

Orientation Programme on Adolescent Health for Health-care Providers

Facilitator Guidelines for

Module A

Introduction

Sessions and activities	Page	Time	Materials and resources
<p>Session 1 MODULE INTRODUCTION</p> <p>ACTIVITY 1-1 Introduce yourself and ask participants to introduce themselves</p> <p>ACTIVITY 1-2 Mini lecture</p>	A-5	20 min	Agenda Flipchart A1 Handout for module A Slides A1-1, A1-2, A1-3
<p>Session 2 PROGRAMME OBJECTIVES AND AGENDA</p> <p>ACTIVITY 2-1 Plenary presentation and discussion</p> <p>ACTIVITY 2-2 Mini lecture</p>	A-8	20 min	Slides A2-1, A2-2, A2-3, A2-4
<p>Session 3 THE WORKSHOP PROCESS</p> <p>ACTIVITY 3-1 Visualization in Participatory Planning (VIPP)</p> <p>ACTIVITY 3-2 Matters Arising Board</p> <p>ACTIVITY 3-3 Orientation Programme Personal Diary (OPPD)</p>	A-10	20 min	Flipcharts A2, A3, A4 Slides A3-1, A3-2, A3-3, A3-4, A3-5, A3-6, A3-7
<p>Session 4 PARTICIPANTS' EXPECTATIONS</p> <p>ACTIVITY 4-1 Individual exercise</p> <p>ACTIVITY 4-2 Plenary feedback</p>	A-13	20 min	Flipchart A5
<p>Session 5 MODULE REVIEW</p> <p>ACTIVITY 5-1 Review of objectives</p> <p>ACTIVITY 5-2 Reminders and closure</p>	A-14	10 min	Slide A1-3
90 min			

Module checklist

The module checklist contains important information including reminders, tips, materials and equipment you need to run this module. We recommend that you review the following checklists in advance.

- Module advance preparation
- Materials and audio-visual equipment.

MODULE ADVANCE PREPARATION

- Prepare cards (or name tags) for the participants to write their names on
- Make sure you have copies of the handout(HO) for distribution to all the participants
- Ensure that the flipcharts are ready for the group-work tasks
- Ensure that the facilitators are clear about their respective roles during their designated session(s).

MATERIALS AND AUDIO-VISUAL EQUIPMENT

- **Materials:**

STANDARD

- Handout
- Slides
- Flipcharts
- VIPP cards
- Mood Meter
- Matters Arising Board.

- **Equipment:**

- Video/slide projector or overhead projector
- Flipcharts with blank sheets
- Masking tape, pins or glue
- Name tags
- Coloured markers
- Notepads
- Markers
- Pens.

Session 1

Module introduction



ACTIVITY 1-1

INTRODUCE YOURSELF AND ASK PARTICIPANTS TO INTRODUCE THEMSELVES

Introduce yourself and your co-facilitator(s).

Welcome the participants to the Orientation Programme on adolescent health for health-care providers.

Explain that before starting the programme, a few minutes will be spent on general introductions, i.e. each participant and facilitator will introduce him/herself to the others in the group.

Please tell the group about yourself!

- *Your name*
- *The town or city in which you currently work*
- *A few words about the organization you work for*
- *The nature of your work and whether you are currently working with adolescents*

FLIPCHART A1

Pin up Flipchart A1 and ask each person to introduce him/herself, briefly covering the points on the flipchart.

TIP FOR YOU

We recommend that you write the above four points on a flipchart so that everyone can both hear your explanation and see what you want them to do. Clear communication is particularly important at the start – when the participants may not know you or each other.

After the introductions, stress that there is a wealth of experience among the participants present in the room. Clearly there will be much that every individual can share with and learn from others in the group.

Then distribute the name cards or tags and ask the participants to write clearly the name they would like to be called during the programme – some people prefer their first name and others their surname. The name cards should be placed in front of each participant so that they can be seen by everyone; if using tags, they should be worn at all times.

OPTIONAL

- You may also want to conduct a brief warm-up exercise to help participants get to know each other better and to help them relax.
- Two suitable exercises are “Introduction without words” and “I am”, which are summarized below (from: Games and exercises. A manual for facilitators and trainers involved in participatory group events. Visualization in Participatory Programmes (VIPP), published by UNICEF-ESARO (Eastern and Southern Africa Regional Office), Nairobi, and UNICEF, New York, 1998).

Introduction without words

OPTION 1

- For a group of 10-30. This exercise takes 30 minutes and requires flipchart paper, markers and masking tape.

OBJECTIVE. Effective interpersonal communication can be accomplished without words.

STEPS. Divide the group into pairs, who must introduce themselves without words, but by using anything non-verbal (pictures, signs, gestures, signals). If necessary, they may point to a wedding ring to indicate marriage, or simulate running to indicate jogging. Allow 2-3 minutes for these introductions, each person having to guess what the partner was trying to communicate.

FINALLY, in plenary, ask how accurately did you 1) describe yourself, and 2) read your partner's signs.

OPTION 2

- For a group of 10-30. This exercise takes 15-20 minutes and requires paper, markers and masking tape.

OBJECTIVE. To facilitate group introductions.

STEPS. Ask each participant to write down on paper their names on top and to finish the statement, "I am ...", using six different endings. With the papers attached to their chests, the participants walk around the room and read each other's statements. Suggest that they spend at least 30 seconds talking with one another. At the end, the sheets are taped to the wall as a group gallery, and photos may be added if available.

ACTIVITY 1-2 MINI LECTURE

SLIDE A1-1

The overall aim of Orientation Programme

To introduce and orient health-care providers to the special characteristics of adolescence and the appropriate approaches to address selected priority health needs and problems of adolescents

After the introductions, put up the Slide A1-1 showing the overall aim of the Orientation Programme and read it out.

TIP FOR YOU

In the facilitator guidelines of each module of the Orientation Programme, you will find a section entitled "Talking points" which accompanies the slide. These talking points have been created to give you more information to help you to explain further the content of the slide.

Talking points

Inform the participants that the specific characteristics of adolescence, the needs and problems of adolescents, and approaches to meeting them will be discussed in subsequent modules.

Explain to the participants that by participating in the Orientation Programme, they will be able to answer the two questions given in Slide A1-2.

Stress that it is an Orientation Programme and does not provide training in clinical (or counselling) skills for adolescent health service provision.

Next put up Slide A1-3 and go through the objectives for this introductory module.

Give the participants copies of the OP agenda and handout A.

Explain that the handouts of subsequent modules will be distributed to the participants at the beginning of each module, and that the handouts contain information to complement that provided in each module. Encourage the participants to read the handout later.

Orientation Programme will help answer two questions

- What do I, as a health-care provider, need to know and do differently if the person who walks into my clinic is aged 16 years, rather than 6 or 36?
- How could I help? in the clinic? away from the clinic? are there other influential people in my community who understand and respond better to the needs and problems of adolescents?

SLIDE A1-2

Module objectives

- To introduce facilitators and participants
- To outline the expected outcomes of the Orientation Programme (OP)
- To explain the agenda for the workshop and list the modules to be covered
- To describe the group work process, its underlying principles and rules
- To discuss the hopes, expectations and concerns the participants might have about the Orientation Programme

SLIDE A1-3



Session 2

Programme objectives and agenda

ACTIVITY 2-1

PLENARY PRESENTATION AND DISCUSSION

Expected outcomes of Orientation Programme

SLIDE A2-1

- Be more knowledgeable about the characteristics of adolescence and development
- Be more sensitive to the needs of adolescents
- Be better equipped with information and resources
- Be better able to provide adolescent-friendly health services
- Have prepared a personal plan indicating the changes they will make in their work

Briefly show Slide A2-1, and take the participants through it – asking for questions and comments and responding to them as you proceed.

Explain the overall expected outcomes of the Orientation Programme.

Talking points

It is likely that the participants will raise some of the following questions. If they do not, you may want to raise them yourself.

Question or comment	Possible response
Why is the Orientation Programme only focusing on health-care providers when many other "adults" also influence adolescents?	<p>Explain that many groups including health workers, teachers, social workers, religious leaders, and, of course, parents have important contributions to make to the health of adolescents.</p> <p>WHO has a special responsibility in strengthening the abilities of health workers, and so this group has been identified as a priority, but it does not imply that other groups are less important.</p>
I may have views about how to improve our health service, but I am not in a position to influence what happens.	<p>Explain that, within the group, some people may be in a decision-making role, and that many others may not. Some may be able to do a great deal, and others only very little.</p> <p>However, every one of us will be able to do something, and the Orientation Programme will help each of us to define what it is possible for us to do (in the positions that we hold).</p>

The personal plan should:

- List the changes the participant proposes to make to the way in which he/she works with and for adolescents;
- Identify how the participant will assess whether or not he/she is being successful in making the proposed changes;
- List the personal and professional challenges and problems they may face;
- Identify alternative approaches to address the expected challenges and problems.

TIP FOR YOU

This session should not take more than 20 minutes. If there are many comments and questions, you must choose an appropriate moment to round off the discussion, and to indicate that the participants will have an opportunity to discuss this further in a subsequent session (when they will be sharing their hopes and expectations about the programme).

ACTIVITY 2-2

MINI LECTURE

Having covered the expected outcomes of the Orientation Programme, ask the participants to look at the schedule and briefly take them through each day's work.

Show Slides A2-2 and A2-3, which list all the currently available core and optional modules of the Orientation Programme.

Talking points

Please explain the following points to the participants:

The particular subject modules for the OP have been selected on the basis of global data, which reflect the priority health problems and health risk behaviours of adolescents.

The visit(s) to local health services (if any) that you have planned and when these will take place. The OP is tightly structured, requiring everyone's uninterrupted presence and active participation.

Ask the participants to look again at the workshop agenda (Slide A2-4) as you briefly take them through each day of the workshop, highlighting the modules to be covered and the rationale for selecting the specific optional modules.

Core modules for Orientation Programme

- A. Introduction
- B. Meaning of adolescence and its implications for public health
- C. Adolescent sexual and reproductive health
- D. Adolescent-friendly health services
- E. Adolescent development¹
- F. Concluding

SLIDE A2-2

Optional modules for Orientation Programme

- G. Sexually transmitted infections in adolescents
- H. Care of adolescent pregnancy and childbirth
- I. Unsafe abortion in adolescents
- J. Pregnancy prevention in adolescents
- K. Substance use in adolescents
- L. Mental health of adolescents
- M. Nutrition in adolescents
- N. HIV/AIDS in adolescents¹
- O. Chronic diseases in adolescents¹
- P. Endemic diseases in adolescents¹
- Q. Injuries and violence in adolescents¹

¹ Under development

SLIDE A2-3

TIP FOR YOU

Please prepare Slide A2-4 on the local workshop agenda.

Sample agenda for 3-day workshop

Day	Morning session	Afternoon session
Pre-course workshop evening		Formal opening Core module A: <i>Introduction</i>
Day 1	Core module B: <i>Meaning of adolescence and its implications for public health</i>	Core Module B (continued): <i>Meaning of adolescence and its implications for public health</i> Optional module: Adolescent health. Topic 1
Day 2	Core module C: <i>Adolescent sexual and reproductive health</i>	Optional module: Adolescent health. Topic 2
Day 3	Core module D: <i>AFHS</i>	Core module F: <i>Concluding</i>

SLIDE A2-4

To round off your introduction to the OP agenda, ask for and respond to any questions and concerns the participants may have. After this, you will ask them to state their own expectations of the Orientation Programme.



Session 3

The workshop process

The participatory approach to be used in the workshop could be new to some (or many) of the participants, so it is important to spend some time discussing it with them.

ACTIVITY 3-1

VISUALIZATION IN PARTICIPATORY PLANNING (VIPP)

FLIPCHART A2

A participant-centred approach to group learning

- *Trusting people and what they can do*
- *Interactive learning + visualization techniques*
- *Democratic participation + consensus*
- *Lots of multicoloured cards to express ideas*
- *Drawing on people's experiences*

Display your prepared “VIPP definition” (Flipchart A2) and put it where the participants can see it throughout the programme.

Talk through each point and encourage the participants to compare this participatory approach with their ideas about other learning events. It is important that you raise the question on Flipchart A3 below.

FLIPCHART A3

Why should we use a participatory approach?

Display Flipchart A3 and read the question.

Talking points

Sometimes people are resistant to what they see (visuals) because it is “a waste of time when you (the facilitator or instructor) could simply just tell us”. The following quotation (Flipchart A4) comes from about 2500 years ago – and stresses what is an essential element of learning even today.

FLIPCHART A4

What I hear, I forget

What I see, I remember

What I do, I understand

Confucius (551-479 B.C.)

Inform the participants that during the Orientation Programme everyone will be asked to share their views and perspectives with others. In this way, everyone (including the facilitators) will be equal participants.

Explain that there are some basic ground rules for participatory learning. Show and go over Slides A3-1 and A3-2.

Ground rules for participatory learning

- Treating everyone with respect at all times, irrespective of sex or age
- Ensuring and respecting confidentiality
- Agreeing to respect and observe time-keeping and to begin and end the sessions on time

SLIDE A3-1

Ground rules for participatory learning

- Making sure that everyone has the opportunity to be heard
- Accepting and giving critical feedback – taking care not to hurt anyone's feelings
- Drawing on the expertise of other facilitators and the participants in difficult situations

SLIDE A3-2

Talking points

Ensure and respect confidentiality so that facilitators and participants are able to discuss sensitive issues (such as those relating to sexual and reproductive health, mental health, and substance use) without concern about repercussions.

Stress that adherence to these rules will help to ensure an effective and enjoyable learning environment! The group may want to make a list of its own rules and to write them up on a flipchart. These can then be referred to throughout the workshop.

Show Slide A3-3, go over the VIPP principles and discuss each one in turn, laying emphasis on the tick “V”, “T”, “?” and “X”.

Next, introduce the rules of writing VIPP cards (Slides A3-4 and A3-5), explaining that you will ask the participants to follow these rules during the entire workshop. Do this in a friendly way; it is important that participants are not put off by what they see as a teacher-pupil style of instruction. Stress that the purpose is to make sure that everyone can read and understand the cards, and that this task is important and not a waste of time.

VIPP principles

- Points of confusion should be promptly clarified (?)
- Points of strong consensus should be noted as (V)
- Points of disagreement and discomfort should be noted as (X)
- Keep it short and sweet as (T) to indicate time has run out

SLIDE A3-3

Rules for VIPP card-writing

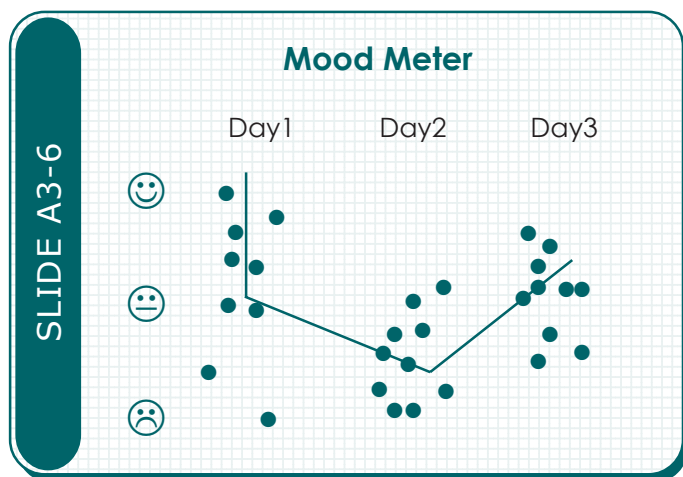
- Write only one idea per card
- Write a maximum of three lines on each card
- Use key words
- Write large letters in both upper and lower case

SLIDE A3-4

Rules for VIPP card-writing

- Write legibly
- Use different sizes, shapes and coloured cards to structure creatively the results of discussions
- Follow the colour code established by the facilitator for different categories of ideas

SLIDE A3-5



Explain that throughout the programme, a *Mood Meter* will be used to assess how participants feel about the sessions of each module. These exercises are known as *Mood Meters*. Show Slide A3-6 and explain how it works. See Part I (pp 28-29) for more details.

ACTIVITY 3-2 MATTERS ARISING BOARD

Move to the location of the *Matters Arising Board*. Show it to the participants and explain that it will remain in this location at all times so that participants may write down any issues that came up during the day and were not adequately dealt with.

MATTERS ARISING BOARD

A place for the participants to record any matters arising on the board so that you can address them later in the workshop.

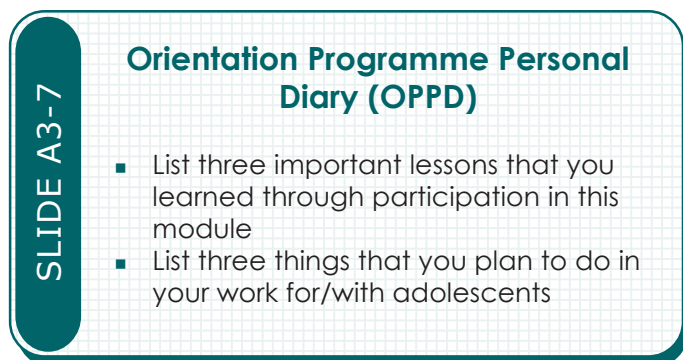
Invite the participants to write down issues as they come up and inform them that you will be reminding them of the *Matters Arising Board* throughout the Orientation Programme.

TIP FOR YOU

You should have designated earlier a place in the room for the *Matters Arising Board*, which is easily accessible to all participants at all times.

ACTIVITY 3-3 ORIENTATION PROGRAMME PERSONAL DIARY (OPPD)

Ask the participants to keep a small notebook or notepad to serve as an Orientation Programme Personal Diary (OPPD) throughout the workshop. Have some notepads available to give to those participants without one.



Display Slide A3-7 and explain to the participants that during the review session of each module, you will ask each individual to write down three key lessons that she/he learned from participation in the module and three things that she/he plans to do in her/his work for and with adolescents. The goal is to put into practice what they have gained as a result of participation in this module.

Explain to the participants that it is important to update their OP diaries daily because they will use the information entered during the concluding module. Allow them a few minutes to enter their reflections.

Session 4

Participants' expectations



ACTIVITY 4-1

INDIVIDUAL EXERCISE

Pin up Flipchart A5, read out the questions and ask all participants to write their responses on two cards of different colours for each question: one summarizing a hope or an expectation of the Orientation Programme, and the other a concern about it. Ask the participants to write only one response per card.

What are your:

- *Expectations and hopes?*
- *Concerns about the Orientation Programme?*

FLIPCHART A5

Please note that everyone is to participate in this exercise including the facilitators. Distribute the cards and markers to the participants and facilitators.

Refer everyone to the rules for writing cards and the expected outcomes of the programme in their handout, as well as any issues they have already placed on the *Matters Arising Board*.

ACTIVITY 4-2

PLENARY FEEDBACK

While the participants are writing their cards, put up two flipcharts, one for hopes/expectations and one for concerns.

When each person has finished writing, he/she should come forward and pin his/her card on the designated flipcharts.

When all the cards are up, read through them, asking for clarification of any statements.

Tell the group that you will refer to these hopes, expectations and concerns again at the end of the workshop to see to what extent they were justified.

TIP FOR YOU

Where possible, say when you believe that the OP will be able to meet an expectation. If any expectations seem truly outside the scope of the Orientation Programme, then say so – being as helpful as you can about where and how the participants can meet their expectations.



Session 5

Module review

ACTIVITY 5-1

REVIEW OF OBJECTIVES

SLIDE A1-3

Module objectives

- To introduce facilitators and participants
- To outline the expected outcomes of the Orientation Programme (OP)
- To explain the agenda for the workshop and list the modules to be covered
- To describe the group work process, its underlying principles and rules
- To discuss the hopes, expectations and concerns the participants might have about the Orientation Programme

Display Slide A1-3.

Ask the participants to say to what extent they felt the objectives of the module were met – completely, partially, or not at all. If some of them felt the objectives were not met, find out the reasons for this so that you can make changes to the programme.

Ask the participants for feedback on this module.

ACTIVITY 5-2

REMINDERS AND CLOSURE

Remind the participants to complete the *Mood Meter* and to look again at the *Matters Arising Board* before they leave.

MATTERS ARISING BOARD

Ask the participants to record any matters arising on the board so that you can address them later in the workshop.

Remind them to spend some time going over the handout, which contains information that could be useful and interesting.

Explain any special points or information you need to impart and indicate when and where the next module will be held.

Thank the participants warmly for their work in this introductory module.