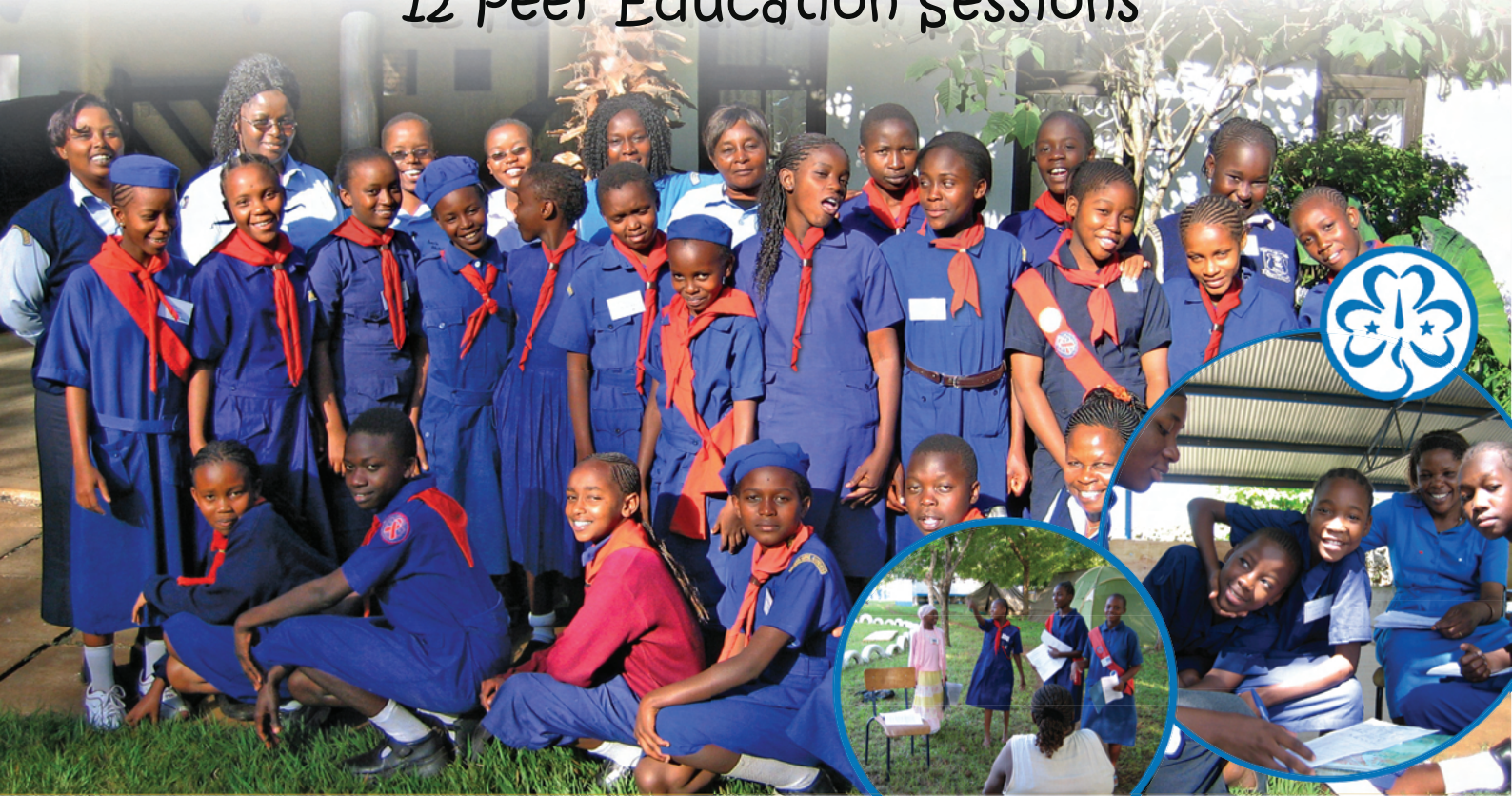


Discovering the Potential of Girl Guides: 12 Peer Education Sessions



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APHIA II Coast – Rift Valley

USAID APHIA II Coast and Rift Valley programs support improved and expanded HIV/AIDS and tuberculosis prevention, treatment, care, and support, along with integrated reproductive health and family planning services. The programs aim to increase service access and use, while promoting healthier behaviors for most-at-risk and general populations. Activities are taking place both at health care facilities and in communities, in collaboration with relevant government ministries and stakeholders at provincial and district levels.

Seven strategic partners are working on APHIA II in these regions: Family Health International, JHPIEGO, the National Organization of Peer Educators, Catholic Relief Services, Social Impact, World Vision, and CLUSA. Each partner has its own role to ensure an integrated and networked response across the regions.

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APHIA II
RIFT VALLEY

APHIA II
COAST



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In each region, a session topic was authored by one Girl Guide. Girls with the same topic presented a session for the group, and their contributions were merged for the best effect after discussions with adults. This handbook is based on the sessions written by the girls. It was edited by Maryanne Pribila Ombija, Family Health International/APHIA II and copyedited by Hilary Russell, FHI. A list of contributors is on page 51.

HELPFUL DEFINITIONS

APHIA II:	Stands for AIDS, Population and Health Integrated Assistance II, the name of the project funded by the United States Agency for International Development (USAID). Kenya Girl Guides Association is a partner supported under APHIA II by Family Health International to conduct activities in Coast and Rift Valley.
Energizer:	A quick and interactive activity that starts a session and is intended to help participation and let pupils have fun.
Facilitation:	The way one guides a process for learning. In this case, Patrol Leaders educate others by leading pupils through the steps in a session.
Girl Guide:	Girls who have been enrolled by the Kenya Girl Guides Association and belong to a Guide Unit.
Guide Unit:	A group of girls who are enrolled or preparing to be enrolled as Girl Guides by the Kenya Girl Guides Association. In each Guide Unit, a Patrol Leader manages a group of 8-10 Girl Guides.
Introduction:	The opening or beginning of a session, when a Patrol Leader tells the group her name and the title of the session and then asks simple questions that pupils are sure to be able to answer.
Life skills:	Abilities or techniques needed to grow up in life that are taught to Guides by Guide Leaders. Most often, life skills for youth include communication, decision-making, and planning.
Message:	The most important information or key points to be learned during a session.
Patrol Leader:	Girl Guides who are assigned by Guide Leaders to lead a patrol of 8-10 Girl Guides.
Peer educator:	Youth who have been trained to educate other youth like them (peers) on specific topics in fun and interactive ways.
Pupil:	A young person attending classes in school.
Session:	A group of steps in educating peers. A session is a complete learning experience that has an opening, interactive education and discussion, questions and answers, and a closing.
Skit:	A short, dramatic scene with dialogue, performed by untrained actors. In peer education, skits are used to show a realistic situation in participatory ways, ask questions, and learn from the interaction.
Story:	A written account of an event, real or not, which is read out loud to a group. In peer education, stories provide an interactive way for pupils to learn by listening, answering questions, and identifying lessons from the situation.

UNDERSTANDING PEER EDUCATION IN SCHOOLS

Under APHIA II, the Kenya Girl Guides Association implements an integrated program on Life Skills and Peer Education in schools. Adult Guide Leaders conduct Life Skills sessions with Guides in Girl Guide Units in each participating school. Over the three terms or trimesters, 24 hours of sessions are held on 12 topics. The sessions help Girl Guides to learn about and explore the topics for themselves.

Each Guide Unit has about 50 Girl Guides and four Patrol Leaders — an informed and sizeable group that can reach the rest of the school in a positive way. After participating in Life Skills sessions and successfully completing a five-day specialized training in peer education, Patrol Leaders are ready to conduct the peer education sessions in this curriculum.

Peer education is the process whereby trained and motivated young people undertake informal or organized educational activities with their peers. These activities, occurring over a set period of time and addressing specific topics, are aimed at developing young people's knowledge, attitudes, beliefs, and skills and at enabling young people to be responsible for and to protect their own health.

A peer is a person who belongs to the same social group as another person or group. The group may be based on age, sex, socio-economic status, religious affiliation, interests, health needs, language, geographical location, or ethnicity. These factors enable young people to relate to, speak with, and understand each other more easily. In schools, pupils are peers. In-school peer education uses the class structure for repeat attendance and reaches across streams with important information.

Patrol Leaders themselves selected the 12 topics for the sessions in this handbook. These topics are: values and school performance, self-esteem, common illnesses, understanding feelings of attraction, communication skills, helpful adults, decision-making skills, peer pressure, HIV transmission, reducing stigma and discrimination, preventing rape, and refusing drugs.

Following their training, Patrol Leaders are expected to:

- Brief their patrols and units on the training, vision for success, sessions, and expectations for team work for the peer education sessions in school.
- Work with Guide Leaders and school authorities to get permission to conduct sessions in classes 4-7 with male and female pupils.
- Conduct all 12 sessions using this handbook over the school year. The sessions should be conducted in order with the same group of pupils to ensure complete understanding of all topics.
- Hold sessions that last between 25 and 40 minutes and help pupils to learn in a participatory and fun way.
- Be a resource to other pupils by answering their questions following sessions and advising them to talk to adults and use health services, when necessary.
- Provide a summary report of their work, using the APHIA II monitoring diary forms.

A VISION FOR SUCCESSFUL PATROL LEADERS

In your work to educate pupils, a tree can be a powerful symbol. Label this one using the questions below to create your own vision for success as peer educators in school.



I will know I am successful when...

My patrol will know we are successful when...

My unit will know we are successful when...

1. Who or what will grow into sweet and juicy fruit?
2. Who or what are the branches that support the fruits?
3. Who or what is the trunk that provides the foundation for branches to grow strong?
4. Who or what are the roots that keep the tree grounded and stable?
5. Who or what feeds the tree, keeping it nourished and growing?

PREPARING SESSIONS

Practicing the Girl Guide Motto, 'Be prepared,' helps Patrol Leaders to conduct peer education in schools. Follow this list for success in your sessions.

- Step 1 :** Read the session completely. Think about the following:
- Do I know the energizer? Or do I know another one that will work well? You can choose another as long as you think it will work for the size of the class and your peers. Try not to repeat any though; keep them new.
 - Are the names in the skit common? If unusual, change them to familiar names.
Should we use English or a local language (such as Kiswahili) that may be more often spoken outside of class? It is best to communicate so that your peers understand the topic and can use the information later.
 - Do I know this topic well myself? Have I learned about this in my unit already? If not, find out when the Guide Leader will do a session on this topic.
- Step 2 :** Identify the Guides on your team. You may choose to ask for help in leading the session with a co-facilitator: another Patrol Leader or a strong Girl Guide in the patrol.
- All sessions will need Girl Guides to act in the skits. To do this well, the Guides need to prepare in advance and keep to the scenario. All skits are designed to show a positive situation and to be discussed after.
 - All sessions have a story to be read aloud. To do this well, a Girl Guide will need to practice in advance, reading out loud with a strong voice and Said slowly enough to be understood by all.
- Step 3 :** Gather and confirm your peer audience, pupils from class 4-7. Talk to your Guide Leader about any arrangements that need to be made with the Head Master or Head Mistress for a class period. Groups should be similar in age or class, and should be both males and females, if a mixed school.
- Step 4 :** Arrive a bit early to set up your session. Have your team ready in front of the room.
- Step 5 :** Thank pupils for coming and introduce your team and topic.
- “Good morning/afternoon, I’m _____ (insert your name), a Patrol Leader in the Girl Guide Unit in our school. Today we will take about 30 minutes to learn about _____ (insert session title). I hope you’ll enjoy it and learn something to help protect your health and discover your potential.”*
- Step 6 :** Conduct the session as described in this book.
- Step 7 :** Thank pupils for their participation. Let them know about the next session, including the topic, time, and place.
- Step 8 :** Make notes about the topic and pupil participation in your notebook so you can complete your monitoring diary for APHIA II.
- Step 9 :** Thank your team for their help and support. Appreciate their successes and plan to correct anything that was challenging.
- Step 10 :** Start again, getting ready for the next session.

WORKING TOGETHER

Team work is essential to success in presenting peer education sessions in schools. With four Patrol Leaders attending training to learn how to use this curriculum and 50 girl guides learning Life Skills as part of the APHIA II project, non-trained Girl Guides can still help Patrol Leaders to facilitate sessions. This is called co-facilitation.

In peer education, it is expected that two co-facilitators (at least one a trained Patrol Leader) will lead a session, but other Girl Guides can assist to make it interesting by trying a new energizer, acting out the skit, or reading the story. Co-facilitators are necessary if the class is large (more than 30 pupils) to maintain attention and stay in control.

Make time to sit and answer these questions in order to work well together as co-facilitators. Each person should state her own opinion (agree or disagree) and then discuss why she feels this way. The responses will tell your team how to support each other during the sessions.

Question	Your response (Agree or Disagree)
1. When I am talking, I do not mind if my co-facilitator interrupts me to make an important point.	
2. When I feel that something important should be said during a session, I need to be able to interrupt so that I can make my point.	
3. When my co-facilitator makes a mistake while leading a session, it is okay for me to correct her in front of others.	
4. I want to be able to trust my co-facilitator to assist me when I need help facilitating or answering a question.	
5. The way I let my co-facilitator know that I have something to say is to raise my hand until she notices.	
6. I feel uncomfortable being in charge, so I would prefer to have my co-facilitator lead things.	
7. When my co-facilitator talks a lot, I feel like I have to say something just to remind the group that I am there.	
8. If a pupil says something upsetting or outside the topic, I usually wait to see if my co-facilitator will handle it before I do.	
9. I get nervous talking in front of pupils at the start of a session, but get comfortable later.	
10. I like to be flexible to the group's needs and questions, so I do not like to plan out exactly what we are going to say and do in a session.	



Energizer

Sing this song with pupils.

*Jocy Jacina x2
Choose your partner if you like.
Jocy Jocina Right to right if you like. Jocy Jocina Left to left if
you like. Jocy Jocina Back to back if you like Jocy Jocina.*



Introduction

Introduce your Guide team by name and the topic. Then begin the session with a question about the topic: **What is self-esteem?** (How you feel about yourself or you think others view you).



Skit

Act out the skit in front of pupils and answer the following questions.

ARA

Hey, good morning. You look beautiful today.

EMMA

Thanks. I know I am wonderfully made, like my mom told me.

ESTHER

But your breasts look big

EMMA

Even if they are big, I am proud of them because it is natural. We can't all have breasts the same size.

- How do you think Emma felt hearing that she looked beautiful?
- And how do you think she felt when she was told she had big breasts?
- What do we learn from the skit?
- How can pupils support others as they grow up?

Story

Read the following story to pupils and answer the questions after.

Once there were pupils sitting for their exam. Some of them had passed and others had failed. Peter, a Standard 8 pupil, was the class prefect. While he was preparing for his examination, he was told that his parents had an accident. He was stressed thinking about this. His friend Steve heard the news and decided to help Peter by reading and studying with him. With this help, Peter passed his exam.

- What did you learn from the story?
- How do you think Peter felt when Steve came to help him?
- Do pupils help the way Steve did? Why or why not?

Key questions to answer with peers:

- How can self-esteem be lowered or damaged?
- Why is important to be a friend and raise the self-esteem of other pupils?
- What makes a good friend?
- How should we be good friends to each other?

Summary Closing Messages To Pupils

Feel proud of yourself and support friends to succeed. Appreciate yourself, the way you would want your friends to appreciate you.

Energizer

Body math. Invite all pupils to stand up. Ask them if they can do math. Test them by asking “ $1+1=?$ ” and “ $2+2=?$ ” Now see if they can do the same, showing how to follow you and make the numbers out of their arms and legs. Continue to do math and have fun: $4+4=8$ and $8+8=16$.



Introduction

Introduce your Guide team by name and the topic. Then ask pupils: ***Do you value anything? What are values? What is an example of a value?*** Explain that values are things in your life that have worth or are important to you. Your values should help you know how to behave in your life. Examples of values are honesty, hard work, and education. A pupil who values honesty does not lie or cheat.



Skit

Act out the skit in front of pupils and answer the following questions.

JANE: Hey, good morning. How did you do on your maths exam?

MARY: Ok, I guess. Maths is hard for me, compared to English.

JANE: Look if you help me with English, I'll help you with math. It's easy for me. Oh, hi teacher ...

TEACHER: Hi girls. I heard your idea. That's great that you'll help Mary. She has so much potential but needs to improve her maths score right away.

- What do you think Jane's values are?
- How can pupils help each other do to prepare for exams?
- What do we learn from the skit?



Story

Read the following story to pupils and answer the questions after.

Judith was a pupil in Standard 7. When she learned her friend Emma was dropping out of school, she was sad. When a girl doesn't finish primary school, many things can happen early: she can play sex and get a baby; she can get married and grow up very fast. Judith knew that Emma's parents were not worried about this — only that school fees were expensive. Judith felt lucky that her parents valued school for her and her brothers and worked hard to be able to pay these fees.

- What do we learn from the story?
- How do you think Judith felt as she watched her friend leave school?
- Is there anything that can be done to help Emma?

Key questions to answer with peers:

- Why are values important to pupils?
- How do values influence school performance?

Summary Closing Messages To Pupils

Choose positive values and behave according to them in your life.

Energizer

Sing this song while moving around.

I want to jump, jump, jump.

I want to sit, sit, sit.

I want to dance, dance, dance.



Introduction

Introduce your Guide team by name and the topic. Start with a few questions to introduce the topic:

What are the common illnesses in our community? Explain that malaria, coughs, flu, and stomach illnesses happen to pupils regularly, but not AIDS, cancer, or sexually transmitted infections.



Skit

Act out the skit in front of pupils and answer the following questions.

GIRL (Saying to herself) Oh, I have been coughing for a long time. What could this be?

GIRL But mother, I miss school so much. Why can't I go?

MOTHER Why are you looking so worried? I won't let you go to school with this cough. Pupils will laugh at you.

MOTHER You know I don't have money to take you to the hospital. Go to school if you want, but I didn't send you.

FRIENDS AT SCHOOL Hi Mary. Where have you been? I've missed you.

GIRL (Coughing) I have this cough. It's not getting better, but I can't miss any more lessons.

GIRL But Mary, your father should take you to the clinic.

GIRL My mum says she doesn't have money to take me. What can I do?

FRIEND Let's go talk to my teacher. She will know how to get you to hospital to see a doctor. Maybe she can talk to your father. Let's go. (They walk away.)

- What do we learn from the skit?
- What do you think happens when they talk to the teacher?
- Why should Mary go to the hospital for medical care?

Story

Read the following story to pupils and answer the questions after.

John, a pupil in Standard 6, noticed he wasn't feeling well. He was so cold and his head was hurting. He went to tuition and tried his best, but that night had no appetite to even eat his dinner. He worried that he might be sick with malaria and went to tell his father. He had never been sick like this before.

- Did John do the right thing by going to talk to his father? Why or why not?
- What do you think John's father said?

Key questions to answer with peers:

- Why should pupils see a doctor when they are sick?
- What can pupils do to prevent common illnesses?

Help pupils to understand that it is important to keep good hygiene, wash with clean water and soap, eat nutritious meals, drink clean water, sleep enough and under a mosquito net, and go to a doctor or nurse when sick for trusted care.

Summary Closing Messages To Pupils

Now that you are growing up, you will know when you are feeling sick and when to get help.

Energizer

Sing this song with pupils.

*Oh wasn't it a bit of luck that I was born a baby
duck, with yellow shoes and yellow socks that I may
go wherever I want. Quack, quack, quack, quack,
quack x 2*

Introduction

Introduce your Guide team by name and the topic. Then ask pupils: ***What are feelings? How do you feel right now? Who is a good friend? Who is a bad friend? How do you choose a friend? What is love? Do you love your parents? How do you know you are in love?***





Skit

Act out the skit in front of pupils and answer the following questions.

Wow, John is wonderful! When I see him my heart skips a beat.

KADOGO

Good for you, Kadogo. I'm glad you are happy, but be careful to control yourself. I know you will decide this anyway.
(walks away to class as John approaches)

FRIEND

Hi Kadogo. How are you today?

JOHN

Oh great, John.

KADOGO

scratching the ground and looking shy) I was wondering if you can come to my house after school today so we can talk. Just talk. Can you come over?

JOHN

But we are talking right here. Why do I need to go to your house?

KADOGO

Oh I just thought... (looking away) It's okay if we stay here.

JOHN

- What is happening between John and Kadogo?
- What do you think would happen if Kadogo went to John's house after school?
- What do we learn from the skit?



Story

Read the following story to pupils and answer the questions after.

There once was a boy who was a friend to a girl. They used to go out for walks together and talk. But one day the boy was pressured to try sex by his friends at school. They told him he had been missing out on a perfect chance to be with a girl. After listening to his friends, he thought they were right. And he decided on the next walk he would convince the girl to play sex with him. During the walk, he tried to convince her, but she said 'no'. She was not ready for sex so soon. When he tried to grab her, she pulled her arm away and ran off.

- What do we learn from the story?
- Why do you think the girl ran away?
- Why do you think this boy thought he should listen to his friends' advice?

Key questions to answer with peers:

- If the girl didn't run away, what do you think would have happened?
- What can happen if pupils have early sex?
- What should pupils do if they have feelings of attraction?

Summary Closing Messages To Pupils

True love waits. Control yourself to avoid the pain of regretting early sex. Say 'no' and mean it.

Energizer

Play the game called 'Mary says'. Unless Mary gives the Instruction, no one should move. Ask pupils to stand up to start. When standing, show an example by saying, "Mary says touch your nose." All pupils should touch their noses. Then say, "Touch your feet." If pupils bend down, explain that Mary didn't say. Let pupils laugh if they have made a mistake and start again.



Introduction

Introduce your Guide team by name and the topic. Then ask pupils: ***How do we communicate?*** (with our bodies and voices) ***What are some types of communication?*** (passive, assertive, and aggressive)



Skit

Act out the skit in front of pupils and answer the following questions.

GIRL

(walking home with boy) I'm so glad to be done with class, but I have so much homework

You're so beautiful and study so much. Why don't you take a break? Come home with me and we can relax.

BOY

GIRL

(angrily) No, I don't want to 'relax' with you alone.

(smiling) Why not? I know exactly what to do. We can play sex

BOY

GIRL

(assertively) I said no and I mean no. Not now and not with you. I don't want to play sex.

(embarrassed) I'm sorry.

BOY

- What do we learn from the skit?
- How does the girl communicate with the boy?
- Can any pupil also refuse sex this way? How?

Story

Read the following story to pupils and answer the questions after.

There once was a girl who went to church every week. A man drove by as she was walking home and slowed to talk to her through the car window. He talked smoothly and tried to give her drugs. She was scared that a man would try that. But as a brave girl, she refused. She said confidently, "No, I don't want drugs. Not now. Not ever!" Then she ran home to tell her parents what had happened.

- What do we learn from the story?
- How does the girl communicate with the man?

Key questions to answer with peers:

- Why is it important to use assertive communication, compared to passive or aggressive communication?
- How can pupils get comfortable using assertive communication to refuse early sex, alcohol, or other dangers?

Summary Closing Messages To Pupils

Be assertive and get your rights. Communication can help you avoid being forced to do bad things, such as playing sex early and taking illegal drugs.

Energizer

The group sings this song and acts along with the words.

*Scoop, scoop, scoop the hay. Lift, lift, lift the hay.
Squeeze, squeeze, squeeze the hay and tie it up. X3*



Introduction

Introduce your Guide team by name and the topic. Then ask pupils: ***What do we need in life? Who helps us to get these things? What makes an adult helpful?***



Skit

Act out the skit in front of pupils and answer the following questions.

THUNU Sharon, what is wrong? You look so sad today.

I'm feeling bad but I can't tell you.
You can't help me. SHARON

THUNU You may be right, but my mother can probably help. Let's go and talk to her.

Thanks. I think you are right. SHARON

THUNU Mother, Sharon has a problem and I think you can help.

MOTHER *What's the matter Sharon?*

I don't know what to do. I have no money to feed my brother and sister.
We have not eaten in two days. SHARON

MOTHER Don't worry Sharon. I'm going to give you some food now to take home. But let's go talk to the Head Master tomorrow. He might know who we can find more help from.

- What do we learn from the skit?
- When should pupils get help from adults?
- Which adults can pupils trust to help them?



Story

Read the following story to pupils and answer the questions after.

There once was a girl who worried she might be pregnant. She did not know that she could get pregnant even if she had never seen her first menstrual period. She played sex with a neighbor who told her not to be scared, that they were just playing like mum and dad. But the girl realized that her breasts were growing big and sore, her stomach was growing out, and she was vomiting almost every morning. Something wasn't right. She didn't know who to talk to or what to do.

- What do you think is happening in the story?
- Who should the girl talk to?
- What do you think will happen if the girl stays silent?
- What do we learn from the story?

Key questions to answer with peers:

- What kinds of problems can adults help pupils to solve?
- Why is it important to talk to adults early when a problem starts?

Summary Closing Messages To Pupils

Adults want to help pupils but need to know what is happening. Relationships with mum, dad, aunties, and other adults can be strengthened with open and regular communication.

Energizer

Sing this song with pupils:

No! No! No! You can't tempt me. Say no to sex and STDs!



Introduction

Introduce your Guide team by name and the topic. Then ask pupils: ***Has anyone ever made a decision? What do pupils get to decide in their lives? What is decision-making? How do we make decisions?***



Skit

Act out the skit in front of pupils and answer the following questions.

DIANE Hi Doreen. How are you today?

I'm okay. I'm just thinking about a lot. DOREEN

DIANE What are you thinking about?

That John has been so wonderful lately. He bought me chips and gave me a nice lotion. He even told me that this weekend he'll take me shopping. DOREEN

DIANE What! Aren't you worried he'll ask you for something in return? Like sex?!??

No! I'm not ready for sex. We're just friends DOREEN

- What is happening between John and Doreen?
- Could this happen in real life?
- Should Doreen continue to take John's gifts? Why or why not?
- What are the consequences of refusing John's gift?
- What are the consequences of receiving John's gift?
- What do we learn from the skit?

Story

Read the following story to pupils and answer the questions after.

Once upon a time there was a girl called Sarah. Sarah was beautiful and still in school, though her family was poor. She was a bright girl who often made decisions for herself. One day Sarah's father told her she would soon marry Mr. Matata in the village. Though a scary-looking man, with a large tummy and red eyes, he was also very rich. Sarah's father wanted money to help the family. Sarah was troubled. Her family was surviving on the little money they had, and she wanted badly to stay in school. More than anything, she did not want to marry this man. After thinking through the choices, Sarah approached her father to tell him she could not accept this proposal.

- What was Sarah's challenge?
- What are Sarah's choices?
- What are the consequences?
- Do you think Sarah's father would accept her refusal? If not, what can she do?
- What do we learn from the story?

Key questions to answer with peers:

- What are the three Cs to decision-making?
- Do decisions today affect your future? How?
- What can pupils do if being pressured to do something they don't want to do?

Summary Closing Messages To Pupils

Speak up against negative peer pressure and try to avoid it. Use positive peer pressure to help others make good decisions.

Energizer

Sing this song with pupils:

Yesu hapendi changanya, changanya, changanya x 2



Introduction

Introduce your Guide team by name and the topic. Then ask pupils: ***Have you ever felt pressured to do something? What is pressure? Who can pressure us? What is a peer? What are examples of peer pressure?***



SKit

Act out the skit in front of pupils and answer the following questions that follow.

BRENDA

Hey Simiyu, what's up? You look sad.

(annoyed) Look, I'm stressed. We have little food at home, and my mom is saying she can't pay my school fees.

SIMIYU

EMMA

Oh come on. You're too young to be stressed. Come and we'll show you how to clear your mind.

Where?

SIMIYU

BRENDA

Don't even worry. You don't have to finish your homework anyway. Just follow us and we will find our friend to help you.
(Simiyu agrees and follows.)

(sitting there smoking) Hi Brenda and Emma. Come have a seat. (they all sit down) (offering something to smoke) Take a puff. It's cool and will help you.

JANE

SIMIYU

No way! I don't smoke and I don't take things from strangers friend to help you.
(Simiyu agrees and follows.)

Calm down Simiyu. Smoke and you'll feel like you can fly without wings

BRENDA

SIMIYU

I said no and I mean no. I'm going home. (walks away)

- What do you think Jane is smoking?
- Why do you think Simiyu doesn't want to try smoking?
- How does Simiyu communicate that she doesn't want to try smoking?



Story

Read the following story to pupils and answer the questions after.

Once there were two friends, Sam and Alex. Sam liked to do fun things. He played football and liked to draw. Alex also liked to have fun, but he was more daring than Sam. When walking home after school, they passed a shop they knew. Candy was right out front, and the shopkeeper was away. Alex saw this and pressured Sam to go and take some candy quickly. No one would even know, and the candy would taste so sweet.

- Do you think Sam agreed to steal the candy?
- What could happen if they got caught?
- What do we learn from the story?

Key questions to answer with peers:

- What bad things do pupils try to pressure others to try?
- What good things do pupils help us to do?
- Why do pupils use negative peer pressure?
- How can pupils use positive peer pressure?

Summary Closing Messages To Pupils

Speak up against negative peer pressure and try to avoid it. Use positive peer pressure to help others make good decisions.

Energizer

Coconut in action. Use your arms and legs to spell out 'coconut' together. Let your arms make a big 'C' and so on, slowly at first and then faster.



Introduction

Introduce your Guide team by name and the topic. Then ask pupils: ***Have you heard of HIV/AIDS? What is HIV? What is AIDS? Are they the same?***



Skit

Act out the skit in front of pupils and answer the following questions that follow.

Ready to go home? Can we walk together?

SUSAN

Sure. I'm done with Guiding.

CARO

That's good. But are you okay? You seem sad.

SUSAN

I'm nervous. I just learned that my auntie is moving in with us. (whispering) My uncle died, and now she learned she is sick too. She has AIDS.

SIMIYU

Why are you sad? Don't you want to help during such a difficult time?

BRENDA

No, it's just that I don't want to catch AIDS because she's touching everything!

CARO

No way! I don't smoke and I don't take things from strangers to help you. (Simiyu agrees and follows.)

SIMIYU:

Caro, you're being silly. Don't you know you can't catch AIDS like that? HIV is only transmitted when infected body fluids mix between two people – not touching – like blood from sharing razors, during unprotected sex, and from mother to child during pregnancy and breastfeeding. Be nice and take care of your auntie like you would any other sick person.

BRENDA

- What do we learn from the skit?
- How is HIV transmitted?
- Why can a pupil not get AIDS from touching someone?

Story

Read the following story to pupils and answer the questions after.

There once was a boy whose father was sick. He had AIDS. It was hard for the son because he worried about his dad a lot. The father was taking medicine to keep strong when the boy was in Standard 6. He wanted to help his son avoid this sickness and so he talked to him openly. He said that he had AIDS but that he didn't want his son to go through the same difficulties. The father learned he had HIV when he went for VCT (voluntary counseling and testing). A counselor helped him to understand the results and deal with them. The father told his son that he should check his HIV status as soon as he wanted. He also advised his son that he could prevent HIV infection by abstaining from sex now, learning to use a condom when he decides to have sex, and avoiding sharp objects or anything with blood that could transfer between people.

- What do we learn from the story?
- How can HIV be prevented?
- How can you find out if you have HIV or AIDS?

Key questions to answer with peers:

- When is HIV transmitted from one person to another?
- How can HIV transmission be prevented?
- What can pupils do to protect themselves from HIV infection?

Summary Closing Messages To Pupils

Go for VCT (voluntary counseling and testing) if you think you could be infected with HIV. Protect yourself by abstaining from unprotected sex and avoid sharing sharp objects that could have blood on them.

Energizer

Sing this song with pupils: Jocy Jacina x2

*Choose your partner if you like. Jocy Jocina
Right to right if you like. Jocy Jocina
Left to left if you like. Jocy Jocina
Back to back if you like. Jocy Jocina*



Introduction

Introduce your Guide team by name and the topic. Then ask pupils: ***Have you ever seen people treated poorly? What happened? Do you know what stigma is?*** (labeling people or seeing them as less good.) ***What is discrimination?*** (treating people differently or unfairly.)



Skit

Act out the skit in front of pupils and answer the following questions that follow.

NJERI Hi guys. (waving)

Mmh, who are you greeting? And where are you going?

BRENDA

To the party of course. I was invited.

NJERI

Your dress is nice, but you are so thin. Are you sick?
(grabbing her arm)

BRENDA

(pulling her arm away) No, I'm not sick.

NJERI

Don't go to the party. People will laugh at you. We know you have AIDS. Your mom already died. (walking away while Njeri sits crying)

SARA

Why are you crying Njeri? Aren't you going to the party?

FRIEND

Brenda and Sara were abusing me. Why can't people see that it isn't my fault I have HIV?

BRENDA

They are mean and scared. We need to go to that party to show them just how wrong they are. Even if you have HIV, no one will get infected by eating and dancing together!

FRIEND

Thanks for being such a good friend.
Let's go. (walk to party)

NJERI

- What do we learn from the skit?
- How is HIV transmitted?
- Why can a pupil not get AIDS from touching someone?



Story

Read the following story to pupils and answer the questions after.

There once was a boy named Eddie. Any time he had money, he would buy sweets from a shop near his house. The shop owner named Caroline was sweet and big. She knew Eddie's favorite choices. A few weeks passed and Caroline wasn't around. Gossip started, and it was rumored that Caroline had AIDS. Eddie was nervous, but he knew he wouldn't get sick by buying sweets from her. He bought her sweets but felt bad that no one wanted to be near Caroline anymore.

- Why are people afraid of Caroline?
- Should people be afraid of Caroline?
- What do we learn from the story?

Key questions to answer with peers:

- From the skit or the story, what is an example of stigma?
- From the skit or the story, what is an example of discrimination?
- How can pupils fight stigma and discrimination?

Summary Closing Messages To Pupils

Don't be afraid of people living with HIV and AIDS. They are normal and need love and support like everyone else, even more sometimes.

Energizer

Sing this song with pupils:

These are my private parts, private parts, private parts.

No body should touch them. (touch your chest)

No body should see them. (cover your genitals)

No body should play with them! (tap your behind)



Introduction

Introduce your Guide team by name and the topic. Then ask pupils: ***Do adults ever try to do bad things to pupils? Do you know what rape is?*** (forced sex)

Skit

Act out the skit in front of pupils and answer the following questions that follow.

ROSE Hi Mary. Did you hear what happened to Jane?

MARY Yeah, can you believe it?

ROSE She was just walking alone on Saturday evening and got raped. I feel so bad for her. .

MARY Me too. And she is afraid to tell her mum. I don't think any adults even know.

ROSE Why?

MARY She thinks it's her fault she got raped. She shouldn't have been walking alone in the evening.

ROSE But that's not true. People walk alone all the time; rape doesn't happen everyday. Jane didn't do anything wrong. That man committed a crime He should be taken to the police.

MARY You're right. Let's go talk to her and see if we can get her help. She must be feeling terrible and so alone.

- What do you think happens when these girls talk to Jane?
- Why is it important for pupils to tell some one if they have been forced to have sex?
- What do we learn from the skit?
- Why should someone go to the hospital immediately after rape?



Story

Read the following story to pupils and answer the questions after.

Once upon a time there was a girl who lived with her parents. The girl always ignored her parents when they told her anything. She thought she knew best and wanted to live her own life. One day she went to a nearby disco. A boy tried to force himself on her as she walked behind to the toilet. Luckily she screamed and hit him, trying to get away. Another boy came to her rescue and she ran home scared by it all.

- What do we learn from the story?
- What can you do to people who try to force you to have sex?
- Why do parents set rules for their children?

Key questions to answer with peers:

- What should pupils do to reduce the risk of rape?
- What should pupils do if raped? (don't wash and go tell the children's desk at the police)
- Who should pupils tell if rape happens? (a trusted adult, if they can't go to the police right away)

Summary Closing Messages To Pupils

Stay away from dangerous places to avoid rape. But don't keep quiet about rape. Tell someone and get support.

Energizer

Sing this song with pupils:

*Avocado, avocado.
Papaya, papaya.
Oranges and lemons. Oranges and
lemons.
Fruit salad. Fruit salad.*



Introduction

Introduce your Guide team by name. Then ask pupils: ***What are drugs? What is alcohol? Is it legal for pupils to use drugs or alcohol?*** Besides being illegal, ***why are drugs and alcohol dangerous for pupils?***



Skit

Act out the skit in front of pupils and answer the following questions that follow.

KEVIN: Wow, this is the way to spend a weekend.
Relaxing all day – no family around. (drinking brew and raising his glass)

PHILIP: I love feeling like this. So free. So high. (smoking)

JOHN: Yeah, bro. Life is good.

JOHN'S SISTER: (walking up) What are you doing? Are you doing drugs? And drinking!!??

JOHN: Leave us alone Mary! Go do your chores. We're fine here. I'll be home later.

MARY: No way, John. I don't understand this. You're smart and lucky. Why do you want to waste your day so high you don't even remember it? Are you just bored?

JOHN: No, I just want to feel free.

MARY: You are free. Mum doesn't ask after you and I'm working. Let's talk. Come help me. (John gets up to go with Mary)

- Do you think Mary can help John? Why or why not?
- If John keeps using drugs and alcohol, what will he become in the future?
- What do we learn from the skit?



Story

Read the following story to pupils and answer the questions after.

Once upon a time there was a girl who lived with her parents. The girl always ignored her parents when they told her anything. She thought she knew best and wanted to live her own life. One day she went to a nearby disco. A boy tried to force himself on her as she walked behind to the toilet. Luckily she screamed and hit him, trying to get away. Another boy came to her rescue and she ran home scared by it all.

- What do we learn from the story?
- What can you do to people who try to force you to have sex?
- Why do parents set rules for their children?

Key questions to answer with peers:

- What should pupils do to reduce the risk of rape?
- What should pupils do if raped? (don't wash and go tell the children's desk at the police)
- Who should pupils tell if rape happens? (a trusted adult, if they can't go to the police right away)

Summary Closing Messages To Pupils

Stay away from dangerous places to avoid rape. But don't keep quiet about rape. Tell someone and get support.

HANDLING PEERS

As a Patrol Leader educating peers who are also your classmates, you will find those who are easy to handle and those who are difficult. Fill in this table with your Guide Leader to prepare yourself to handle difficult peers or situations that may happen during peer education sessions.

Challenging Situation	Positive Response
Some pupils are having a side conversation, distracting others.	
A pupil challenges you by asking a difficult question. You do not know the answer.	
During the session, one or two pupils answer all the questions, leaving others out.	
The class laughs when a pupil shares personal information during the session.	
A pupil says hurtful things as you are conducting your session.	
A pupil asks you personal questions to find out if you are doing what you are telling others to do.	
A pupil answers using slang or Sheng that may not be understood by others.	
A pupil gives a wrong answer to your question.	
Another example ...(write it here)	

HELPING OTHERS: REFERRING PUPILS IN NEED TO ADULTS AND HEALTH SERVICES

As a Patrol Leader educating pupils, it is likely that you will be called to help pupils one-on-one with their own personal needs. Girl Guides can answer questions, but should know who and where to send pupils in need; this is called a referral. Girl Guides can refer pupils to talk to a trusted adult, a Guide Leader, or a guidance and counseling teacher, or to a health service, such as a clinic or hospital.

Example situation	Referral Advice
A pupil asks how HIV is transmitted	
A pupil asks whether girls wearing mini skirts cause men to rape.	
A pupil asks you to be his or her friend	
A pupil is sick, coughing all the time	
A pupil tells you that a teacher is pressuring her to touch him inappropriately.	
A pupil tells you she plays sex	
A pupil wants to know where to find condoms	
A pupil tells you and she and her friends use drugs but want to stop	
Your own example...(write it here)	

KEEPING TRACK OF YOUR WORK AS A PATROL LEADER

As a young person helping to fight HIV, prevent early pregnancy, and keep your peers healthy by referring them to clinics and hospitals, KGGA and APHIA II want you to report on your contribution. The process is often called monitoring and uses simple forms to collect information on your progress. Each unit will have a Guide Leader Diary and Patrol Leader Diary. Your Guide Leader will complete her diary monitoring of her life skills sessions and more, and she may assist you to complete the Patrol Leader Diary.

Regardless of the number of Patrol Leaders, one form should summarize your work jointly and be given to KGGA staff and Cluster Leaders. Patrol Leaders will need to work as a team to reach out to fellow pupils and report on monthly activity in your school.

PATROL LEADER ACTION PLANNING

Class Who? How many?	Activity Description What will take place? What topic will be covered?	Time When will it start? End?	Team Who will assist in the session?

The above form can assist the Patrol Leader in planning to conduct peer education after completing training. Be realistic and use it as a tool to share expectations with your patrol.

GUIDE PROMISE

I promise on my honour that I will do my best
To do my duty to God and my Country,
To help other people at all times,
And to obey the Guide Law.

GUIDE LAW

1. A Guide's honour is to be trusted.
2. A Guide is loyal.
3. A Guide's duty is to be useful and to help others.
4. A Guide is a friend to all and a sister to every other Guide.
5. A Guide is polite and considerate.
6. A Guide preserves and loves nature.
7. A Guide is obedient and has respect for others.
8. A Guide is courageous and should be cheerful under all circumstances.
9. A Guide is careful and avoids wastefulness.
10. A Guide is pure in thought, word and deed.

GUIDE MOTTO

Be prepared.

CONTRIBUTORS

ADULTS

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Edith Shianyisa, APHIA II District Coordinator, Coast
Catherine Hungi, Guide Leader, Naivasha
Diana Meshak, Guide Leader, Mombasa
Judith Nakhulo, Guide Leader, Mombasa
Elizabeth Owino, Guide Leader, Nakuru

YOUTH FROM COAST PROVINCE

Pamela Achieng, Young Leader, Mombasa, 19 years
Hudaa Adhalla, Girl Guide, B Estate, 10 years
Thunu Athman, Girl Guide, Likoni, 14 years
Jane Julliet, Ranger, Magongo, 17 years
Maimuna Kombo, Girl Guide, Nyali Bridge, 11 years
Sharon Kimakwa, Girl Guide, Mtonge, 13 years
Doreen Mngolo, Girl Guide, Aga Khan, 11 years
Rebecca Mwataza, Girl Guide, Mtongwe, 10 years
Mwanajuma Omara, Girl Guide, Kilifi, 12 years
Santa Ayoma Odongo, Girl Guide, Malindi,
13 years Silvia Sale, Girl Guide, Kiembeni, 13 years
Catherine Simiyu, Girl Guide, Sea, 12 years
Jane Wambui, Girl Guide, Kisauni, 14 years

YOUTH FROM RIFT VALLEY PROVINCE

Millicent Achieng, Young Leader, Nakuru, 20 years
Monicah Akinyi, Girl Guide, Narok, 11 years
Michele Atieno, Girl Guide, Gilgil, 15 years
Diana Brenda, Girl Guide, Naivasha, 13 years
Tabitha Mukami, Girl Guide, Gilgil, 14 years
Emmaculate Muthoni, Girl Guide, Nakuru, 13 years
Diana Mwendu, Girl Guide, Naivasha, 11 years
Scholastica Mwita, Girl Guide, Gilgil, 11 years
Margaret Njeri, Girl Guide, Naivasha, 12 years
Esther Nyambura, Girl Guide, Naivasha, 12 years
Monicah Waitera, Girl Guide, Nakuru, 11 years
Jane Wanjiku, Girl Guide, Kivumbuni, 12 years
Rosemary Wanjiru, Girl Guide, Gilgil, 14 years



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