

## YOUTH

Youth is the period or age in a person's life, where he/she is much energetic, full of ambition, a zeal to prove themselves worthy. At this point a motivated positive communication is a must. Such communication will help them to handle the peer pressure and help them to focus on their work. Cordial and harmonious communication with maturity and understanding at home eases the life of adolescent and youth and helps them make matured decisions. At this age the parents should communicate as friends with their children, thus guiding them the correct path, without using undue influence to gain something for their selfish motive.

### Y1 communications:

Key messages	1) Communications in youth. 2) Types of communication. 3) Improving communication skills. 4) Communication in families.
Time	30 mins.

☞ Dear facilitator, Form a group of 5 participants. Explain to them the concept of skit/role play and then characterize them in the following manner.

**Character 1:** Father

**Character 2:** Mother

**Character 3:** House maid

**Character 4:** Child

**Character 5:** Friend



After categorizing, hand over the script to each character and ask them to role play their character after comprehensive reading and understanding.

**1. Father (to the student):**

I will work hard to ensure you can get a good education and cover household expenses.

**2. Mother (to father and the child):**

I will ensure you both are eating well so that you both can work hard.

**3. House maid (to father, mother and the child):**

I will make sure that I help you in your domestic chores properly so that you guys can help each other.

**4. Child (to all four above):**

I will make sure I study enough to earn a good job and big salary to take care of all of you.

**5. Friend (to all five above):**

I will help him/her in studies and we both will score well.

Everyone shake hands with each other and say thanks.

☞ Dear facilitator, this is a point of reflection which is to be shared with participants.

Society and every relationship in this society has been formed in such a way that the work, roles and responsibilities can be divided and each one respects the other for their contribution, for the smooth and optimum functioning of every individual.

☞ Note to Facilitator: Follow the rule of KISS (Keep It Short & Simple).

When we communicate with others verbally, we assume/expect them to follow whatever we are saying but that hardly happens. People have their individual set of understandings, attitude, perceiving, emotions and ideas about the situation.

Communication does not simply relate to verbal exchanges or talks; it is the very essence of expression, respect, affection and concern amongst people. Communication forms the very foundation of human interaction.

**Types of communication:**

1. Verbal.
2. Nonverbal.

**Classification of Communication:-****a. Formal Communication:**

Official style (rules, conventions, principles, authority lines, professional settings, corporate meetings, conferences undergo in formal pattern).

**Avoided: use of slang and foul language. Correct punctuation is used.**

**b. Informal Communication:**

Casual talk. It is established for face-to-face discussions. It happens among friends and family. No authority lines followed. Done orally, using gestures. Informal communication, unlike formal. Helps in building personal relationships.

**Use of slang words, foul language allowed.**

**Activity 1:**

☞ Dear facilitator: This activity is to determine the degree of communication amongst people and how necessary is to convey the right information. If the message is not clear, then it gets altered down the communication line.

Form a group of eight participants, make them sit in a circle and explain to them the game of 'Chinese Whisper'.

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The game requires passing of a message via whisper from mouth-to-ear and the person hearing the message passes it over to another in the same manner, In a form of a mouth-to-ear whisper. One individual initiates the game and it goes in a clock-wise direction. The last person must convey the message aloud and thus it will be judged whether the message was rightly passed or not.

In this game, one must speak clearly and slowly in form of a whisper for the other person to perceive it. Mostly, the message received by the last person is different to the one passed on by the first person.

**Example:** If the message was 'I went down to the hills on a starry night', in the end the message can come across as 'I went down a night'.

Passing off information via many people can sometimes change the entire context of the information and give rise to 'rumors / misinterpretation / miscommunication'. Rumors / misinterpretation/miscommunication take place due to indirect, masked, unclear communication and can cause serious damage to someone's reputation. One must always speak the accurate information that has been validated by an authentic source. This is a common trait amongst the youths, to pass on 'over-heard' or mass heard messages and 'gossip' about it. Words can form the legit most information about an individual and should be used and passed on wisely.







☞ Dear facilitator, mention the following points which will help youth/adolescent improve their communication skills:



- Practicing communication.
- Be a role model to others around and convey the importance of communication with integrity – i.e. not repeating gossip or hearsay.
- Appreciate good communication.
- Talk about communication skills.
- Use games of role-play as in leader-peer, peer-youth etc.
- Assistance.

☞ Dear facilitator, you will now discuss Communication in Families. Read out the following story or let a participant narrate it and then ask the questions. If participants are not able to answer the questions, take their point of view regarding the case study and answer each question in relation to the chapter content.


Riya is a 16-year-old teenager studying a private school. She sees most of her peers with a mobile phone and feels left out because she does not have one. She goes up to her dad and demands a mobile phone. When her dad refuses she gets angry and rebellious and stops communicating and eating. The father ignores her rebellious behavior and still believes that school going children should not have a mobile phone and that she should get one herself when she's earning money.

**Questions:**

-  What do you think about Riya demanding a phone from her father?
-  What do you think about the father's response?
-  How do you think the father and the daughter ease out the situation?
-  Why do you think Riya wanted the mobile phone?
-  How do you think parents could foster more open communications with their children? And are they able to talk them about what they're experiencing, including around difficult situations?
-  How do you think parents could best discuss peer-pressure, around social media pressure (Facebook, YouTube, online-videos, Instagram, digital media etc.) with their children?

-  Dear facilitator, tell the participants that Familial communication is an important aspect of growing up and healthy maturing for the adolescent and youth. Make a table on the board and jot down behaviors that parents and children could show to improve communication.
-  Note down any additional points participants may want to share.

Communication for parents/adults	Communication for adolescent & youth
Treat the young person as an individual.	Use open questions and share something of yourself.
Listen without judgement or criticism.	Listen without judgement or criticism.
Appreciate them for their positive qualities.	Appreciate them for their positive qualities.
Include the young person in family activities.	Try and be part of supporting your parents.
Don't forget to include gestures of love and care towards your child.	Don't forget to include gestures of love and care towards your parents.
Practice what you preach.	Practice what you preach.

-  Dear facilitator, you can use the following chart as a visual or printed or perform it for the adolescent and youth.





## Y2 Peer Pressure

Key messages	1) What is a peer? 2) What is peer pressure and how it affects us? 3) What are positive and negative peer pressure? 4) How to say no to peer pressure?
Time	30 mins.

☞ Dear facilitator, put the following 3 points across to the group and encourage them to answer the following points. Discuss the points in context to the case story given below.

- **What is a Peer?**

A peer is a person who belongs to our similar age group. We associate with our peers in our school, class, college, tuitions, groups, institutions, camp etc. A peer is equal to us and we are acquainted with our peers.

- **What is Peer Pressure?**

When someone influences our activity, thought or attitude it is called peer pressure. We all experience peer pressure; some will overcome it, some will be overcome by it and some may not even realize. Understanding peer pressure is very important because it determines and influences our thoughts, feelings and behaviors for which we are ultimately responsible.

- **Why does Peer Pressure affect us?**

Peer pressure will influence an individual significantly during his or her adolescence. During this time there are several physical and psychological changes happening within the individual. This can lead to conflicts in their relationships with society and with their peers. It is at this point in time that an individual either starts losing or hiding his or her inner innocence, genuine nature, uniqueness, value, etc. Young people tend to 'mask' to blend in with the mass. During this process, an individual tends to lose their original self.

☞ Dear facilitator, after discussing the points above, read out the following story or let a participant narrate it and then ask the questions. If participants are not able to answer the questions, take their point of view regarding the case study and answer each question in relation to the chapter content.

Sophie (aged 17) says:

"I smoked my first cigarette when I was 16. I didn't want to, but all my friends were smoking, and I didn't want to be out of the group. Once I'd started I couldn't stop. I was addicted... I wish I hadn't started. I knew it was wrong and I didn't want to."

**Questions for the story:**

- Was Sophie right by hanging out with her friends?
- Should the child share negative peer pressure experiences with his/her parents?


☞ Dear facilitator, this point will help in parent-children understanding.

If a child is undergoing negative pressure, the parents need to be patient and non-judgmental in listening and discussing as a friend.


☞ Dear Facilitator, tell the participants that there are 2 types of peer-pressure.

1. Negative peer-pressure.
2. Positive peer-pressure.

Print the below chart or use an audio-visual representation of the chart to make participants aware on negative and positive peer-pressure. Ask if they know about any positive/negative peer pressure they have seen or heard.



## Types of peer pressure



**Negative peer pressure when others encourage you to:**

- Behave badly
- Truant from school
- Smoke
- Drink
- Damage property
- Bully
- Do risky and dangerous activities such as playing 'chicken'.

**Positive peer pressure is when others encourage you to:**

- Support others (Buddies).
- Behave well
- Attend school
- Respect others and their property.
- Respect yourself and your safety

Are there any others that you can think of?

### Y3 Pornography Addiction

Key messages	1) What is pornography addiction? 2) What are the symptoms of addiction? 3) How it affects us? 4) How to say <b>NO</b> to porn?
Time	30 mins.









☞ Dear facilitator, this is a sensitive topic and should be discussed when you think the participants are comfortable with your session. Do not be judgmental or critical about participants access / use of pornography. Discuss this topic sensitively and with discretion.

#### What is pornography addiction?

Pornography addiction occurs when the person viewing pornography, with or without masturbating, loses control over whether he/she will engage in that behavior.





#### Symptoms of Pornography addiction –





-  An intense urge to watch pornographic content online.
-  An inability to form stable social and intimate romantic relationships.
-  Intense feelings of depression, shame and isolation after watching pornography.
-  Loss of many hours, sometimes entire days due to pornography use.
-  Trouble at work or in school.
-  Watching porn at the workplace or public places.
-  Porn use may be combined with drug/alcohol abuse.
-  Sexual dysfunction with real-world partners, including erectile dysfunction, delayed ejaculation and an inability to reach orgasm.

Both men and women can become addicted to pornography.










#### How does Pornography affect you?

-  Since pornography has appeared on the internet, its accessibility, affordability, and anonymity in using visual sexual stimuli has led to increased consumptions across both sexes and attracted millions of users.
-  Based on the assumption that pornography consumption bears resemblance with reward-seeking behaviour, novelty-seeking behaviour and addictive behaviour, we believe that chronic pornographic consumption has far reaching implications for the brain and may change or rewire the brain into one like that seen in a patient with chronic substance abuse and addiction.

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-  *There is an evidence to suggest that this consumption can affect vital emotional brain structures like the amygdala and hippocampus and thereby affects emotional intimacy in relationships.*
-  *There is also an evidence to suggest that there is a change in male and female hormonal levels following chronic regular pornography consumption. Pornography use has been linked to sexual dysfunction and marital disturbances in couples.*
-  *There is a need to better understand what pornography does to the brain from a preventive mental health perspective to educate young people to avoid rewiring of brains at an age when susceptibility to addictions is high and novelty seeking is a common trait.*
-  *The various new age brain imaging techniques used in the neurobiological understanding of pornography use is discussed.*

**How to say NO to Pornography!**

-  *Face up to the fact that you are addicted. Acceptance is the corner stone of gaining control.*
-  *Realize the amount of time that you waste on doing things on the net. Make a list of the spent time...sometimes we do not realize just how much time is wasted.*
-  *Realize what else could have been done in that time which could have made your life more productive.*
-  *You could either go “cold turkey” ...give up the media totally for a while...or gradually reduce the amount of time spent on media.*
-  *Attempt to fill up the day with interesting and more productive work...this could be playing a game, learning a new language, etc.*
-  *Reinforce or reward yourself when you do succeed in staying off the addiction for a period. Be gentle on yourself if success does not happen.*
-  *Specially with social media...it helps to delete people from your friend list. The more the number of friends, the more the messages/social movement...and then the more the time you will spend on the net. Some friends may lead you to bad habits, including viewing of pornography.*
-  *Invest in real relationships rather than those on the net.*
-  *Sometimes medical help and psychotherapy may be needed in the management of underlying psychological problems that lead to pornography addictions.*



**Y4 substance misuse**

Key messages	1) What is substance misuse? 2) What are the types? 3) Treatment & Support. 4) Myths and facts.
Time	30 mins.

**Case-Study:**

Nitti, an 18-year-old girl from Hyderabad aspires to become a doctor. She is outgoing and keeps an open mind. She and her friends from school decided to go on a weekend trip to Nainital as their school life was coming to an end. Nitti loves to travel and enjoy, but, she usually keeps away from any kind of substance misuse. On this trip, three of her friends convinced her to 'try' smoking marijuana. She had no idea that she was getting into smoking. Due to this peer pressure, she indulged herself into these substance misuse and thus had a negative impact on her socially as well as physically. Within weeks, she got addicted. Nitti gave up her hopes and aspiration to become a doctor.

**Questions:**

1. Is substance misuse related to peer-pressure?
2. How often does negative peer-pressure leads to substance addiction and under what conditions?
3. Can positive companionship reduce or end the culture of substance abuse in an individual?
4. In what ways, can some-one come out of substance misuse?
5. What is the role of parents, guardians, teachers and society when it comes to substance misuse?

**Definition and Introduction:**

The World Health Organization (WHO) defines 'substance misuse' as 'self-administration of a psychoactive substance (alcohol or drug)'.



- ◆ Substance misuse, also known as drug misuse, is a patterned use of a drug in which the user consumes the substance in amounts or with methods which are harmful to themselves or others.

**Substance misuse among adolescent and youth:**

Adolescents and youth are most susceptible to substance misuse as it is during adolescence when young people are more easily and more often influenced by peers that they indulge in high-risk behaviour.

There are generally two types of drug usage:

- **Substance misuse** - as in regular usage of drugs leading to addiction.
- **Recreational drug use** - used occasionally or over weekends or so for recreational purposes (leisure, fun, music, art etc.).

- 🔴 Both types should be prohibited because in both scenarios it is harmful and leads to addiction in turn affecting our health, mind and psychology.

👉 Dear facilitator you will now discuss Treatment & Support for addressing Substance misuse or alcohol dependency.

Treatment & Support for addressing Substance misuse or alcohol dependency is a continuum and often takes place over a long period of time during which one can recover. To avoid relapses, regular and consistent access to good quality health is necessary.

Treatment for substance abuse has several steps:

- 👉 Detoxification (the process by which the body rids itself of a drug).
- 👉 Behavioural counselling.
- 👉 Medication (for concerned addiction).
- 👉 Evaluation and treatment for co-occurring mental health issues such as depression and anxiety.
- 👉 Long-term follow-up to prevent relapse (relapse prevention).

Dear Facilitator, below is a chart of few myths and facts related to substance abuse, you can print the chart or have an audio-visual display of the chart and show the participants.

## **5 MYTHS**

### **ABOUT DRUG ABUSE AND ADDICTION**

- 1. “OVERCOMING ADDICTION IS A SIMPLY A MATTER OF WILLPOWER.”**  
Prolonged exposure to drugs alters the brain in ways that result in powerful cravings and a compulsion to use. These brain changes make it extremely difficult to quit by sheer force of will.
- 2. “ADDICTION IS A DISEASE; THERE’S NOTHING YOU CAN DO ABOUT IT.”**  
Most experts agree that addiction is a brain disease, but that doesn’t mean you’re helpless to it. The brain changes associated with addiction can be treated and reversed through therapy, medication, exercise, and other treatments.
- 3. “ADDICTS HAVE TO HIT ROCK BOTTOM BEFORE THEY CAN GET BETTER.”**  
Recovery can begin at any point in the addiction process and the earlier, the better. The longer drug abuse continues, the stronger the addiction becomes and the harder it is to treat. Don’t wait to intervene until the addict has lost it all.
- 4. “YOU CAN’T FORCE SOMEONE INTO TREATMENT; THEY HAVE TO WANT HELP.”**  
Treatment doesn’t have to be voluntary to be successful. People who are pressured into treatment by their family, employer, or the legal system are just as likely to benefit as those who choose to enter treatment on their own. As they sober up and their thinking clears, many formerly resistant addicts decide they want to change.
- 5. “TREATMENT DIDN’T WORK BEFORE, SO THERE’S NO POINT TRYING AGAIN.”**  
Recovery from drug addiction is a long process that often involves setbacks. Relapse doesn’t mean that treatment has failed or that you’re a lost cause. Rather, it’s a signal to get back on track, either by going back to treatment or adjusting the treatment approach.



## Y5 Youth Leadership

Key messages	1) What is youth leadership? 2) What are the forms? 3) Impacts of youth leadership. 4) Youth's role in Clean water and sanitation.
Time	30 mins.

☞ Dear facilitator, tell the importance of youth leadership to the participants making them aware on the positive outcomes of role-models in society.

Youth development leads to youth leadership. It is a process of growing up within one's own capabilities.

Let's look at these terms:






- **Youth development:** A process through which young people are empowered to reach their full potential as individuals and deal with the challenges effectively through adolescence and early adulthood.
- **Youth leadership:** Youth leadership is a process; a process of learning and development where a young individual develops leadership competencies and a strong sense of self-esteem.

### Activity:

Gather the participants and discuss on the following topic:

“Where do I see myself in five years from now? What contribution I can make towards myself and my parents?”

#### **Impacts of youth leadership**

-  *Helps an individual to come in terms and accept the challenges of adolescent, adult-hood.*
-  *Maturing as an individual in the fields of social, ethical, emotional, physical, cognitive senses.*
-  *Supporting the young people in developing the ability to analyse their strengths and weaknesses, confidence, ability, civil senses.*
-  *Develops the ability to guide and lead others on a course of positive direction and action.*
-  *Influences the behaviours of others in a positive manner.*

“A clean India would be the best tribute India could pay to Mahatma Gandhi on his 150-birth anniversary in 2019”, said Shri Narendra Modi as he launched the Swachh Bharat Mission at Rajpath in New Delhi. On 2nd October 2014, Swachh Bharat Mission was launched throughout the length and breadth of the country as a national movement.

☞ Dear facilitator, tell participants that contributing positively in their home, surroundings and education premises is a passage to responsible citizenship and is for the global good. Encourage them to “Be change they want to see in the world” —Mahatma Gandhi. Reinforce that It is young people who are making efforts towards a cleaner India and contributing to Swachh Bharat Abhiyaan.



## Youth Identity

Key messages	1) What is youth identity? 2) What are the types? 3) What is identity crisis? 4) Influence of social media on identity.
Time	30 mins.

### Case-study:

Dear facilitator, read the story and ask the following questions to address youth identity.

Rajiv, a 19-year-old boy is socially active and believes in making his life popular through social media. He thinks, being popular on Facebook and Instagram is a way to boost identity. One day, he created a party event in Facebook and



invited everyone. To his surprise, none of the students appeared and later at night he started receiving posts on his Facebook timeline about how all the students conspired and deliberately did not attend his party even after invitation, to bully him publicly. Rajiv deleted his Facebook and Instagram profile, shut down his phone, cut off from all his peers and isolated himself. This continued until his parents took him to a counsellor for professional help.

Dear facilitator, please explain youth identity in context of the above story. The points below are given to address youth identity.

### What is Identity?

**★ Identity refers to our sense of who we are as individuals and as members of social groups. Our identities are not simply our own creation: identities grow in response to both internal and external factors. To some extent, each of us chooses an identity, but identities are also formed by environmental forces out of our control.**

### Categorizing Identity:

**★ There are two forms of identity mainly:**  
**★ Self-identity** - It is how we define ourselves. Self-identity forms the root of our self-esteem.  
**★ Social-identity** – This is constructed by others and may differ from self-identity. Typically, people categorize individuals according to broad, socially-defined labels.

### Identity Crisis.

**★ Many of us undergo a critical period of identity formation, in which individuals overcome uncertainty, become more self-aware of their strengths and weaknesses, and become more confident in their own unique qualities.**

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- ★ *To move on towards identity development, adolescents must undergo a “crisis” in which they question their values and ideals, their future occupation or career, and their sexual identity.*
- ★ *Through this process of self-reflection and self-definition, adolescents arrive at an integrated, coherent sense of their identity as something that persists over time.*
- ★ *This is a very psychological process and the peers, caregivers, family teachers play an important role in deciding upon one's interactive skills to reach an identity. Adolescence is also a period where youth may seek separation from their family to struggle through identity.*

**Important!**

☞ **Dear facilitator, please explain the influence of social media over identity:**

- ★ *Social media is a platform that acts as an 'identity establishment' for many. It is a virtual platform where there are interactions between various age group people from various backgrounds.*
- ★ *Social media such as Facebook, Myspace, Snapchat, WhatsApp, Twitter, Instagram, YouTube, blog provides the space for individuals to interact, explore, share their lives, interest over the internet and get introduced to others as well.*
- ★ *Often adolescents and youth take the advantage of satellite anonymity and creates fake identity over these medias and portray completely different identities in these platforms and portray a completely different identity of themselves which they may be unable to live out in their real life. This can lead to a total identity loss and confusion.*
- ★ *Social media can be inhibiting when it comes to identity. These sites offer today's youth/adolescents a portal for entertainment and communication and have grown exponentially in recent years. For this reason, it is important that parents become aware of the nature of social media sites, given that not all of them are healthy environments for children and adolescents.*
- ★ *Socializing can become unhealthy if there is an addiction attached. The internet is a hub for multiple and alternate realities and teens often get caught in web and that may lead to, an addiction.*

Being interactive, keeping an open mind, following paths of self-interest, healthy activities, attending youth-identity workshops like L4L can help young people develop a healthy identity, grounded in reality.

☞ **Facilitator will now discuss Body Image (BI).**

**What is Body Image?**

Your body image is how you perceive or see your physical appearance. It can be positive, negative, or somewhere in between.

**Body Image and Society**

- Cultural socialization, interpersonal characteristics, physical characteristics, and personality all impact the way we think about our bodies.

- The media often reinforces arbitrary and unattainable social standards of beauty by portraying how our bodies should look. Seeing this unattainable and unreal standards, can lead us to experience self-consciousness as we compare ourselves to images we see on television and billboards, in magazines, etc.
- Society's obsession with physical appearance also pits us against peers and creates pressure to meet certain beauty standards as social groups. Further, organizations place an increasingly high value on what we look like.

### How to improve your body image?

1. Changing your thinking should be purposeful.
2. Remember that God created you and loves you as you are and so should you.
3. Remember, that in order to love others and develop healthy relationships, we must first love and respect ourselves.
4. Give yourself a break from magazines and other mass/e-media
5. Overall health and well-being are key components for maintaining a healthy body image and vice-versa.
6. Take counselling help if required.
7. Physical fitness, activities, yoga, exercises has a positive effect on body image.

### Myths and Facts about looks and weight.

- **Myth:** For ladies, "slim" is sexy and men should be "muscular".
- **Fact:** People who are unhappy with their bodies and don't seek healthy nutrition information may develop eating disorders. "Eating disorders" can stem from unhealthy relationships with food that may include fasting, constant dieting, or bingeing and purging.

👉 Dear facilitator, please tell the participants the importance of one's own personality that makes an individual beautiful from both inside out.

1. Development of personality and carrying it with confidence.
2. Having your own style statement and being fashionable in your ways.
3. Knowledge is beauty.
4. It is not up to the convention of the society that one must follow to achieve the standardized norms of beauty.
5. Be positive about your own looks, how you interact, your persona and your style statements.
6. Treat others as you would like to be treated, in a non-judgmental way. Remember, that you must be the change you want to see in the world.

## Youth and mental health

☞ Dear facilitator, mental health of adolescents and young people is an ever-growing global issue and needs to be addressed sensitively. The existence of stigma and discrimination attached to mental health topics makes this an even more difficult situation to cope with.

- ★ *Worldwide 10-20% of children and adolescents experience mental disorders.*
- ★ *Around 65% youth between the age group of 22-25 show early signs of depression*
- ★ *Lack of sleep is a prominent cause of poor mental wellness, whereas the overall mental wellness levels among women is higher (66%) when compared to males (55%), the survey revealed.*
- ★ *An estimated 11-31 million youth suffer from reported mental health problems in India.*

☞ Dear facilitator, share the information with the adolescent and youth that mental health problem affects about 1 in 10 children and young people.

The increasing frequency of issues such as loneliness, negative peer-pressure, societal and family pressure, anxiety, substance-misuse, body image, low-esteem, self-denial has spiked the rate of mental health issues amongst adolescents and youth.

As a result, an increasing proportion of young people are experiencing depression, anxiety and other mental health issues, often as a direct response to what is happening in their lives.

Not addressing or treating mental health problems through psychological and if required psychiatric treatment can increase the mental health problem and, in some cases, can also lead to self-harm or risky behaviours.

☞ Dear facilitator, ask the participants What they fear about Mental health issues? What do they fear about addressing them? Help them to jot down the points on the white board and make sure the following points are included by you.

1. Fear of the unknown.
2. Fear of being judged.
3. Fear of not having access to resources if they are needed.
4. Fear of being excluded by people whom we love.
5. Lack of knowledge.
6. Fear of being a non-normative being (as expected and assumed by society).
7. Reservations from the family end.
8. Confidentiality.
9. Inconvenience.

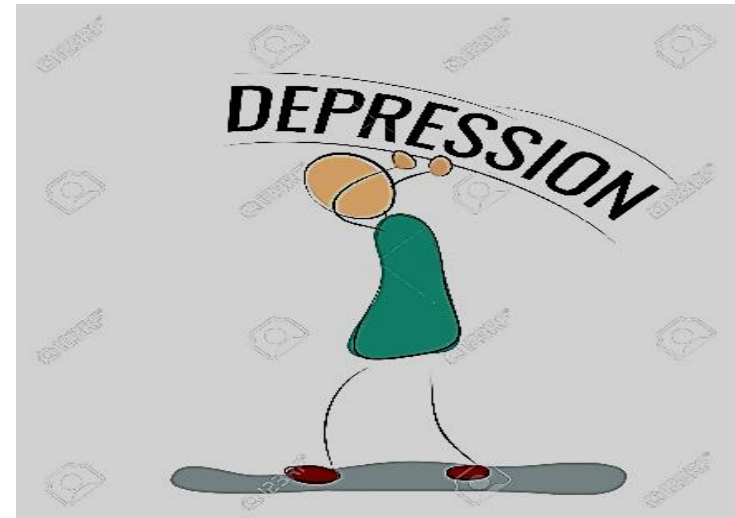


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- ☞ Dear facilitator, you can list out the following mental health problems. And explain that these are all addressable and that addressing potential issues as early as possible will help to prevent mental health problems from becoming severe, allowing the individual to live a healthy/ comfortable life.
- ☞ Mental health problems are treatable, for example through psychological and/or psychiatric interventions. The family should be a part of accessing this help.

Some of the increasing mental health issues seen among adolescent/youth are as follows:

1. Anxiety disorder.
2. Attention-deficit/hypertension-disorder.
3. Eating disorder.
4. Intentional self-harm.
5. Mood disorder (depression & bi-polar disorder).
6. Psychosis and schizophrenia.
7. Substance misuse.
8. Suicide.



Poor mental health can have important effects on the wider health and development of adolescents. It is associated with several health and social outcomes such as higher consumption of alcohol, tobacco and illicit substances, adolescent pregnancy, school dropout and delinquent behaviors. There is growing consensus that healthy development during childhood and adolescence contributes to good mental health and can prevent mental health problems.

### Treatment

- ☞ Dear facilitator, you will now discuss the treatments and support available for mental health care for adolescents and youth and anybody. Explain that Once you access treatment you are on a continuum of treatment and care that will help to prevent the issue of becoming more severe.

Treatment examples include:-

- 🔴 Enhancing social skills, strengthening problem-solving skills and self-confidence
- 🔴 Psychological /Psychiatrical /Neurological professionals could be approached for addressing issues of conduct disorders, anxiety, depression and eating disorders as well as other risk behaviors including those that relate to sexual behaviour, substance misuse, and violent behaviour.