

1. Getting started



Objectives

By the end of this session, group members will be able to:

- List the ground rules for their group.
- Decide on topics for the first six meetings.



Background notes

You can use your first meeting to get to know the members of your group better. It is a chance for you to know what they hope to learn by participating in the group. This first meeting can also be used to decide on what topics group members are most interested in and help you to create a schedule of topics for your first several meetings.

The purpose of a peer education group is to give young people a place where they can talk openly about issues related to their health, relationships, and plans for the future. This group will focus on health topics, but there are many other areas that influence our health that can also be talked about in the group. For example, communication skills and goal setting can influence our relationships, our future, and our health, so it is important to learn skills that can help us to have a happy and health life.



Session guide

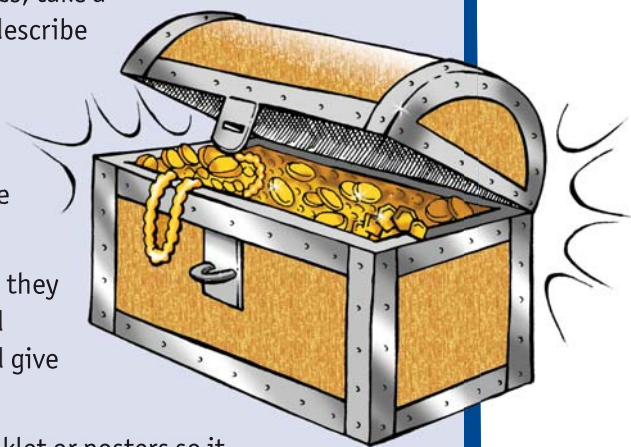
1. Once all of the members of your group have come together, ask everyone to sit in a circle.
2. Introduce yourself and explain why you wanted to be a peer educator and share your hopes for this group.
3. Ask each person to say their name and what they hope to learn from this group. Write down what everyone says about their hopes. After everyone has shared their hopes for the group, talk with them about whether or not their hopes are realistic. If it will not be possible to talk about a topic mentioned by someone in this group, explain why. Share the topics from this guide with group members so you can all decide which topics you will talk about during the first six meetings.
4. Ask group members to suggest and agree on rules for the group. For example, no one will talk about anything anyone says with people who are not in the group. Once all the suggestions are made, ask if everyone agrees with the rules. Write the rules on a piece of paper and remind group members of them as needed. Also talk about attendance, reminding group members how often you meet and that you hope they will commit to attending and participating.



Activity: Community treasure hunt

This is a fun game that you can play over a few hours or over a whole term. It can be done with your peer education group or with several groups, or even the whole school. Group members go around their community to collect information, signatures and other items. During play, group members will learn about useful resources in their community.

1. Ask group members to name places, people, and services in the community that are helpful to youths. They can name specific places or types of places. For example, health clinic, youth centre, pharmacy/chemist kiosk, library, school, social service centre, park, playing fields, natural attractions (beach, lake, forest), businesses and restaurants (with an emphasis on healthy foods, good value), newspapers, and bulletin boards.
2. Then ask group members to list unhealthy places, including high crime areas, bars where older people prey on youths, and places where drugs are used or fights break out.
3. The next step is to make a list with questions about each resource: how to get there, what is the cost, what services are available, how to make appointments, hours, safety concerns, supplies, other things to know (youth rights to buy condoms, which doctor is the friendliest).
4. Each player or team writes down the list of community resources and questions to be answered about each one. Players are required to get proof that they visited the place. They can ask for signatures or stamps from representatives, take a brochure, make a drawing, or write a few paragraphs to describe the place.
5. Announce the amount of time teams have to complete their lists — anywhere from a few hours to a few weeks, depending on the size and scale of the list and the community.
6. At the end allow all the teams to present the information they learned. The team who visited the most places wins. Lead discussions about the different community resources and give players a chance to share their findings.
7. Use the information teams have collected to create a booklet or posters so it can be shared with more people.



2. Values



Objectives

By the end of this session, group members will be able to:

- Define the word values.
- List values that are important to them.
- Explain how values affect behaviour.



Background notes

Values are:

- Things we believe in and are willing to stand up for.
- Beliefs, principles, or ideas that are important to us.
- Beliefs, ideas, and rules that guide our behaviour and lives.
- Things we support or are against (for example, I value a girl's right to go to school or I value my decision to wait until I am married to have sex).
- Chosen freely, but often are influenced by our families, religious teachings, culture, friends, or the media.



Session guide

1. Facilitate a discussion by asking group members the following questions:

- What are values?
- Where do we get our values?
- What is one example of a value your family feels is very important?
- Which of your values come from your cultural beliefs?
- What is a national value that may be less important in other countries?
- Can you think of a value someone else has that you do not share? What is it?
- What are your values?



Main points

- Values are beliefs, principles, or ideas that are important to us.
- Our values guide our behaviour, decisions, and opinions.



Activity: Take a stand

Group members vote with their feet as they “take a stand” on different issues. Group members move to the side of the meeting space to show whether they agree or disagree with a statement.

1. Read a statement aloud and ask players to go stand to the right side of the space if they agree and the left side if they disagree. Remind group members that these are opinions so there are no right or wrong answers. After each statement, ask people from each side to explain why they agree or disagree.

After each statement and discussion ask group members to come back to the middle and read the next statement. You can also ask group members to each write one statement on a piece of paper and collect them and read those out. Ten to fifteen statements are enough.

Sample statements:

- Youths under age 18 should not be allowed access to contraceptives.
 - Boys should be allowed to have premarital sex but girls should not.
 - A man loves his wife if he uses a condom with his girlfriend.
 - A prostitute who gets AIDS deserves it.
 - Only promiscuous girls buy condoms.
 - HIV testing is a good idea.
 - If a wife does something wrong, like burn the food for dinner, it is ok for her husband to hit her.
 - Girls who wear short skirts are asking to be raped.
 - I would be friends with someone who is HIV positive.
 - Being faithful to one partner is easier for girls than boys.
2. After all of the statements have been read and discussed, ask group members the following questions:
 - What values did you think about when you were voting?
 - Were there any statements that you felt strongly about (either in agreement or disagreement)?
 - How do our values influence our thoughts and feelings?
 - Did you find that any of your opinions changed after listening to the other point of view?