Teen Pregnancy

U.S. teen pregnancy, birth and abortion rates have reached historic lows.

- Pregnancy rate
- Birthrate
- Abortion rate

Year


[Image of a mother and her two children]
Changes in etonogestrel plasma concentration over time in normal weight control subject and obese women

Plasma etonogestrel concentration (pg/mL) vs. Time (hours)

- Normal weight women (n=4)
- Obese Women (n=13)
City’s Inequities Belie World-Class Imagery

By JAMES WARREN

“The realities of separate and unequal are everywhere: commuting times, pensions, proximity to branch banks, reading and math scores, dropout rates, school segregation, obesity, asthma, cancer, teenage pregnancy, breast cancer, drug arrests, reliance on unlicensed caregivers, makeup of the foster-child population, incarceration and victimization by crime.”

Published: February 5, 2011 NYT

A world in which all youth emerge into adulthood with agency over their bodies and futures. We invest in youth using an asset-based approach, unlocking their potential and changing policies that impede their well-being.
Games demonstrate relationships between geography, limited resources, and systemic inequalities.
BYSTANDER

Game-based bystander intervention for high school students

- Discourages victim-blaming
- Offers opportunity to change social norms
- Gives responsibility to men and women
WHAT ARE THE BEST WAYS TO HELP A FRIEND WHO HAS BEEN SEXUALLY ASSAULTED? THEY ARE TO LISTEN AND _______ YOUR FRIEND.

ABOUT US

Welcome to the resource center for sexual violence, a safe place for survivors and advocates to find sexual violence-related resources and information.
He kept trying to take my pants off even though I told him I wasn't ready to do that yet. He wasn't listening to me.

Isaac loves you.

It doesn't count if you're dating.

What do you do, not do?

He's been so sweet in the past and a really great boyfriend.

Keep listening.

I'm trying to help her with this, aren't I? I mean, really, not even someone talks to her and the right to do this.
MIPREP

A knowledge application for young men who have sex with men (YMSM)

ANIMATIONS
Narrated animation describing how PrEP works and how often to take

THEORY-BASED
Uses the information, motivation, and behavioral skills model

SHORT VIDEOS
Models patient-provider interaction

PARTICIPATORY MEDIA MAKING
End-users involved at all stages of the process
Mobilize Adolescent Sexual and Reproductive Health
MOBILIZE ADOLESCENT SEXUAL AND REPRODUCTIVE HEALTH
Stories from underrepresented youth on the South Side of Chicago.
POLICY PROGRAM

- Bridges work of Ci3 and UChicago’s clinical care to conduct research, make recommendations, influence policy.

- Priorities stem from:
  - Experiences of young people, women, healthcare providers
  - Issues identified through research
  - Strong relationships w/ community and advocacy orgs
  - Innovative Ci3 approaches (e.g., interdisciplinary conversations, narrative and digital media)
National
- Analysis of ACA and impacts for reproductive health
- Improving LARC insurance reimbursement pathways
- Advocacy for improved contraceptive coverage

State
- Hosted 2014 IL Contraceptive Equity Summit
- Contributed to Medicaid policy changes
- Reported on coverage for contraception and abortion in Illinois insurance plans
- Supported successful legislative effort to expand contraceptive coverage

Local
- Hosted abortion access roundtable and created referral guide
- Researched parental involvement in abortion
- Researched reproductive health care in religiously-affiliated health centers
KISSA KAHANI
A third of girls in Uttar Pradesh are married before age 18. Similarly, a third of Uttar Pradesh women reported unmet need for family planning services, and only 27% were using any modern method of contraception.
Goal to understand the lives of adolescents using a socio-ecological model as a framework to interpret the data throughout the Kissa Kahani project.
Conducted a mix of traditional and non-traditional research activities in Lucknow with a total of 314 individuals.
LIFE COURSE INTERVIEWS

Explored critical moments in the lives of youth:

- Time of their birth
- Education
- Marriage
- Employment
- Hopes for the future

123 interviews
Boys and girls aged 15-24
LIFE COURSE INTERVIEWS

Gender and SRH-related themes

• Menarche is a turning point for girls

• Street harassment and family norms restrict girls’ movement

• Effect of lack of social safety nets

• Family violence is common
CHARACTER GAME APPROACH

• Narrative based game where young people create stories that reflect their experiences with gender and sexual and reproductive health

• Participants create a story with setting, characters, and scenarios using modified version of Ci3 game *Hearsay*

• Participants recruited through Lucknow community partners
  • 30 female
  • 10 male
  • Age 15-17 years
  • Living in urban slums
Harassment of girls by boys over social media, in school, and public places

- Boys threaten girls about posting their pictures on social media or sending them to her family

- Some young boys think street harassment of girls is wrong and can be prevented by creating active bystanders

Yes, it happens mostly on face book. Nowadays people misuse the technology, a boy can blackmail her girlfriend by using her pictures or videos, he can edit her pictures or videos by using photo editor.

- Girl, Session 1

If a boy is harassing a girl, and if a good person is present there, he can intervene and he can stop the argument/fighting.

- Boy, Session 4
Participants’ self-reported ability to travel

SOURCE: Life course interview baseline survey

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A LO NE - ALONE
O NLY WITH - ONLY WITH SOMEONE
S O M EO NE - NOT AT ALL
STANDING OUS

Sonali
RESEARCH ACTIVITIES

Conducted a mix of traditional and non-traditional research activities in Lucknow with a total of 314 individuals.

- Life Course Interviews: 123 participants
- Character Games: 7 sessions, 40 participants
- Story Circles: 12 sessions, 81 participants
- Body Mapping: 8 sessions, 40 participants

BASELINE SURVEYS
Create a safe space for young people to conceptualize and tell personal stories and receive feedback from each other.

Circles comprised of 5 participants and 2-3 facilitators – all same gender.

Facilitators were storytelling workers from Lucknow, Bombay, Pune, and Varanasi, accompanied by trained Operation ASHA field workers.

Circles used a number of prompts, depending on depth and length of stories shared.
Gender and SRH-related themes from story circles

- Girls and boys active rejection of traditional gender norms
- Personal transformation because of educational opportunities
- Propagation of gender norms at multiple levels—family, school, community at large

PROMPTS

A time in your life when you faced a difficulty and overcame it.

How your gender influenced your future.
RESEARCH ACTIVITIES

Conducted a mix of traditional and non-traditional research activities in Lucknow with a total of 314 individuals.
BODY MAPPING METHODOLOGY

• Young people engaged in three-hour body mapping sessions
  – 5 participants per group
  – 1 same-gender facilitator

• Facilitators used a semi-structured guide and sessions were audio-recorded

• Analysis involved extensive visual inspection and note-taking of maps, reading of transcripts against maps, drafting of memos for each session, and analysis across and within sessions for emergent themes and methodological insights.
Gender and SRH-related themes from body mapping

- Adolescence represents a turning point for young people, especially girls
- School is a safe space for youth
- Restrictions on the mobility and freedoms of girls are pervasive
- Issues with body image are common amongst adolescents
- Communities and/or neighborhoods serve to enforce strict gender norms, even when families are more egalitarian
- Adolescent romantic relationships are forbidden; suspicion of inappropriate behavior is prevalent
BODY MAPPING THEME #1

Adolescence as a Turning Point

- For girls, it brings limited freedoms
- For boys, it brings greater pressure and/or responsibilities
- Symbols depicted include items from household and paid work: brooms, sewing machines, pots, and pans
- Youth have responsibilities but not the power/agency to control their own futures

People think we are young, so they don’t listen to us, but they should also listen to our viewpoints. What we are trying to say. It’s not necessary that elder people always take right decisions, sometimes we face problems in our life, they should also listen our views.

- Girl
Schools as a safe space

- Place to learn but also a safe space to play and socialize with other adolescents

- Represented by books, chalkboards, buildings, play

In my family, elder people scold me that don’t go there, and don’t talk to that person. **There is nothing like that in school, we all live together in school, boys and girls all play together, there is nothing like that we have to play only with girls and not with boys.**

- Girl, 15 years
Many youth struggle with body image

- Youth express issues of height and weight

- Also issues related to skin tone and discrimination/mistreatment based on skin tone

- More common among girls, but also present among boys

“This is me and these are the people from my community, sometimes they make fun of my size because I am fat as compare to other girls, but my mother says my daughter is very good looking. But the people around me say that you are fat you should eat this and you should not eat that, but I just ignore them.”

-Girl, 16 years

“They say that her color is very dark, and they tell their children then you should not be with her. People just like to do friendship with fair color person’s.”

-Girl, 17 years
DESIGN PROCESS CRASH COURSE

DESIGN THINKING WORKSHOP
DESIGN THINKING WORKSHOP

Design thinking process stages

1. Problem framing
2. Discover
3. Interpret and define
4. Ideate and evaluate
5. Make and test
6. Pitch
7. Implement
2. DISCOVER

3. INTERPRET AND DEFINE

4. IDEATE AND EVALUATE
5. MAKE AND TEST

6. PITCH
10TH INTERNATIONAL CHINH INDIA KIDS FILM FESTIVAL 2016
Kids for Kids Category
at UChicago Center in Delhi
Diversity and Faculty Development
QUESTIONS?

Subscribe to our listserv contact Valerie Reynolds at: Vreynolds@bsd.uchicago.edu