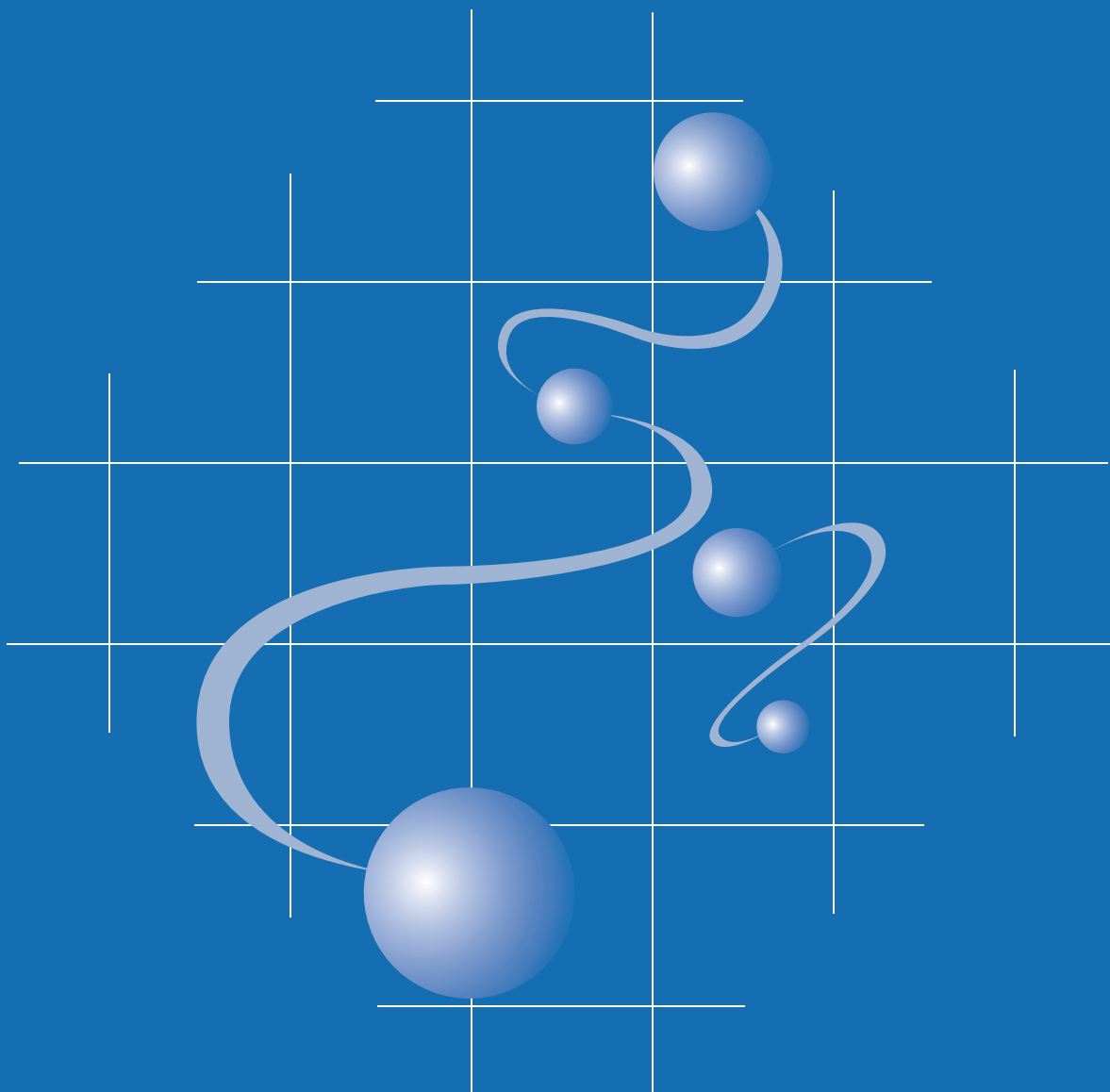


Annexes



Many of the terms listed below are common, and their meanings are well known. However, trainers involved in peer theatre have adapted some of these terms as follows.

Actor/peer educator	An individual who participates in creating scripts using improvisation, performing as characters in those scenes for the peer audience, and remaining in character for facilitation. Actor/peer educators receive intensive training in theatre and improvisation techniques, as well as in health topics.
Age-appropriate	Something that is relevant, comprehensible, engaging, and logical to a group of people who are of a similar age. In creating an age-appropriate scene, consider not only the age of the target population, but also the level of development and experience (life experience, sexual experience, etc.).
Backstory	The character's background, as created by the actor/peer educator. The backstory includes every character fact revealed in the script, as well as more facts that are not included in the script. Backstories should be details about a character's family, living situation, personal likes and dislikes, daily activities, etc.
Blocking	Stage movement (i.e., where a character walks on stage, when and where they sit, stand, etc.), normally set by the stage director. Actors traditionally mark their blocking in their scripts and learn it just as they do dialogue.
Culturally appropriate	Something that is relevant, comprehensible, engaging, and logical to a group of people who are of similar ethnic, racial, or other culturally defined background or experience.
Educational objectives	Well-conceived educational goals for theatre-based educational interventions (role plays and scenes). Educational objectives are created specifically to affect knowledge, attitudes, and behaviour (e.g., to raise awareness about different pregnancy prevention methods).
Facilitation	Another term for an interactive, moderated, post-performance discussion between the actors and the audience.

Facilitator, trainer, leader, coach, programme manager	Interchangeable terms referring to the supervisors of peer education or peer theatre programmes. Leadership is often divided among youth and non-youth in peer education programmes. This manual generally uses ‘facilitator’ when referring to the leader of post-performance discussions. The other terms are used for heads of programmes, workshop leaders, and other individuals filling leadership roles.
Gesture	A physical movement using a part of the body. This term also refers to group movement, as in dance, or an emotional moment during a play (e.g., the angst-ridden gesture).
Improvisation	In simplest terms, acting without a prepared script. Actors can learn tools to improve their improvisational skills, and groups often follow a prepared outline when improvising a scene. But, there is never a memorized script if it is to be classified as improvisation.
Impulses	Best defined as spontaneous urges. Most people learn to suppress their impulses in daily life. However, they are invaluable tools for actors.
KAB	Knowledge, attitudes, and behaviour. Educational interventions should increase knowledge, affect attitudes, and impact behaviour in a positive way.
Kinaesthetic energy	The mostly invisible energy stimulated by body movement and tensions, which connects, penetrates, and holds together all of life. Tapping into this energy is the goal of many of the theatre games and exercises contained in this manual.
Message	The broad, overarching learning goal for scenes and presentations. The broad message determines the specific educational objectives (e.g., young teens need to know that they can feel good about waiting until they are older to become sexually active).
Neutral	A body position that is in alignment and not leaning on one leg or another, with relaxed shoulders and arms and the head not aimed at the floor or tilted. Finding one’s neutral body is important because any other position can indirectly tell a story or distract the audience.
Off-book	Memorization of the script. A director will set a date when all actors should have the script memorized (or, off-book).

Role play	A simple scene between two or more people, usually performed in an educational setting by trainers, peers, or members of the audience. Role plays are often unrehearsed or minimally rehearsed. They are often used to teach communication skills and problem solving.
Scenario	Another word for 'scene'. A complete scenario will have some form of exposition, a complication (central event or conflict), and a resolution. Many scenarios, however, end well without a resolution.
Stage directions	Agreed-upon terms used by actors, directors, dancers, designers, and other theatre practitioners to refer to stage areas and to instructions relating to stage movement. The centre area is centre stage, the actor's right is stage right, his left is stage left. Towards the audience is downstage, and away from the audience is upstage. For example, to move to one's right and away from the audience, the actor would be directed to 'cross upstage right'.
Target audience	The audience the programme intends to reach. A target audience may be a narrow- or a wide-ranging demographic. Effective peer education interventions are tailored for the target audience.
Theatre-in-education	Theatre that is used as a tool for any kind of educational purpose.
WWW	The abbreviation for the factual elements used to build a scene: the who (characters and relationship to each other), the what (the conflict, the major action) and the where (the location). Establishing these facts at the beginning of an improvised scene will propel it forward.

These guidelines reflect general stages in adolescent development. Sexuality education and HIV/AIDS approaches should be tailored to be culturally as well as developmentally appropriate.

Early adolescence

Young people may be:

- beginning to struggle for independence from parents and families
- starting to reject direction from parents and other authority figures
- feeling frustrated by their continued dependence on adults
- placing greater importance on their relationships with peers (primarily of the same sex) and peer influence
- admiring of older teenagers and celebrities
- beginning to test their value systems and becoming concerned about the difference between right and wrong
- interested in gender roles and how males and females are supposed to behave
- concerned and self-conscious about their physical and emotional changes
- concerned with the question, 'Am I normal?'
- forming positive or negative self-images based upon physical development and characteristics
- beginning to be romantically or sexually interested in others

Tips for developmentally appropriate peer education:

- Early adolescence is a good time for providing education about sexuality since it can help teens become informed and knowledgeable before most are sexually active.
- Young adolescents need information about the changes that occur during puberty and about their emerging sexuality. But this information often makes them feel uncomfortable and self-conscious. As a result, they may laugh, become embarrassed, or behave inappropriately.
- They need to know that adolescent development varies widely and that the changes and new sexual feelings they are experiencing are normal.
- Group discussions can help to reassure younger adolescents that they are not alone.
- Same-sex education is often an effective way to explore some of the more embarrassing material.
- Like all youth, younger adolescents respond best to education that offers them options and helps them learn how to think through the decisions they face.
- Younger adolescents are likely to look up to older peer educators as role models and value the education and advice they provide.
- Younger teens respond well to active learning through games and activities rather than lectures.
- Younger teens tend to respond best to concrete, rather than abstract, discussions.

Middle adolescence

Young people may be:

- highly self-conscious and absorbed with the physical changes and intense emotional and sexual feelings that characterize this period
- feeling insecure and experiencing feelings of low self-esteem
- feeling a strong need to be accepted by and attractive to peers
- experiencing frequent feelings of loneliness and isolation
- beginning to question values they used to take for granted
- testing limits (their own and those imposed by others) and taking risks
- feeling invulnerable and immortal
- forming close relationships with same-sex peers
- focusing on the present rather than the future

Tips for developmentally appropriate peer education:

- Middle adolescents may still need information on puberty, but they are less concerned at this point with physical changes than they were in early adolescence. Middle adolescents are more interested in information on pregnancy, relationships, sexually transmitted infections, contraception, homosexuality, safer sex, etc.
- Middle adolescents respond well to exercises on values clarification and decision-making, as well as to discussions that give them a chance to explore their own opinions and those of their peers.
- Middle adolescents are not as likely to look up to peer educators, but they are influenced by the actions and attitudes of their peers. When peer educators exhibit comfort in talking about condoms or sexuality, it can positively influence their peers' attitudes toward safer sex.
- Group discussions can help alleviate feelings of isolation.

Late adolescence

Young people may be:

- concerned about decisions and their possible long- and short-term consequences
- less vulnerable to peer influence and more secure and confident in who they are
- interested in intimacy and love relationships
- altruistic and idealistic, concerned about the world and other people
- able to think more abstractly and exhibit philosophical and existential concerns about the meaning and purpose of life

Tips for developmentally appropriate peer education:

- Older adolescents may have received some factual information about sexuality, pregnancy, and disease prevention. While they may need to hear this information again, they are now more likely to prefer exercises and discussions about the decisions and choices they face.
- Since they are able to think abstractly, older adolescents enjoy discussions about more philosophical matters, such as gender stereotypes.
- Older adolescents generally respond well to peer educators and admire them for making an effort to help others protect themselves.
- Older adolescents may want to become involved in advocacy for sexuality education and related issues. Such involvement can contribute to positive behaviour change.

Source:

Berlin C, Schnee E. Unpublished peer education materials based on developmental stages identified by Jean Piaget and Erik Erikson.



Note: all resources, except for the books under 1. *Theatre Materials*, are available for free unless otherwise noted.

1. Theatre materials

The books below provide basic information on theatre techniques useful in peer education.

Contaminating Theatre: Interactions of Theatre, Therapy, and Public Health

MacDougell J, Yoder PS (eds.). Northwestern University Press, 1998.

The Development of Africa Drama

Eherton M. London and Hutchison, 1982.

Games for Actors and Non-Actors

Boal A. Routledge, 1992.

Improv! A Handbook for the Actor

Atkins G. Heinemann, 1994.

Improvisation for the Theatre

Spolin V. Northwestern University Press, 1963.

Improvising Real Life: Personal Story in Playback Theatre

Salas J. Kendall/Hunt, 1993.

Learning through Theatre: New Perspectives on Theatre in Education

Jackson A (ed.). Routledge, 1993.

Theatre for Community, Conflict and Dialogue: The Hope Is Vital Training Manual

Rohd M. Heinemann, 1998.

Theatre in Search of Social Change

Epskamp K. CESO, 1989.

Theatre of the Oppressed

Boal A. Theatre Communications Group, 1985.

2. Guidelines on peer education/youth participation

European Guidelines for Youth AIDS Peer Education

Svenson G, et al. (eds). European Commission, 1998

This Europeer (the European peer education network) publication provides guidance on setting up, running, and evaluating AIDS peer education projects for young people. The first two chapters examine the benefits and limitations of the peer education approach. Available in English, French, German, Greek, Italian, Portuguese, Spanish, Swedish, and Czech. Available online at: <http://www.europeer.lu.se/index.1002---1.html>, by mail at: Department of Child Health, Church Lane, Heavitree, Exeter EX2 5SQ, UK, or by e-mail: europeer@exeter.ac.uk

Guide to Implementing TAP (Teens for AIDS Prevention)

Advocates for Youth, second edition, 2002

This step-by-step guide aims to help adults and teenagers develop and implement a peer education programme on HIV/AIDS prevention in schools and communities. It includes plans for 17 sessions with suggested activities and descriptions of ongoing projects. Available online at: <http://www.advocatesforyouth.org/publications/tap.htm> or by mail at: Advocates for Youth, 2000 M Street NW, Suite 750, Washington, DC 20036, USA

How to Create an Effective Peer Education Project: Guidelines for AIDS Prevention Projects

Family Health International, nd

This document provides practical guidelines for planning and implementing a peer education project and creates awareness of potential difficulties. Available online at: <http://www.fhi.org/en/HIVAIDS/pub/guide/BCC+Handbooks/peereducation.htm> or by mail at: Family Health International, Attn: Publications, P.O. Box 13950, Research Triangle Park, NC 27709, USA

Peer Approach in Adolescent Reproductive Health Education: Some Lessons Learned

UNESCO Asia and Pacific Bureau for Education, Thailand, 2003

This booklet focuses on research on the impact of peer education in promoting healthy behaviour among adolescents, synthesizes field experiences, and offers guidelines to enable policymakers and programme implementers to adopt or adapt appropriate strategies in their own settings. Available online at: <http://unesdoc.unesco.org/images/0013/001305/130516e.pdf>

Peer Learning

Harey M. UK Youth, second edition, 2000, £11.00

Peer Learning is a popular resource that provides tools with which to train young people to run a peer learning programme. It offers clear guidelines and a flexible structure that can be used across differing levels of participation by young people in many settings. It is suitable for work on a range of participative topics such as crime, democracy, and citizenship. *Peer Learning* contains action points, session plans for recruitment and training, basic and key skills activities, and follow-up ideas. It can be

used in combination with *Yes Me!*, the book for young peer educators (see 4. *Training Manuals*). Order online at: <http://www.ukyouth.org> or by mail at: UK Youth, Kirby House, 20-24 Kirby Street, London EC1N 8TS, UK

Peer to Peer: Youth Preventing HIV Infection Together

Advocates for Youth, 1993, US\$4.00

This resource for programme planners and youth workers examines the rationale and research behind the peer education approach to risk reduction, with a focus on HIV prevention. It outlines in detail successful model peer education programmes. Available online at: <http://www.advocatesforyouth.org>

Peer, An In-Depth Look at Peer Helping, Planning, Implementation, and Administration

Tindall, JA. Accelerated Development, revised edition, 1994

This book focuses on peer counselling and how it can have an impact upon some of society's problems. It is aimed at those who are responsible for planning, implementing, and administering peer-helping programmes. Available by mail at: Accelerated Development, 1900 Frost Road, Suite 101, Bristol, PA 19007-1598, USA

3. Research

3.1. General research

Peer Education and HIV/AIDS: Concepts, Uses, and Challenges

Joint United Nations Programme on HIV/AIDS, Best Practice Collection, 1999

This brochure discusses the peer education theory and presents a literature review and the results of a needs assessment carried out in Jamaica in April 1999. Available in English, French, and Spanish. Available online at: <http://www.unaids.org>, by mail at: UNAIDS, 20 Avenue Appia, CH 1211 Geneva 27, Switzerland, or by e-mail at: unaids@unaids.org

Peer Potential: Making the Most of How Teens Influence Each Other

National Campaign to Prevent Teen Pregnancy, 1999, US\$15

Three research papers highlight the positive effects of peer influence in teenagers' lives and warn about ways peer influence can also be harmful. They also offer some important guidelines for programme developers and policymakers to make the most of the peers' potential. Order by e-mail at: orders@teenpregnancy.org or by mail at: The National Campaign to Prevent Teen Pregnancy, 1776 Massachusetts Avenue, NW, Suite 200, Washington, DC 20036, USA

Summary Booklet of Best Practices

Joint United Nations Programme on HIV/AIDS, 1999

The booklet describes 18 projects aimed at young people. The main objectives are to:

- promote sexual health
- empower young people with life skills
- reduce the risk of HIV/AIDS infection

- prevent risk of violence, abuse, and entry into the sex trade
- build a peer support network
- reduce discrimination towards people living with HIV/AIDS
- assist young people in continuing their education and ensure long-term social and economic security for the participants

The majority of the projects include peer education. Available in English and French. Available online at: <http://www.unaids.org>, by mail at: UNAIDS, 20 Avenue Appia, CH 1211 Geneva 27, Switzerland, or by e-mail at: unaids@unaids.org

3.2. Monitoring and evaluating programmes for and with young people

Learning to Live: Monitoring and Evaluating HIV/AIDS Programmes for Young People

Webb D, Elliott L. Save the Children, 2000, £12.95

This is a practical guide to developing, monitoring, and evaluating practice in HIV/AIDS-related programming for young people, based on experiences from projects around the world. It focuses on recent learning about peer education, school-based education, clinic-based service delivery, reaching especially vulnerable children, and working with children affected by HIV/AIDS. Condensed version in English and Portuguese available. Available online at: <http://www.savethechildren.org.uk> or by mail at: Save the Children, 1 St. John's Lane, London EC1M 4AR, UK

3.3. Research tools

The Narrative Research Method – Studying Behaviour Patterns of Young People by Young People

World Health Organization, 1993, order no. 1930054, 8 Swiss francs/US\$7.20

This research tool has been extensively used to understand behaviours, including sexual behaviour, among young people in the context of their cultural realities. A core group of young people is brought together to develop a representative story depicting behaviour in their community. The story is then transformed into a 'questionnaire', which is administered to other young people in the districts to be investigated. The findings of this participatory methodology can be used to develop local or national plans of action to promote adolescent health and health information products, in which the core group may become involved as facilitators. Available in English, French, and Spanish. Available online at: <http://www.who.int> or by e-mail at: publications@who.org

4. Training manuals

4.1. Peer education training manuals

The Crunch: Negotiating the Agenda with Young People. A Peer Education Training Manual

The Health Education Board for Scotland, 1997, £20

This manual describes the context in which peer education has developed, offers a theoretical framework to support the development of peer education work, and offers practical guidelines for good practices. The manual illustrates theory and practice using examples of drug, alcohol, and

tobacco education. However, the guidelines can be applied to any form of peer education. Available by mail at: Fast Forward, 4 Bernard Street, Edinburgh EH6 6PP, UK or by e-mail at: admin@fastforward.org.uk

Know the Score

UK Youth, 1999, £17.95

Drug education is the focus of this peer education resource. Designed to be used as a preparation programme for peer educators, this publication includes:

- hints and tips on the strengths and challenges of peer drug-education work
- training manuals that can be photocopied and used to train peer drug educators
- activities that peer educators can use or adapt to increase other young people's awareness about drug issues
- different ways to evaluate peer drug-education initiatives
- case studies of two different peer drug-education projects

Available online at: <http://www.ukyouth.org> or by mail at: UK Youth, Kirby House, 20-24 Kirby Street, London EC1N 8TS, UK

Peer Education: A Manual for Training Young People as Peer Educators

Book 1: Peer education: an introduction

Book 2: Training peer educators (15 training sessions in five modules)

Book 3: HIV/AIDS and sexuality (training sessions)

Murtagh B. National Youth Federation in association with the Health Promotion Unit, Ireland, 1996, Euro 13.00

These three manuals provide information, guidance, and models for peer education projects in youth services. All manuals draw on actual field experience. Book 1 is designed to clarify the concept of peer education and includes guidelines on evaluating peer education. Book 2 provides five modules for use in the general preparation and training of potential peer educators. Book 3 provides two modules: one for training HIV/AIDS peer educators and one to help them reflect on aspects of sexuality. Available online at: <http://www.nyf.ie/>, by mail at: National Youth Federation, 20 Lower Dominick Street, Dublin 1, Ireland, or by e-mail at: info@nyf.ie

Together We Can: Peer Educator's Handbook and Activity Kit

Jamaica Red Cross HIV/AIDS Peer Education Project, 1995

This manual is for teenage peer educators working in HIV/AIDS and STI prevention. Includes activities for managing risk situations, assessing personal values, and developing skills in condom use. Available online at: http://www.gysd.net/doc/resources/TWC_InstructorManual.pdf and http://www.gysd.net/doc/resources/TWC_ActivityKit.pdf, or by e-mail at: jrcs@mail.infochan.com

Yes Me!

UK Youth, 1996, £12.00

This easy-to-follow self-development programme enables young peer educators to acquire the understanding and skills needed to run a peer learning group. Yes Me! is divided into six broad

sections: getting started, getting others talking, tackling health issues, working with groups, planning tactics, and doing it for real. Yes Me! contains 23 sessions for young people to work through individually or in a group. A popular and long-standing title, Yes Me! explores topics such as non-verbal communication and group dynamics and encourages young people to plan projects systematically and to evaluate their own qualities and strengths. Available online at: <http://www.ukyouth.org/resources>, by e-mail: publications@ukyouth.org, or by mail at: UK Youth, Kirby House, 20-24 Kirby Street, London EC1N 8TS, UK

Y-PEER: Peer Education Training of Trainers Manual

UNFPA and FHI/YouthNet, 2005

This second edition of the original Y-PEER training manual (2003) expands the content to cover a global audience with additional handouts and training materials. It includes an overview of conceptual issues, a six-day suggested training curriculum, a sample peer education session on HIV/AIDS, 20 participant handouts, and annex material (resources, exercises, and more). Available online at www.unfpa.org or www.fhi.org/youthnet or for inquiries, by e-mail at: y-peer@unfpa.org or youthnetpubs@fhi.org

4.2. Related training manuals

Action with Youth, HIV/AIDS and STDs: A Training Manual for Young People

International Federation of Red Cross and Red Crescent Societies, second edition, 2000

This manual is intended for youth leaders who wish to develop an HIV/AIDS health promotion programme among young people. It includes basic information on HIV/AIDS and the impact of the epidemic, guidelines for programme planning, and ideas for educational activities and community projects. Available in English, French, Spanish, and Arabic. Order online at: <http://www.ifrc.org/publicat/catalog/order.asp>, by mail at: International Federation of Red Cross and Red Crescent Societies, PO Box 372, CH-1211 Geneva 19, Switzerland, or by e-mail at: jeanine.guidera@ifrc.org

AIDS: Working with Young People

Aggleton P, Horsley C, Warwick I, et al. AVERT, 1993

This training manual is intended to be used with young people age 14 and over in youth clubs, training schemes, and schools. It includes exercises and games introduced by background text that gives an overview of the medical and social aspects of AIDS as well as advice on HIV/AIDS education. Available online at: <http://www.avert.org>

Exploring Healthy Sexuality

Jewitt, C. Family Planning Association UK, 1994

This manual is aimed at youth workers with little training in sexuality education. Order by mail at: Family Planning Association UK, 2-12 Pentonville Road, London N1 9FP, UK

Games for Adolescent Reproductive Health. An International Handbook

Program for Appropriate Technology in Health, 2002

This manual fuels the imagination of educators with tips on getting started; 45 games that are fun, easy-to-use and educational; guidance on creating your own games; and ready-to-use card sets. Available online at: <http://www.path.org/publications/pub.php?id=676>

Gender or Sex, Who Cares?

de Bruyn M, France N. IPAS and HD Network, 2001

This resource pack, which includes a manual, curriculum cards, and overhead transparencies/handouts, provides an introduction to the topic of gender and sexual and reproductive health (SRH). Available online at: http://www.synergyaids.com/documents/3858_060602_GenderBook.pdf

It's Only Right. A Practical Guide to Learning about the Convention of the Rights of the Child

United Nations Children's Fund, 1993

This guide is intended for youth group leaders and teachers working with young people ages 13 and older. It offers a range of activities that will help children get to know their rights and to help them plan action on rights issues. Available in English and French. Available online at: http://www.unicef.org/teachers/protection/only_right.htm

Life Planning Education: A Youth Development Program

Advocates for Youth, 1995, US\$60

This is a training pack with interactive exercises on sexuality/life-skills education for young people ages 13 to 18. It is designed for use in schools or other youth settings. Available online at: <http://www.advocatesforyouth.org/publications/lpe/> or by mail at: Advocates for Youth, 2000 M Street NW, Suite 750, Washington, DC 20036, USA

A Participatory Handbook for Youth Drug Prevention Programs: A Guide for Development and Improvement

U.N. Office on Drugs and Crime and The Global Youth Network, 2002

This tool for youth groups is aimed at identifying issues of concern relating to substance abuse. Available in English, Chinese, French, Spanish, Russian, and Arabic. Available online at: http://www.unodc.org/youthnet/youthnet_youth_drugs.html

Primary Prevention of Substance Abuse: A Facilitator Guide

World Health Organization and the U.N. Office on Drugs and Crime, 2000

Available online at: http://www.who.int/substance_abuse/activities/global_initiative/en/primary_prevention_guide_17.pdf

Project H – Working with Young Men to Promote Health and Gender Equity

Instituto Promundo, 2002.

This manual covers five topics: sexuality and reproductive health, fatherhood and caregiving, violence to peaceful coexistence, reason and emotions, and preventing and living with HIV/AIDS. Each topic

contains a theoretical section and a series of participatory activities to facilitate group work with young men between the ages of 15 and 24. Available in Portuguese, English, and Spanish. Available online at: <http://www.promundo.org.br/controlPanel/materia/view/103> or by e-mail at: promundo@promundo.org.br

Right Directions: A Peer Education Resource on the UN Convention of the Rights of the Child

Save the Children in association with The Guides Association, UK, 1999, £4.99

This guide helps young people think about their rights through a range of fun and lively activities based around the UN Convention of the Rights of the Child. The 40 activities cover a wide range of important youth issues such as bullying, discrimination, poverty, homelessness, health, and self-expression.

Available online at: <http://www.savethechildren.org.uk>

Working with Street Children. A Training Package on Substance Use and Sexual and Reproductive Health, Including HIV/AIDS and STDs

World Health Organization, 2000, order no. WHO/MDS/MDP/00.14

This comprehensive training package was developed for street educators (and others involved in programmes for street children) and contains two parts:

- Ten training modules provide information on the problems street children may face and essential skills and knowledge educators need to function in a dynamic environment on the street.
- Trainer Tips, a manual that provides ideas on how the subjects can be taught, includes information on selected topics, and gives options that could help the trainer or educator in adapting local needs and resources.

Available online at: http://www.who.int/substance_abuse/activities/street_children/en/ or by e-mail at: publications@who.org

Young People and Substance Use: A Manual

Monteiro M. (ed.). WHO and Mentor Foundation, 1999, order no. 1930151, 30 Swiss francs/US\$27

This easy-to-use guidebook helps health workers who do not have extensive training or sophisticated resources produce educational materials. Particular attention is given to the needs of street children.

The manual illustrates many ways to engage young people in the design, use, dissemination, and evaluation of educational materials. Order by e-mail at: publications@who.org

100 Ways to Energise Groups: Games to Use in Workshops, Meetings and the Community

The International HIV/AIDS Alliance, 2002

This is a compilation of energisers, icebreakers, and games that can be used by anyone working with groups in a workshop, meeting, or community setting. Available in English, French, and Spanish.

Available online at: <http://www.aidsalliance.org/sw7452.asp>

4.3. Training manuals on counselling (not specifically peer counselling)

Counselling Skills Training in Adolescent Sexuality and Reproductive Health. A Facilitator's Guide

World Health Organization, revised edition 2001

This guide is designed to help facilitators conduct a five-day training workshop on counselling skills in adolescent sexuality and reproductive health. The training described in the guide combines basic information about sexuality, reproductive health, and the principles of non-directive counselling with training in specific interpersonal communication skills. Available online at: http://www.who.int/child-adolescent-health/New_Publications/ADH/WHO_ADH_93.3.pdf or by e-mail at: cah@who.int

5. Resource guides

Annotated Bibliography about Youth AIDS Peer Education in Europe

Svenson G, et al. (eds). European Commission, 1998

Available online at: <http://webnews.textalk.com/europeer.youth/>, by mail at: Department of Child Health, Church Lane, Heavitree, Exeter EX2 5SQ, UK, or by e-mail: europeer@exeter.ac.uk

Resource Guide for Sex Educators: Basic Resources That Every Sex Educator Needs to Know About

Huberman B. Advocates for Youth, 2002, US\$10

Available online at: <http://www.advocatesforyouth.org/publications/ResourceGuide.pdf>

6. Other resources

Hettema J, Steele J, Miller WR. Motivational interviewing. *Annual Review of Clinical Psychology* 2005;1:91-111.

LeFevre DN. *New Games for the Whole Family*. New York: Perigee Books, 1988.

Miller WR, Rollnick S. *Motivational Interviewing: Preparing People for Change* (2nd edition). New York: Guilford Press, 2002.

New Games Foundation. *The New Games Book*. Pella, IA: Main Street Books, 1976; New Games Foundation. *More New Games*. Pella, IA: Main Street Books, 2001.

Rollnick S, Miller WR. What is motivational interviewing? *Behavioural and Cognitive Psychotherapy* 1995;23:325-34.

Silverstone R. *Training Guide for Mental Health Professionals*. New York: Sex Information and Education Council for the United States (SIECUS), nd.

7. Journals

Xcellent. The journal of peer education in Scotland

Published by Fast Forward Positive Lifestyles Ltd., subscription: £10 per year

This journal, produced three times a year, promotes the development of peer education in the

field of health, shares good practice, provides a forum for debate, and publicizes useful resources and forthcoming events such as training courses and networking opportunities. Order by mail at: Fast Forward Positive Lifestyles Ltd., 4 Bernard Street, Edinburgh EH6 6PP or by e-mail at: admin@fastforward.org.uk

8. Useful websites

<http://www.advocatesforyouth.org/>

Advocates for Youth deals with issues of young people's sexual and reproductive health internationally and provides information, training, and strategic assistance to youth-serving organizations, policymakers, youth activists, and the media.

<http://www.avert.org>

AVERT is an international HIV/AIDS charity with useful statistics, information for youth, news, recent updates, and resources on homosexuality.

<http://www.europeer.lu.se/index.1002---1.html>

Europeer is Lund University's and the European Union's resource centre for youth peer education in Western Europe. It focuses on the health, development, and empowerment of young people.

<http://www.fhi.org>

Family Health International works on improving reproductive and family health around the world through biomedical and social science research, innovative health service delivery interventions, training, and information programmes.

<http://www.goaskalice.columbia.edu>

Columbia University sponsors this youth-friendly, funny, and educational question-and-answer Internet health education programme.

<http://www.hsph.harvard.edu/peereducation/>

This site contains resources for peer education, including training tools, standards, and lesson plans developed through a project between Harvard University School of Public Health and various South African government agencies. Featured is a six-volume series called *Rutunang: Standards of Practice for Peer Education on HIV/AIDS in South Africa*, by Charles Deutsch and Sharlene Swartz.

<http://www.ippf.org>

International Planned Parenthood Federation (IPPF) is the largest voluntary organization dealing with issues of sexual and reproductive health. It hopes to promote and establish the right of women and men to decide freely the number and spacing of their children and the right to the highest possible level of sexual and reproductive health.

<http://www.iwannaknow.org>

This is the American Social Health Association's sexual health information site for young people.

<http://www.nitestar.org>

Nitestar is the Theatre-in-Education/Theatre for Social Change programme housed at St. Luke's Roosevelt Hospital in New York, New York, USA. The programme uses theatre to assist young people in clarifying the health and social challenges they face, changing unhealthy attitudes, and developing healthy behaviors.

<http://www.savethechildren.org.uk>

Save the Children is the leading British charity working to create a better world for children. It works in 70 countries and helps children in the world's most impoverished communities.

<http://www.siecus.org>

The Sexuality Information and Education Council of the United States (SIECUS) promotes comprehensive sexuality education and advocates for the right of individuals to make responsible sexual choices.

<http://www.teenwire.com>

Planned Parenthood's sexual education site features many articles written by and for young people.

<http://www.unaids.org>

Joint United Nations Programme on HIV/AIDS (UNAIDS) brings together the efforts and resources of eight United Nations system organizations to help the world prevent new HIV infections, care for those already infected, and mitigate the impact of the HIV/AIDS epidemic.

<http://www.unfpa.org>

The United Nations Population Fund (UNFPA) supports developing countries, at their request, to improve access to and the quality of reproductive health care, particularly family planning, safe motherhood, and the prevention of STIs, including HIV/AIDS.

<http://www.unicef.org>

The United Nations Children's Fund (UNICEF) works with partners around the world to promote the recognition and fulfillment of children's human rights. Within this site, go to: <http://www.unicef.org/programme/lifeskills.html> for extensive information on life skills-based education.

<http://www.unodc.org/youthnet>

The Global Youth Network is an initiative of the International Drug Control Programme of the United Nations Office on Drugs and Crime (UNODC). The Global Youth Network aims to increase youth involvement in developing drug abuse prevention policies and programmes.

<http://www.youthclubs.org.uk>

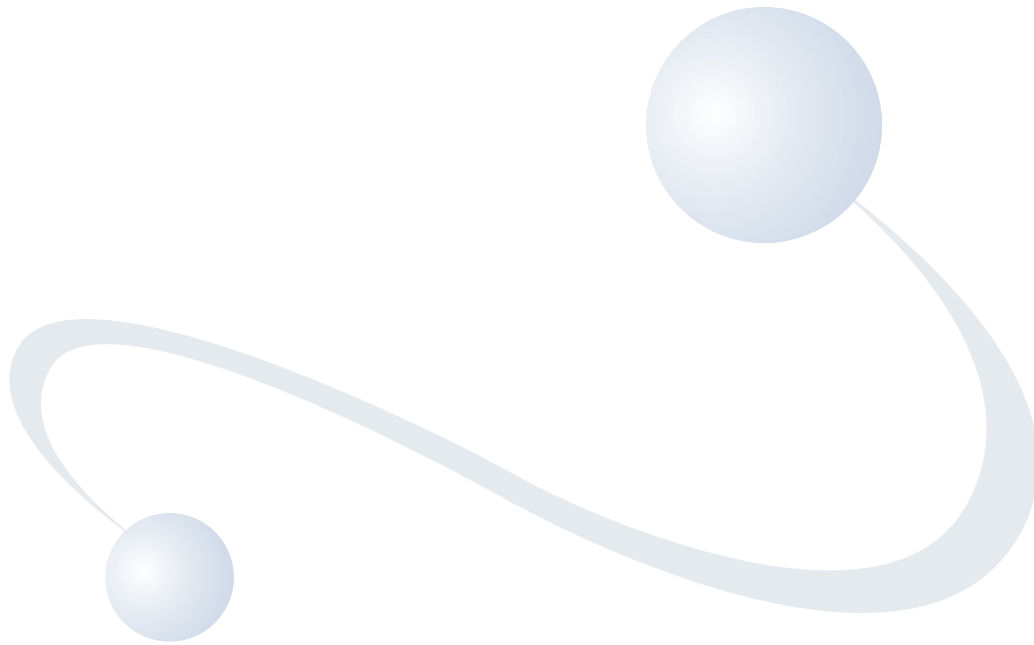
This British network supports and develops high-quality work and educational opportunities for all young people.

<http://www.youthhiv.org/>

YouthHIV, a project of Advocates for Youth, provides a website created by and for HIV-positive youth and HIV peer educators. The purpose is to provide a safe and effective website offering sexual and mental health information, community support, opportunities for advocacy, resources and referrals, and online peer education.

<http://www.youthpeer.org>

The Y-PEER (Youth Peer Education Network) Programme builds the capacity of national non-governmental organizations and governments to implement high-quality peer education programs in Eastern Europe, Central Asia, the Middle East, North Africa, and East Africa. The website includes links to more than 25 country-specific sites and provides resources and communication tools.



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