute to adolescent mental health | |
| To know the common adolescent mental illnesses, how they might present, and their consequences | |
| Practice assessing adolescents using the HEADS approach | |
| Discuss the community-level responses to the mental health needs of adolescents | |

3

SESSION FOUR

STORYTELLING





OVERVIEW

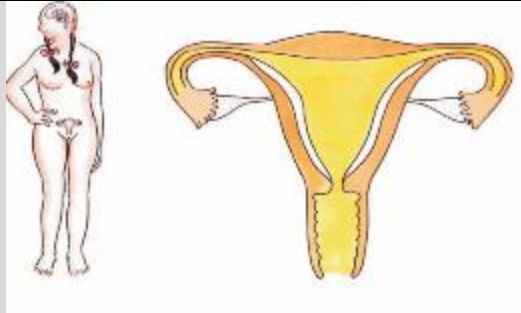
CHWs will use the knowledge that they have gained over the lessons to practice creating stories that encompass all the topics that have been covered. These stories are following two individuals named Seeta and Raju through their own changes and feelings associated with adolescence. The CHWS should get comfortable with using the story cards and the story line proposed in each of the adolescents' lives.

LESSON OBJECTIVES

| Objective: | The CHW will be able to: |
|--|--|
| Understand why specifics of the stories are important to use in the field | Learn how to use the Story cards and improv a story line for each storyline |
| Be able to point to the different lessons that they were exposed to in the module in the story | Apply their knowledge of the adolescent health information and form a coherent story |

ACTIVITY: SEETA STORY-TELLING

| Slides for the Seeta story | Example Storyline |
|---|--|
|  | <p>Let's follow Seeta as she begins a new journey of becoming a adult.</p> |
|  | <p>Seeta is 12 years old. She lives with her parents. After school, she plays with her friends and helps her mother with household chores</p> |
|  | <p>Seeta is confused about how she has been feeling for the last two weeks. She feels happy, sad, anxious, irritated and does not know why.</p> <p>She also has been asked to avoid playing with boys and asked to come home sooner from play and do more household chores, which makes her confused</p> |
|  | <p>The thing is that Seeta is growing up. Apart from the emotional changes she is also going through emotional changes as well (note and do the activity with all the changes in a girl's body)</p> |

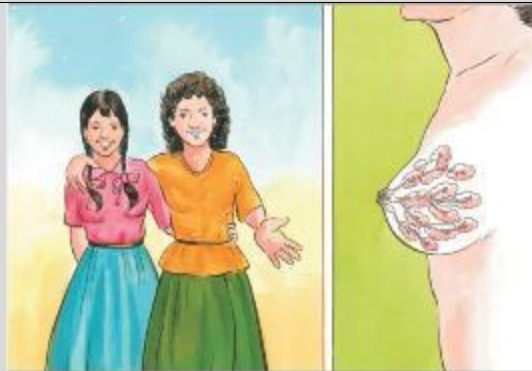


There are also some internal processes that Seeta is not aware about that is causing these changes to happen. These hormonal and secondary changes are what leads to her first period.

Talk about what sets off these hormonal changes, the glands that are involved and talk about how the first mensural cycle gets activated because her reproductive organs are “Turned on”



Seeta’s friends are also experiencing these changes. These changes can happen for all girls but not necessary at the same time. Some girls have different rates of growth and others grow up faster.



For example, Rupi is older but she hasn’t been experiencing these changes.



Setta also likes to play with the neighborhood boys but these days they make fun of them and tease them

Talk about how they might be going through hormonal changes as well



Do the boys secondary characteristics activity



Seeta is sad because he mother doesn't let her come into the kitchen when she is on her period. Her mother says that it becomes impure when she does

Talk about how mothers and grandmothers might have different notions of periods and mensutration



Teacher Didi said that periods were natural and that they were a step towards motherhood

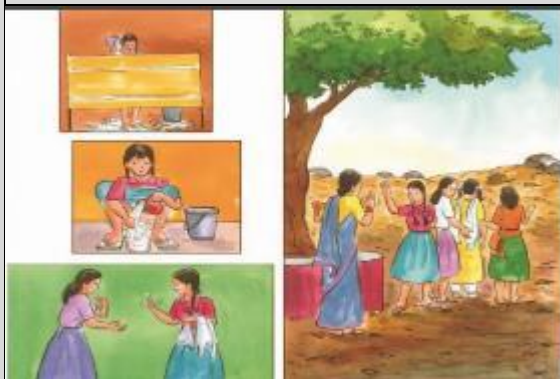


Teacher did also said that one should have a normal routine to follow(nothing impure about it)

- They should take care of their hygiene
- No need for isolation
- No need to change their diet





Talk about how stomach cramps happen. When Seeta went to her teacher with her questions about why her stomach hurts, the teacher explains (go into talk about the lining of the uterine wall)

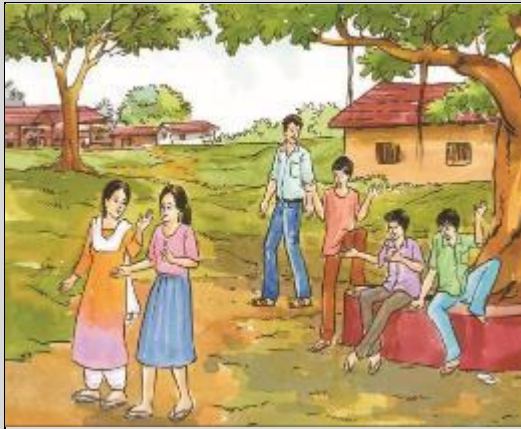


Taking care of yourself during a period:
 Bathing regularly
 Cleaning genitals while bathing
 Cleaning the genitals after passing urine or stool
 Do not share towels or undergarments

Instructor Notes:

ACTIVITY: SURI STORY-TELLING

| | |
|---|---|
| Slides for the Suri Story | |
|  | <p>This is Suri. He is 14 years old. Recently, he has been going through a lot of physical and emotional changes. He also is learning about his own place in the world and learning about what his friends and family expects from him. Let's on a journey to find out what Suri is going through:</p> |
|  | <p>Suri has noticed that him and the some of the other boys in his class are going through physical changes. This is very common actually and happens to boys around the age of 11-14 years. In fact, they go through these physical changes just like girls. Here are some of the things that Suri has noticed about himself and his friends:</p> <ul style="list-style-type: none">- Like girls they become taller- Hair grows in their armpits and pubic area, chest, and legs. Some of them start growing a slight moustache and aa goatee- Their genitals or reproductive organs become bigger- They become more muscular- Their voice may sound funny because it starts breaking. It will become deeper as their vocal chords develop- Their sweat and oil glands become active- Pimples may appear on the face <p>He remembers a teacher telling him that it is a hormone named testosterone that causes all these changes</p> |



Suri, Satish, and Neal also notice that the feel they feel about girls is changing. They often express this emotion through teasing or joking around. However, one day they were all sitting by a tree near the market place and singing songs and teasing the girls that pass by when their older friend walks by to tell them that even though it is okay to be experiencing these feelings, they should not be teasing the woman because it is disrespectful.



He goes onto tell the boys that young men should respect women and be caring towards them. He tells them that they need to be extremely caring and considerate. He asks them to think of how they would want someone to treat their mother or sister or anyone else in the family who is a girl.



Suri, Satish, and Neal listen on while their older classmate also goes onto tell them the importance of taking care of their body and making sure that they are being responsible.

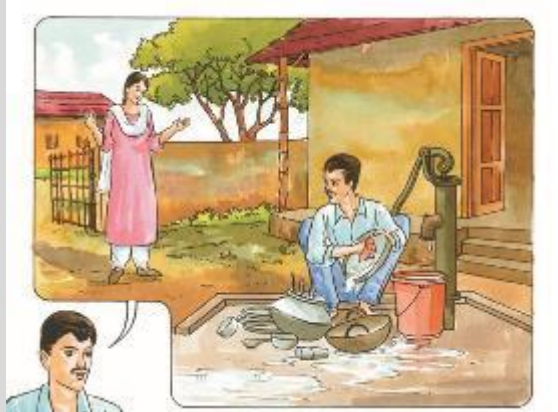
He first mentions the importance of personal hygiene and how important it is to take regular baths, clean their clothes, and to make sure they wash their hands.

Then, he goes onto explain how they might often see the men in their village or town indulge in smoking and drinking. He tells them the negative effects of these habits and how to fight the pressure to start doing these things because of how it affects their own health and their family members.



The friends were sitting around talking when Satish notices that Suri is quiet. He asks what the matter is and Suri replies that he is worried about his friend, Lakshmi and about her drunkard father. He goes onto telling them that he knows that The father should know better than to take his anger and his bad choices out on his family. The boys talk about ways that they can break the cycle of violence

- Make good choices and focus on school
- Don't form bad habits such as drinking
- Respect women
- Think about how it made suri feel knowing that his friend was hurt
- -They make a vow to create a peaceful home
- Suri and his friends also brainstorm ways to help their friend Lakshmi be safe from her father. They decide to tell a teacher/adult at their school/church/workplace and have them check in and see if everything is going well at their house.



He also tells them that it is their job to make sure that they are helping out with household chores, and laundry. Men and women should be making decisions together




The importance of raising a child and taking an equal part in all the stages of development of a child's life.

Question to ask the boys:

Bearing a child is a woman's responsibility so why should a man get involved in the process?

The father's role is not only that of the provider. He should take an equal part in all stages of development of the child's health.

| | |
|---|--|
| | |
|  | <p>A good man is someone who:</p> <ul style="list-style-type: none">- Respects women- Is honest- Hardworking and responsible- Helps with housework- Is clean and healthy- Committed and loyal- Patient and understanding |

