

# TRAINING MANUAL FOR MASTER TRAINERS

PROMOTING HEALTHCARE KNOWLEDGE &  
PRACTICES AMONG ADOLESCENT GIRLS  
AND YOUNG WOMEN

Project Funded under the Research Grant program for  
**Fatima Jinnah Women University, Pakistan &  
Institute for Global Public Health, University  
of Manitoba, Canada**





# Acknowledgement

Fatima Jinnah Women University aims to provide quality education to the women of Pakistan, besides it always strives for excellence in every field of life, particularly in promoting the health and well-being of young women of Pakistan. We express our sincere gratitude to the Vice-Chancellor of Fatima Jinnah Women University, Dr Saima Hamid for providing this opportunity to develop a collaborative project with the University of Manitoba, Canada. As an advisor for the project, her expertise in the field of Public Health has provided very valuable insight to the project activities. Her utmost motivation encouraged the faculty members of different departments to work together to execute the project activities effectively at the university. We are also thankful to the University of Manitoba for their collaboration and providing technical support for the implementation of this project.

This training manual is developed in response to the project titled 'An Intervention study to promote health and improve healthcare knowledge and practices among young girls at Fatima Jinnah Women University (FJWU), Rawalpindi' under the ORIC Research Grant funded by the Fatima Jinnah Women University, Pakistan, and the Centre for Global Public Health (CGPH), University of Manitoba, Canada. It is developed through the collaborative efforts of a team of individuals at the FJWU & CGPH.

We are grateful to the following Content Specialists who contributed their knowledge and expertise by researching and writing on selected topics. These include faculty members from Fatima Jinnah Women University; Dr. Sarwet Rasul, Dr. Adeela Rehman, Dr. Sajida Naz, Dr. Malik Ghulam Behlol, Dr. Huma Jahangir and Ms. Komal Dure Shehwar. From the Centre for Global Public Health, the University of Manitoba, many thanks to Dr. Faran Emmanuel, and Dr. Tahira Reza, Psy. Sobia Khateeb, and Ms. Saveria Nashin along with the volunteer support provided by Dr. Ayesha Bahar Al-Shifa Eye (Trust Hospital), Dr. Beenish Khalil (Riphah International Hospital) and Ms. Fehmeeda Idrees for developing Eye care, Dental care, and Sexual & Reproductive health modules respectively. Their commitment and support have led to the development of the TOT manual, without which this manual could not have been developed.

We would like to thank Dr. Faran Emmanuel, Principal Investigator from CGPH for his technical support as subject expert. Dr. Adeela Rehman, Principal Investigator from Fatima Jinnah Women University edited the training manual according to the project objectives. according to the project objectives. The volunteer services were also provided by the staff members of DiriTalents Associates for the illustrations and other graphics to design the layout of the manual.

Our sincere gratitude to all the faculty members of FJWU to be part of this project as Master Trainers for session delivering to the students.

The content and structure are derived from various tools and guidelines available through online sources which are properly cited. Therefore the training manual will remain the intellectual property of Fatima Jinnah Women University and can be replicated in other universities.

# Disclaimer!

The material listed here is developed through a rigorous and quality-controlled process, and we are careful to ensure that all material is prudently reviewed prior to posting. Further, the material or links provided in the modules or external links made available through uploaded material is from other websites or content belonging to or originating from third parties or links to websites. Such external links are investigated, monitored, or checked for accuracy, adequacy, validity, reliability, availability or completeness by us.

However, the University keeps its modules under review with the aim of enhancing quality. Some changes may therefore be made to the form or content of the modules shown as part of the normal process of information management. The University reserves the right to make changes to the contents or methods of delivery of, or to discontinue, merge or combine modules, if such action is reasonably considered necessary by the University.



The background of the page is a light blue color. It is decorated with several large, overlapping geometric shapes in shades of green and blue. These shapes include long, thin parallelograms and larger, more complex polygons, some of which are nested within others. The shapes are oriented diagonally, creating a sense of movement and depth. In the bottom right corner, there are some circular elements, possibly part of a logo or another design element.

# Edited by

Dr. Adeela Rehman

Principal Investigator

Assistant professor Department of Sociology

Fatima Jinnah Women University, Rawalpindi



## **Preface**

Health Education will empower students to address health-related challenges with the support of scientific knowledge and maintain healthy life habits. This training manual aims at building the competence of the master trainer to conduct sessions with the adolescent learners enrolled in BS 4 Years (Hons) programs to ensure physical healthy life habits and avoid unhealthy habits.

The burden of diseases can be attributed to low awareness regarding general health-seeking behaviors. The health education program has been endorsed and emphasized by the World Health Organization but has not been implemented in true spirit in Pakistan. The curriculum is deficient in health components, and there are no organized health programs for adolescents. The gradual and increasing incorporation of basic information on health and wellbeing in the form of a health curriculum and involving teachers in the behavior change process is the way forward for health promotion in higher education. The education institutional environment plays a vital role in promoting health education for adolescence, and they are more likely to adapt it into their adulthood.

Detailed handouts, images, videos, and teaching activities are developed to carry out the learning activities to develop the capacities of master trainers to conduct sessions. Both soft and hard material has been used for conducting teaching-learning activities. Discussion methods and active learning pedagogies with group work, and presentation techniques will be used by the resource person to carry out the teaching-learning process. To achieve the objectives of particular sessions, it is suggested that the resource person may build up and structure the teaching-learning process that may promote teaching and assessment of health-related challenges, and also open the window for thinking and searching for the answers to critical and practical questions related to the modules. He/she may adjust the pace of sessions to the learning competence of the majority of the participants. Mutual interaction of the class and communication clarity may be considered at every step of the session.

The manual comprises five modules focusing on physical, nutrition, oral, eye, mental and sexual & reproductive health developed by providing practical tips about ensuring better health and wellbeing, overcoming negative healthy habits.

## **Learning Outcomes**

After learning all the modules, students will be able to:

1. Understand the importance of dietary and lifestyle management for better physical and mental health.
2. Establish cause and effect relationship for the promotion of a healthy lifestyle.
3. Demonstrate lifelong commitment and continued healthy life activities.
4. Adopt good practices toward sexual & reproductive health.
5. Effectively counsel other students and friends to adopt health-seeking behaviors.



## List of contributors

**Dr. Saima Hamid**

Project Advisor  
Vice Chancellor  
Fatima Jinnah Women University Rawalpindi

**Dr. Faran Emmanuel**

Associate Director, Technical Collaborations  
IGPH - University of Manitoba, Canada

**Dr. Sarwet Rasul**

Professor, Department of English  
Dean Faculty of Social Sciences  
Fatima Jinnah Women University Rawalpindi

**Dr. Adeela Rehman**

Assistant Professor  
Department of Sociology, Fatima Jinnah Women University, Rawalpindi

**Dr. Malik Ghulam Behlol**

Professor  
Department of Education, Fatima Jinnah Women University, Rawalpindi

**Dr. Sajida Naz**

Associate Professor  
Department of Behavioral Sciences, Fatima Jinnah Women University, Rawalpindi

**Dr. Huma Jahangir**

Medical Officer, Fatima Jinnah Women University, Rawalpindi

**Dr. Tahira Reza**

Country Coordinator (Pakistan)  
IGPH - University of Manitoba, Canada

**Dr. Ayesha Babar**

HOD, Al Shifa School of Public Health  
Al Shifa Eye Hospital Trust Rawalpindi

**Dr. Beenish Khalil**

Consultant Dentist  
Riphah International University, Rawalpindi

**Psy.Sobia Khateeb**

Research Associate /Clinical Psychologist  
Centre for Global Public Health Pakistan

**Ms. Saveria Nashin,**

Consultant Nutritionist/ Public Health Student  
Health Services Academy Islamabad

**Ms. Fahmeeda Idrees**

Public Health Professional



## TABLE OF CONTENTS

Module 1 <b>Physical Health</b>	01
Module 2 <b>Nutrition</b>	12
Module 3 <b>Eye Care</b>	24
Module 4 <b>Dental Care</b>	31
Module 5 <b>Sexual and Reproductive Health</b>	49
Module 6 <b>Mental Health</b>	59



# *MODULE 1* **PHYSICAL HEALTH**



## Session 1: Understanding Physical Health

Time: 1.5 Hours

### Introduction

This session will focus on learning what is physical health, why physical activity is important for pre-teens and teenagers improves heart and lung health, and how to boost the immune system.

### Learning Objectives


1. Explain the meanings and significance of physical health
2. Enlist and apply healthy walking habits and correct seating posturing
3. Overcome unhealthy habits of mouth Nail-biting, faulty Skin-Care techniques
4. Adopt good health-seeking behaviors to improve physical health.

### Knowledge Assessment

After greetings and building rapport, the facilitator may ask questions relating to the previous learning of the participants about physical health and wellbeing. The facilitator may engage the participants in whole-class interactive discussion by asking introductory questions about the topic. He/ She may ask the following questions. The questions are:

- a) How do you define physical health?
- b) Can you share ideas that you have ever learned about physical health from any seminar/media/discussion forum?
- c) What are the hazards and challenges to adolescent physical health?

### Topic 1: Significance of Physical Health

Physical Health	Learning activity
<div data-bbox="394 1318 849 1623"></div> <p data-bbox="152 1612 235 1640"><b>Video</b></p> <p data-bbox="152 1648 808 1682"><a href="https://www.youtube.com/watch?v=any2Urzm8nU">https://www.youtube.com/watch?v=any2Urzm8nU</a></p> <p data-bbox="152 1719 245 1749"><b>Health</b></p> <p data-bbox="152 1757 1049 1862">WHO defines health is as state of complete physical, mental, and social wellbeing and not merely the absence of disease or infirmity. A healthy person is considered fit refers to the ability of the body</p>	<p data-bbox="1073 1381 1417 1562">The facilitator will display the image on the multimedia slide and ask the following questions to the participants:</p> <ol style="list-style-type: none"><li data-bbox="1073 1640 1417 1749">1. What do they look like concerning their physical health?</li><li data-bbox="1073 1787 1417 1862">2. Are they looking physically healthy?</li></ol>



systems to work together efficiently to allow you to be healthy and perform activities of daily living. There are five components of physical fitness:

1. **Body composition** : It is the amount of fat mass compared to lean muscle mass, bone and organs.
2. **Flexibility**: It is the ability of each joint to move through the available range of motion for a specific joint
3. **Muscular strength** : is the amount of force a muscle can produce.
4. **Muscular endurance**: The muscles can perform continuously without fatigue.

The development of young people in an increasingly complex and diverse society can be characterized by rapid change, sedentary work and leisure practices, changing family structures and roles, and the promotion of unhealthy behaviors by various sources. The Health and Physical Education learning area empowers students to critically evaluate the opportunities and challenges associated with living in modern society and teaches them how to take action to avoid injury or reduce threats to their health and well-being.

### **Body composition**

Body composition is a universal term used in the health and fitness industry. Doctors use body composition to find what percentage of your body weight is fat. Body composition is important because someone else can be the same height and weight as you, but they might have more body fat and less muscle. This could lead to different health issues in them.

The scale won't tell you how much of your body is made up of fat and muscle mass. But assessing body composition can help you find that healthier body composition has less fat and more muscle mass. Too much body fat can lead to risks like cancer, diabetes, heart disease, and other health problems.

### **What Is Body Fat?**

Your body is made up of water, protein, fat, and minerals. There are two types of fat in your body.

**Non-fat mass**: This is also known as essential fat. This kind of fat is in your bones, liver, kidneys, intestines, and muscles

**Fat mass**: Also known as stored fat, found in your adipose tissue. This type of fat is used as energy for your body. It also insulates and cushions your body. It surrounds your organs and is just under your skin.

However, excessive stored fat can be harmful to your health. Having too much-stored fat can lead to chronic diseases and conditions.

**Watch this video and read out the handout to answer the given question**

1. Define the salient features of good physical health.
2. Enlist the activities that make you physically fit.



## Body Mass Index

When thinking about body composition, body mass index (BMI) might come to mind. But BMI doesn't measure body fat. Doctors use BMI to find out your weight status. There's a range of healthy to unhealthy BMIs. BMI only tells you the ratio of your weight according to your height, however, it's not an incredibly accurate tool to know if you're at a healthy level or not. Typically, a high BMI of more than 30 does indicate obesity. If you have a BMI of over 30, you may have a higher body fat percentage. This could put you at risk for health problems like hypertension (high blood pressure), osteoarthritis, stroke, or type 2 diabetes. Doctors use BMI to measure your height and weight, and to find if you are underweight, normal weight, overweight, or obese.

Calculate your Body Mass Index (BMI)

Source: <https://www.who.int/data/gho/data/major-themes/health-and-well-being#:~:text=The%20WHO%20constitution%20states%3A%20%22Health,of%20mental%20disorders%20or%20disabilities.>

<https://www.webmd.com/fitness-exercise/what-is-body-composition>

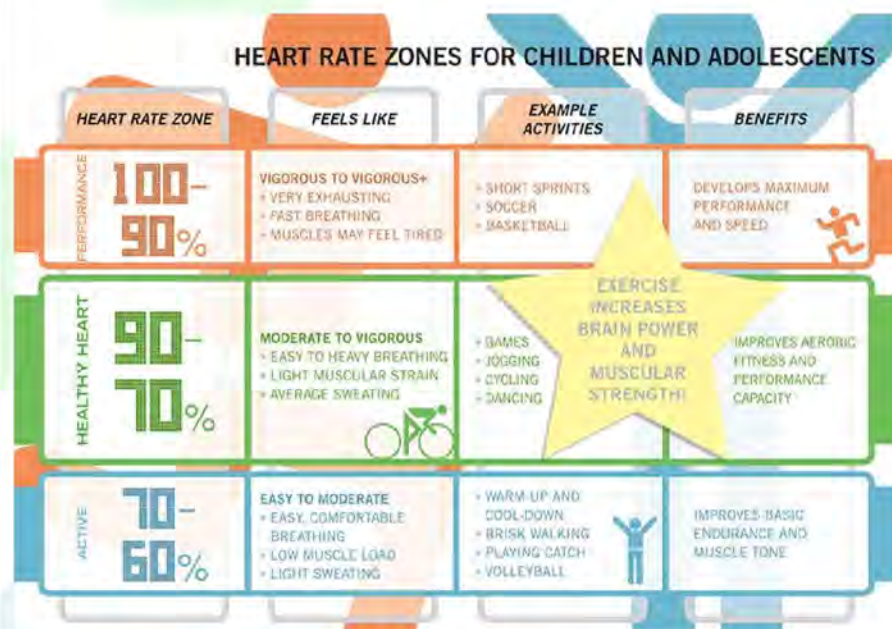
<https://www.betterhealth.vic.gov.au/health/healthyliving/body-mass-index-bmi>

## Topic 2: Physical Health and Walking habits

### Regular physical activity can:

- Improve muscular and cardiorespiratory fitness.
- Improve bone and functional health.
- Reduce the risk of hypertension, coronary heart disease, stroke, diabetes, various types of cancer (including breast cancer and colon cancer), and depression.
- Reduce the risk of falls as well as hip or vertebral fractures; and
- Help maintain a healthy body weight

### Types of physical activity:



### Learning activity

The facilitator will display the image on the multimedia slide and ask the following questions to the participants:

1. What do they look like reference to their physical health?
2. Are they looking physically healthy?
3. Define the salient features of good physical health.
4. Enlist the activities that make you physically fit.

### Health Adults aged 18–64 years

- The light walk should be done on daily basis
- should do at least 150–300 minutes/ week, 30 minutes at least a day of moderate-intensity aerobic physical activity.
- or at least 75–150 minutes of vigorous-intensity aerobic physical activity; or an equivalent combination of moderate- and vigorous-intensity activity throughout the week (10 to 15 mins a day)
- should also do muscle-strengthening activities at a moderate or greater intensity that involve all major muscle groups on 2 or more days a week, as these provide additional health benefits.
- Should limit the amount of time spent being sedentary. Replacing sedentary time with physical activity of any intensity (including light intensity) provides health benefits.

#### How to stay physically active:

- Create an exercise routine for music.
- Play music and dance as a study break.
- Play your favorite sport.
- Learn a new sport or reinvent a traditional one.
- Create an obstacle course and include the concepts of over, under, around and through.
- Invent fun, active games and exercise with a friend or family member.
- Jump rope while practicing spelling and math.
- Have a family dance party, hula hoop contest, and go for a walk after dinner

1. Identify the opportunities to walk in your busy routine life.
2. Enlist the benefits of walking exercises.

Source: <https://www.ncbi.nlm.nih.gov/books/NBK566046/#:~:text=Adults%20should%20do%20at%20least,week%2C%20for%20substantial%20health%20benefits.>



## Session 2: Nails, hair, and Skin Care

Time: 1.5 Hours

### Introduction

Taking care of hands and nails is as important as taking care of the skin. It's important to keep them protected every day. This session will focus on learning the significance and care of nails, hair and skin for healthy personality.

### Learning Objectives

1. Adopt healthy habits of the healthy growth of nails, hair, and skin -care techniques.
2. Adopt good health-seeking behaviors to improve physical health.

### Topic 1: Nails

#### Nails

Nails are made up of mostly hair-like hard keratin, as well as some epithelial-like soft keratin. Nails grow roughly 0.08 to 0.12 inches (two to three millimeters) every month and are fully replaced every six to nine months. Nutritional deficiencies can result in abnormal nail growth.

#### Protein, energy, and malnutrition

Protein deficiency, or malnutrition caused by chronic alcoholism can result in linear depressions that run across the nail bed, called Beau's lines.

Malnutrition can also result in:

- Soft, brittle nails.
- Brown or black lines that run up and down the nail, and.
- Terry's nails - although it can be seen during liver disease, it can also result from malnutrition. It is usually seen in the elderly and is characterized by most of the nail turning white and having a ground-glass appearance, so that the crescent white area normally at the tip of the nail is indistinguishable from the rest of the nail.



#### Learning activity

The facilitator will display the image on multimedia and conduct a whole-class discussion on the mouth nail-biting.

The participants will be asked to note down the main points emerging from the discussion

#### Watch the video and Read the handout to answer the given questions

1. What are the causes of mouth nail-biting?

Deficiency in albumin in the blood can cause narrow, paired lines that run across the nails.



2. Enlist the damaging effects of mouth nail-biting.
3. How to overcome these unhealthy habits?

Source: <https://kidshealth.org/en/teens/skin-hair-nails.html>

## Topic 2: Hair and Skincare

### Hair and Skin Health

Healthy and strong hair, skin, and nails can say a lot about your overall wellbeing. A balanced diet full of protein, healthy fats, and fresh fruits and vegetables can help you get shiny hair, glowing skin, and strong nails.

#### Skin and hair

Your skin and hair are an important barrier and the body's first line of defense against mechanical damage, microorganisms, and ultraviolet radiation. Thus, the health of your skin and hair is important for your overall wellbeing. The health of your skin, hair and nails can be affected by the quality of your diet. Nutritional deficiencies, food allergies and occasionally an excess in certain food groups can affect your skin, hair, and nails. Therefore, it is important to eat a balanced diet to maintain good skin, hair, and nails.

#### Skin damage

Antioxidants such as beta-carotene, lycopene and vitamin C that are found naturally in fruit and vegetables offer protection against the toxic effects of ultraviolet radiation found in sunlight, which can cause premature skin ageing, dry skin and skin cancer. Vitamin A and its derivatives are commonly used to treat acne.

#### Skin disorders

Nutritional deficiencies often have minor symptoms, however, changes to the skin and hair may be the first sign. Pellagra, a condition caused by vitamin B3 (or niacin) deficiency, is characterized by skin and hair changes including inflammation of the skin (dermatitis), sensitivity to sunlight, scaling of the skin and hair loss.

Skin disorders can increase the requirements for nutrients such as folate and protein. Dietary intake of fish oil has also been suggested to help manage psoriasis and eczema.

### Learning activity

The facilitator will display the image on multimedia and conduct a whole-class discussion on the skin-care techniques.

The participants will be asked to note down the main points emerging from the discussion.



Food allergies can cause skin disorders such as atopic dermatitis, which is a chronic inflammatory disorder of the skin. Specific components in foods, such as eggs, cow's milk, soy, wheat, fish, peanuts and shellfish can trigger an allergic reaction. Removing trigger foods from the diet has been shown to improve the condition in both children and adults. Excluding gluten from your diet also helps relieve the itchy bumps and blisters condition caused by gluten



**Video link 5**

<https://www.youtube.com/watch?v=Mn9c68dYfWE>

[https://www.youtube.com/results?search\\_query=Tips+for+improving+skin](https://www.youtube.com/results?search_query=Tips+for+improving+skin)

### **Unhealthy skin**

No one wants to have unhealthy skin, but it can occur for a variety of different reasons. Recognizing the signs of poor skin and taking the necessary steps with your dermatologist's help to treat and correct the problems. Unhealthy skin can result from:

- Not washing face daily
- Not using the right skincare routine
- Not regularly showering
- Not proper hygiene habit
- Not stopping smoking
- Eat lots of sugar
- Eating Deep food
- Cold cut meat
- Drinking less water
- Not Avoid UV radiation
- Excess Sun Exposure
- Cigarettes and Alcohol
- Chemical Irritants

**Watch the video and Read the handout to answer the given questions**

1. What are the causes of skin-care challenges among adolescents?
2. How to overcome these unhealthy habits?

Source: <https://www.healthyfood.com/advice/8-steps-to-healthy-skin-hair-and-nails/>

<https://www.wvdermcenter.com/blog/the-leading-causes-of-unhealthy-skin>

### Topic 3: Health-seeking behaviors

#### Seating postures



#### Video link6

[https://www.youtube.com/results?search\\_query=Tips+for+improving+skin](https://www.youtube.com/results?search_query=Tips+for+improving+skin)

#### Effects of bad posture on the muscular and skeletal systems

The complications of poor posture include back pain, spinal dysfunction, joint degeneration, rounded shoulders and a potbelly. Some forms of chronic poor posture negatively impact normal growth patterns. For example, a bad posture that places added stress on the vertebrae of the spine will cause the connective disks to wear down more quickly, compressing the bones of the spine and causing a loss in height. Bad posture can lead to digestive issues. Neglecting to pay attention to your posture can compress your organs, which can slow the digestive process and cause stomach issues.

#### Common unsupported postural habits

Everyday activities typically involve a combination of actions, such as walking, sitting, standing, bending, lifting, and lying down. Common habits that you may develop while performing these actions include:

- Slouching or sitting slumped on your office chair or couch
- Lying on your belly on the bed while working on a laptop/reading a book
- Sitting on a bed and working on your laptop
- Hunching forward while weeding your garden or washing dishes for a long time
- Use your vacuum cleaner with one hand and long-arm movements
- Standing with the weight of your body concentrated on one leg
- Walking in a hunched manner without supporting the head or the trunk
- Lifting heavy objects off the floor by bending your back

#### Learning activity

The facilitator will display the image seating postures and conduct the whole-class discussion.

The participants will be asked to note down the main points emerging from the discussion.

#### Watch the video and Read the handout to answer the given questions

1. Demonstrate some incorrect seating postures.
2. Enlist Five incorrect seating postures.



### **Tips to use supportive posture**

#### **Walk Straight**

While walking, it is important to look straight ahead and to keep your head balanced above your spine. Keep your spine straight and relax your shoulders. Make sure to land on your heel and then gently roll forward to push off the front of your foot. With each step, a gentle spinal rotation must be achieved by reaching the opposite arm forward.

#### **Sit with support and get up every hour**

While sitting and working on an office chair, keep your back flush against your chair, your head over your spine, your shoulders rolled back, and your shoulder blades down. Bend your arms at a 75 to 90-degree angle at the elbows. Your legs must be hip distance apart with both feet flat on the floor. If you are unable to reach the floor, use a footrest.

#### **Lift carefully**

To lift a heavy object from the floor, squat down in front of the object by keeping a straight back and bending your knees. Hold the object close to your chest while you straighten your knees to stand up.

To lift lighter objects, take support from a table or a counter with one hand, bend down at your hip (keeping a straight back), and raise one leg backward for counterbalance. Use the other hand to lift the object. This technique is called the golfer's lift and is especially useful for repetitive lifting activities.

#### **Health seeking and health care system in Pakistan:**

Pakistan has a relatively large primary health care infrastructure. These primary health care services are supported by a network of 989 secondary care hospitals, at tehsil and district levels, for referrals.

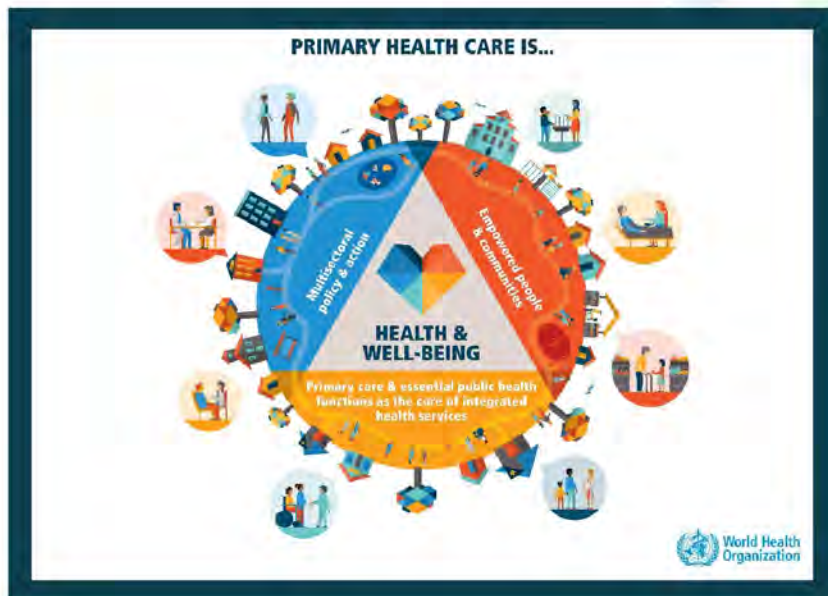
Primary healthcare refers to a broad range of health services provided by medical professionals in the community. Your general practitioner (GP) is a primary healthcare provider, and so are nurses, pharmacists, and allied health providers like dentists.

3. Explain the tips for supporting seating postures.

4. Enlist the tips for health-appropriate posturing habits?

Source: <https://www.wvdermcenter.com/blog/the-leading-causes-of-unhealthy-skin>  
<https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/posture>

<https://www.medicalnewstoday.com/articles/321863>



### **Types of Primary Health Care (PHC):**

This includes physical, mental, and social well-being and it is people-centered rather than disease-centered. PHC is a whole-of-society approach that includes health promotion, disease prevention, treatment, rehabilitation, and palliative care.

### **Levels of Health Care:**

Levels are divided into the following categories:

- Primary care.: Near-by general practitioner basic health units and rural health centers.
- Secondary care: Clinic and Small hospitals.
- Tertiary care: private and public large hospitals and teaching hospitals with advanced specialists.

### **Self-medication**

Self-medication can be defined as obtaining and consuming drug(s) without the advice of a physician either for diagnosis, prescription or surveillance of treatment. In Pakistan, almost every pharmacy sells drugs without a prescription; a phenomenon seen in many developing countries. This together with poor awareness leaves the layman uninformed about the potentially lethal effects of some of these drugs. The lack of a good primary health care system coupled with cost issues compel the general public to approach other avenues instead of a doctor to seek help for a problem.

Facilitator will ask about the practices of self-medication among participants.





## *MODULE 2* **NUTRITION**

## Introduction

Nutrition is a critical part of health and development. Better nutrition is related to improved health, stronger immune systems, safer pregnancy and childbirth, lower risk of non-communicable diseases (such as diabetes and cardiovascular disease), and longevity. This session will focus on learning the value of nutritional food and balanced diet to maintain good health and to boost the immune system.

## Learning Objectives

1. Explain the meanings and significance of nutrition
2. Equip with basic knowledge of health & balanced food groups
3. Understand a balanced diet and healthy eating habits.

## Topic 1: Introduction to nutrition

What is nutrition?	Learning Activity
<p>Nutrition is defined as the sum of all processes involved in how organisms obtain nutrients, metabolize them, and use them to support all of life's processes.</p> <p><b>Good nutrition is important for:</b></p> <ul style="list-style-type: none"> <li>• Physical activity, movement, work, and warmth.</li> <li>• Physical growth and brain development are essential for learning, so good nutrition is especially important for children.</li> <li>• Body building, replacement and repair of cells and tissues.</li> <li>• Protection from illnesses, fighting infections and recovery from illnesses.</li> </ul> <p><b>Video</b>  <a href="https://www.youtube.com/watch?v=any2Urzm8nU">https://www.youtube.com/watch?v=any2Urzm8nU</a></p> <p><b>Types of nutrients:</b>            Nutrients are divided into two broad categories: Macro nutrients and Micronutrients.</p> <ul style="list-style-type: none"> <li>➤ <b>Macronutrients</b> are required by the body in large amounts; they include carbohydrates, proteins, and fat.</li> <li>➤ <b>Micronutrients</b> are required in relatively smaller amounts by the body; they include vitamins and minerals</li> </ul> <p><b>Classification of foods based on the key nutrients they supply:</b>            Foods can be grouped into different groups depending on its functions and the major nutrients they provide. There are majorly four types:</p> <ul style="list-style-type: none"> <li>• Energy-giving foods/GO foods</li> <li>• Body building foods/GROW foods</li> <li>• Protective foods/GLOW foods</li> <li>• Water (sits outside of the classification but is mentioned here as it is also essential for the human body to function properly)</li> </ul>	<p>The participants will be asked to note down the main points emerging from the discussion.</p> <p><b>Watch the video and read the handout to answer the given questions</b></p> <p>1. Do you think you are taking good nutritious food in your life?</p>



### ENERGY-GIVING FOODS/ GO FOODS:

Energy giving foods are mainly rich in carbohydrates or fats.

They provide the energy that is needed by our bodies to:

- Perform activities such as walking, digging, and working
- Maintain normal physiological processes such as breathing and all other processes within our bodies.



### BODY BUILDING FOODS / GROW FOODS:

GROW foods are those rich in food nutrients called proteins. Essential for the growth of our body, boosting body immunity against infections and diseases, formation of all tissues, including muscles, bones, teeth, skin, and nails and for wound repair and healing.

There are two major sources of protein:

#### Animal-based foods



#### Plant-based foods



Animal-based foods provide a richer source of proteins that are more easily utilized by the body than those supplied by plant-based foods.

### PROTECTIVE FOODS/ GLOW FOODS

Protective or GLOW foods include vegetables and fruits. These foods are rich in vitamins and minerals which are required by the body for physiological functions such as the strengthening of the immune/defense system, thus reducing the occurrence of infections and if they occur the severity is reduced.

2. Enlist Five food you take having carbohydrates.

3. Enlist the foods you take daily.



Enlist the fruits you take daily.

How much glass of water do you take daily?

## Water:

### Requirements

- 1.5 liters/day or 8 glasses a day
- Not drinking enough water leads to constipation, dehydration, dry skin, and the build-up of toxins in the body

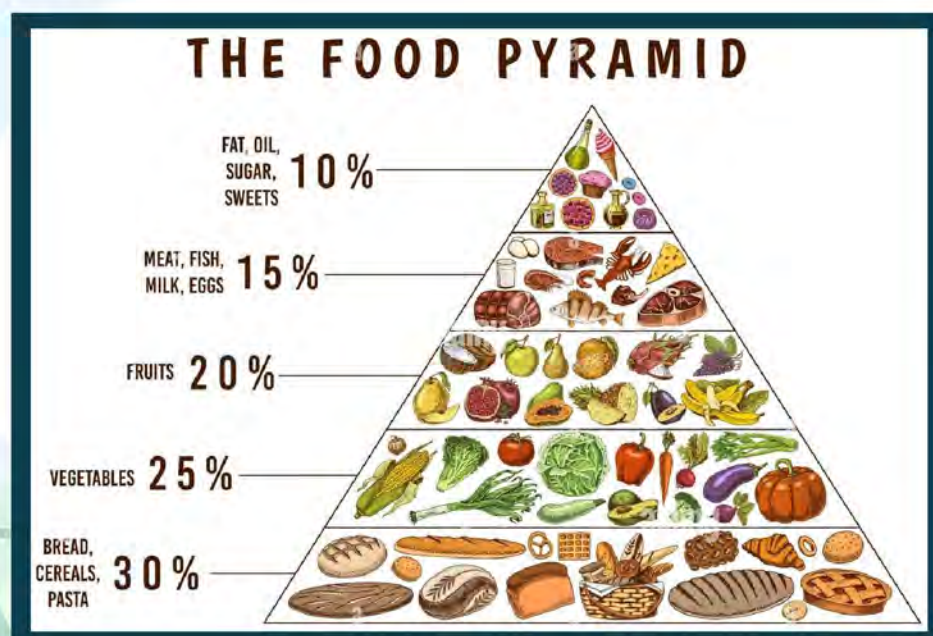
### Water intake patterns:

- Drink a glass of water half hour before meal or 1/2 glass during meal.
- Do not drink water immediately after any meal. Drink water at least 1 hour after your meal.

Source: <https://biofemgroup.com/nutrition/#:~:text=Nutrition%20is%20defined%20as%20the,to%20disease%20and%20even%20death.>  
<https://www.msdmanuals.com/home/disorders-of-nutrition/overview-of-nutrition/carbohydrates,-proteins,-and-fats>

## Topic 2: Balanced diet

### Balance Diet



### Learning activity

The facilitator will display the image of balance food and conduct the whole-class discussion.

The participants will be asked to note down



### What is a balanced diet?

A nutritionally balanced diet fulfills all the nutritional needs of the body. Each body needs a specific amount of nutrients and calories to stay active and healthy. A good diet enables us to get all the required nutrients without exceeding the recommended calorie intake per day. The following are required to be considered for a balanced diet. They are:

- Vegetables and legumes (beans)
- Fruit.
- Grains and cereals.
- Lean meat, poultry, fish, eggs, legumes (beans) tofu, nuts, and seeds.
- Milk, cheese, yogurt, or alternatives.
- Avoiding junk food as well as foods with low nutritional value
- Including vegetables and fruits

A balanced diet fulfills all a person's nutritional needs. Humans need a certain amount of calories and nutrients to stay healthy. A balanced diet provides all the nutrients a person requires, without going over the recommended daily calorie intake. By eating a balanced diet, people can get the nutrients and calories they need and avoid eating junk food, or food without nutritional value.

#### Video :

<https://www.youtube.com/watch?v=9VtxCxtsMAI>  
<https://www.youtube.com/watch?v=YimuldeZSNY>

### Keep Eye on Calories Intake.

Calories in foods represent the energy stored in that food. The human body uses calories to perform daily activities such as breathing, moving, thinking, walking, and other vital functions. The average amount of calories needed for a person is about 2000 calories per day to maintain their current weight. However, the daily calorie requirement varies according to the person's sex, age, and level of physical activity. For example, men usually need more calories than women.

**Junk Food: Empty calories** are found in food providing large amounts of calories without having a good nutritional value. Examples of empty calories foods are soda and energy drinks, cookies and cakes, fries and chips, pizza, ice cream, and processed meat. Avoid taking such kinds of food,

### Health Benefits of A Balanced Diet

- Healthy eating increases energy, improves the way your body functions, strengthens your immune system and prevents weight gain. The other major benefits are:

the main points emerging from the discussion.

**Watch the video and Read the handout to answer the given questions**

Define the concept of a balanced diet

Explain the meanings of calories in three sentences



<ul style="list-style-type: none"> <li>• Meets your nutritional need. A varied, balanced diet provides the nutrients you need to avoid nutritional deficiencies.</li> <li>• Prevent and treat certain diseases. Healthful eating can prevent the risk of developing certain diseases such as diabetes, cancer and heart disease. It is also helpful in treating diabetes and high blood pressure.</li> <li>• Following a special diet can reduce symptoms and may help you better manage an illness or condition.</li> <li>• Feel energetic and manage your weight. A healthy diet will assist you to feel higher, provide you with more energy, and help you fight stress.</li> </ul>	<p>What calorie intake are you required to perform routine life activities?</p> <p>Enlist the different types of healthy food.</p>
<p><b><u>Guidelines for Healthy Eating</u></b></p> <ul style="list-style-type: none"> <li>• The most important rule of healthy eating is not skipping any meal. Skipping meals lowers your metabolic rate. Normal eating includes 3 major meals and 2 snacks between meals. Also, never skip breakfast. It is the foremost vital meal of the day.</li> <li>• Learn simple ways to prepare food. Healthy eating doesn't have to mean complicated eating. Keep meal preparation easy, eat more raw foods such as salads, fruits and vegetable juices, and focus on the pleasure of eating healthy food rather than the calories.</li> <li>• It is important to stop when you feel full. This will help you maintain your weight to an extent. This also will help you remain alert and feel your best.</li> <li>• Drink lots of water. Keep a bottle of water near you while working, watching TV, etc.</li> <li>• Eat five portions of fruit and vegetables every day</li> </ul>	<p>What are the health problems of vitamin shortage?</p> <p>Enlist the health benefits of a balanced diet.</p> <p>Assess the scientific value of general health guidelines.</p>

Source

<https://www.biologyonline.com/dictionary/balanced-diet#:~:text=A%20balanced%20diet%20plan%20should,to%20do%20our%20daily%20activities.>

<https://www.medicalnewstoday.com/articles/245588>

<https://www.narayanahealth.org/blog/how-to-maintain-a-balanced-diet/>



### Introduction

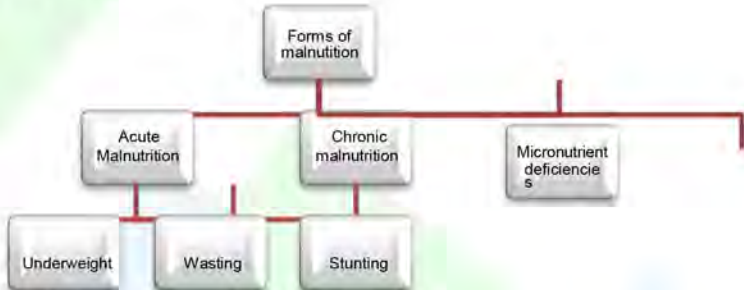
Poor nutrition isn't just about a lack of food. Malnutrition occurs when the body is deprived of vitamins, minerals, and other nutrients necessary for the muscles, bones, organs and other tissues to function properly. Malnutrition also has a significant association with an eating disorder which often begin during adolescence accompanied by distorted body image and an obsession with one's weight and food, leading to dangerous eating pattern. This session will focus on learning the hazards of malnutrition and eating disorders for a healthy life.


### Learning Objectives

After this lesson, students will be able to:

1. Define malnutrition, and understand eating disorders
2. Understand the factors that lead to malnutrition and the consequences that lead to eating disorders.
3. Adopt healthy eating patterns concerning time, the number of meals and quantity.


### Topic 1: Malnutrition

Video:	Learning activity
<p><a href="https://www.youtube.com/watch?v=WWA1tIUICU">https://www.youtube.com/watch?v=WWA1tIUICU</a></p> <p><b>What is malnutrition?</b></p> <p>Malnutrition refers to deficiency, excesses or imbalance of nutrients or energy in a person's intake.”(WHO 2020)</p> <p>It is majorly categorized into two types</p> <ul style="list-style-type: none"> <li>• Under nutrition</li> <li>• Over nutrition</li> </ul>  <pre> graph TD     A[Forms of malnutrition] --&gt; B[Acute Malnutrition]     A --&gt; C[Chronic malnutrition]     A --&gt; D[Micronutrient deficiencies]     B --&gt; E[Underweight]     B --&gt; F[Wasting]     B --&gt; G[Stunting]     </pre>	<p>The participants will be asked to note down the main points emerging from the discussion.</p> <p><b>Watch the video and answer the given questions</b></p> <p>Identify the cause of malnutrition?</p> <p>Enlist the types of malnutrition.</p> <p>What is hidden hunger?</p>

<p><b>Key Message:</b></p> <ol style="list-style-type: none"> <li>1. Good nutrition provides a mechanism to promote health and prevent disease.</li> <li>2. The body needs a mixture of both macro and micronutrients for it to be healthy and function optimally</li> <li>3. Vegetables and fruits are a major source of vitamins and minerals which are required by our brain, eyes, muscles, bones, blood, glands, etc. to perform all the functions for which they are designed</li> <li>4. You can live without food for several weeks, but you can go less than a week without water</li> <li>5. A healthy body required a balanced diet</li> <li>6. An imbalance of nutrition leads to malnutrition.</li> </ol> <p><b>Eating Disorders</b></p>  <p><b>Video</b></p> <p><a href="https://www.youtube.com/watch?v=0SRmccgFIIs8">https://www.youtube.com/watch?v=0SRmccgFIIs8</a></p> <p><b>Eating disorders and malnutrition:</b></p> <p>Eating disorders can leads to malnutrition. Like,</p> <ul style="list-style-type: none"> <li>• Anorexia Nervosa can lead to sever weight lost and muscle wasting</li> <li>• Bulimia nervosa can cause micronutrient deficiencies</li> </ul> <p>Bing eating disorder can lead to overweight and obesity</p>	<p>The facilitator will display the image of an eating disorder and conduct the whole-class discussion.</p> <p>Why she is sitting like this?</p> <p><b>Activity</b></p> <p>Eating and sleeping chart and indicators checking</p>
---	--

Source <https://www.providence.org/news/uf/634126876>  
<https://www.who.int/health-topics/malnutrition#:~:text=Malnutrition%20refers%20to%20deficiencies%20or,as%20diet%2Drelated%20noncommunicable%20diseases.>

## Topic 2: Eating: Time, number of meals, quantity

<p style="text-align: center;"><b>NOURISH TO FLOURISH</b></p> <p style="text-align: center;"><b><u>Brain Building Foods</u></b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Collard Greens Blueberries Bananas Brussel Sprouts Spinach Chicken Turkey Peanut Butter Milk Cheese Brown Rice Wheat Germ</p> </div> <div style="width: 10%; text-align: center;">  </div> <div style="width: 45%;"> <p>Avocado Oranges Cantelope Legumes Soybeans Salmon Tuna Eggs Yogurt Flaxseed Oatmeal</p> </div> </div> <p><b>Eating: Time, number of meals, quantity</b></p> <ul style="list-style-type: none"> <li>• Breakfast is the most important meal of the day, important for your brain health. Never skip your breakfast.</li> <li>• Take breakfast within 30 to 35 minutes of waking up</li> </ul>	<p><b>Learning activity</b></p> <p>Watch the video and read the handout to answer the given questions</p> <p>What are the foods that help in brain growth?</p>
--	--



- It should not be later 8:30 am.
- Don't overeat at one time
- Divide your meals into 5 to 6 small portions
- Your last meal of the day should not be later then 9 or 9:30 pm.
- No eating during the late hours
- Try to eat a variety of food daily
- Eat fresh fruit, vegetables, and unprocessed, high fibre foods, and avoid refined sugars and deep-fried foods

#### Portions in a day

- Fruit: 2 to 4
- Vegetable: 3 to 5
- Milk: 2 to 3
- Grains: 4 to 11
- Meat: 1.5 to 4.5
- Fats: 1 to 2

#### Meal Time

No		Timing	Example
1	Breakfast	7:30 to 8:30 am	2 Brown breads + 1 egg + 1 cup milk
2	Morning Snacks	After 2 to 3 hrs. of breakfast Around 10:30 to 11:30 am	1 small fruit or 1 hand full of nuts
3	Lunch	After 2 to 3 hrs. of morning snacks Around 1:30 to 2:30 pm	1 or half Chapatti + Salan + 1 plate vegetable salad
4	Evening Snack	After 2 to 3 hrs. of lunch Around 4:30 to 5:30 pm	Green tea Or Fruit Or Tea or coffee
5	Dinner	After 2 to 3 hrs. of breakfast Around 7:30 to 8:30 pm	1 plate salad + 200g chicken or fish piece
6	Bedtime (optional)	Before 1 or 2 hrs. of sleeping. Around 9 to 9:30	1 glass fat free milk

Which meals are most important in a whole day?

What to eat? What to not?

How to overcome these unhealthy habits?

## Session 3: Sleep Cycle and Exercise

Time: 1.4 Hours

### Introduction


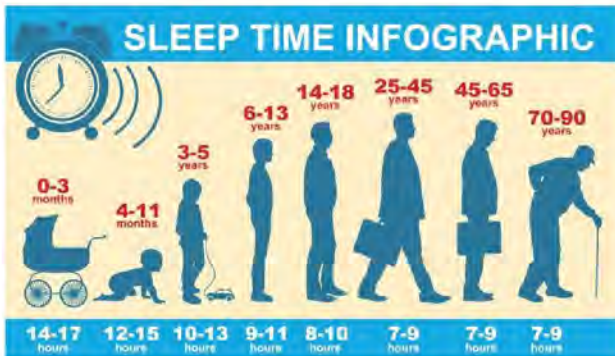
Sleep plays a key role in overall physical, mental, and emotional health. Getting good quality sleep can help you feel like your best self. Healthy sleep also strengthens the immune system and makes it easier to maintain a healthy diet. Getting a healthy amount of sleep is a key part of a good sleep pattern. This session will focus on learning the importance of getting a good quantity and quality of sleep for healthy living.

### Learning Objectives

After this lesson, students will be able to:

1. Identify the benefits of sleep for both physical and mental health.
2. Examine & improve current sleep & exercise habits
3. Identify ways to ensure good sleep habits and high-quality sleep, especially during periods of stress.

### Topic 1: Sleep Cycle

Sleep	Learning activity																				
 <p><b>Video link</b> <a href="https://www.youtube.com/watch?v=3eLfn7Ewx_s">https://www.youtube.com/watch?v=3eLfn7Ewx_s</a></p> <p><b>Sleep: Time</b></p>  <table border="1"><thead><tr><th>Age Group</th><th>Recommended Sleep Hours</th></tr></thead><tbody><tr><td>0-3 months</td><td>14-17 hours</td></tr><tr><td>4-11 months</td><td>12-15 hours</td></tr><tr><td>1-2 years</td><td>10-13 hours</td></tr><tr><td>3-5 years</td><td>9-11 hours</td></tr><tr><td>6-13 years</td><td>8-10 hours</td></tr><tr><td>14-18 years</td><td>7-9 hours</td></tr><tr><td>25-45 years</td><td>7-9 hours</td></tr><tr><td>45-65 years</td><td>7-9 hours</td></tr><tr><td>70-90 years</td><td>7-9 hours</td></tr></tbody></table> <ul style="list-style-type: none"><li>• Getting enough sleep is essential to your health and wellbeing.</li><li>• Quality sleep is continuous. A person should take at least 6 to 8 hours of continuous sleep a night.</li><li>• Maintaining a regular bedtime promotes healthy sleep</li></ul>	Age Group	Recommended Sleep Hours	0-3 months	14-17 hours	4-11 months	12-15 hours	1-2 years	10-13 hours	3-5 years	9-11 hours	6-13 years	8-10 hours	14-18 years	7-9 hours	25-45 years	7-9 hours	45-65 years	7-9 hours	70-90 years	7-9 hours	<p>The facilitator will display the image of sleep disorder and conduct the whole-class discussion.</p> <p>The participants will be asked to note down the main points emerging from the discussion.</p> <p><b>Watch the video and Read the handout to answer the given questions</b></p> <p>4. Demonstrate some incorrect sleeping patterns examples?</p>
Age Group	Recommended Sleep Hours																				
0-3 months	14-17 hours																				
4-11 months	12-15 hours																				
1-2 years	10-13 hours																				
3-5 years	9-11 hours																				
6-13 years	8-10 hours																				
14-18 years	7-9 hours																				
25-45 years	7-9 hours																				
45-65 years	7-9 hours																				
70-90 years	7-9 hours																				



<ul style="list-style-type: none"> <li>• Day time sleep should not be more than 1 hour.</li> <li>• <b>Healthy sleep indicators:</b></li> <li>• Waking up feeling refreshed in the morning</li> <li>• Having lots of energy during the day</li> <li>• Being in a good mood</li> <li>• Feeling clear-headed</li> <li>• <b>Unhealthy sleep indicator:</b></li> <li>• Having trouble getting up in the morning</li> <li>• Struggling to focus</li> <li>• Irritability, depression, or anxiety</li> <li>• Feeling sleepy during the day or needing to schedule daytime naps</li> <li>• Sleeping much longer or later on unstructured days</li> </ul>	<p>5. Explain the importance of sound sleep</p> <p>6. Enlist healthy and unhealthy sleep indicators</p>
---	---

Source <https://newsinhealth.nih.gov/2021/04/good-sleep-good-health>

## Topic 2: Exercise

<p>Regular exercise is one of the best things you can do for your health. It has many benefits. It can improve your overall health and fitness and reduce your risk for many chronic diseases. To get the most benefit, here's how much physical activity you should get:</p> <p><b>For adults:</b> Get at least 150 minutes of moderate-intensity or 75 minutes of vigorous-intensity aerobic physical activity each week. Or you could do a combination of the two.:</p> <p><b>A)</b> Try to spread your physical activity out over several days of the week. That's better than trying to do it all in one or two days.</p> <p><b>B)</b> Some days you may not have long blocks of time to do physical activity. You can try splitting it up into segments of ten minutes or more.</p> <p><b>C)</b> Aerobic activities include walking fast, jogging, swimming, and biking</p> <p><b>D)</b> Moderate intensity means that while you are doing that activity, you should be able to say a few words in a row but not sing</p> <p><b>E)</b> Vigorous intensity means that while you are doing that activity, you won't be able to say more than a few words without stopping for a breath</p> <p><b>Also, do strengthening activities twice per week:</b></p> <ul style="list-style-type: none"> <li>• Strengthening activities include lifting weights, working with exercise bands, and doing sit-ups and pushups</li> <li>• Choose activities that work all the different parts of the body such as your legs, hips, back, chest, stomach, shoulders, and arms. You should repeat exercises for each muscle group 8 to 12 times per session.</li> </ul> <p><b>Calories In/ Calories out:</b></p>	<p><b>Learning Activities</b></p> <p>Do some sports/physical activity in the open air</p>
--	---

Calories in” refers to the calories you get from the foods you eat, while “calories out” is the number of calories you burn

**For weight gain:**

Calories in should be greater than calories out.

**For weight loss:**

Calories out should be greater than calories in.

**For regular weight maintenance:**

Calories in = Calories out.







## *MODULE 3*

# **EYE CARE**

## Introduction

In a global society built on the ability to see, vision impairment has far-reaching consequences for individuals, their families, and their careers. Vision plays a critical role in every facet and stage of life. This session will focus on learning about normal vision and signs of common eye ailments.

## Learning Objectives

At the end of the session the participants should be able to:

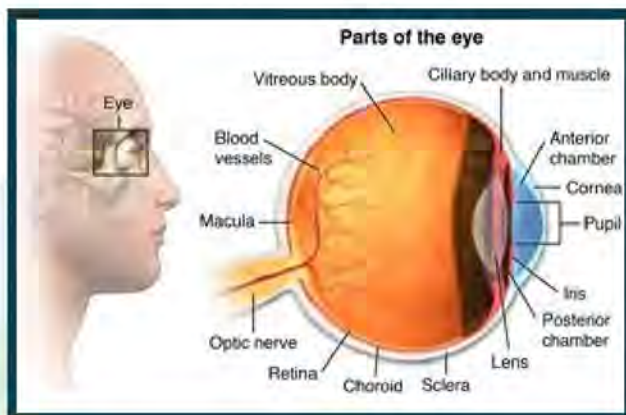
1. Recognize eye structure & normal vision
2. Differentiate signs and symptoms of common eye ailments

## Topic 1: Normal Vision

### What is normal vision?

To better understand how refractive errors affect our vision, it is important to understand how normal vision happens. For people with normal vision, the following sequence takes place:

1. Light enters the eye through the cornea, the clear, dome-shaped surface that covers the front of the eye.
2. From the cornea, the light passes through the pupil. The amount of light passing through is regulated by the iris, the colored part of the eye.
3. From there, the light then hits the lens, the transparent structure inside the eye that focuses light rays onto the retina.
4. Next, it passes through the vitreous humor. This is the clear, jelly-like substance that fills the center of the eye and helps to keep the eye round.
5. Finally, it reaches the retina. This is the light-sensitive nerve layer that lines the back of the eye, where the image is inverted.
6. The optic nerve is then responsible for sending this information to the brain. The brain interprets the impulses it receives into images.



### Learning Activities

Hand out the checklist: "Assessing for the presence of an eye problem".

Display a photo of an open normal eye visualized frontally (with surrounding structures) (PowerPoint).



<p><b>What are refractive errors?</b></p> <p>Refractive errors happen when the shape of the eye prevents light from focusing directly on the retina. The following are the most common refractive errors. These errors affect vision and may need corrective lenses or surgery for correction or improvement:</p> <p>A refractive error is a very common eye disorder. It occurs when the eye cannot focus on the images from the outside world. The result of refractive errors is blurred vision, which is sometimes so severe that it causes visual impairment.</p> <ul style="list-style-type: none"> <li>• Myopia (Nearsightedness): Difficulty in seeing distant objects.</li> <li>• Hyperopia (Farsightedness): difficulty in seeing close objects.</li> <li>• Astigmatism: Distorted vision resulting from an irregularly curved cornea, the clear covering of the eyeball.</li> </ul>	<p><b>Recognizing abnormal eye or refractive errors</b></p>
--	---

Source: <https://www.ncbi.nlm.nih.gov/books/NBK402367/>  
<https://www.nei.nih.gov/learn-about-eye-health/eye-conditions-and-diseases/refractive-errors>

## Topic 2: Caring for Healthy eyes — Messages for all ages

<ol style="list-style-type: none"> <li>1. Use protective eyewear when working with objects that might damage your eyes: use of chemicals, projectile metal, wood, etc.</li> <li>2. If chemicals, or substances that burn or sting, come into contact with your eye, immediately rinse your eye with clean water for at least 15 minutes.</li> <li>3. Go to a doctor immediately if you have an eye injury if you feel pain in or if your vision suddenly becomes poor.</li> <li>4. Do not put any medication into your eyes unless prescribed by a health care provider.</li> <li>5. Protect your eyes from excessive sunlight with, for example, hats, scarves, sunglasses, or umbrellas.</li> <li>6. If you have diabetes prevent your eyes from going blind by having a complete eye examination at least once a year, and by checking your blood sugar regularly.</li> <li>7. If you have a relative with glaucoma, have an eye examination for glaucoma at least once a year.</li> <li>8. If you have a problem seeing small nearby objects or when reading, you may need glasses for near work.</li> <li>9. Wear seat belts to avoid injuries including eye injuries.</li> <li>10. Keep hands and faces clean to avoid infections, including eye infections</li> </ol>	<p><b>Learning Activity</b></p> <p>The facilitator will conduct a whole-class discussion on the care for a healthy eye.</p> <p>Teach some exercises for the eye.</p> <p>Perform live eye exercises with students.</p>
--	---

11. Protect your health, including your eye health, by not smoking.

**Healthy Eye Messages for Children, Mothers, and Care givers**

1. Prevent serious eye infections in newborn infants: Clean their eyes immediately after birth and if available, instill antibiotic eye medication.
2. A baby with swollen eyelids and severe eye discharge needs treatment immediately: seek help from the nearest health facility.
3. To avoid your child being lifelong blind, seek help from an eye care provider as soon as possible if: – the child’s eyes do not look normal – the child does not look towards or follow a face, bright object, or light source – or if someone thinks the child may have eye or vision problems.
4. Children should not play with or near sharp objects to avoid eye injuries.

**Health Messages Which are Important For Eye Health but are also Integrated**

1. Promote exclusive breastfeeding for six months.
2. Mothers and children should be fully immunized including against rubella and measles.
3. Regular vitamin A supplementation in pre-school children is important for good vision and healthy growth.
4. Children should eat foods like fish, dark green leafy vegetables, carrots, and fruits to keep their eyes healthy.
5. Children should be secured in car seats and with seat belts.

Engage students and ask them to share tips they use for healthy eyes.

Source: <https://ehs.stonybrook.edu/programs/laboratory-safety/personal-protective-equipment/eye-protection.php>



## Introduction

The eyes are an important part of your health. Most people rely on their eyes to see and make sense of the world around them. But some eye diseases and infections can lead to serious problems, including blindness. This session will focus on identifying and treating eye diseases as early as possible by using appropriate lenses and caring for their contact lenses.

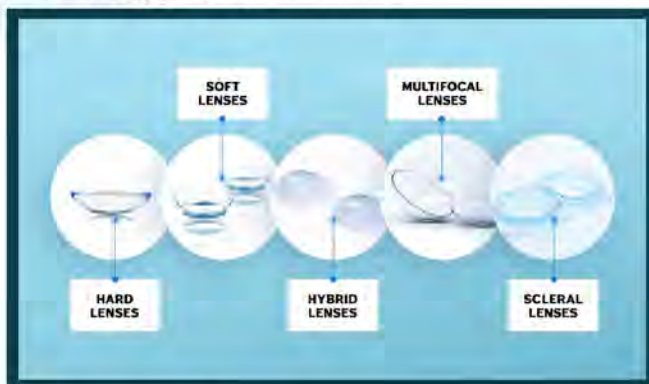
## Learning Objectives

- Understand the Contact lens design and its usage.
- Determine the selection of contact lenses and their techniques to wear.
- Perform techniques to verify and inspect contact lenses

## Topic 1: Contact lens basics:

### Contact Lens Materials

The first choice when considering contact lenses is which lens material will best satisfy your needs. There are five types of contact lenses, based on the type of lens material:



### Contact Lens Wearing Time

Until 1979, everyone who wore contact lenses removed and cleaned them nightly.

- **Daily wear** — must be removed nightly
- **Extended wear** — can be worn overnight, usually for seven days consecutively without removal

### Lens Replacement Frequency

- **Daily disposable lenses** — Discard after a single day of wear
- **Disposable lenses** — Discard every two weeks, or sooner
- **Frequent replacement lenses** — Discard monthly or quarterly
- **Traditional (reusable) lenses** — Discard every six months or longer

### Learning Activity

The facilitator will conduct a whole- class discussion on contact lens types.

What type of lenses do you use mostly?

Ask students that after how long they change their lens.

Source: <https://medlineplus.gov/eyecare.html>



## Topic 2: Contact Lens Common Issues

<p><b>1. Limited Wearing Time:</b> Unlike glasses which can be worn during all waking hours, the wearing time of contact lenses is less and dependent on the type of lenses. Most doctors advocate wearing contact lenses for a maximum of eight hours and caution their patients against sleeping with the contact lens in the eye. Extended-wear lenses can be worn for longer durations, up to a week but require regular monitoring and care to avoid complications like infections.</p> <p><b>2. Discomfort, especially after a day-long use of lenses:</b> When you start wearing lenses, some amount of discomfort is usual, as the eye gradually adapts to the foreign object. In case the discomfort persists, you must get your eyes checked by the prescribing doctor to see if the lens is a good fit for your eyes or if you will benefit from shifting to another class of lenses, with a higher oxygen permeability.</p> <p><b>3. Dry Eye:</b> Almost all contact lens users have a degree of dry eye, even if they have no symptoms. The symptoms of dry eye include:</p> <ul style="list-style-type: none"><li>• Dryness of eyes with attendant discomfort</li><li>• Foreign body sensation or gritty eyes</li><li>• Redness of eyes, along with soreness</li><li>• Excessive watering</li><li>• Sensitivity to light and glare</li></ul> <p><b>4. Eye Allergies:</b> Some contact lens wearers may suffer from eye allergies since the lenses could be a source of chronic irritation, especially if they are not cleaned properly. Accumulation of debris and the associated dry eye may compound the wearer's discomfort. Some people may suffer from allergies to the contact lens cleaning solution.</p> <p>To avoid and manage allergies, make sure you clean your lenses regularly. You may even want to discuss with your doctor if you can switch to daily disposable lenses or change your contact lens cleaning solution. If required, your eye doctor may prescribe anti-allergy eye drops, and recommend a brief period of no contact lens. It may help your eyes feel better. Discuss with your optician whether you need to switch lens care products or even change to daily disposable lenses.</p> <p><b>1. Handling Contact Lenses:</b> Wearing and taking off contact lenses may be cumbersome for some people, especially in the initial days, and if your eye power is high. Some people also find it difficult to identify if the contact lens is inside out. Below are some critical rules of thumb to follow, so that you can handle your contact lenses better.</p> <ul style="list-style-type: none"><li>• Meticulous hand hygiene: Make sure you wash your hands properly with soap and water to avoid eye infections, before both wearing, and</li></ul>	<p><b>Learning Activity:</b></p> <p>The facilitator will conduct a whole-class discussion on the contact lens common issues.</p> <p>Ask students to enlist the eye issues they face while using contact lenses.</p>
---	---



taking off contact lenses.

- Make sure your nails are clipped to avoid injury to your cornea and to prevent tearing your contact lenses.

6. **Infections:** The most significant concern with contact lenses is the increased risk of eye infections. These can range from innocuous eye infections to more severe vision-threatening eye ulcers. It is, therefore, better to be very careful about hygiene in handling contact lenses.

7. **Eye Makeup:** Any makeup inside your eye can cause significant eye irritation and may cause eye injuries too. For people who wear contact lenses, this is an added problem, because makeup particles can stick to the contact lenses, and be more cumbersome to flush out. Below are some handy hints to help you wear your eye makeup without troubling your eyes, especially if you wear contact lenses.


8. **Cleaning Contact Lenses:** Cleaning and maintenance of contact lenses is not very difficult. Hygiene and cleaning instructions must be followed meticulously.

#### **Cleaning Tips**

1. Before you handle contacts, wash, and rinse your hands with a mild soap. Make sure it doesn't have perfumes, oils, or lotions. They can leave a film on your hands. If they get on your lenses, your eyes could get irritated or your vision might be blurry.
2. Dry your hands with a clean, lint-free towel
3. If you use hair spray, use it before you put it in your contacts. It's also a good idea to keep your fingernails short and smooth so you won't damage your lenses or scratch your eye.
4. Put on eye makeup after you put in your lenses. Take them out before you remove makeup.
5. Some contacts need special care and products. Always use the disinfecting solution, eye drops, and enzymatic cleaners your doctor recommends. Some eye products or eye drops aren't safe for contact wearers.
6. Never put tap water directly on your lenses. Even distilled water can be home to nasty little bugs that can cause an infection or hurt your vision.
7. Never put a contact in your mouth to rinse it.
8. Clean each contact this way: Rub it gently with your index finger in the palm of your other hand. Lightly rubbing your contact removes surface buildup.
9. A Clean your lens case every time you use it. Use sterile saline solution. Let it air dry. Replace the case every 3 months.

Ask students to enlist the cleaning practices to use contact lenses.

Source: <https://www.youreyesite.com/7-common-contact-lens-problems-and-their-solutions/>



## *MODULE 4*

# **DENTAL CARE**



### Learning Objectives

1. To understand the oral hygiene practices that should be followed.
2. To determine the causes and consequences of tooth decay.
3. To have basic knowledge about what to expect at the dentist's office.

## Introduction

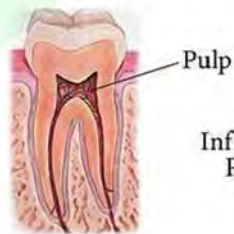
Dental problems are a very common finding in our society. No matter if its origin is dental or periodontal but the main factor is the lack of good oral hygiene practices. Diet, socioeconomic status and lack of awareness are very important factors. This session aims to familiarize students with the common signs and symptoms of dental pain. The students will be able to learn to identify causes of tooth decay, proper brushing techniques, frequency of brushing significant etiological role of diet in dental care, and the role of oral hygiene maintenance for physical well-being.

### Learning Objectives

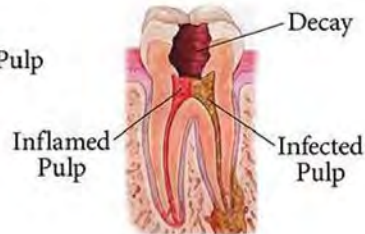
1. To understand the oral hygiene practices that should be followed.
2. To determine the causes and consequences of tooth decay.
3. To have basic knowledge about what to expect at the dentist's office.

Dental Decay	Learning Activity
<p>Dental decay happens when the enamel and dentine of a tooth become softened by an acid attack after you have eaten or drunk anything containing sugars. Over time, the acid makes a cavity (hole) in the tooth. 'Dental decay' is the same as tooth decay and is also known as 'dental caries'</p> <p>Signs:</p> <ul style="list-style-type: none"><li>• Brownish/black discoloration</li><li>• Hole / cavity on the tooth or in between two teeth</li><li>• Broken tooth</li><li>• Tooth pain on touch</li></ul>	<p>The facilitator will display the image on the multimedia slides and ask the following questions to the participants:</p>

**Healthy Tooth**

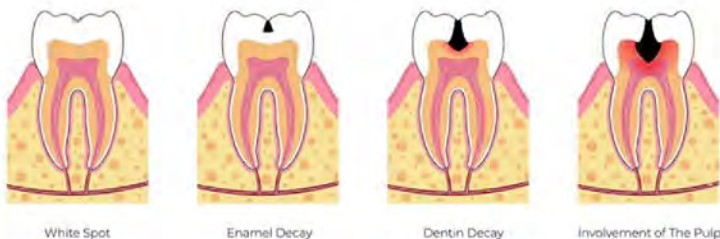


**Unhealthy Tooth**



1. Differentiate between the healthy and diseased teeth
2. Understanding what tooth decay is
3. Determine the causes of tooth decay
4. Illustrate the features of carious teeth

**a. Stages of tooth decay**



**b. Causes of tooth decay**

1. Sugary drinks/foods
2. Lack of oral hygiene
3. Improper brushing/flossing
4. Lack of fluoride
5. Dry Mouth

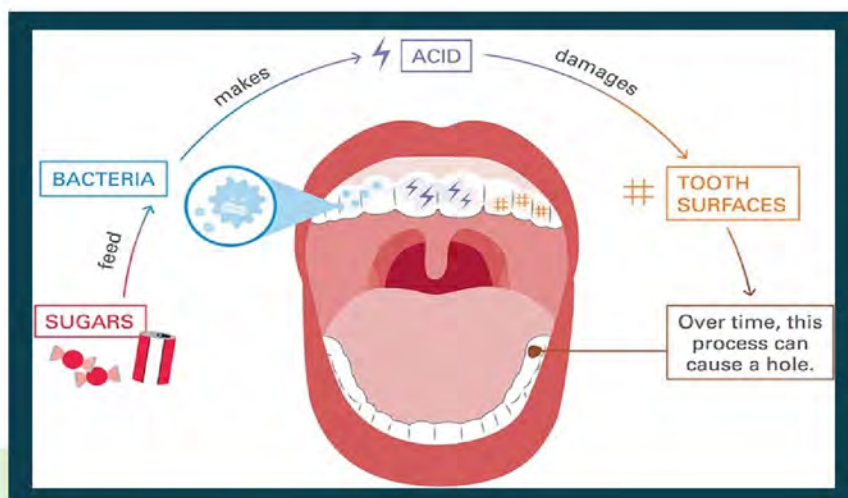
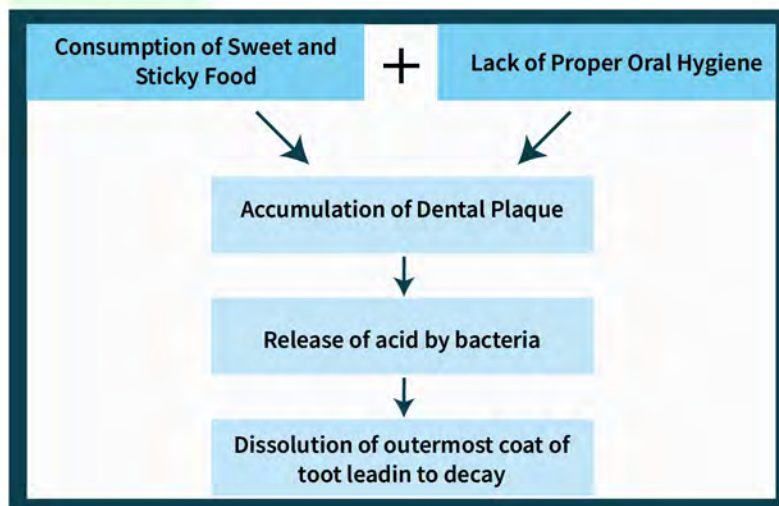
Source: <https://www.ncbi.nlm.nih.gov/books/NBK578297/>



## Topic 1: Common Oral Diseases



### c. Process of Dental Decay



### a. Consequences of Tooth Decay

Tooth decay can lead to cavities (dental caries), which are holes in your teeth. If tooth decay is not treated, it can cause

1. Pain
2. Infection
3. Tooth loss
4. Systemic diseases



### b. Methods of Caries Prevention

Caries prevention can be done by :

1. Good diet
2. Maintenance of oral hygiene
3. Regular dental checkup



Source: <https://www.cdc.gov/oralhealth/conditions/index.html#:~:text=Some%20of%20the%20most%20common,one%20cavity%20by%20age%2034.Some%20of%20the%20most%20common,one%20cavity%20by%20age%2034.>

Some%20of%20the%20most%20common,one%20cavity%20by%20age%2034.Some%20of%20the%20most%20common,one%20cavity%20by%20age%2034.



## Topic 2: Tooth Sensitivity

### 1) Tooth Sensitivity

Tooth sensitivity, or “dentin hypersensitivity,” is exactly what it sounds like: pain or discomfort in the teeth as a response to certain stimuli, such as hot or cold temperatures.

It may be a temporary or a chronic problem, and it can affect one tooth, several teeth, or all the teeth in a single individual. It can have several different causes, but most cases of sensitive teeth are easily treated with a change in your oral hygiene regimen

#### a. Causes of tooth sensitivity



#### b. Prevention of Sensitivity

Since most toothaches are the result of tooth decay, good oral hygiene practices can prevent toothaches:

- a) Brush regularly with a fluoride toothpaste.
- b) Use a soft brush with rounded bristles
  - b) Floss at least once a day.
  - c) See your dentist twice a year for professional cleaning.
  - d) Eat foods low in sugar and ask your dentist about sealants and fluoride applications

### 2) Bleeding Gums

Healthy gums don't bleed, so if you see blood when brushing or flossing, this can be a sign of gum disease. If left untreated it can get worse, leading to red, swollen and receding gums, bad breath (halitosis) and eventually tooth loss. To help protect your gums against gum disease take care of them with a good oral health routine

#### a. Causes of Bleeding

There are many possible causes of bleeding gums

- a) A new oral care routine
- b) Brushing too much, too hard or not enough, or using certain medications.

### Learning Activity

The facilitator will display the image on the multimedia slides and ask the following questions to the participants:

Identify the symptoms and causes of tooth sensitivity.

Ask students to give reasons that why the gums are important.

Give awareness to students about the importance of gums.

c) Often, gum bleeding can be caused by the build-up of plaque around, on and in between your teeth. These bacteria can irritate your gums, causing them to bleed.

### b. Prevention of Bleeding

Here are seven simple steps you can take in your daily oral care routine to reduce your risk of seeing blood when you spit:

1. Brush for two minutes twice a day, ideally using a fluoride tooth
2. Make sure you clean every corner of your mouth whenever you brush, including hard to-reach areas like in between your teeth.
3. When it comes to teeth cleaning, harder is not better. Brushing too roughly or too much, or using a worn toothbrush can damage tooth enamel, so brush carefully.
4. It is also recommended to replace your toothbrush every three month
5. Use a circular motion and point the toothbrush down towards the gum at a 45-degree angle.
6. Regular flossing or using interdental brushes can help you control plaque build-up.
7. Brushing your tongue gently can also help freshen your breath and clean your mouth by removing bacteria

### 3) Gum Diseases

Early stage of gum disease is called **gingivitis**

#### Signs and Symptoms

- Foul odor from the mouth/bad breath
- Deposits on teeth
- Bleeding gums
- Swollen gums



If Gingivitis is not treated, it may progress to a severe stage of the disease known as **Periodontitis**.

#### Signs and Symptoms

- Bleeding and constant pain in gums
- Food lodgment
- Loose teeth
- Foul odor/bad breath
- Gaps between teeth





### Causes of Gingivitis and periodontitis

- Gum diseases are caused by poor oral hygiene plaque accumulation.
- The bacteria present in plaque form toxic substances that may cause inflammation of gums.
- If plaque is not removed regularly, it may harden to form calculus (tartar).
- The rough surface of tartar attracts further deposition of plaque and bacteria

### 3) Halitosis

Halitosis is an oral health problem where the main symptom is a bad-smelling breath

#### a. Causes of Halitosis



#### b. What You Can Do About Bad Breath

- Brush and floss more often
- Rinse your mouth out
- Scrape your tongue
- Avoid foods that sour your breath
- Kick the tobacco habit
- Keep your gums healthy.  
Moisten your mouth

Source: [https://www.sensodyne.com.pk/about-sensitivity/symptoms.htm-l?gclid=Cj0KCQiA-JacBhC0ARIsAlxybyMODoW3S1IDknUHU61BvEL7v9pvrySu5I52ldyX4oltCe1hQ989bawaAm7zEALw\\_wcB&gclsrc=aw.ds](https://www.sensodyne.com.pk/about-sensitivity/symptoms.htm-l?gclid=Cj0KCQiA-JacBhC0ARIsAlxybyMODoW3S1IDknUHU61BvEL7v9pvrySu5I52ldyX4oltCe1hQ989bawaAm7zEALw_wcB&gclsrc=aw.ds)

**Introduction:**

Oral hygiene practices involve a good diet, oral hygiene maintenance and regular dental checkups

1. To understand the Role of diet in oral health
2. To know basic brushing techniques and their importance in preventing oral diseases
3. To Understand the importance of visits to the dentist's office

**1) Topic 1: Brushing Techniques Oral Hygiene Maintenance**

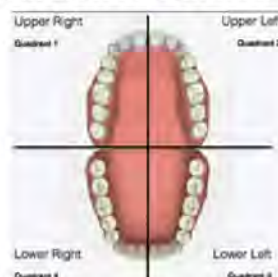
Oral hygiene maintenance is done by Brushing, Flossing, tongue cleaning and Mouth wash

**Brushing**

**a. Brushing Frequency**

“Twice a day for 2 minutes”

TIP: Divide your mouth into four “quadrants” – top left, top right, bottom left, bottom right – and brush each one for 30 seconds



**b. Brushing Teeth too Often (More Than Thrice a Day)**

When you brush too often, you can brush off your enamel. This can cause your teeth to decay more rapidly



**c. Choosing The Right Brush**

Toothbrush bristles come in three different types – soft, medium, and hard.

“When it comes to choosing a brush, go soft”

**Learning Activity**

The facilitator will display the image on the multimedia slides and ask the following questions to the participants:

1) Time duration and frequency for oral

hygiene practices (brushing, flossing, mouth wash)

2) Understand the consequences of limited oral health maintenance.

3) Role and importance of oral hygiene practices in preventing diseases



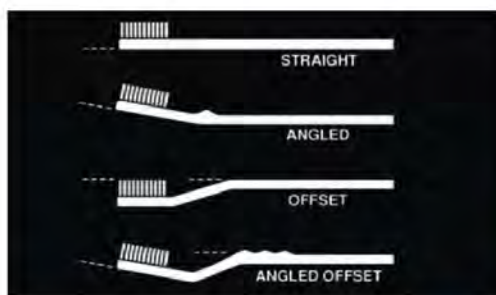
- Whether you use a manual or powered toothbrush, choose a soft-bristled brush
- Choosing a manual or powered toothbrush depends on your personal preference.
- The ideal toothbrush has more rounded bristles. Not only will they help protect your gums from infections and inflammation, but they're also the best option if you have sensitive gum



- Conventionally shaped toothbrush heads are rounded or squared off. Diamond-shaped toothbrushes tend to be better at reaching the back and sides of your molars.



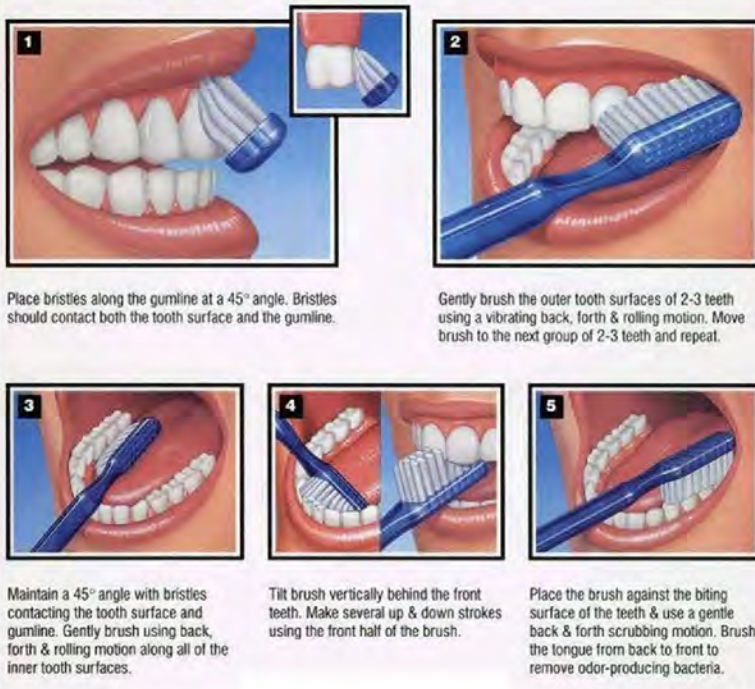
- The four broad classes of toothbrush handles include straight, contra-angle, non-slip grip and flexible. The handle you choose should allow you to comfortably reach every tooth surface, including the very back of your mouth.



4) Learn methods and increases self-efficacy to achieve oral hygiene.

- a) Enumerate the methods for caries prevention.

#### d. *Brushing Technique*



#### e. *Lifespan = 3-4 Months*

Make sure to replace your toothbrush every three to four months, or sooner if the bristles are frayed. A worn toothbrush won't do as good of a job cleaning your teeth.



What type of brush do they use and after how long do you change your toothbrush?

#### f. *Toothbrushes Like to be Left Out in the Open*

- a) Cleaning your toothbrush is easy: Rinse it with tap water to remove any remaining toothpaste and debris.





- b) Store it upright and allow it to air dry. If you store your toothbrush with other toothbrushes, make sure they are separated to prevent cross-contamination.



- c) Do not routinely cover toothbrushes or store them in closed containers. A moist environment such as a closed container is more conducive to the growth of unwanted bacteria than open air.



- **Mouth Wash**

Brushing and flossing are great for preventing tooth decay as well as gum disease, but you are limited by the areas you can reach. Even dental floss cannot go everywhere in your mouth, and there may be spaces and surfaces that you inadvertently neglect. Mouthwash can reach these areas and help to ensure a truly clean mouth.

Furthermore, antiseptic mouthwash directly kills bacteria. Brushing and flossing remove food debris and built-up bacteria, but mouthwash can

Give awareness to students about the use of mouth wash and how frequently they can use it.

destroy up to 99% of the harmful bacteria in your mouth, including bacteria responsible for gum disease

### How to use mouthwash

- Brush your teeth first. Start by thoroughly brushing and flossing your teeth
- How much mouthwash to use? Pour your oral rinse of choice into the cup provided with the product or a plastic measuring cup.
- Ready, set, rinse. Empty the cup into your mouth and swish it around. ...
- Spit it out



- Flossing (technique, frequency)**

Brushing your teeth cleans the tops, and sides of your teeth, but it can't do anything about the spaces between where food gets stuck. Flossing at least once a day before brushing is the most effective way to remove harmful material from these areas.



Flossing isn't just for dislodging food wedged between your teeth.



- Take 12 to 18 inches (30 to 45cm) of floss or dental tape and grasp it so you have a couple of inches of floss taut between your hands.
- Slip the floss or dental tape between the teeth and into the area between your teeth and gums, as far as it'll go.
- Floss with 8 to 10 strokes, up and down between each tooth, to dislodge food and plaque
- **Tongue Cleaning**

Cleaning your tongue is important to keep that bad bacterium, as well as food debris and dead cells that may accumulate there, from causing trouble

No matter how diligently you brush your teeth, you cannot get rid of bad breath unless your tongue is clean. Cleaning your tongue by scraping or brushing can aid the removal of extra particles accumulated over it that are responsible for bad breath and poor oral hygiene.



#### • **Brush, Floss and Scrape**

Here's how to add tongue scraping to your routine in the morning and at night.

Brush your teeth, floss and rinse like you normally would. Then, stick your tongue out and apply light pressure to run the scraper across the entire surface of your tongue once or twice, starting at the back of the tongue and scraping toward the front. It shouldn't hurt or do any damage to your tongue. If it does, you're pressing too hard on the scraper, so use less pressure.

Rinse the scraper in warm water after each pass, and finish by rinsing it again and swishing your mouth out with water.

• *Do's and Dont's*



Source: <https://www.sensodyne.in/blogs/tooth-brushing-techniques.html>  
<https://www.familypearlanddentist.com/flossing-properly-frequency-technique.php>

## Topic 2: Prevention and Cure

### Good Diet



### Regular Dental Checkup

A regular dental checkup is important because they help keep your teeth and gums healthy. You should have a regular dental visit at least every 6 months

#### Quick facts about a regular dental check-up

- Regular dental visits are important because they help to keep your teeth and gums healthy.
- There are two parts to a regular dental visit:
  - The check-up

### Learning Activity

The facilitator will display the image on the multimedia slides and ask the following questions to the participants:



- The cleaning
- During the dental checkup, your dental professional will check your overall oral health for any trouble areas.
- During the cleaning, your dental professional will remove any plaque and tartar buildup and may polish your teeth.
- You should have a regular dental visit at least twice a year.

### 1) **Prevention of Dental Decay**

The common dental diseases listed so far are easily preventable following simple measures at home. Some of these include

- Tooth brushing, flossing and tongue cleaning
- Mouth rinsing
- Regular self-examination of the mouth
- Breaking bad oral habits
- Consumption of healthy non-cariogenic diet
- Visiting a dentist regularly

### 2) **Treatment of Common Oral Diseases**

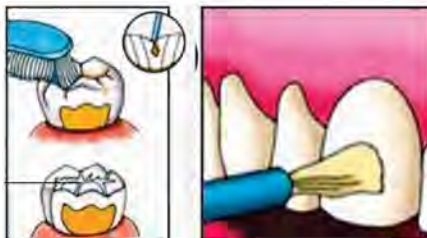
- Pit & fissure sealant placement
- Fluoride application
- Fillings
- Root Canal Treatment

#### **Pit & Fissure Sealant Placement**

Sealant placement is a procedure that seals the fissures on chewing surfaces of teeth and prevents decay.

#### **Fluoride Application**

Fluoride varnish application is a procedure that prevents decay on a smooth surface



#### **Filling**

If a cavity is causing the toothache, your dentist will fill the cavity or take the tooth out, if necessary.

- 1) Understanding the importance of visits to the dentist's office
- 2) Identifying the reasons when it is mandatory to visit the dentist
- 3) Getting know how of basic instruments and reducing chair side phobia



#### 4) Self-examination of mouth

### Root Canal

A root canal (a procedure to remove and replace the infected pulp with sealing material) may be needed if the cause of the toothache is an infection of the tooth's nerve. Bacteria that have worked their way into the inner space of the root of the tooth cause infection.



a) A small piece of food (like a popcorn hull) can get stuck under the gums causing an infection. In this instance, a deep cleaning may be performed or recommended followed by further periodontal (gum) therapy if necessary.



### 3) Regular Mouth Self-Examination

There are 7 simple steps to be followed for self-examination of mouth. The conditions to be identified during self-examination are elaborated on in the table



# MOUTH SELF EXAMINATION

BUCCAL MUCOSA

TONGUE: LATERAL BORDER



RIGHT CHEEK

LEFT CHEEK

RIGHT BORDER

LEFT BORDER



UPPER & LOWER LABIAL VESTIBULE

PALATE

FLOOR OF THE MOUTH

Condition	Identification points
Tooth decay	Blackspot/discoloration of tooth Cavity/ hole in the tooth Sensitivity to hot and cold, sweet and sour Food lodgment in the cavity/ between teeth Pain/ swelling/ pus discharge
Gum diseases	Foul smell Bleeding gums Deposits and discoloration of tooth Loose teeth Widening gap between teeth Swollen gums
Irregular arrangement of teeth and jaws	Crowding of teeth/reverse bite Protruding/Backwardly placed teeth/Inability to keep the lips closed
Abnormal growth, patch or ulcers	White/red patch Non-healing ulcer (for more than 2 weeks) Reduced mouth opening Change in voice Lump in the neck Burning-sensation Inability to eat spicy food
Dental Fluorosis	White/yellow/brown discolored patches on the tooth

Source: <https://www.dentalcare.ca/en-ca/patient-education/why-are-regular-dental-visits-important>  
<https://www.webmd.com/oral-health/guide/tooth-decay-prevention>  
<https://www.sciencedirect.com/topics/medicine-and-dentistry/fissure-sealant>



## *MODULE 5*

# **SEXUAL REPRODUCTIVE HEALTH**



## Session One: Onset of Puberty

Time Duration: 1.5 Hrs

### Introduction

Good sexual and reproductive health is a state of complete physical, mental, and social well-being in all matters relating to the reproductive system. It implies that people can have a satisfying and safe sex life, the capability to reproduce, and the freedom to decide if, when, and how often to do so. This session will provide information on the similarities and differences between sexual and reproductive health matters for young women and their management strategies.

### Learning Outcomes

1. Learn about adolescent sexual reproductive health issues, and the social impact on the lives of adolescent girls.
2. Alleviating the myths and familiarizing with facts and realities related to menstruation

### Topic 1: Biological Changes During Puberty

Image 1




### Learning activity

The facilitator will display the image on the multimedia slide and ask you to perform the following activities:

List down the changes in your body while entering puberty.

### Physical Changes

- Skin becomes oily, sometimes with pimples and acne
- Hair grows under arms, pubic area, legs
- Breasts grow
- Hips broaden, weight and height increase, hands, feet, arms, and legs become larger
- Perspiration increases and body odor may appear
- Voice deepens

<ul style="list-style-type: none"> <li>• Menstruation begins and more wetness in the vaginal area.</li> </ul> <p><b>Emotional changes</b></p>  <ul style="list-style-type: none"> <li>• Argumentative and aggressive behaviors</li> <li>• Mood swings</li> <li>• Feeling oversensitive. Means acute reactions to physical, <b>mental, and emotional responses</b> to internal or external stimuli.</li> <li>• Loneliness and confused</li> <li>• Because of the changes, they become self-conscious which gives them a feeling of insecurity too.</li> <li>• Getting sexual feelings</li> </ul> <p><b>Social Changes</b></p> <ul style="list-style-type: none"> <li>• Need for privacy</li> <li>• Making friends and being accepted becomes more important.</li> <li>• Spend more time with friends than family</li> <li>• Friends may matter more than they used to (what they wear, do, how they speak and use language – e.g. slang and informal speech)</li> <li>• Disrespect for authority including parental supervision</li> <li>• Become more adventurous</li> </ul>	<p><b>Discussion:</b> To whom you discussed about bodily changes?</p>
---	---

Source: <https://teenbook.in/puberty-its-that-time>

<https://www.menstrupedia.com/articles/girls/emotional-changes>

## Topic 2: Common Menstrual Problems

<p><b>Bodily Changes</b></p> <ul style="list-style-type: none"> <li>• Headache</li> <li>• Fatigued</li> <li>• Breast tenderness</li> <li>• Fatigued</li> <li>• Irregular periods (explained)</li> <li>• Stress</li> <li>• Acne</li> <li>• Constipation</li> </ul>	<p><b>Learning activity</b></p> <p>The facilitator will display the image on the multimedia slide and ask the following</p>
---	---



- Bloating
- **Amenorrhea (Missing periods)**
- **Dysmenorrhea (Painful menstruation)**

### DYSMENORRHEA TREATMENT

Might focus on:

- Relieving pain
- Promoting hormonal balance
- Treating the disease

With the help of:

- Diet & exercise
- Home remedies
- Herbal supplements
- Medications & surgery



### Reasons for Irregular Menstruation

- Age
- Thyroid hormone irregularity
- Fibroids
- Skipping or discontinuing birth control
- Weight gain
- Lifestyle changes, such as getting less sleep

### 10 Common Reasons for a Missed or Late Period



questions to the participants:

Ask and Discuss about the problems students face in their Menstrual cycle.

## PCOs causes and management

### 5 Factors That Cause Your PCOS

Unknowingly you are creating a perfect environment for PCOS  
But the good news is that you can reverse it by appropriate lifestyle changes...





Source: <https://www.medicalnewstoday.com/>  
<http://mdcurrent.in/patients/polycystic-ovarian-disease-in-rural-areas/>

## Topic 3: Menstrual Hygiene Management

			<b>Learning Activity</b>  The facilitator will display the image on the multimedia slide and ask the following questions for brainstorming of the participants:  Which option you use for managing menstrual cycle?
Option	Advantages	Disadvantages	
Cloth	Easily available at the local market • Re-usable	If old clothes are not cleaned well they can become unhygienic • Users need somewhere private, with a water supply and soap, to wash and dry the cloths	
Cotton Wool	Good absorption properties • Easily available in the local market	• Difficult to hold in place • May be too expensive for the poorest users	
Disposable pads	Often available, except in remote locations • Range of sizes and types available in some locations	• Cost is prohibitive to many potential users • Generate a lot of waste to dispose of so not environmentally friendly	
Tampons	• Cost-effective as are reusable	Not available in many countries	



	<ul style="list-style-type: none"> <li>• More environmentally friendly than disposable pads</li> <li>• Often available, except in remote locations</li> <li>• Range of sizes and types available in some locations</li> <li>• Convenient and comfortable to use</li> </ul>	<ul style="list-style-type: none"> <li>• Cost is prohibitive to many potential users</li> <li>• May not be culturally appropriate, particularly for adolescent girls, as need to be inserted into the vagina</li> </ul>	<p>After how much time do you change pads/cloth?</p>
<p>Menstrual Cups</p>	<ul style="list-style-type: none"> <li>• Re-usable</li> <li>• Only need emptying, washing and drying</li> </ul> 	<ul style="list-style-type: none"> <li>• Not available in many countries</li> <li>• May not be culturally appropriate, particularly for adolescent girls, as need to be inserted into the vagina</li> </ul>	

Source: <https://sswm.info/humanitarian-crises/urban-settings/hygiene-promotion-community-mobilisation/important/menstrual-hygiene-management>

## Introduction

This session focuses to identify the level of breast cancer and breast self-examination practice knowledge of primary health nurses and the factors influencing breast cancer and breast self-examination knowledge as well as investigating the frequency of breast self-examination practice of primary health nurses

## Learning Outcomes

1. Learn about breast self-examination
2. Learn the facts related to breast cancer and break the myths
3. Help increase breast awareness, and determine if there are any changes to the look and feel in breasts.

## Topic 1: Breast Screening methods

### Breast Examination

- Breast self-examination
- Clinical examination
- Ultrasound
- MRI
- Mammogram .

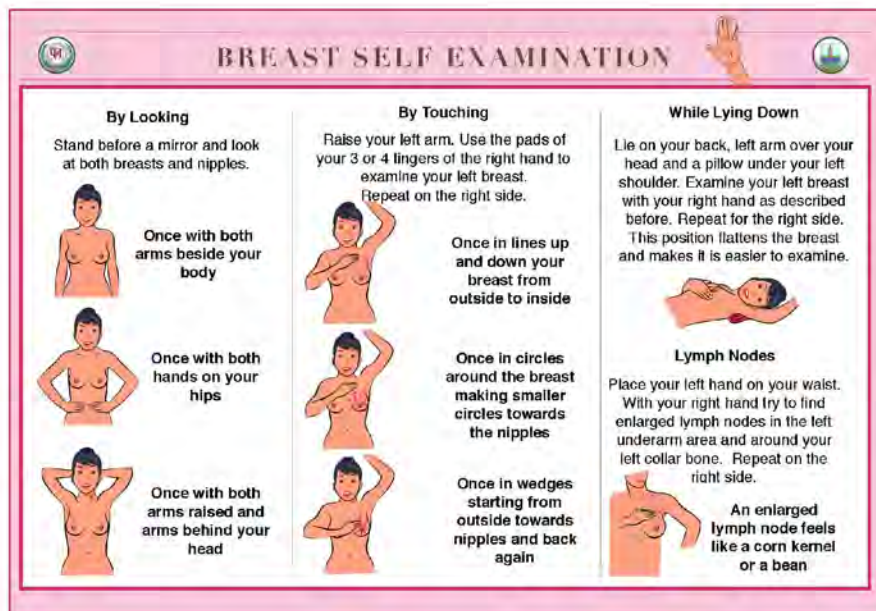
### Learning activity

The facilitator will display the image on the multimedia slide and ask the following questions to the participants:

### Role Play

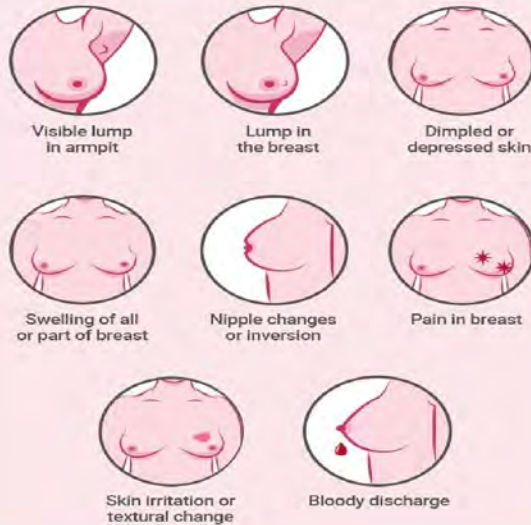
After a breast self-examination you are ambiguous about some abnormality and need to see a clinician.

How will you talk to your mother about the importance of breast cancer and how you convince your mother that you need clinical screening?





## Signs & Symptoms of Breast Cancer



Or  
Any students will come  
and do BSE.

## Breast Cancer Risk Factors

### Non-Modifiable

- Gender
- Ageing
- Genetic factors
- Family history
- Personal history
- Menstrual history
- Race

### Modifiable

- Not having children
- Increased age at first childbirth
- Hormone Replacement Therapy
- Not breastfeeding
- Alcohol use
- Obesity
- Physical Inactivity

Source: <https://www.lifespan.org/centers-services/breast-imaging/types-exams>  
<http://www.tamikolevansfoundation.org/breast-self-exam-bse.html>  
<https://onco.com/about-cancer/cancer-types/breast-cancer/>

## Topic 2: Myths & Facts

		Learning Activity
Myths	Facts	
Drinking too much coffee increases the risk of breast cancer	There is no relationship between coffee and breast cancer	
Deodorants can cause breast cancer	There is no relationship between deodorants and breast cancer	
Breast cancer only affects old women	All women are at risk, but the incidence of breast cancer increase with age	
Breast cancer is contagious	Breast cancer is not contagious	
Wearing the push up bras increase risk of breast cancer	It is proven wrong	
A breast cancer diagnosis mean complete removal of breast	Many women go through surgery as part of treatment but that doesn't mean that they will have complete removal. If diagnosed early, the tumor will be removed.	
A lump or mass in the breast means cancer	Generally, 80% of tumors are benign. But you should still consult a doctor if you feel any changes in your breasts.	
Women with small breasts cannot get breast cancer	Breast cancer is not affected by size. Women with small breasts are also at risk.	
Mammogram exposes to a large number of radiations which causes breast cancer	Mammograms expose to a small number of radiation and benefits of tests are far more.	The facilitator will engage the students in the following discussion:  Discussion: What myths do they know and do they practice them or not?
If no family history of breast cancer then no chance of breast cancer	Women are at risk of breast cancer but if no family history of breast cancer still the risk is there.	
Breast cancer cannot be prevented	But by adopting a healthy lifestyle can minimize the chances.	

Source: <http://www.jbcp.jo/understandingbreastcancer/34>



### Topic 3: Preventing Breast Cancer

#### What to do?

- Maintain a healthy weight
- Undertake at least 150 minutes of moderate physical activity over a week
- Avoid alcohol
- Breastfeed your newborn for a year or longer
- Avoid hormone replacement therapy
- Avoid unnecessary exposure to radiation
- Don't smoke
- Be aware of your breasts
- Make cancer screening a part of your life



#### Learning Activity

The facilitator will display the image on the multimedia slide and ask the following questions to the participants:

What precautions do they take for healthy lifestyle.

Source: <https://www.delhiplanet.com/>

**Key messages:** “Early Breast Self-Examination keeps away from later “painful examination



## *MODULE 6* **MENTAL HEALTH**



### Learning Outcomes

1. To develop an understanding of how anxiety builds up over time and what can one do to help contain or alleviate these feelings.
2. To identify strategies that are effective in minimizing the intensity of the physical symptoms of stress, allowing them to be able to focus on the tasks ahead.

### Key Message:

1. Anxiety is normal and adaptive
2. Anxiety becomes a problem when our body tells us that there is danger when there is NO REAL danger.
3. Get help if you have trouble doing this on your own?

### Topic 1: Understanding Anxiety

#### What is Anxiety?

Everyone gets a little anxious from the ups and downs of life. But if everyday experiences cause intense or constant worry, you may have an anxiety disorder. This can lead to sudden episodes of fear or terror (called panic attacks) that last a few minutes.

#### Types of Anxiety

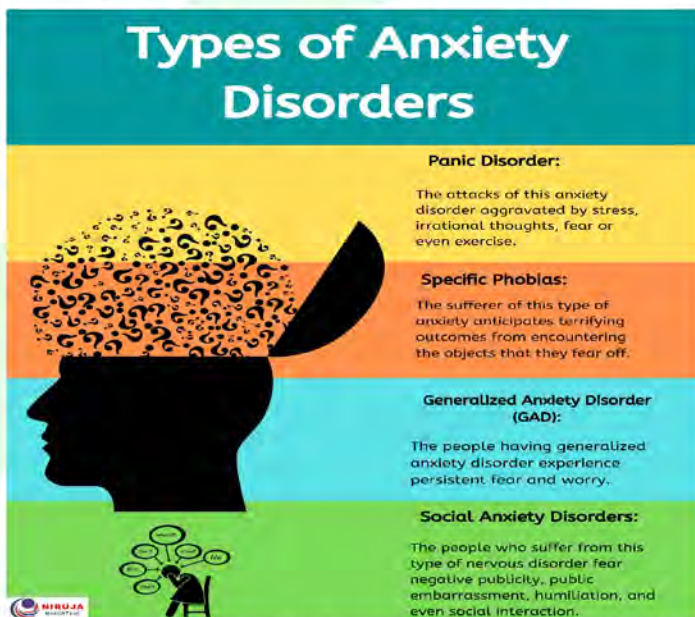


Figure 1: <https://www.nirujahealthtech.com/wp-content/uploads/2020/04/Generalized-anxiety-disorder-1.png>

#### Learning activity

##### Begin With Warm Up Activity

**Objective:** Mindfulness, to be able to focus on the present

**Duration:** 5 minutes

**Resources needed:** Pen / pencil and Paper

**Description:** In this playful warm-up activity, participants are asked to follow the hand trail of the facilitator to draw a figure / or a pattern. Participants will focus on the hand-movement of the facilitator while drawing the pattern observed on a blank paper. This activity will help develop focus early on in the session as well as focus on *mindfulness* which is a key aspect to be discussed in

### Other Forms of Anxiety For Which You Should Consult a Doctor

- > **Skin-picking:** It is an impulse control disorder where you regularly pick at your skin and find it difficult to stop yourself from doing it.
- > **Hair pulling:** It is an impulse control disorder medically known as trichotillomania. If you have this condition you feel the urge to pull out your hair and find it difficult to stop yourself from doing it.
- > **PTSD** is caused by a threatening situation, such as a car crash or abuse. You can feel anxious for months or years after the event, even if you weren't physically harmed at the time.

#### Risk factors:



later contents of this training.

#### Instructions:

1. Follow the path of my finger tip with your pen and draw what I am showing you.
2. The instructor will show a graphic.
3. Take pencil / pen off now.
4. Show your peer it looks like.....
5. The facilitator then reveals the actual figure that he/she was drawing
6. It was a drum but now it looks like random assembly of triangles or rectangles as drawn by participants

**Conclusion.** This activity tells us the importance of focusing on the moment and paying attention to the cues in the surrounding, setting

Source: [https://www.medicinenet.com/anxiety\\_panic\\_disorders\\_risk\\_factors\\_for\\_anxiety/article.htm](https://www.medicinenet.com/anxiety_panic_disorders_risk_factors_for_anxiety/article.htm)



## Topic 2: Risk Factors for Anxiety

1. **Genetics:** You're more likely to have an anxiety disorder if you have a family history of them. That suggests your genes at least play a role.
2. **Absent Parent:** If you lose a parent, or they're gone from the home for long stretches before you're 18, you're more likely to have anxiety. Other family problems like violence, drug use, and sexual abuse can also lead to it.
3. **Depression:** It's when a feeling of depression stays around long enough to affect your daily life. If your doctor tells you that you have depression, you're also more likely to have some type of anxiety disorder.
4. **Self-Harm:** Teenagers and young adults do it most often, though it's possible as you get older. It's a way to cope with the memory of a traumatic event or pattern of abuse. You might cut yourself on the arm to distract yourself from mental pain. The behavior is tied to mental illnesses like anxiety and posttraumatic stress disorder. Talk to your doctor if you've harmed yourself or thought of doing so.
5. **Constant Stress:** Stressful environments like a war zone or a high-activity workspace can lead to anxiety if you're there too long. Ongoing worry about serious illness, financial issues, work, or distressed loved ones could do it, too.

## 6. Personality

Certain traits make anxiety more likely, like:

- Shyness in social situations
- Oversensitivity to criticism
- Fixation on details
- Moral rigidity

Sometimes these are serious enough to amount to a personality disorder. Your doctor may be able to help you work through some of these things with talk and other therapies.

7. **Substance Abuse:** You're up to three times more likely to misuse drugs if you have an anxiety disorder
8. **Loneliness:** Being by yourself isn't always bad. And it's normal to feel alone after the loss of a close loved one
9. **Physical Illness**

## 9. Physical Illness

Feelings of anxiety are sometimes the first sign of a different issue. These could include: Heart disease, Diabetes, Thyroid problems, such as hyperthyroidism, Chronic obstructive pulmonary disease (COPD), Asthma, and Drug/medication withdrawal.

- 10. Gender:** The reasons why aren't clear, but women are more likely to have anxiety. Doctors diagnose twice as many women with generalized anxiety disorder, panic disorder, and specific phobias like fear of flying or fear of public crowded spaces.

### Explanatory Notes:

## Identify your triggers for Anxiety



Source: <https://mentalhealth-uk.org/help-and-information/condi->

tions/anxiety-disorders/types/#:~:text=Generalised%20anxiety%20disorder%20(GAD),time%20if%20you%20have



### Topic 3: Managing Anxiety

#### Breathing and Relaxing

Preamble: Learning to relax and calm your body in any situation is the first step toward learning to calm your anxious mind. You can calm your anxious body by learning how to handle rapid and anxious breathing, relax your muscles, and quiet your mind. Here are few strategies:

## USING CALM BODY TOOLS

Breathing, relaxation, and visualization practice works best if there are no distractions to get in the way. Find a quiet place to go for 10–15 minutes where no one will interrupt you. Turn off the TV, phone, computer, and music. Make sure there are no other loud noises, too. Next, find time in your day to practice. Choosing a time that works best for you will make it easier to learn and apply these skills every day, helping you to become an expert at calming your anxious body. Make this practice a priority.

#### Abdominal Breathing

Abdominal breathing is the first Calm Body tool. Here are the steps:

1. Breathe in through your nose and out through your mouth (unless your doctor or parent has suggested that you should not do this due to medical reasons). If you cannot breathe through your nose, you can do all the breathing through your mouth.
2. Breathe in slowly as you imagine the word “Calm,” stretching out the letters throughout your inhale.
3. Pause for the count of three.
4. Breathe out slowly as you imagine the word “Mind,” stretching out the letters throughout your exhale.
5. Rest for the count of three.

#### Learning Activity

#### Deep Breathing Exercise (Belly Breathing)

**Audience:** Activity is appropriate and can be adapted for all levels

**Purpose:** Students practice deep breathing techniques as part of stress reduction and develop log of their anxiety by practicing the mentioned calm tools

**Materials:** Audio/video play

#### Worksheet:

My Breathing Log

	CALM BODY TOOLS	ANXIETY RATING	RELAXATION RATING
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			
SUNDAY			

Rating scale: 0 = not at all, 12 = extremely  
Color your mood picture in a color that represents your anxiety level.



Repeat this pattern for a total time of 10–15 minutes.

### Progressive Muscle Relaxation

Progressive muscle relaxation is the second Calm Body tool and is an important tool to reduce body tension.

Briefly, here is the routine for progressive muscle relaxation:

1. Begin with your eyes, nose, mouth, and jaw (face), alternating between tightening and tensing for 15 seconds and then relaxing for 15 seconds.
2. Keep the rest of your body and muscles relaxed. Move through the next five muscle groups one group at a time: • Neck and shoulders • Hands and arms • Upper back • Abdomen and buttocks • Legs and feet
3. Pay attention to how different your muscles feel when they are tense versus when they are relaxed, noticing how the sensation of relaxation feels better than the sensation of tension.
4. Repeat the six muscle groups if you want to relax more.

Remember, do not engage in these exercises if your doctor or parent does not think the exercise is okay for you because of medical reasons.

### DEVELOPING A SCRIPT

Abdominal breathing, muscle relaxation, and visualization are three important Calm Body tools you can use to help manage your tense and anxious body. We encourage you to be creative in how you use these tools including combining them into a single routine. You can also modify your environment by dimming the lights and playing some soothing music to enhance your experience as you use these tools. Once you have a routine that you like, create your own personalized script.

When your script is ready, it really helps to record an audio message. Then you can practice it anytime and anywhere. For some teens, it helps to practice these tools with another person such as a friend, parent, or psychotherapist. Regardless of whether you chose to practice alone or with another person, begin by practicing for 10–15 minutes once or twice daily for two to four weeks until using these tools is easy and automatic. Then you are ready to use your Calm Body tools when you find yourself stuck on the Worry Wheel. Some common situations in which you can use your script include: • Before tests, performances, or athletic events. • When you are having trouble falling asleep. • At the onset of or during a panic attack. • When you are stressed out thinking about all you

have to do. • When you notice your muscles are tight and tense. • Before any social situation that causes you anxiety. • At any time you find you are stuck on the Worry Wheel.

### Resource List

**Flashcards for information on anxiety:** [https://www.flashcardmachine.com/print/?topic\\_id=322185](https://www.flashcardmachine.com/print/?topic_id=322185)

<https://www.nimh.nih.gov/get-involved/education-awareness/shareable-resources-on-anxiety-disorders>

**Counseling and Wellness Center Fatima Jinnah Women University. Rawalpindi**

[www.fjwu.edu.pk](http://www.fjwu.edu.pk)

### Breathing Exercises

[https://www.youtube.com/watch?v=Xh6X6puFAOk&ab\\_channel=Allah-KiPehchan](https://www.youtube.com/watch?v=Xh6X6puFAOk&ab_channel=Allah-KiPehchan)

Source: <http://docplayer.net/17849309-Stress-reduction-activities-for-students-table-of-contents.html>

## Session Two: Anger Management

**Time Duration:** 1.5 Hrs

### Introduction:

Anger management is a psycho-therapeutic program for anger prevention and control. It has been described as deploying anger successfully. Anger is frequently a result of frustration, or of feeling blocked or thwarted from something the subject feels is important. This session will discuss the causes, symptoms and management of anger among women.

### Learning Outcomes

1. To develop an understanding of how anger builds up over time and what can one do to manage anger
2. To develop and strengthen skills of self-control (thoughts and actions)

## Topic 1: Understanding Anger

### What is Anger?



### Learning Activity Introductions and Ice-breaking Activity

Objective: Ice-breaking activity aiming at introducing participants to the workshop objectives and outcomes.



Anger is a normal feeling that we all experience. It is an instinctive response to feeling threatened. When we become angry our bodies change to meet the threat: tense muscles, pumping heart, etc. Words you may use to talk about anger include: rage, mad, wound up, furious and on your toes. Anger is often a sign that something is not right. Anger can let you know that you are being hurt, physically or emotionally. Anger can also tell you that your needs are not being met. If something is happening that is wrong you may feel angry. Anger is just an emotion which is neither good nor bad, it is what you do with it that counts.

### Effects of Anger

However, anger can have unwanted side effects. Anger can lead to difficulties in relationships, health problems, poor work performance, and difficulties with “the authorities”. Anger is also connected with aggression and violence. Aggression is an action that is intended to cause injury, harm or damage, whilst anger is an emotion.

## Anger, Hostility, Bitterness & Aggression

It can be helpful to define the key words that relate to anger, so that you can better understand your difficulties and better describe what you experience.

- > **Anger** is an emotional response to a threat, injustice, hurt or frustration where the desire is to confront or damage the supposed source.
- > **Hostility** is a belief that other people are threatening and the world is unjust.
- > **Bitterness** is dwelling over hostile thoughts about a specific person or event
- > **Aggression** is behaviour that causes physical or emotional damage to protect from future harm

## Anger Affects the Body

**Activity:** Ask the participants:

Have you ever experienced anger?

What do you do when you feel angry?

How do you manage your anger?

Now let's talk about some myths that most people believe in about anger:

**Ask the participants if they have any questions about anger myths or the problems and consequences of anger. Use more time if needed for the discussion**

**Exercise 1: breaking up your anger**

Think about the times that you get angry and answer the following:

1. What are the effects on your body (tick all that apply and add any others)?

• Muscles tense	11
• Heart beats faster	12
• Breathing becomes faster	13
• Making my hands into fists	14
• Stomach feeling twisted	15
• Sleepy sometimes	16
• Flushing	17
• Sweating	18
• Problems remembering	19
• Dry mouth	20
• Fruiting arms	21
• _____	22
• _____	23
• _____	24

2. What sort of things go through your mind (thoughts)?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What do you do when you get angry (behaviour)?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When you get angry you may notice some of the following effects on your body:

- > Muscles tense up (jaw, fists, shoulders)
- > Breathing gets faster
- > Stomach feels in knots
- > Pupils dilate to let in more light
- > Sweating
- > Unable to think clearly
- > Feel out of body/unreal

Anger raises stress levels and your body prepares for a stressful situation. This is known as a “fight or flight” reaction (this shall be covered in later parts of this session). The physical signs of anger are often the signs that let you know that you are angry and stressed. Part of managing anger involves trying to lower your stress level.

### Anger Affects Behavior

Angry behaviours are often the signs that others notice. Some angry behaviours are:

- > Hitting
- > Shouting
- > Throwing items
- > Clenching fists
- > Swearing
- > Sulking
- > Self-harm
- > Pace around

Angry behaviours include aggression, irritability and going into ourselves. Angry behaviours are often what make anger a problem, resulting in trouble with family or the police. The strength, length and setting off of anger are related to angry behaviours.

### Anger Affects Thinking

It is not usually the situation itself that causes anger. Usually, it is the way that you think about a situation that causes you to get angry or not. Angry thoughts include:

- > He is so stupid
- > She is making a fool of me
- > I hate this place
- > He is selfish
- > They didn't do the right thing
- > He is lazy
- > She didn't respect me

Angry thoughts often make you feel worse and the same thoughts will happen again and again. It is important to remember that thoughts are not facts and it can be helpful to widen your thinking.

**Activity:** Ask from the participants:

Have you ever experienced anger?

What do you do when you feel angry?

How do you manage with your anger?

Now let's talk about some myths that most of the people believe in about anger:

**Ask the participants if they have any questions about anger myths or the problems and consequences of anger. Use more time if needed for the discussion**



## Key Message

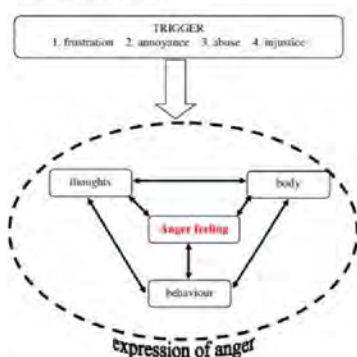
Anger is not a big complex mess and from what we have said so far we can see that we could put it into a picture like this.

**Understanding anger is the first step in controlling it and making it work for you.**

Source: <http://docplayer.net/17849309-Stress-reduction-activities-for-students-table-of-contents.html>

## Topic 2: What Triggers Our Anger?

Understanding anger (2)



Our understanding of anger now includes the immediate triggers for our anger. Often we may find that it is the same sort of things triggering our anger, sometimes it will be a variety of things.

Anger is an emotional reaction to events or things which happen. Below are some of the main triggers which can make us angry.

### 1. Stress, Frustrations & Disappointment

A frustration is when you try to do something and are blocked or disappointed. For example, when trying to mend a bicycle puncture and the bike pump breaks.

### 2. Annoyances, Irritations & Resentments

These are things that “get on your nerves”. Examples include:

- > someone making a nuisance of themselves
- > accidentally breaking something that you like
- > tearing an item of clothing
- > loud noises or interruptions when you are busy

## Learning Activity

### Exercise 2: Getting to Know Your Anger Triggers

Think about what sort of things set your anger off and write them down. Think about:

- > Particular places
- > Certain people
- > What gets your anger going

<p><b>3. Abuse</b> This can be verbal or physical abuse. Verbal abuse can include namecalling, cursing, and other unkind remarks. The abuse can be obvious and direct. Other times it is less obvious like when someone tries to make you feel like a fool. Physical abuse includes pushing, grabbing, punching and kicking. This occurs much less often than verbal abuse. Injustice or unfairness These are situations where you have not been treated fairly. An example is when someone fails to carry out his or her promise. You may also get angry if you feel that someone else is being mistreated.</p> <p><b>4. Trauma</b> When something horrible happens to a person they can experience anger. Anger can relate to a sense of injustice or act as a defense to keep others away. If you have experienced a traumatic incident and are struggling to cope then consult your doctor and seek psychological help.</p>	
---	--

#### Key message

- ❖ Our understanding of anger now includes the immediate triggers for our anger. Often we may find that it is the same sort of things triggering our anger, sometimes it will be a variety of things.

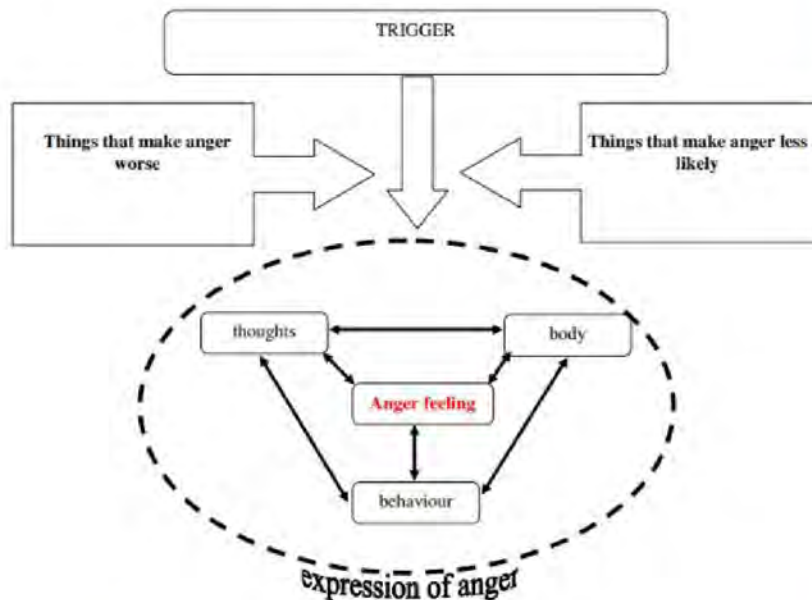
Source: <https://www.talkinghelpsnewcastle.org/whats-on-your-mind/anger/>

### Topic 3 : Managing Anger

<p>Even when there are triggers for anger we do not always get angry. Some things that make it less likely that we will get angry or act on anger. We will look at this in more detail later. Some of these things are:</p> <ul style="list-style-type: none"> <li>&gt; Not wanting the bad things that come with anger</li> <li>&gt; Taking time out</li> <li>&gt; Controlled breathing</li> <li>&gt; “cool” thoughts</li> <li>&gt; Support from friends and family</li> <li>&gt; You may already be able to think about some times when you did not get angry.</li> </ul>	<p><b>Learning Activity</b></p> <p><b>Can you begin to think how this was possible or why you did this?</b></p>
---	---



### Understanding anger (3)



So now, looking at our picture of anger, we have the angry feeling leading to angry thoughts, body and behaviour. We can see that there is an immediate trigger for anger. We can also now see that there are often more distant triggers that can make anger worse or more likely. Finally, there are some things that can make us less likely to get angry.

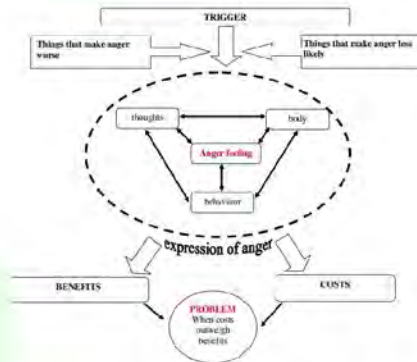
### The Tipping Point: When is Anger a Problem?

Different people will have different views on when anger becomes a problem.

- > A simple way of thinking about whether anger is a problem for you is to think about whether the costs outweigh the benefits.
- > Another way to think about it is to notice whether others are saying that your anger is a problem. Sometimes, people we care about, or authorities, even provide an ultimatum. For example you may have heard “sort out your anger or I’ll leave you”, or “you need to get control of your anger if you want access to your children”.

> Anger can also be a problem if it is not doing what we want it to do. For example, if you get angry so that people listen to you, it is then a problem if people just walk away from you when you get angry.

> Finally, anger can be a problem if it is lasting too long, is too strong or leads to aggression.



Finally, we have a complete picture. This begins with the expression of anger; feeling, thoughts, body and behaviour. Anger comes from an immediate trigger but some things that make anger more or less likely to be expressed. And now we have the benefits and costs of anger. The problem can come if costs outweigh the benefits.

#### Topic 4: Managing Anger

##### Strategy 1: Emergency Control

When you become so angry that you either react or you can't think clearly because your emotional brain has taken control, then you need to follow the following strategies.

##### 1. Take SToC and Act

(SToC = STOP, THINK of CONSEQUENCES)

How?

- ❖ Calm the Emotional Brain

##### ACTIVITY Feeling Chart



When you are calm you will be able to problem solve, decide on the best solution (think of consequences) & act

## **2. Know yourself**

- ❖ What triggers your anger?
- ❖ What signs tell you that you're on the brink of uncontrolled anger?
- ❖ What changes in you and around your health could lead to anger?
- ❖ What works to calm you down?

## **3. Calm the Emotional Brain**

Hormones released when angry take from 10 minutes to one week to leave your body.

Why up to a week? Either the threat remains or you keep thinking about the wrong that's happened to you. The Emotional Brain thinks that the threat is real when you dwell on the hurt.

## **4. Quick strategies to calm Emotional Brain**

- a. Time-out – walk away
- b. Relax breathing/muscles
- c. Distract yourself, count to ten
- d. Keep quiet/bite your tongue
- e. Avoid anger-provoking situations and pick times/places when you feel more able to cope
- f. Self-talk: "I need time to think this through"; talk yourself calm, what would your calmest friend say?

## **5. Make good use of the Thinking Brain**

When you are calm ask yourself:

- ❖ What's my problem?
- ❖ What do I want (is it that important)?
- ❖ What are my options & the consequences?
- ❖ What is my plan to carry out the best option?

Later, think about what you achieved & what you need to work on

# **BRIEF TIPS**

- ❖ Always try to say I made MYSELF angry.
- ❖ Know what to overlook.
- ❖ Recognise that people aren't against you, they are merely for themselves.
- ❖ Lower your voice.
- ❖ Recognise the hurt or fear that precedes anger.
- ❖ Recognise that another person's abusive behaviour says more about them and their emotional pain than it says about you.
- ❖ Ask yourself if your feelings of anger are helping your problem-solving skills.

- ❖ Avoid scorekeeping.
- ❖ Learn not to hit the sore spots.
- ❖ Ask yourself how important the issue will be in a week.
- ❖ Avoid mind reading.
- ❖ Learn to agree to disagree.
- ❖ Work on anger coping self-statements 1
- ❖ Respond instead of react

### Summary

Anger can be understood and we have made up a picture of anger to break it into manageable bits. We can see that anger has benefits and costs. There are some things that make anger more likely and some things that make anger less likely. You may wish to consider avoiding becoming a victim of your anger. Change can be a challenge. However keeping things as they are and struggling to control your anger is also a challenge. If you can recognize that change is important and you can feel optimistic, then you increase your chances of succeeding. Increasing your knowledge about how anger affects you, learning new ways to cope and having a go are the steps to managing your anger more effectively

### List of Resources

Anger Management: <https://www.betterdaysandnights.com/workbook-1-about-anger2.pdf>

Anger management strategies: <https://www.verywellmind.com/anger-management-strategies-4178870>

### Activity Sheets

*Instructions: Identify the feelings that you have experienced*



FEELING (RED ZONE)	FEELING (GREEN ZONE)	FEELING (BLUE ZONE)	FEELING (YELLOW ZONE)
Mad	Happy	Sad	Frustrated
Angry	Calm	Tired	Worried
Terrified	Focused	Sick	Overwhelmed
Disgusted	Attentive	Bored	Fearful
Yelling	Easy Going/Flexible	Moving Slowly	Annoyed
Troubled	Relieved	Disappointed	Embarrassed
Tense	Thoughtful	Frozen	Confused
Awful	Peaceful	Lost	Scared
Scared	Joyful	Stuck	Impatient



## Session 3: Depression

Time: 1.5 Hours

### Introduction



### Learning Objectives

Upon completion of this lesson, students will be able to:

1. Recognize common symptoms of depression and know the assessment principles of depression.
2. Understanding the potential impact of depression on health and well being and knowing the management principles of depression.

### Topic 1: Understanding Depression

#### Section: Depression

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=U7OMMHETBHA](https://www.youtube.com/watch?v=U7OMMHETBHA)

#### The Session Will Start With This Clip

**Trainer Note:** How to use the person story technique. Choose one story (link attached) and tell it – be creative in how you tell the story to ensure the participants are engaged. First thoughts – give participants time to give their immediate thoughts on what they have heard. Encourage them to reflect on what it may feel like to live with depression and how depression impacts a person's life

**Descriptions:** Feeling sad or moody sometimes is a part of life. Young people can feel sad and worried about life events such as exams, fights with family or friends, changing schools or moving house. Like everyone, young people can have occasional mood swings, feel irritable sometimes and be particularly sensitive to rejection and criticism. But if these moods have lasted for two weeks or more, the young person could have depression. Symptoms that may indicate depression include:

#### Types of Depression

#### Common Causes of Depression

In many cases, depression can reduce a person's ability to carry out

### Learning Activities

#### Identifying depression:

Explain that depression has a significant impact on the person's ability to function in daily life.



1 in 8 women experience  
**DEPRESSION**  
in their lifetime; twice the  
rate as men.

5 types of depression you should know [doc](#)



daily tasks such as cooking, cleaning, washing etc. Those with depression may struggle with getting out of bed and/or engaging in any activities of daily living.

Depression is a complex mental health condition and research suggests there isn't a single cause for it. Your chances of developing depression are likely to be down to a combination of factors.



#### Personality traits

Certain personality traits have been linked to depression with low self-esteem perfectionists self-critical are more likely to suffer with depression than others.



#### Childhood abuse or Neglect

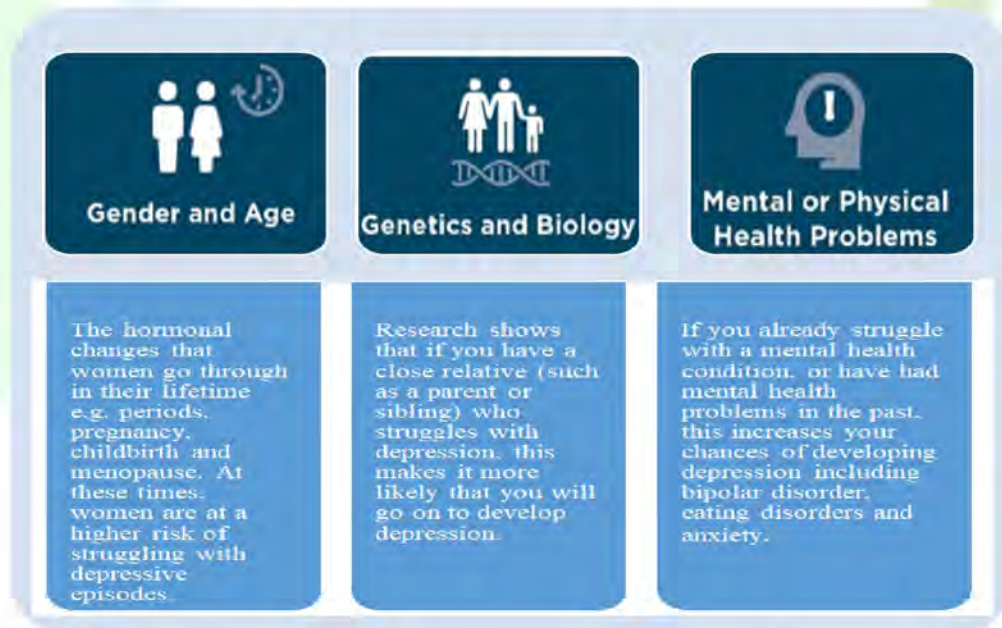
Experiencing abuse, whether physical, sexual or emotional, as well as neglect during childhood, have also been found to increase a person's chances of developing depression.



#### Poor Diet, Exercise and Sleep

If someone isn't eating healthily and drinking plenty of water exercising regularly getting the recommended amount of sleep per night, this can leave them at an increased risk for developing depression.





### Management of depression

Different types of depression require different treatment. Mild symptoms may be relieved by:

1. learning about the condition
2. lifestyle changes (such as regular physical exercise)
3. psychological therapy provided by a mental health professional or via online e-therapies.

For moderate to more severe depression, medical treatments are likely to be required, in combination with these other treatments.

Your doctor may refer you to a psychologist, social worker, counsellor or psychiatrist. You can access a rebate to see most of these professionals through Medicare. This requires that your doctor writes you a GP Mental Health Plan – ask them for more details.

### Other Treatment Options Include:

Three of the most common methods used in depression treatment include cognitive behavioral therapy, interpersonal therapy, and psychodynamic therapy. Often, a blended approach is used.

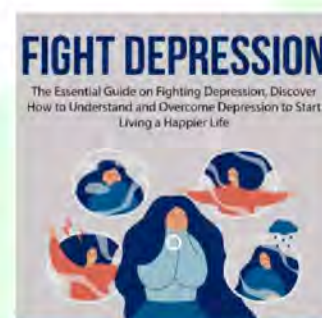
Many experts agree that a combination of antidepressant medication and psychotherapy is the best treatment for severe clinical depression.

### What to Say to Someone Who is Depressed

Knowing what to say to someone who is depressed isn't always easy. Try not to be dissuaded by worry over saying the "wrong" thing. Too many people with clinical depression feel alone—a state that only worsens their condition.<sup>1</sup> If you don't know what to say, just say that—and tell your friend that you are there for them.

### Key Message:

Evidence indicates that early interventions like self-management plans and awareness in a several mental health conditions for young people can result in better outcomes. Globally, one in seven 10-19-year-olds experience a mental disorder. Half of all such disorders start by the age of 14 years but most are undetected and untreated. People with severe mental disorders such as depression and schizophrenia tend to die 10-20 years earlier than the general population. So Self-care & self-awareness is the best intervention to cope with depression.





## Topic 4: Sexual Harassment Prevention

### Learning Outcome

- At the end of the session the participants would be able to understand and deal with most of the related situations a woman is exposed to in Pakistan.
- Participants would be able to identify everyday situations that might lead to sexual harassment.
- This knowledge would assist in improving their performance and satisfaction at the job.

Sexual Harassment	Learning Activity
<p data-bbox="396 583 1023 903"> </p> <p data-bbox="423 913 1000 955"><b>Sexual Harassment: Explained</b></p> <p data-bbox="224 968 516 1003"><b>Types of Harassment</b></p> <p data-bbox="558 1062 854 1125"><b>SEXUAL HARASSMENT PHYSICAL</b></p> <p data-bbox="428 1167 964 1377"> </p> <p data-bbox="513 1430 883 1503"><b>SEXUAL HARASSMENT VERBAL</b></p> <p data-bbox="347 1556 1062 1860"> </p>	<p data-bbox="1211 877 1425 1014">Ask students about self-defense techniques if they know any.</p> <p data-bbox="1211 1129 1438 1350">Ask students to Identify the strategies students adopt for self-management.</p> <p data-bbox="1211 1423 1425 1791">Do they ever complain to anyone about the harassment? or do they know where and how they have to complain when they face harassment?</p>



## SEXUAL HARASSMENT NON-VERBAL



### Prevalence of Sexual Harassment

For both boys and girls, about 75% of students who are sexually harassed also harass others, including classmates and adults. Students report that sexual harassment typically occurs in places such as the cafeteria, hallways, and classrooms—places where adults are present but may not be aware of the behaviors. When a student's harassing behavior is not addressed, the student misses an opportunity to learn appropriate behaviors and may continue to disregard the rights of others.

[https://www.youtube.com/watch?time\\_continue=5&v=FbN6hVAyNTE&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=5&v=FbN6hVAyNTE&feature=emb_logo)

**Trainer note: Before opening this link describe the following information**

It talks about the multiple environments it often takes place in, such as your home, workplace or public places. The video mentions the laws that exist to protect victims and prosecute wrongdoers for offending behavior. Section 509 (insulting modesty or causing sexual harassment) of the Pakistan Penal Code is punishable with three years' imprisonment or a fine of Rs500,000. The video goes on to inform the viewer how to make an official complaint and proceed if involved in an incident. Contact information for various helplines and counseling services and legal support services are provided, which can be used by victims of harassment.

Therefore, in any situation, section 509 should be the first legal provision invoked by victims of sexual harassment. First, it creates criminal liability and prescribes a harsher punishment, therefore serving a greater deterrent effect on acts of sexual harassment. Second, because it does not necessitate proving anything other than the act of harassment itself, such as an employer-employee relationship. Third, the forms of behavior that are liable to be called sexual harassment are far more accommodating of the broad variety of actions that can be used to harass someone.

So, why isn't section 509 used more frequently by men and women? Why, for example, would Shafi go the route of the 2010 Act rather than section 509? These questions can only be answered by understanding that while laws to protect women exist in Pakistan, institutional patriarchy prevents them from serving their purpose.

Furthermore, the same problem regarding an environment of harassment exists in police stations just like it does in our lower courts. These patriarchal barriers prevent women from obtaining justice through the ordinary course of criminal law. They prevent victims from coming forward. They force victims to relive the trauma of harassment. They are abhorrent hazards in the access to justice.

### **Self-management strategies**

**Following the steps which help you to find a solution and self-management strategies.**

#### **Strategy 1. Document**

Regardless of the type of harassment you are experiencing, it is important to document everything. Write down details such as:

The date, time and location of the harassment, what happened, what was said and who witnessed the behavior.



Keep copies or take screenshots of any relevant emails, texts, photos or social posts.

Tell a trusted friend, family member or co-worker what happened and write down the details of those conversations. Not only can they provide support, but they may also be able to provide corroborating statements should you need them.

Keep records related to your productivity and job performance and, if possible, review your performance report or personnel file. This is so you have evidence should your performance ever be disputed.

Store all documentation outside your office or your work computer and make sure it's backed up in a safe place.

Keep in mind: Secretly recording harassment can provide valuable evidence, but check your state's laws before you do so. In some states it is illegal to record a conversation without both parties' consent. Some company policies also prohibit recording.



## 2- Confronting Your Harasser:

**Identify the person harassing you.** When you confront your harasser, call them out by name. If you don't know their name, use a description that distinguishes them from other people around you. This can be especially helpful if someone is harassing you in a public place because it draws others' attention to the harassment.

**For example,** if you're on a train and someone is harassing you, you might identify them as the "Man in the blue shirt" or "Woman in the red dress." If you do know their name, address them strongly by their full name to call out the harassment. Warning: Be careful about calling out and confronting your harasser if you're in a situation where you're worried about your safety, such as if your harasser is with a large group of friends who are egging them on. Always put your safety first.

### 3. Tell your harasser that their comments or actions are not welcome.

Speak in a loud, clear voice with an even tone. After identifying your harasser, tell them explicitly to stop whatever they're doing that's harassing you. Some examples of what you might say include:

"Mr. Asad/ Miss. Shila, do not make those comments on my appearance. They constitute harassment."

"Man in the blue shirt, do not touch me without my permission. That is harassment."

"Rebecca Reed, I do not welcome or appreciate your advances. You are harassing me"

**4. Let your harasser know what you want them to do.** After telling your harasser what you don't want them to do, you may want to add a statement about what kind of comments or actions are welcome. This is more appropriate if you're in a situation where you know the person harassing you. Some examples of things you might say include:

"Let's return to our discussion of this group project. We have a deadline looming."

"I understand that you probably thought your comments were funny but I was offended. You're welcome to tell jokes that don't include that topic."

"I would appreciate it if you kept our relationship on a purely professional level from now on."

### 5. Remove yourself from the situation if the person persists.

Remove yourself from the situation if the person persists. If the person continues harassing you after you've told them clearly that their behavior is not

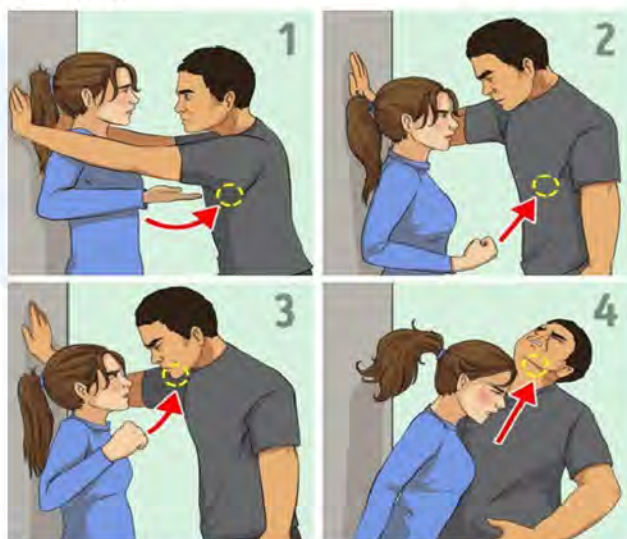


welcome, it's typically best for you to find a way to get away from them as quickly as possible. In situations where it isn't possible for you to completely leave, try to put as much space between you and your harasser as possible. For example, if you're on a train, you can move to another seat, another car, or put a person in between you. At a meeting or similar situation at work or school, find out if you can move to a different seat.

### Self-defense Strategies:

**Self-Defense Strategies Everyone Needs to Know to Survive.** The best self-defense strategies and techniques work equally well for men and women, but let's face it: Women need them because they're assaulted more often than men. Statistics indicate that one in three women will be the victim of some type of violent attack in her lifetime. Women also endure more incidents of verbal and sexual harassment.

If you stick with proven strategies and simple gross-motor-movement techniques — such as the 4 moves described here — your chance of surviving will increase drastically.





## 6- How to report Women Harassment?

Get pieces of evidence e.g., messages, call recordings, and photos about the incident and culprit and formally complain to the higher administration of your organization. And if you are not satisfied the with investigation of the organization or still feel unprotected and harassed, you can approach provincial or federal Ombudsperson Departments. Alternatively, you can also file a complaint in court too.

**You can reach to following departments to register your harassment complaint online:**

Federal Ombudsman Secretariat for Protection against Harassment of Women at Workplace

## 7. How to File a Complaint against Women Harassment in Pakistan



### Pakistan Citizen Portal for Harassment

Harassment can be reported on PM's Pakistan citizen portal. Please follow the steps below:

1. Download & install the app of the Pakistan Citizen portal from the google play store or app store.
2. Log in/Sign up to your account by using your password and CNIC number.
3. Go to "Complains" and add all the details.
4. You can choose to keep your identity anonymous by an option above the "submit complaint" button
5. Submit the complaint.
6. A government official will contact you and take proper action.