

Keeping Girls in School



**A Sexual and Reproductive Health
peer education programme
for girls in Grades 7 to 9**

MENTOR'S MANUAL



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Acknowledgements

ISBN: 978-0-9922031-4-6

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This sexual and reproductive health (SRH) peer education programme for learners in Grades 7 – 9 was developed.

It forms part of the *Leveraging Partnerships to Achieve the Goals of South Africa's National Strategic Plan on HIV, STIs and TB, 2012 – 2016*, otherwise known as Keeping Girls in School (KGIS).

The aim of this component of the programme is to shift social norms and change sexual behaviour by reinforcing and supporting the SRH messages received via the curriculum in order to increase retention and reduce the risk of HIV infection and teenage pregnancy.

The programme further supports the Department of Basic Education's Strategic Plan on HIV, STIs and TB, 2012 – 2016.

Comments and suggestions are welcome and should be sent to the Director General, Department of Basic Education, for the attention of the Health Promotion Directorate, Private Bag X895, Pretoria, 0001

The development of this publication and all related materials has been made possible by the generous financial support from the Global Fund to fight HIV, TB and Malaria.

Developed and published by MIET Africa.
www.miet.co.za

Layout and design: Jess Nicholson



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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The Global Fund
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ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
ARVs	Antiretroviral Drugs
CAPS	Curriculum Assessment Policy Statement
CSTL	Care and Support for Teaching and Learning
DBE	Department of Basic Education
HIV	Human Immunodeficiency Virus
HCT	HIV Counselling and Testing
ISHP	Integrated School Health Programme
LO	Life Orientation
M&E	Monitoring and Evaluation
SAPS	South African Police Service
SGB	School Governing Body
SMT	School Management Team
SRH	Sexual and Reproductive Health
STI	Sexually Transmitted Infection
TB	Tuberculosis

GLOSSARY

abstinence	not taking part in something, e.g. sex
abuse	when one person hurts another on purpose, physically or emotionally
assertive behaviour	standing up for your rights whilst still respecting the rights of others
attitudes	the way we feel about a person, place or thing
brainstorming	everyone gives ideas about a topic
conception	getting pregnant
masturbation	when you stroke or touch part of your own body to become sexually excited and have an orgasm
peer education	an approach or intervention strategy that typically involves the training and support of members of a given group to effect change among members of the same group
peer educator	a person trained to influence thinking and behaviour among members of his/her social group
peer group	group of people who share at least one characteristic, such as age, gender, status or educational level, that is important to them
peer mentor	a person who trains, supports and supervises the work of peer educators
rape	any sexual act, or attempted sexual act, that involves someone putting a penis or a finger or any object into the mouth, anus or vagina of someone else against their will
reproductive system	the system in your body that allows you to have a baby
self-esteem	how we feel about ourselves; it can be positive or negative
sexual coercion	being forced into sexual contact that you don't want
sexual consent	agreeing to have sex
sexual orientation	who we are sexually attracted to, for example, people of the same sex, or people of a different sex
stigma	disapproval from others based on negative and unfair attitudes
values	our beliefs about what is important and what is right and wrong

INTRODUCTION

Welcome to the Mentor's Manual for the Keeping Girls in School (KGIS) peer education programme for girls in Grades 7, 8 and 9. This Mentor's Manual has been developed to help you fulfil your role as a mentor to the peer educators who have been selected to implement the programme.

This sexual and reproductive health (SRH) peer education programme was developed as part of the Department of Basic Education's (DBE) *Leveraging Partnerships to Achieve the Goals of South Africa's HIV & AIDS and STI National Strategic Plan 2012–16*, otherwise known as Keeping Girls in School. The aim of this component of the programme is to shift social norms and change sexual behaviour by reinforcing and supporting the SRH messages received via the curriculum in order to increase retention and reduce the risk of HIV infection and teenage pregnancy.

The programme's content and approach is age-appropriate, and aligned with the Curriculum Assessment Statement (CAPS) for Life Orientation and UNESCO's International Technical Guidance on Sexuality Education. It also complies with the DBE's *Guidelines for the Implementation of Peer Education Programmes for Learners in South African Schools*.

Structure of the manual

This manual is structured in the following way:

1: About peer education

Gives an overview and definition of peer education, and explains why the DBE believes that this approach provides a powerful model of prevention education.

2: Roles and responsibilities

Outlines the roles and responsibilities of the peer mentor and the peer educator.

3: Preparing to implement a peer education programme at your school

Explains the first steps that a school, with the support of the peer mentor, needs to take in implementing a peer education programme. It also provides guidance on how mentors can select, train and support peer educators.

4: Overview of the Keeping Girls in School peer education programme

Gives an overview of this programme and how it is structured.

5: Guidelines for conducting meetings with peer educators

Gives suggestion to mentors on training peer educators and supporting them to facilitate the 12 sessions in the programme.

1: ABOUT PEER EDUCATION

Peer education has been used in our schools for many years to support and strengthen what is taught in the curriculum.¹ The DBE strongly believes that peer education is a powerful way of providing prevention education and life skills. It is an effective strategy to influence peer-group norms – a well-established risk factor for HIV and many other risk behaviours. Peer education also offers a channel through which to model desired behaviour, to shift attitudes, share ideas, build skills and develop critical thinking about existing behaviour and group norms.²

What is peer education?

Peer education is an approach or intervention strategy that typically involves the training and support of members of a given group to effect change among members of the same group. These discussions can cover many different subjects, for example, sex and sexuality, nutrition, alcohol abuse. Through discussion and group work, peer educators can help groups of peers to explore ideas, question their attitudes and even change their behaviour.

Young people have knowledge already. This peer education programme starts from what they already know and feel. Through the sessions, it develops new skills, and provides information and knowledge. In the peer groups, all members are respected and valued, whatever their age, gender and life experience.

Why peer education?

Young people today face huge challenges. Examples are alcohol and drug abuse, sexual and physical abuse, violence and crime, gangsterism, teenage pregnancy and intergenerational sex. Opportunities for young people to explore these issues and get the information and support they need are limited. For example, it is impossible for teachers to explore all the risk drivers of HIV in Life Orientation lessons. The DBE believes that some of the information that youth need is best gained by sharing in peer groups. For example, talking about dating, relationships and making healthy choices can happen more freely in peer groups than it does in formal classrooms. Peer education has been introduced to provide this opportunity for open discussion amongst peers.

In South Africa, peer education is part of the DBE's *Action Plan to 2014* developed in 2010, as well as the larger vision known as *Schooling 2025*. The DBE plans to use peer education as one way of giving learners health information.

Peer education fits in well with the DBE's Care and Support for Teaching and Learning (CSTL) programme. The aim of the CSTL programme is to help learning for all learners by developing schools as inclusive centres of learning, care and support. Peer education is part of the support offered to learners in this programme.

¹ This section is adapted from the DBE's manual: *Be Safe: Peer Educator's Manual for the Implementation of Peer Education Programmes for Learners in South African Schools*, 2014.

² Department of Basic Education, *Guidelines for the Implementation of Peer education Programmes for Learners in South African Schools: Guide for Programme Managers*, page iii.

Care and Support for Teaching and Learning Programme

Priority Areas

Nutritional Support

Addresses barriers to learning associated with hunger and malnutrition. It includes the delivery of school feeding programmes, measures to ensure food quality, to support the production of food through programmes such as school-based food gardens and the promotion of healthy lifestyles through, for example, nutrition education and deworming programmes.

Health Promotion

Involves a process of enabling educators and learners to increase control over their health and its determinants, thereby improving and promoting their overall health and wellbeing. Health promotion interventions should address the risk and protective factors that impact the wellbeing of educators and learners.

Infrastructure, Water and Sanitation

Involves the provision and maintenance of habitable and appropriate physical school structures designed to meet all of the accommodation requirements of school communities.

Social Welfare Services

Refers to the role of schools and educators in the implementation of child care and protection legislation and in promoting access to social welfare services, enabling documents (such as identity documents [IDs] and birth certificates) and social assistance grants.



Psychosocial Support

Involves the provision of care and support in response to the emotional, mental and social needs of learners and educators. All of these are critical for educational and overall development.

Safety and Protection

Aims to ensure that schools are free of all forms of violence, abuse and bullying. Safety and protection concerns are not limited to the physical infrastructure of the school (such as fencing and gates) but also refer to the psychological and emotional safety of learners and educators.

Curriculum Support

Includes efforts to ensure that the curriculum is efficiently and effectively delivered to learners, by appropriately skilled and supported educators, with the necessary teaching and learning materials.

Co-curricular Support

Aims to support and augment curriculum implementation in and outside of the school. Examples of co-curricular activities include peer education programmes, homework assistance programmes, social and drama clubs and sport-related activities.

Material Support

Refers to the provision of resources or services to address material or financial barriers to education, including school fees, uniforms and transport.

Co-curricular support

Peer education is intended to provide co-curricular support – that is, it supports and extends the curriculum both in and outside the classroom. Co-curricular activities are included in the DBE's curriculum guidelines and can take many forms, for example group dialogues, debates, art work, drama or creating publications. The Keeping Girls in School peer education programme is aligned with the Life Orientation Curriculum Assessment Policy Statement (CAPS).

Prevention education

Prevention education is a process rather than a single event and aims at preventing and reducing risk behaviour. This approach forms an important part of the government's current strategies and policies, from the National Development Plan to Health and Social Services policies, and is based on the belief that prevention of risk for any illness or condition is better than having to treat people with medication. So, prevention education is clearly an important strategy in dealing with risks faced by young people, including the threat of HIV and AIDS and TB, violence, gender inequalities, stress, gangsterism, and alcohol and drug use.

How does peer education help learners?

Peer education can help learners in their thinking, decision-making and coping skills, and can help them to realise the value of education. Together these skills help learners stay in school and do well. Peer education also informs learners about their rights and responsibilities and helps them to value their health and wellbeing.

What happens in peer education?

Peer education happens as a face-to-face programme among learners of about the same age. Peer educators are usually a few years older than the group they work with.

Learning happens through group participation. In the group, peers share experiences with each other and think about what it is like to be in someone else's shoes. They are encouraged to develop positive values and behaviour through exploring options, understanding the different influences on their lives and coming to their own conclusions, rather than someone else telling them what to do.

Peer education provides young people with skills to act in ways that promote their sexual and reproductive health (SRH), which includes physical, social and sexual health, and helps them avoid risky situations that could affect their health.

Who are peer educators?

Peer educators are learners who are selected by their school to be peer educators and trained to run sessions with groups of learners. Their role is to influence thinking and behaviour among members of their social group.

Peer educators are selected because they have special qualities – they are honest, trustworthy, thoughtful, respectful, caring, responsible, and good communicators. They can keep information confidential, and they want to help others.

Peer educators work in teams

Peer educators should never work by themselves. Together with a peer mentor (see below), they form a team for the period of the programme. Ideally, two peer educators should work with a group of about 25 learners. This will enable them to share responsibility for leading the sessions. Having two or more peer educators working together means that the group can be split into smaller groups for certain activities.

Who are peer mentors?

Peer mentors train, support and supervise the work of peer educators. The peer mentors are usually Life Orientation teachers, but can be any teacher or adult in or outside the school who wants to work with a peer education programme.

Mentors are responsible for setting up and using referral systems where necessary, such as when an individual learner needs specialised care and support like health care or psychosocial counselling.

Mentors are also responsible for documenting, monitoring and reporting on the process as it unfolds, and for helping to evaluate the programme when it concludes. They also provide support to peer educators on a continuous basis while the programme is being implemented. This support includes facilitation training, session planning, session debriefing and programme reflection.

2. ROLES AND RESPONSIBILITIES

The role of the peer educator

The peer educator is a learner. She does not do the teacher's work, and she is also not a counsellor.

These are the key roles of the peer educator:

1. **As an educator**, to share basic information and skills and develop values and attitudes leading to healthy living, with peers, in informal, one-on-one discussions or formal education sessions.
2. **As a role model**, to offer positive models for healthy behaviour, and reinforce values and attitudes through positive peer pressure.
3. **As a supporter**, to build trusting relationships with peers, listen to their experiences and provide support to build self-esteem, and help address their problems within the boundaries of the programme.
4. **As a referral agent**, to identify peers with problems that impact their behaviour and educational performance, support them and, when necessary, refer them for appropriate specialist help.
5. **As an advocate**, to raise awareness of issues like inequities and lack of services available; to make school management aware of the learners' needs and advocate for resources.

Life Orientation educators will take the lead in dealing with technical areas (like the human reproductive system). But in other areas (like talking about when to have sex), facilitation by a peer educator will encourage the peer group to speak freely and openly about the challenges they face.

The role of the mentor

Being a peer mentor requires you to be committed to the process and prepared to do additional work, especially at the start-up of the implementation process.

These are the key roles of the peer mentor:

1. Collecting baseline data before the programme starts about the learners' needs for prevention education to make sure that the programme is relevant.
2. Involving the school and building support for the programme with stakeholders: district structures, the SMT, parents and the community.

3. Setting up and using a referral system, including government departments, NGOs and community organisations that can be called on for specialised advice and support for learners who are identified as needing additional help.
4. Documenting, monitoring and reporting on the process as it unfolds and helping to evaluate the programme when it concludes. All information must be collected in a programme portfolio.
5. Selecting, training and supporting the peer educators. Before and during delivery of the programme, you will hold meetings with the peer educators to ensure that they understand and can implement the guidelines given in the Peer Educator's Manual.

Find more information on the programme portfolio in section 3, part VI.

See sections 3, 4 and 5 for more details on carrying out these roles.

Teaming up

Peer educators never work by themselves. Together with the peer mentor, they form a team for the period of the programme. Ideally, two or three peer educators should be assigned to each peer group. Working together, peer educators will share responsibility for leading sessions, which will help them to feel more relaxed about facilitating.

Ideally, the peer group should comprise about 15 learners. But sometimes there may be up to 25 learners in a group. Having two peer facilitators means that larger groups can be split into two or more smaller groups for some activities.

Securing commitment

As mentor, you will need to win the commitment of the peer educators to the process. Being a peer educator carries responsibilities. Although they have been selected for their exceptional qualities as young adults, they will need guidance and support from you as they develop their skills. It is important to keep the purpose of the programme in mind. While the peer educators will gain valuable skills and knowledge from the training they receive, the programme is ultimately for the benefit of the peer group. So you need to ensure that the peer educators are supported to conduct sessions with their peers after they have been trained.

Code of conduct

A **Code of conduct** (Appendix 1) has been developed to guide peer educators on what is expected of them during the programme. During the training, the code of conduct should be discussed in detail with peer educators to build their awareness of their responsibilities and the boundaries of their role.

3: PREPARING TO IMPLEMENT A PEER EDUCATION PROGRAMME AT YOUR SCHOOL

There are a number of steps involved in preparing to implement a peer education programme at your school. You can support the school in the following ways:

I. Read all about it

Read as much as possible of the peer education documents to familiarise yourself with the process. Read the Peer Educator's Manual that accompanies this Mentor's Manual. If possible, also read the key DBE documents: *Guidelines for the Implementation of Peer Education Programmes for Learners in South African Schools*, as well as the *Facilitator's Guide* and the *Training Guide*.

II. Establish baseline data

Baseline data is information about the learners' situation and what they already know. Before starting the delivery of the programme, it is important to find out about the learners at the school and their needs for prevention education, to make sure that the sessions are relevant to them and build on their existing knowledge, as well as providing a base to evaluate the success of the programme. Here are some questions you could ask:

- What are the 'big issues' concerning learners' sexual and reproductive health?
- How do you know these are 'big issues'?
- What are the 'big issues' concerning learners' general behaviour at your school?
- How do you know these are 'big issues'?
- What are the big 'health issues' at the school? Can you identify specific issues (like TB and HIV)?
- How do you know these are the learners' health problems at the school?
- What are the trends in learner pregnancy in the school and at surrounding schools?
- What are the issues that affect learners' academic performance at the school?
- What are the issues that affect learners' school attendance?

Behaviour patterns such as high levels of TB, poverty, teenage pregnancy, alcohol and drug abuse and other challenges affecting the community should be taken into consideration.

To find this information, you could conduct interviews with the principal, the School Management Team (SMT) and other educators. You could also conduct short interviews with parents and learners. You can use the above questions for the interviews. See IV below for more information about holding meetings with stakeholders.

You could look at the school's records on learner attendance and academic performance for the grades you will be working with.

Prepare a baseline report

Once you have found this information, write a short **baseline report**, summarising the learners' background and what they already know about prevention education, to ensure that the programme is relevant to their needs. This report can be presented at the SMT meeting (see below). Keep a copy of the report in the **programme portfolio**.

III. Get the school involved

A peer education programme needs an enabling environment for the programme to be successful. You will work with the School Management Team (SMT), the principal, district structures, parents and learners to build readiness for implementation.

Meeting with the SMT (principal and educators)

The School Management Team (SMT) must be prepared (and helped) to support this programme. You will need to schedule a meeting with them to brief them on the programme and to inform them of the assistance you will require to make it a success.

Here are some suggested items for the agenda of this meeting:

1. What success has the school had with peer education programmes so far?
2. What are the most important topics (needs) in sexual and reproductive health education for girls in Grades 7, 8 and 9?
3. Overview of Keeping Girls in School peer education programme
4. Role of mentors and peer educators
5. Who are the stakeholders and how can we mobilise their support?
6. Who could be champions for the programme, and what roles can they play?
7. Setting up referral systems
8. How will we identify peer educators for the programme?
9. Practical arrangements (no. of groups, grades, timetabling, venue, materials and resources)

It is important to involve learners in the planning phases of the programme, as this will gain their buy-in and ensure the success of the programme.

Prepare a readiness report

Use the information coming out of the meeting to write a **readiness report** that you can present to the school principal, the SGB, the SMT, learner meetings and parent meetings. Keep a copy of the report in the **programme portfolio**.

Here are some headings that you can include in the readiness report:

- Grades 7, 8 and 9 – known social and health issues; known education needs
- Grades 7, 8 and 9 – previous exposure to peer education programmes and results
- Identifying relevant stakeholders
- Feedback from relevant stakeholders

- Capacity of the school to provide resources to run this programme, including providing space, timetabling, resources (copying, flipchart and pens)
- Champions of the programme
- Proposed implementation plan (including dates)

IV. Mobilise stakeholders

All stakeholders need to understand the benefits of the peer education programme. Stakeholders include the SMT, district structures, representatives from departments like Health, Social Development and Basic Education, community representatives and parents.

Meeting to build stakeholder support

You can build stakeholder support by holding a meeting to brief them on the programme and the support it needs from stakeholders.

Here are some suggested items for the agenda of the stakeholder meeting:

1. Introduction to peer education in sexual and reproductive health (SRH)
2. Discussion of the most important topics in SRH for girls at Grade 7, 8 and 9 levels
3. Overview of the peer education programme
4. The role of mentors; the role of peer educators
5. Referral systems
6. The role of stakeholders and champions of the programme

Once you have established the interest and commitment of stakeholders, you will need to agree on a process of reporting and evaluation.

Both parents and learners are important stakeholders. The peer education programme includes 'Take-home challenges' that specifically ask peer participants to raise certain discussions in the home environment. The aim is to extend learnings beyond the group, and acknowledge the role that the home environment can play in SRH learning.

V. Establish a referral system

Referring learners who need help is one of the priority roles of the mentor. Learners who need help may find it difficult to express this in the formal classroom, but peer education sessions provide the right space for learners to ask for help. The peer educator will then refer to you.

A referral system needs to be put in place before the programme starts, so that learners requiring health or social service assistance can access these services. The Integrated School Health Programme (ISHP) needs to be mobilised to assist with issues like pregnancy, access to TB treatment, abuse, HIV counselling and testing (HCT) and family planning methods. The ISPH may also be able to play a role in providing psychosocial support for learners who need it. Other service providers, such as NGOs, government departments and community organisations can also be contacted about providing assistance and support to learners when necessary.

A **mentor's contact list** is provided in this manual (Appendix 6). The list gives the main organisations that may be needed, and provides space for you to fill in additional contact details.

VI. Put in place a monitoring and evaluation system

As a peer mentor, you will not be required to perform the technical tasks involved in monitoring and evaluation (M&E). However, as an active implementation agent, you will need to monitor the implementation process and help reflect on its successes. M&E processes have been designed for this programme.

For the purposes of monitoring and evaluation, you need to collect the following documents in a **programme portfolio**:

1. **Baseline report** (see II above – written by you)
2. **Readiness report** (see III above – written by you)
3. **Attendance registers** (Appendix 2 – completed by peer educators at each session)
4. **Session reports** (Appendix 3 – completed by peer educators after each session)
5. **Meeting register** (Appendix 5 – completed by you and peer educators at each meeting)
6. **Programme evaluation report** (written by you after Session 12)
7. **Personal report** (see below – written by you at the end of the programme)

A **personal report** is a one-page report that you write at the end of the programme about what it meant to you to be a mentor for this programme. Here are some questions to help you write your report:

- How did you feel about being a peer mentor?
- How did being a mentor help or hinder your normal work?
- What did you learn about peer education through this programme?
- What did you learn from the peer educators and peer groups?
- What suggestions do you have for improving the programme?

These documents will be useful to you in providing feedback about how well the programme is going to the stakeholders (SMT, district structures, community representatives, parents and learners).

VII. Select, train and support peer educators

Select peer educators

Recent studies have shown that young people respond best to peers who are about **two years older** than them. Young people of the same age may struggle to be peer educators because they may lack authority in the classroom and credibility with their peers.

While some believe that peer education needs young people who are good role models, others believe it is important to have a wide range of peer educators. The approach you take can be agreed in your preparatory meetings with school management.

It may be useful to advertise the position through posters, or in school assembly. The publicity will help generate excitement and anticipation for the implementation of the programme.

Call together those interested in becoming peer educators. At the meeting, give information about the programme and about the qualities that are required of peer educators. Here are some suggested qualities:

Peer educators should:

- be interested in working with their peers
- be committed to the programme
- have time for the extra work needed to be a facilitator
- be willing to work in a team
- be willing to learn and develop skills
- be able to relate well to peers
- be non-judgmental, with good listening skills
- be creative and energetic
- be honest and reliable
- be trustworthy and respect confidentiality

Interviews with potential peer educators

Here are some questions you could ask in the interviews:

1. Why do you want to be a peer educator?
2. What do you think peer educators do?
3. What experience do you have in peer education?
4. What are three values that you bring to your friendships?
5. How comfortable are you discussing sexuality, relationships and promoting healthy behaviour with your peers?
6. Tell us about an experience you have had when someone disagreed with your opinion. What happened?
7. Why should we select you?
8. Are you prepared to commit to working on the programme?

Train peer educators

Initial training

Once the peer educators are selected, the next step is to conduct **initial training**. The aim is to help them understand about peer education and their role, and acquire some basic skills to facilitate the programme.

Plan your initial training meetings in a block, if possible. The national guidelines suggest that training of peer educators should take place over five days. Within a school setting, this is not always feasible. It is recommended that peer educators be taken off-site (away from the school) for the training period. This has the benefit of allowing the group to bond around a new and shared sense of group identity. However, this may not be feasible either.

Session planning and debriefing

During the implementation of the programme, you need to hold regular meetings for **session planning and debriefing** with the peer educators: a planning meeting before each peer education session, followed by a debriefing meeting after the peer educators have conducted the session. The meetings should last about an hour.

Support peer educators

Your support role includes:

- Training peer educators in peer education and facilitation
- Being available for in-session support throughout the programme
- Meeting with peer educators to help plan the sessions
- Meeting with peer educators for debriefing after the sessions – to discuss what went well and what didn't, and how to improve the session next time
- Being available to assist learners identified by peer educators as needing additional (or referred) help

A suggested plan and guidelines for all your training meetings with the peer educators is given in section 5: *Guidelines for conducting meetings with peer educators.*

A *meeting register* (Appendix 5) is provided to keep a record of all the meetings between you and the peer educators.

4: OVERVIEW OF THE KEEPING GIRLS IN SCHOOL PEER EDUCATION PROGRAMME

The Keeping Girls in School peer education programme is one component of the broader Keeping Girls in School programme. The aim of this component of the programme is to shift social norms and change risky behaviour by reinforcing and supporting the SRH messages received via the curriculum. It will be implemented for girls in Grade 7, 8 and 9, dealing with key topics in SRH in support of the Life Orientation curriculum.

There are two manuals: a Mentor's Manual and a Peer Educator's Manual. Learner material takes the form of handouts.

Objectives of the programme

- To increase the DBE's use of peer education as a key strategy in SRH education
- To provide and implement a workable peer education model in sexual and reproductive health learning
- To deepen the skills of peer mentors in fulfilling their roles in a peer education programme
- To provide learner participants with a rich, lasting peer interaction experience
- To promote responsible decision-making in life skills and sexual and reproductive health (SRH)

Structure of the programme

How many sessions are there?

The Keeping Girls in School peer education programme consists of 12 sessions on topics dealing with sexual and reproductive health and life skills. The first session is an introductory session and the last session (Session 12) is an evaluation session. The remaining 10 sessions (Sessions 2–11) are grouped into four themes with specific session topics aligned with the Curriculum Assessment Policy Statement (CAPS) for Life Orientation Grades 7, 8 and 9.

How long are the sessions?

Each session is 60 minutes long. Peer educators can make them shorter if they need to, or run them over two sessions. In your planning meetings with peer educators, discuss the time issue.

What are the topics?

The 12 sessions deal with the following topics:

Themes	Sessions
INTRODUCTION	1. Introductory session
YOU AND YOUR RELATIONSHIPS	2. Building self-esteem 3. Values and relationships 4. Building healthy relationships through assertiveness
SEX AND SEXUAL BEHAVIOUR	5. Talking about sex and sexual behaviour 6. Abstaining from sex
STANDING UP TO ABUSE	7. Unhealthy relationships and abuse 8. Sexual coercion and rape
HEALTH CHALLENGES	9. STIs including HIV 10. Teenage pregnancy 11. Alcohol and drug use
PROGRAMME EVALUATION	12. Reflection and evaluation

Extension activities

Extension activities have been included for Sessions 2–11. They appear in the Peer Educator's Manual at the end of each session. These are ideas for further activities to consolidate learning, specifically at Grades 7, 8 and 9 levels. They can be used to build learning in each theme, according to the group's particular needs, interests and situation. The extension activities are not scripted. Rather, they give suggestions for how to use the activity. On the next page is a table listing the session topics and related extension activities.

How are the sessions organised?

There are notes for each of the 12 sessions, giving the following information:

- Session title
- Aims of the session
- Session preparation checklist (a list of things that the peer educator needs for the session)
- Factsheet (background information about the topic)
- Session script (tells the peer educator what to say and do during the session)
- Handout (copies to be made for all members of peer group)
- Extension activities

Each session script has the following sections:

1. Welcome to the session
2. Re-cap and feedback (from the previous session)
3. Introduction to the session and aims
4. Activities and discussion about the topic
5. Take-home challenge
6. Reflection and closure

Keeping Girls in School peer educator programme outline

The table below lists the core programme and optional extension activity topics. Each extension activity is linked to the Life Orientation CAPS.

Themes (4)	Core programme (12 sessions)	Extension activities		
		Grade 7	Grade 8	Grade 9
	1. Introductory session			
(Theme 1) YOU AND YOUR RELATIONSHIPS	2. Building self-esteem	Puberty survey DEVELOPMENT OF THE SELF IN SOCIETY: Changes in boys and girls: puberty and gender constructs	Positive messages DEVELOPMENT OF THE SELF IN SOCIETY: Self-concept formation and self-motivation: - friends and peers	Media images of girls and women DEVELOPMENT OF THE SELF IN SOCIETY: Goal-setting skills: personal lifestyle choices - influence of media
	3. Values and relationships	Living with the ubuntu spirit DEVELOPMENT OF THE SELF IN SOCIETY: Self-image: Identify and reflect on positive personal qualities: - relationships with self, family, friends	The gratitude challenge DEVELOPMENT OF THE SELF IN SOCIETY: Self-concept formation and self-motivation: influencing factors: - media, environment, friends and peers, family, culture, religion and community	Four famous people: their values and influence CONSTITUTIONAL RIGHTS AND RESPONSIBILITIES: - positive and negative role models
	4. Building healthy relationships through assertiveness	Resisting peer pressure DEVELOPMENT OF THE SELF IN SOCIETY: Peer pressure: - effects of peer pressure - appropriate responses to pressure: assertiveness and coping skills	Being 'polite' CONSTITUTIONAL RIGHTS AND RESPONSIBILITIES: Cultural diversity in South Africa; - Influence of cultural norms and values on individual behaviour, attitude and choices: - cultural expectations, practices and traditions	Healthy relationship values DEVELOPMENT OF THE SELF IN SOCIETY: Goal-setting skills: personal lifestyle choices: - Appropriate responses to influences on personal lifestyle choices: Informed decision-making skills: - positive and negative influences; - Assertiveness skills: confident and firm decision-making
	5. Talking about sex and sexual behaviour	Dealing with prejudice DEVELOPMENT OF THE SELF IN SOCIETY: Self-image: - Strategies to enhance others' self-image through positive actions: respect for others and respect for diversity CONSTITUTIONAL RIGHTS AND RESPONSIBILITIES: Dealing with abuse in different contexts: between adults and children and between peers: - Identify threatening and risky situations; - Effects of abuse on personal and social health and relationships; - Importance of communication to promote healthy and non-violent relationships	Attitudes to LGBTI DEVELOPMENT OF THE SELF IN SOCIETY: Sexuality: - Family and community norms that impact on sexuality	LGBTI awareness raising DEVELOPMENT OF THE SELF IN SOCIETY: Goal-setting skills: personal lifestyle choices: influence of media, environment, friends and peers, family, culture, religion and community of personal lifestyle choices WORLD OF WORK: Time-management skills: accountability in carrying out responsibilities: - How to organise one's work; - How to use time effectively and efficiently
(Theme 2) SEX AND SEXUAL BEHAVIOUR	6. Abstaining from sex	Drama on abstinence DEVELOPMENT OF THE SELF IN SOCIETY: Self-image: - Strategies to enhance others' self-image through positive actions: respect for self	Abstinence poster DEVELOPMENT OF THE SELF IN SOCIETY: Sexuality: - Influence of friends and peers on one's sexuality; - Social pressures including media that impact on sexuality; - Problem-solving skills: identity formation and development	Promoting abstinence DEVELOPMENT OF SELF IN SOCIETY: Goal-setting: Appropriate responses to influences on personal lifestyle choices: - Informed decision-making skills: positive and negative influences; - Assertiveness skills: confident and firm decision-making

Themes (4)	Core programme (12 sessions)	Extension activities		
		Grade 7	Grade 8	Grade 9
(Theme 3) STANDING UP TO ABUSE	7. Unhealthy relationships and abuse	Bullying survey CONSTITUTIONAL RIGHTS AND RESPONSIBILITIES: Dealing with abuse in different contexts; - Effects of abuse on personal and social health and relationships	Is there a bullying culture at your school? DEVELOPMENT OF THE SELF IN SOCIETY: Relationships and friendships: relationships at home, school and in the community	Dealing with violence HEALTH, SOCIAL AND ENVIRONMENTAL RESPONSIBILITY: Health and safety issues related to violence; - Common acts of violence at home, school and in the community; - Alternatives to violence: problem-solving skills and managing conflict; - Protecting oneself and others from acts of violence: where to find help
	8. Sexual coercion and rape	Sexual harassment pamphlet CONSTITUTIONAL RIGHTS AND RESPONSIBILITIES: Dealing with abuse in different contexts; - Effects of abuse on personal and social health and relationships	Sugar daddies CONSTITUTIONAL RIGHTS AND RESPONSIBILITIES: Human Rights violations: - Emotional, health and social impact of rape and gender-based violence	Gender-based violence HEALTH, SOCIAL AND ENVIRONMENTAL RESPONSIBILITY: - Health and safety issues related to violence
(Theme 4) HEALTH CHALLENGES	9. STIs including HIV	Finding out about STIs HEALTH, SOCIAL AND ENVIRONMENTAL RESPONSIBILITY: - Common diseases: HIV and AIDS: - Resources on health information and health services	Living a healthy lifestyle with HIV HEALTH, SOCIAL AND ENVIRONMENTAL RESPONSIBILITY: Informed, responsible decision-making about health and safety: HIV and AIDS: - Management with medication, diet, healthy living and positive attitude	World AIDS Day pamphlet CONSTITUTIONAL RIGHTS AND RESPONSIBILITIES: Issues relating to citizens' rights and responsibilities: - Celebrations of national and international days and national health days; - Plan and participate in a local celebration of a national day
	10. Teenage pregnancy	Abstinence to prevent unintended pregnancy DEVELOPMENT THE SELF IN SOCIETY Changes in boys and girls: puberty and gender constructs: - Physical and emotional changes; - Understanding the changes and how these impact on relationships; - Respect for own and others' body changes and emotions; - Appreciation and acceptance of the self and others	Survey on teenage pregnancy DEVELOPMENT OF THE SELF IN SOCIETY: Sexuality - Problem-solving skills: identity formation and development; - Informed, responsible decision-making about health and safety: HIV and AIDS	Parents talking to their children about sex DEVELOPMENT OF THE SELF IN SOCIETY: Sexual behaviour and sexual health; - Risk factors leading to unhealthy sexual behaviour; - Factors that influence personal behaviour including family, friends, peers and community norms; - Adverse consequences and implications of teenage pregnancy for teenage parent(s) and the children born to teenagers
	11. Alcohol and drug use	Mapping places of safety and risk in the community HEALTH, SOCIAL AND ENVIRONMENTAL RESPONSIBILITY: Types/forms of abuse: - Personal factors that contribute to substance abuse; - Protective factors that reduce the likelihood of substance abuse	Pressures to drink, smoke and take drugs HEALTH, SOCIAL AND ENVIRONMENTAL RESPONSIBILITY: Social factors that contribute to substance abuse including community and media; - Appropriate behaviour to stop and avoid substance abuse: refusal and decision-making skills	Substance abuse and risky sexual behaviour DEVELOPMENT OF THE SELF IN SOCIETY: Sexual behaviour and sexual health: - Risk factors leading to unhealthy sexual behaviour; - Unwanted results of unhealthy sexual behaviour: teenage pregnancy, sexually transmitted infections (STIs), HIV and AIDS, low self-image and emotional scars; - Strategies to deal with unhealthy sexual behaviour; - Protective factors, where to find help and support
	12. Reflection & evaluation			

5: GUIDELINES FOR CONDUCTING MEETINGS WITH PEER EDUCATORS

Points to bear in mind as you work with peer educators

- Peer educators are not experienced facilitators, nor are they teachers. They need your guidance and support to help them gain skills and confidence.
- Peer educators are not counsellors. They must seek your support in referring learners with health or psychosocial problems.
- Peer educators' main strength is that they are better than adults at encouraging their peers to discuss youth issues.
- Peer educators need to understand the importance of record keeping and reporting for the success and continuation of the programme.
- Peer educators must be well prepared, supported and provided with all the necessary resources to conduct the sessions.
- Working in teams of two or three helps peer educators feel supported and confident to take responsibility for facilitation.
- Everyone in the team needs to understand the goals of the programme so that they are all working towards the same objectives.
- Peer educators need to plan and prepare together before each session, with your guidance. This helps them develop a common understanding, form insights and opinions, and anticipate questions that may come up during discussions.
- The scripts in the Peer Educator's Manual have been developed to give them confidence when they are starting out. With plenty of practice, and your encouragement and support, they will become less dependent on the scripts and more able to 'think on their feet' during sessions.

General guidelines

- Meetings should take about one hour.
- Before each meeting you and the peer educators should read through the relevant content in the Peer Educator's Manual. They should note any questions they have about the content to ask during the meeting.
- Keep a record of peer educator attendance at all meetings by completing the **meeting register** (Appendix 5).

Initial training

The aim of the **initial training** meetings is to help peer educators understand about peer education and their role, and acquire some basic skills to facilitate the programme. On the next page are the topics for the meetings, as well as the content to be used from the Peer Educator's Manual.

Meeting	Topic	Peer Educator's Manual content
1	Introduction to peer education	1: About peer education
2	Ethical issues and code of conduct	Appendix 1: Code of conduct for peer educators
3	Introduction to the Keeping Girls in School peer education programme	2: Overview of the Keeping Girls in School peer education programme
4	Planning and preparation Reporting and form-filling	3: Planning and preparation Appendix 2: Attendance register Appendix 3: Session report form
5	Understanding session notes	4: Facilitating the programme (Session notes) Session 3 script – Values and relationships (suggested example)
6	Practising facilitation skills	4: Facilitating the programme (Tips for facilitating sessions) Session 3 script (or session of your choice)

Meeting 1: Introduction to peer education

The purpose of this first meeting is for peer educators to get to know each other, as well as to introduce them to peer education: what it is and its purpose within the education system. Start from what they already know from the selection process, as well as past experience.

Meeting 2: Ethical issues and code of conduct

This meeting deals with the role of peer educators and what is expected of them. Emphasise that they are not teachers or counsellors, but that their strength is being able to communicate openly with their peers about issues that cannot be discussed in the formal classroom.

Meeting 3: Introduction to the Keeping Girls in School peer education programme

In this meeting the peer educators will become more familiar with the programme. Discuss the topics and their relevance to the peer group. A suggestion is to divide the group into pairs, and ask each pair to choose one of the topics and do a short presentation on the importance and potential challenges of dealing with the topic with their peers.

Meeting 4: Planning and preparation and Reporting and form-filling

This meeting is about the logistical issues related to the running of the programme. The first aspect concerns the practical preparation the peer educators need to do before each session. Secondly, they will be responsible for ensuring that they complete an attendance register and session report for every session and submit them to you for reporting purposes. Emphasise the importance of these practical aspects in ensuring the smooth running and success of the programme.

Meeting 5: Understanding session notes

The purpose of this session is to help peer educators to use the session notes effectively to deliver the session. It is suggested that you use Session 3 as an example, as it is the first session that has feedback on the previous session's take-home challenge. You could choose another session if you prefer.

Take the peer educators through the session notes and explain the purpose of each section:

Factsheet

The factsheet gives the peer educators background information about the topic. It is very important for them to read and understand the factsheet thoroughly in preparation for the session.

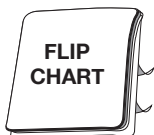
Session script

Give a summary of what will happen in the session:

- First you will welcome your peers
- Then you will re-cap the previous session and ask for feedback on the take-home challenge
- Then you will introduce the aims of the session
- Then you will lead discussions and activities
- Then you will discuss the take-home challenge
- Then you will sum up the session
- Then you will ask for feedback (reflection) on the session
- Then you will close the session



Draw attention to the Speech Bubble icon. This provides a script for what to say. Suggested answers are given in brackets in italics.



Draw attention to the Flipchart icon. These show what the peer educators need to prepare on the flipchart **BEFORE THE SESSION** so that it is ready to display during discussions.

Go through the session script step by step:

Welcome

This sets the tone for the session. Encourage peer educators to be warm and make their peers feel comfortable. Encourage them to share energisers they know with the rest of the group. This will help to break the ice and build their confidence.

Re-cap and feedback (from previous session)

The purpose of the re-cap and feedback is to sum up the lessons from the last session and get feedback about the take-home challenge from the previous session.

The aims of the session

These give the learners a clear idea of what to expect in the session.

Facilitating discussions and activities

Remind peer educators of the peer education method:

- start from what learners know
- invite learners to share their experiences
- provide information
- allow for discussion
- capture remaining questions

Take-home challenge

The take-home challenge is a way of extending learning and widening the conversation on important issues. It also helps to build relationships in the home environment.

Reflection and closure

This section is a way of drawing all the strands of discussion together. A script is provided for summarising the discussion. Encourage the peer educators to be flexible. There may be other points that need to be summarised.

The reflection discussion provides an opportunity for all participants, including the peer educators, to say how they FEEL about the session. There is no need to comment or to reopen discussions. Peer educators should simply acknowledge all contributions.

Meeting 6: Practising facilitation skills

1. Start by going through and discussing the **Tips for facilitating sessions** in the Peer Educator's Manual.
2. To give the peer educators practice in facilitating you could use the same session as for the previous meeting, as the peer educators will now be familiar with the content and this will increase their confidence.
3. Allocate sections of the session to pairs to present to the rest of the group. Give them time to prepare.
4. As each pair presents, half the group can be learners, and the other half observers.
5. Encourage constructive feedback from the rest of the group by asking:
 - What do you like about her approach?
 - How could it be improved?

Session planning and debriefing

Session planning and debriefing meetings are held during the implementation of the programme, in order to help peer educators plan the sessions and to reflect on them afterwards. Below are the topics for each session, as well as the content to be used from the Peer Educator's Manual.

Meeting	Topic	Content in Peer Educator's Manual
7	Session 1 planning	Session 1 script – Introduction to the programme
8	Session 1 debriefing	Session 1 report
9	Session 2 planning	Session 2 script – Building self-esteem
10	Session 2 debriefing	Session 2 report
11	Session 3 planning	Session 3 script – Values and relationships
12	Session 3 debriefing	Session 3 report
13	Session 4 planning	Session 4 script – Building healthy relationships through assertiveness
14	Session 4 debriefing	Session 4 report
15	Session 5 planning	Session 5 script – Talking about sex and sexual behaviour
16	Session 5 debriefing	Session 5 report
17	Session 6 planning	Session 6 script – Abstaining from sex
18	Session 6 debriefing	Session 6 report
19	Session 7 planning	Session 7 script – Unhealthy relationships and abuse
20	Session 7 debriefing	Session 7 report
21	Session 8 planning	Session 8 script – Sexual coercion and rape
22	Session 8 debriefing	Session 8 report
23	Session 9 planning	Session 9 script – STIs including HIV
24	Session 9 debriefing	Session 9 report
25	Session 10 planning	Session 10 script – Teenage pregnancy
26	Session 10 debriefing	Session 10 report
27	Session 11 planning	Session 11 script – Alcohol and drug use
28	Session 11 debriefing	Session 11 report
29	Session 12 planning	Session 12 script – Reflection and evaluation
30	Session 12 debriefing	Session 12 report (completed by peer educators) Handout 12 (completed by peer groups)

Session planning meetings

Here are some steps you can take to prepare peer educators to facilitate the session:

Step 1: Introduction

Discuss the topic for the session. Ask peer educators why they think the topic is important for their peers.

Step 2: Preparation and topic orientation

Check that peer educators have already read and studied the factsheet and the session script. Here are some questions you could ask:

- Define this topic in your own words.
- What did you learn from reading the factsheet and the session script?
- What further questions would you like to ask before we look at the session in depth?

Step 3: Read the factsheet aloud with the group

Here are some questions you could ask:

- Are there any parts of the factsheet you don't understand? What are they?
- Why is this information important?

Step 4: Go through the session script step by step

Read through each section of the session script with the peer educators. Make sure that they understand the content and feel confident to facilitate it.

Here are some questions you could ask:

- What problems do you think your peers will have with this section?
- How can you deal with these problems?

Step 5: Reflection and closure

Ask peer educators whether they have any further questions.

Ask for feedback on the session: What did they find useful and what did they not find useful?

Remind them to bring their completed **attendance registers** and **session reports** to the session debriefing meeting.

Session debriefing meetings

Encourage the peer educators to reflect on the session they have just facilitated.

Here are some questions you could ask:

1. Did you manage to complete all the activities? If not, what was left out?
2. What worked well for participants?
3. What will you do differently next time?

4. As facilitator, what worked well for you in conducting the session?
5. What didn't work well? (e.g. caused confusion, silence, other behaviour)
6. What questions remained unanswered at the end of the session?
7. What concerns do you have about the group (or the notes, or the topics)?
8. How do you think these concerns (or problems) can be solved?

Collect the completed **attendance registers** and **session reports** from the peer educators. Keep these in the **programme portfolio** for reporting purposes.

Debriefing meeting for Session 12: Reflection and evaluation

This is the final session of the Keeping Girls in School programme. A copy of the questions for reflection and evaluation appears in the Peer Educator's Manual (Handout 12).

Make sure you meet with peer educators soon after they have conducted this session so that their observations are fresh in their minds. They will bring **Handout 12** completed by the groups in Session 12.

Invite the peer educators to report verbally on each of the questions, based on their groups' answers in Handout 12. You will capture the discussions on the flipchart.

At the end of the session, you will write a **programme evaluation report**, summarising the information from Session 12. Add this report to your **programme portfolio**.

APPENDICES

Appendix 1: Code of conduct

PEER EDUCATOR CODE OF CONDUCT

Participating in peer education activities

I promise to be committed to the success of the peer education programme in my school. This means that I will attend and be actively involved in peer education activities. I understand and commit to fulfilling my roles as a peer educator.

Confidentiality

I promise to hold information about peers and their concerns in confidence. I will maintain confidentiality, except in cases where the person is a danger to herself or others, or is involved in illegal activity. I will let them know that we need to seek adult help together and why.

Respect for values and diversity

I promise to respect the values of peers regardless of whether they differ from my own. I will encourage critical thinking and self-examination in myself and others, and I will not impose my values on others.

I promise to respect the diversity of peers, regardless of gender, sexual preference, language, ethnicity or culture. I will remain sensitive to the traditions and beliefs of the community, but do not condone or contribute to unjust practices (such as forced and early marriages and gender-based violence).

I promise to use my skills and knowledge to improve the health of other young people, and I will not use my position at the expense of others.

Provide updated, correct and unbiased information

I promise to keep up to date on my knowledge, and provide correct and factual information to my peers. If I don't know something, I will find out or help my peer to find out.

Be a role-model

I promise to be a role model to my peers. I will be an example of making informed decisions and choosing health enhancing behaviour. I will be honest about my own situation and have integrity (what I say is what I do), but realise I do not have to share personal issues or experiences if I do not want to.

Awareness of individual limits (boundaries) and the role of referrals

I understand that my training has limits in terms of supporting my peers. I am aware that my work can, but will not always, increase knowledge, affect attitudes and change behaviour. I am not a counsellor and need to refer to specialists when needed. I will not over-burden myself with the concerns of others, and I promise to seek support in my role as peer educator when I need to.

Peer educator's name:

Signature:.....

Date:

Appendix 2: Attendance register

School name: _____ Peer educator: _____ Mentor: _____
 Date: _____ Start time: _____ End time: _____
 Session topic: _____

First names	Surname	Grade	Teacher's name	Date of birth	Signature	First time
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

School stamp

Signature: _____



basic education
 Department:
 Basic Education
 REPUBLIC OF SOUTH AFRICA



First names	Surname	Grade	Teacher's name	Date of birth	Signature	First time
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

School stamp

Signature: _____



basic education
 Department:
 Basic Education
 REPUBLIC OF SOUTH AFRICA



Appendix 3: Session report form

Please complete the following questions about today's session.

1. What was the topic of today's session?

- 1. Introduction
- 2. Building self-esteem
- 3. Values and relationships
- 4. Building healthy relationships through assertiveness
- 5. Talking about sex and sexual behaviour
- 6. Abstaining from sex
- 7. Unhealthy relationships and abuse
- 8. Sexual coercion and rape
- 9. STIs including HIV
- 10. Teenage pregnancy
- 11. Alcohol and drug use
- 12. Reflection and evaluation

2. How many girls talked about the topic during today's session?

- Only one or two talked about the topic
- Some girls talked but most were quiet
- Most of the girls talked about the topic
- Everyone talked about the topic

3. Please tick the parts of the session you were able to complete today:

- Attendance
- Welcome
- Re-cap and feedback
- Session introduction
- Activities
- Take-home challenge
- Reflection and closure

4. How many activities were planned for today's session?

1 2 3 4 5 _____

5. How many activities did you complete today?

1 2 3 4 5 _____

6. Which activities did you not complete today? Why were they not completed?

7. Please write down anything important that came up in today's session. (e.g. topic was confusing; learner reported sensitive experience that needs to be followed up)

8. Are there any girls who need additional support? Explain briefly.

Appendix 4: Energisers and games

1 Name games

Ball throwing	<p>You need a ball.</p> <p>Everyone, including the facilitator, stands in a circle. One person begins by calling someone's name and throws the ball to them. This person then calls someone else's name and passes the ball to them, and so on, until everyone has had a turn.</p>
Positive names	<p>Ask everyone to find a positive adjective (describing word such as pretty, happy) that starts with the same letter as their first name. Give examples, such as 'Brilliant Bongane' or 'Joyful Jabu'. Give each person a turn to share their positive name with the rest of the group. For example, they say, 'Hi, my name is Joyful Jabu.' The rest of the group answers, 'Hi, Joyful Jabu!' Continue until everyone has had a turn.</p>

2 Games to help you 'come together' and focus

CAT test	<p>Tell the group that you are going to do a 'Cat' test with them. Explain that this is a Cooperation Achievement Test.</p> <p>Their challenge is to count to 10 as a group, but there are rules:</p> <ol style="list-style-type: none"> 1. No two people may speak at the same time. 2. Nobody may speak except to say a number. 3. If two or more people speak at the same time, the group has to start from one again. 4. You will say 'go' for them to start. <p>Allow a few minutes for the group to try this. They'll see it is not so easy! Sometimes a group gets it right on the first try but generally, groups struggle to get it right.</p> <p>A variation is to do it with their eyes closed.</p>
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Thumbs up	<ul style="list-style-type: none"> • Everyone stands in a circle. You stand in the middle as the 'leader'. • Everyone holds both their thumbs out in front of them (including you). • Tell the participants to do as you say, and not as you do. • Alternate quickly between holding your thumbs up and thumbs down. • Most times say 'Thumbs up' when your thumbs are up and 'Thumbs down' when they are down, but sometimes say the opposite of what you are doing. • If someone holds their thumbs up when you say 'Thumbs down' or vice versa, they must take over as 'leader'.
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Clap patterns	<p>Everyone stands in a circle.</p> <ul style="list-style-type: none"> • The facilitator turns to the person on their right and claps any pattern (e.g. clap, clap, clap-clap!). • Once that person has learnt the pattern, they join in and they both clap the pattern two or three times. • Then that person turns to the person on their right and passes the same clap pattern on. • Once that pattern is going around, the facilitator can start circulating another pattern in the same way.
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Zoom	<p>Everyone sits or stands in a circle and looks to their left. You, the facilitator, start by looking quickly to the person on your right and saying 'Zoom'. This person looks quickly to the person on their right and says 'Zoom'. The next person does the same and so on, until the 'Zoom' has been passed right round the group.</p>
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Making a storm	<p>Everyone stands in a circle. The aim is to make the sound of a storm by copying what the person on your right does.</p> <ul style="list-style-type: none"> • You, the facilitator, start by rubbing your hands together. • The person to the left joins in. Then the person on that person's left joins in, and so on, until the whole group is rubbing their hands together. • Next, you repeat the process, this time snapping your fingers. • When the whole group is snapping their fingers, you start clapping your hands. • Repeat with slapping your thigh and, finally, stamping your feet. • Then work backwards—from stamping your feet, go to slapping your thigh, then clapping your hands, then snapping your fingers, then rubbing your hands together. <p>Finally, the storm is over.</p>
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Appendix 5: Meeting register

Meeting	Topic	Date	Signatures
Initial training			
1	Introduction to peer education		
2	Ethical issues and code of conduct		
3	Introduction to the Keeping Girls in School peer education programme		
4	Planning and preparation Reporting and form-filling		
5	Understanding session notes		
6	Practising facilitation skills		
Session planning and debriefing			
7	Session 1 planning		
8	Session 1 debriefing		
9	Session 2 planning		
10	Session 2 debriefing		
11	Session 3 planning		
12	Session 3 debriefing		
13	Session 4 planning		
14	Session 4 debriefing		
15	Session 5 planning		
16	Session 5 debriefing		
17	Session 6 planning		
18	Session 6 debriefing		
19	Session 7 planning		
20	Session 7 debriefing		
21	Session 8 planning		
22	Session 8 debriefing		
23	Session 9 planning		
24	Session 9 debriefing		

25	Session 10 planning		
26	Session 10 debriefing		
27	Session 11 planning		
28	Session 11 debriefing		
29	Session 12 planning		
30	Session 12 debriefing		

Appendix 6: Mentor's contact list

Organisation	Contact person	Contact number
AIDS helpline		0800 012 322
Childline		0800 055 555
Clinic		
CSTL		
Department of Health		
Department of Social Development		
ISHP		
Lifeline		0800 150 150
Peer educator group		
SANCA		0861 472 622
SBST		
School Principal		
SGB		
SMT		