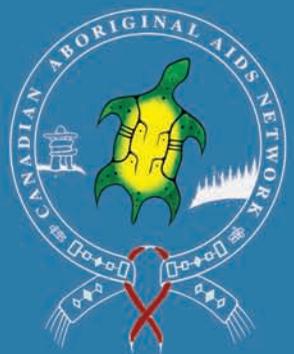


YOUNG EAGLES CHALLENGE

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DO IT!



YOUNG EAGLES' CHALLENGE

Guide2: DO IT!

Aboriginal youth lead the future

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YOUNG EAGLES CHALLENGE

For many Aboriginal people, the Eagle is a symbol of leadership. Eagles fly high and have great vision so they can spot food and see potential dangers. Eagles mate for life, and work together to protect and care for the Eaglets in their nest.

When it is time for the Eaglets to be on their way, the mother Eagle prepares them by making it uncomfortable for them to stay. Eventually, the Young Eagles are pushed out of their nest because their parents know they must go out to experience the world on their own.

Aboriginal youth can be like Young Eagles, working together to lead the future health of our communities.

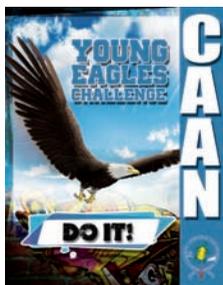
HOW DO THE GUIDES WORK?

Are you an Aboriginal youth (First Nations, Inuit, Métis) under the age of 29 years old?

The Young Eagles' Challenge includes two guides that have been created to support you to learn about Human Immunodeficiency Virus and the Acquired Immune Deficiency Syndrome (HIV and AIDS), and to even support you to talk to others about them.



1. **KNOW IT!** The first guide has important information about HIV and AIDS in it. Learning about this will allow you to be more familiar with what HIV and AIDS and how it is spread from one person to another.



2. **DO IT!** The second guide offers you tips, checklists and resources in case you want to talk to other youth and your community about HIV and AIDS. You can be part of a group of Young Eagles spreading this knowledge across Canada!

GOOD STUFF TO KNOW

These two guides have great information for Aboriginal youth that can be shaped to meet group's needs. Each Aboriginal community is very diverse, the following information is meant to be only guiding principles. Use what makes sense for you as an Aboriginal youth.

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WHAT DOES PEER EDUCATION HAVE TO DO WITH ABORIGINAL YOUTH?

DO IT! Find out what information and resources are available to you in the community.

A peer education approach is a way for Aboriginal youth to learn with their peers to help protect each other from getting HIV & AIDS. It is also a way to reach Aboriginal youth who may discover they are HIV positive to give them information about care, treatment and support. This guide is focused on Peer Tools and Tips, such as:

- Presentation ideas for sharing information
- Toolkit and resources section
- Interactive tools for youth

Information, resources, and tools delivered by peers in a way that you understand, positive peer pressure may help save a life, because there is NO CURE for HIV & AIDS!

Are you a Peer?

A peer is someone who shares a common or mutual lived experience, and may be from the same generation or cultural background.

Why should you use Peer Education?

Peer education is a way to share information among other youth to achieve health and wellness goals, such as, preventing HIV and AIDS.

Why would you want to get a group of peers together to talk about HIV and AIDS?

- Youth relate better with people similar to their own age, background, and interests, especially when talking about sensitive topics.
- The cultural similarity of peers helps ensure that the language and messages used are relevant and appropriate.
- Peer-led groups can change social and community norms to support risk-reducing behaviour.
- Peer groups allow for the direct involvement of young people in their own programs.
- Peer programs often reach not only the peer group but also the peer's relatives and other community members.
- Peer group organizers often gain long-term payoffs from their group experiences, which include an ongoing commitment to healthy activities, development of leadership potential, useful employment experience, and personal development.

Why would involving the community be a good idea?

The community can assist in providing resources such as:

- Support of service providers who can share what they do in the community
- Provide information on HIV & AIDS that is available to be shared with the peer group
- Provide a venue to meet and other meeting supplies or equipment
- Provide guidance for developing peer group discussion themes

How can you get other Aboriginal youth and community members involved?

- Advertise by inviting people to attend through social networks, email, phone, or word of mouth
- Approach the community youth workers to assist in promoting the event
- Advertise with posters at school, recreation centres, and other places youth may hang out
- Partner up with another event to offer a peer group meeting before or after the other event

WHAT SKILLS DO YOU NEED TO BE A PEER EDUCATOR?

DO IT!

Bring in someone who supports the program and someone the community listens to.

- Anyone can talk about HIV and AIDS
- Everyone has strengths and will have challenges to work on, some great skills are:
 - o Listening
 - o Talking or sharing with others
 - o Resourcefulness (be creative to overcome challenges or obstacles)
 - o Assertiveness (be confident on groups purpose)
 - o Caring for yourself (knowing when to sleep, eat, and be considerate of your needs and boundaries)
- some useful skills to work on might be:
 - o Motivational speaking

MOTIVATIONAL SPEAKING

A big part of what a peer educator will be doing is to be trying to tell a story and to have people to understand the risks around HIV & AIDS.

There is a lot of active listening that has to be done by the Youth Peer Educator as well. In this case, we are encouraging people to know what their choices and risks are.

HIV & AIDS is 100% preventable. You could prolong or save a friend's life by educating them around facts and risks of HIV & AIDS.

Here are some do's and don'ts around motivational speaking that might be helpful to keep in mind while you are facilitating your session:

DO's

- do know your facts and the material you're presenting;
- do speak loud enough for people at the back of the room so they can hear you;
- do try to make the sound of your voice interesting;
- do look around to different people in the room making short eye contact;
- do talk with your hands for emphasis sometimes;
- do use humor;
- do prepare and practice your presentation or task;
- do know your equipment before you present (i.e. power point projector, DVD player, etc);
- do encourage your listeners to ask questions and be involved (audience participation);
- do change your pace and tone; and
- do relax and be yourself.

DON'Ts

- don't speak in one tone (monotone);
- don't speak too slowly or too fast;
- don't stare at just one person or in one spot for too long;
- don't fidget with your hands or play with pocket change or clothing/jewelry;
- don't talk with your back toward the audience, like when writing on the board;
- don't cross your arms or stand with your hands in your pockets;
- don't pace back and forth;
- don't speak too softly or quietly;
- don't panic;
- don't make up stuff if you don't know the answer to a question tell them where they might find the answer if you know or tell them you will get back to them; and
- don't try to learn to use equipment while you are presenting.

Presenting information and answering questions is the easy part IF you really know your stuff. It's like doing your homework before a big test. If you know your material it's easier to be confident.

Practice is what really counts. There is an evaluation sheet in the toolkit section that can be used to find out what people think of your presentation to find out what to develop and how to make your presentations more interesting. Icebreakers or jokes are always fun.

CREATING A SAFE SPACE FOR SHARING

DO IT! Write a list of rules on chalkboard or poster

It's very important that your presentations are held in a safe place. Be aware of the privacy for the group and avoid areas where people can intrude easily. At the very beginning use a chalkboard or flip chart to write down rules or commitments for the group for the discussion or the presentation. A common rule is that only one person talks at a time, and to use respectful language.

Confidentiality (no one talks about what was said in the room about people who were not there) is another good rule. The group should come up with a good list of respectful rules. If they leave one or two things out that you think might be important then you should suggest that it get added to the list with the approval from the group.

It's easier to follow rules that make people feel safe if they are the same people who actually came up with those rules. It must be safe so that people can feel comfortable getting involved in talking and asking questions. Make sure that you leave lots of time for personal sharing of ideas, questions, stories and experiences by the participants. Rules are also very similar to setting boundaries and it is a great practice to have for all youth.

VALUE OF GENDER FOCUSED TALKING CIRCLES

DO IT! Keep the groups small and the discussions short until the group is ready to talk. When teaching this guide to your peers, there may be times when it is good to separate males from females. This may be a good idea so that there is a comfort level to discuss certain topics such as safer sex negotiation or sexual health. The benefit of separating the sexes is that guys may share more personally with other guys their thoughts and feelings around sexual matters to avoid being embarrassed around the girls, and the same can be true of girls. Young women might not feel comfortable discussing certain things openly while the young men are listening to every word and observing our every move as we share something so personal such as sexuality and personal preferences, etc..

It may be helpful and necessary to have separate talking circles for Two-Spirited youth (gay/lesbian/bisexual/transgendered). However, some youth who have different sexual orientations may not feel safe telling others they are gay so be supportive for people's sexual preference.

Having a female Youth Peer Educator facilitate the young women's sharing circle and a male Youth Peer Educator facilitate the young men's circle is the best situation.

The topics or questions that are discussed should be the same for each of the groups. Using a flip chart, white board, chalk board or even just taking notes on paper, the facilitator of each group should record the main points for each topic. Once all of the

topics have been discussed in each group, bring the two groups together, share and compare the answers. Remember, there are no right or wrong answers, just different views that can help people understand one another better.

This exercise should be able to show the similarities and differences in attitudes between male, female and two-spirited youth in your community. Each group can learn interesting stuff about the other. Some of the topics that could be discussed are:

- likes and dislikes about the other gender;
- expectations of opposite gender;
- negotiating safer sex;
- sex for the first time (why, when, how, what);
- peer pressure to have sex when you're not ready; and
- any AIDS related topic where opinions of guys and girls might be different from each other.

Benefits of Youth Peer Education teaching is a great way of learning;

- gaining respect and admiration of peers;
- sharing ideas and feelings with people like yourself;
- developing good job skills;
- getting more volunteer hours under your belt;
- peer education can lead to career opportunities and work experience; and
- peer education experience looks great on a resume.

By speaking with youth in classrooms, talking circles and one on one, we are developing leadership skills in health promotion. In our Aboriginal communities everyone seems to know everyone. For this reason, it is important to "practice what you preach". When you are speaking to other youth trying to influence them to make safer choices it is important that they know that you are making safer choices for your own life. Leadership by example is very effective.

A Youth Peer Educator's personal behavior "counts" in small communities. Sometimes our reputations are healthy and sometimes not that healthy. This is a good opportunity to influence youth to reduce their risk of getting HIV by changing behaviors to a healthier and safer way. We are all evolving and trying to learn and grow. We make choices and then we learn from them. Nobody is perfect. Talk about it with the group.

It's important to involve the planning committee with the presentation format. They are there to guide and support the Youth Peer Educators. The information you will present must be gathered and discussed with the committee. The committee may come up with a strategy and plan for the workshops and presentations. Possible guest speakers, audio/visual equipment, handouts, swag and all resources used during the sessions should be listed, prepared and made available by the committee. Part of the fun is the getting together with other Aboriginal youth for planning.

Many methods of giving workshops are out there. You can use an existing delivery technique or come up with ones with the planning committee. Below are just a few examples of ways to get youth involved and really thinking about the issues around HIV and AIDS.

YOUNG WOMEN, YOUNG MEN, TWO-SPIRITED

In some communities, our women may be more involved in health care, teaching, childcare and care giving in general. In HIV & AIDS workshops, the same could be true. Of course there are exceptions to the rule. As well, Two Spirited men may often be involved in the care-giving field and especially in HIV & AIDS work.

If there seems to be few heterosexual (straight) men who come to your HIV & AIDS workshops and events, there needs to be a special strategy to recruit them into being participants in these presentations.

The steering committee might be useful with recruitment strategies. Men and women or girls and boys of different ages have different ways of thinking about HIV & AIDS issues. Males might not feel comfortable talking about their inner feelings, risks and sex around the females or vice versa. The same is often true of different age groups.

A fifteen year old female might not freely talk about sex or AIDS around males in the group who are in their twenties. It's usually a good idea to have exercises during the education session where the group is separated into males and females or even into age categories or by grades. For example 15 to 19 year olds in one group and 20 to 25 year olds in another or females in one group and males in the other. Have them do the same exercises in small groups and then afterward come together for sharing, comparing and discussion. Or have the females work on female issues and the males on male issues.

Another good idea is to team up junior Youth Peer Educators with more senior Youth Peer Educators. Overall, it is important to understand your community and how to create a supportive environment for all genders and ages. You may just ask people directly what would motivate them to attend a presentation, such as a free lunch.

You can also think outside the box!

- How else can you encourage Aboriginal youth of all ages and sexes to learn about HIV and AIDS and speak to each other about healthy sexuality?
- What other activities would encourage a safe space for everyone to learn about HIV and AIDS?

RECRUITMENT STRATEGIES TO FIND PARTICIPANTS

DO IT!

Know your Group and specialize the talk, do not try to do something for everyone

It will be helpful to work as a team to find ways of attracting peers into the program. In many ways, this may mean talking to others one on one, before inviting them to become more involved. Remember, there is value in creating positive peer pressure to counter all the temptations and negative things you may hear. Many youth (including older people), have an interest in talking and learning about sexual health issues. It isn't often that people have this opportunity, whether it is because they do not feel comfortable talking to

their parent(s) or because they are shy. So as a Youth Peer Educator, you get to talk about sex all the time and related issues that in the long term could save a person's life. It's all about how you promote the program to others and whether you yourself feel comfortable learning, and then sharing the information.

RECRUITMENT STRATEGIES TO FIND YOUTH PEER EDUCATORS

When developing "Recruitment strategies" ensure that the purpose of the group is clear and define what type of peers you are looking for.

Motivation: find youth that already have an interest in health promotion, teaching or leadership building of other kinds, perhaps a youth who is affected by HIV;

Skills: find youth that excel in public speaking, presenting, comfortable talking about sensitive issues, loud voice, good communicators, non-judgmental types;

Knowledge: if possible find peer youth who have some understanding of HIV&AIDS, educating, previous leadership experience or program completion; and

It is best to have at least 2 Youth Peer Educators for delivering the information and ideas in this guide. This way, both can support one another and also take notes while the other is speaking. They can also join in if a question throws the other speaker off, if they have the answer.

Some strategies may be:

- Sign up youth who may want a future in the health or wellness career fields, and emphasize that this is a great opportunity to learn, volunteer, and gain some experience in promoting health
- Join up youth who may look for a place that where they can be with other peers, and have the opportunity to 'belong' to a healthy movement, and are supportive of the purpose of the group
- Look for similar peer programs and invite those peers
- Offer meals, snacks, or SWAG (free stuff) to attract youth to the event

OTHER WAYS OF SHARING INFORMATION:

TALKING CIRCLES

For thousands of years, Aboriginal people have been using talking circles to share ideas and feelings. A lot of us feel more comfortable in an informal circle of our friends and peers. The Youth Peer Educator must prepare for talking circles as well. Sometimes, as the Peer Educator, you must simply present some information but be sure to make time for each person in the circle to have their say and share their thoughts and feelings. One way it could be done is to ask a question or give some facts and go around the circle one at a time asking for feedback and comments. Or you could go around the circle so that people can ask questions of you, or do a short presentation and then open it up for the circle to discuss.

Remember, at the beginning of the circle; establish guidelines (or rules) that are created by the group. Some common rules are: one person speaks at a time; no cross-talk or being critical of what someone else has shared; no right or wrong answers, respectful language, and so on.

One-on-One (informal settings): Sometimes, individuals might approach you wanting to talk privately because they know you are a Youth Peer Educator who knows a lot about HIV & AIDS issues. This can happen anywhere that you might run into any of your friends. It could happen at a pow wow, baseball or hockey game, out hunting, parties, watching TV or just hanging out. Be prepared and respect the trust they give you to share private information.

There are many different reasons why a youth might approach you for some kind of support. They might have done something that they think might have put them at risk for catching HIV. They might know someone who has HIV and they want some reliable answers. They might just be curious and have no one else that they trust to ask. It's important that you give accurate information and caring support to the person, however do not give them advice on what to do. As much as you are able, tell them about what their options are. You can refer them to counsellors, social workers, Community Health Representatives or Nurses (CHRs, CHNs), HIV testing facilities, health offices, HIV & AIDS web sites or other community or government resources. You might even find that you are interested in becoming a counsellor, which takes years of study and practice.

Example #1

A young girl might approach a peer educator saying that she thinks she is pregnant, and is thinking about an HIV test and has been thinking about suicide. It has probably taken this girl a lot of courage and trust to approach you in the first place. First, it's important to listen to her. Then, try to identify the issues she is talking about. In this case, it sounds like there are three issues; pregnancy, HIV testing and thinking about suicide. Make sure that she knows that you are not a counsellor. Let her know that you care by referring her to professionals. For the pregnancy, she needs medical professionals. She needs to know who to talk to about getting an HIV test. Thirdly, she must talk with a counsellor about her thoughts of suicide, and it is recommended that you help them set up an immediate appointment. It could be three different professionals or these issues could be handled by one trained professional.

The Peer Educator's role here is to support the young woman to see a counsellor as soon as possible. You could provide her with phone numbers of organizations, CHR's, a local doctor or clinic, crisis lines or a local understanding Elder, and help her call someone right away from a private area or walk with her to the counsellor's office. You may have discussed with the counsellor before on ways that you would let them know in a private manner that you have someone who is suicidal. Follow-up is always needed when you refer someone. It is like checking in on them to see if they did go and talk to the referral or how they are doing if they did.

Example #2

A youth who may be questioning their sexuality by asking, am I straight, gay, lesbian or Two-Spirited? Again, caring and non-judgmental support is very important. Provide this person with resources to help them find answers to their questions. Do not try to answer these kinds of questions yourself and recommend a counsellor. A professional counsellor would know how to help in these situations. There are many phone numbers and help lines of organizations that can help answer these kinds of questions as well.

Example #3

A youth has told you that they are being sexually abused by a family member. What do you do? First, let them know you care and you will help them find someone professional to talk with. There are complex legal issues around when to tell the authorities about a crime that is or has been committed. This type of scenario is very serious and you need to tell a person in authority, like a teacher or counsellor. It cannot be handled by the Youth Peer Educator alone and there are many limitations on how much support you can give a person who has experienced this type of trauma.

In the back of this guide is a section listing some of the resources available so that you can refer youth to them. Also there is a form that you, as a Youth Peer Educator, can fill out with a list of local organizations, phone numbers and resources. This Local Resource Contact List can be a valuable tool for referring youth.

HANDLING SENSITIVE TOPICS

DO IT! Talk about the risks in your group

HIV is already in our communities. Mostly, it can be a big secret. HIV & AIDS is a social disease and yet talking about it makes a lot of people feel uncomfortable. Discussing sexual behaviors with peers can be tough.

Some other topics that can be sensitive are injection drugs and substance use, sexually transmitted infections, harm reduction, death and dying, spirituality, self-esteem, abstinence, sex before marriage, racism and homophobia. You'll probably find that HIV & AIDS touches every aspect of our lives as Aboriginal people.

People need to know that they will not be attacked or made fun of when they share their ideas and feelings. This is the main reason for having the groups come up with a list of rules and agreements for the session.

ADDRESSING ISSUES RELATED TO DIFFERENT LIFE CHOICES

All people have a set of personal values that they live their lives by. Some personal values are religious or spiritual in nature. Other personal values have to do with moral or legal issues. Our personal values are shaped by our culture, families, teachers, religious leaders, peers and personal life experiences. Personal values can change over time with new life experiences and perspectives. Basically, we use our personal values to determine for ourselves the difference between right and wrong, or healthy or unhealthy spiritually, emotionally or physically.

The Youth Peer Educator must be careful not to impose his or her own personal values on the group. We are all individuals with different value systems. Even though groups of people at times share some common values, no two individuals think exactly the same.

For example the Youth Peer Educator or participants might:

- be married with children and they waited until they were married before having sex for the first time;
- have been having sex since they were in their early teens with many different partners;
- be a drug user;
- be thinking about having children;
- be gay, lesbian, bisexual, transgendered, inter-sexed or Two-Spirited;
- be sexually inexperienced; and/or
- be involved in a long-term relationship.

It is important that we don't expect other people to live by our values. The youth you are trying to reach need to know that they will not be judged by you or others in the group.

CHALLENGES BY PARTICIPANTS

DO IT! Have someone share their personal story of living with HIV/AIDS. Often, in the group of participants there will be one or more people whose values are greatly challenged by the topics you may discuss.

Sometimes, youth speak out in the group and say that they think that certain choices or behaviors or personal values are wrong. Don't argue with them. This is an opportunity to talk about values and acceptance of people's life choices. If one person speaks out about something, the chances are that they are not the only one in the group who is feeling that way.

Accepting someone's personal choices does not mean that you agree that they are right, wrong, healthy or unhealthy. It just means that you accept the person the way they are. Rather than judging them, it is more helpful to try to influence them to make safer choices, reduce their risk for getting HIV & AIDS and stay healthier longer.

For example, rather than trying to stop someone from enjoying anal sex, it is more effective to tell them about the health benefits of using a condom. Or if a person uses injection drugs (shoots up), rather than judging it as "wrong" we could encourage them to use clean needles. This keeps people alive longer so that they have more opportunity to change risky behaviors.

For addicted youth, professional counselling can help them to eventually kick the unhealthy habit if they choose to. It's important that we try to reduce the harm caused by their activities. If we judge them, they might not come back to us or our group for help or accurate information. Sometimes instead of using the language right or wrong, good or bad, people may not be as offensive if you use the terms healthy or unhealthy behavior and choices.

WORKSHOP PLANNING

DO IT! Plan a variety of approaches to offer a workshop

The planning committee should be very helpful in planning workshops. All planning committee members should be committed to working toward a successful Youth Peer HIV & AIDS awareness workshop.

Responsibilities of Planning Committee could include:

- determine the needs of the school or target group;
- set dates for the workshop day, rehearsal time, assembly and presentations;
- arrange a space to use for rehearsals and workshops;
- discuss budget and find out where to get money (fund-raising? sponsors? Band?);
- strategize to recruit peers (of all sexes and genders);
- identify sources of information;
- plan program step by step (i.e., guest speakers, videos, exercises, etc);
- arrange speaker for presentation day (CHR, CHN, PHN, APHA, etc);
- possibly participate and give feedback for rehearsal;
- prepare reference letters for participating peers;
- help prepare materials for classroom work;
- identify and design resources for handout packages for workshop participants;
- day before workshop, call to reconfirm speaker/ elder;
- designing workshop evaluation sheets for participants;
- moral support and debriefing, and
- give feedback for future programs.

WHAT ARE YOUR ABORIGINAL CULTURAL PRACTICES THAT STRENGTHEN YOUR WORKSHOPS?

DO IT! Find someone in the your community to bring culture in to your workshops

We have strong traditions and cultures . These are a source of pride and identity for our people.

Incorporating cultural practices into your program will strengthen your approach. This may involve inviting Elders from the community to be a part of the workshops or projects you provide. It could be inviting drummers and singers to open and close a workshop. This will draw in more of your community.

You could also include traditional ceremonies as a part of your project with an opportunity to discuss HIV/AIDS. It can be as simple or deep as you'd like it to be!

WORKSHOP SAMPLE

"Taking Action" has some great ideas for workshops where youth learn about HIV by working in small groups with trained artists on projects like music, video, photography, hip hop, and other art forms, discussing their artwork with the other participants in the project, and, on the last day of the workshop, presenting their artwork to their community

“Chee Mamuk” talks about small scale workshops such as “Home Parties” which is like the old Tupperware parties where a hostess (home host) invites guests and prepares the refreshments (provided by peer group) and you bring a peer facilitator to pass on education. Then at the end of the workshop you can give the guest a hostess gift (such as gift card, basket of fruit or a traditional gift). The goal is to have people feeling comfortable .

RESPONSIBILITIES OF YOUTH PEER EDUCATOR

Some of the responsibilities of the Youth Peer Educator could include:

- Negotiate with individual teachers about the time possibly to be missed from classes and how to catch up on missed schoolwork in order to participate in these activities;
- Actively participate in all planning committee meetings;
- Research the material you will present;
- Help to recruit Youth Peer Educators and/or participants;
- Gather resources for participants to browse through;
- Facilitate and participate in rehearsals;
- Present the workshop alone or with another peer educator using the structure created by the planning committee;
- Attend the debriefing and give feedback for future programs.

DEBRIEFING

DO IT! Overcome fears and negative feelings of HIV & AIDS in your community

- Touch base with youth audience on regular basis so they don't feel frustrated, i.e. If youth are not listening during a workshop;
- They may experience or face resistance i.e. bullies calling them gay or saying they have AIDS;
- Prepare them to know those things and strategies to deal with it;
- First few presentations might feel awkward and out of place;
- Co-present with someone from AIDS Service Organization or public health nurse;
- Things that could be done differently, likes and dislikes;
- Co-presenter becomes too domineering and takes over workshops or someone to talk to about this type of situation;
- Evaluation sheets that allow for comments to see what people thought or felt about the workshop or circle.

PRESENTATION EQUIPMENT

When using audio/visual (A/V) equipment or props plan ahead and be realistic about what you need.

- Don't get carried away and have too many pieces of equipment to manage;
- Back up your presentation on a memory stick;
- TV and DVDs; microphone (podium) and sound system;
- PowerPoint presentation or overhead projector;
- Flip chart, whiteboards, chalkboard, flip chart, markers, chalk, tape to hang up flip chart papers;

- items to pass around the room, cue-cards, displays, posters, information sheets,
- handouts, give-a-ways (SWAG);
- Know your equipment and learn how to use it ahead of time;
- preview any videos before you show them because you may only want to show a small part or short part of it.
- test the equipment thirty minutes before workshop begins; and
- have a Plan B (another activity you can do) in case of faulty equipment, room is not set up, etc.

The next section is the toolkit where we have put together some resources, forms, tests and exercises to help you begin planning. You can always expand what is in there. Best wishes with your Youth Peer Education project.

TOOLKIT:

DO IT! KNOW IT! Make sure you have the facts in your tool kit.

TRUE OR FALSE TEST #1

(Put T for True or F for False as your answer beside each question)

1. There is a cure for HIV & AIDS.
2. You can get a needle to prevent getting HIV & AIDS.
3. Sharing needles to shoot up is a common way of getting HIV.
4. Only gay men get HIV & AIDS.
5. You can get HIV from sharing sex toys (dildos/vibrators).
6. There are no gay Aboriginal people.
7. HIV & AIDS is 100% preventable.
8. You can tell if someone has HIV & AIDS just by looking at them.
9. Getting turned on by anal sex means you're gay.
10. Masturbation grows hair on your knuckles.
11. You do not get HIV from hugging.
12. Having a Sexually Transmitted Infection increases chances of getting HIV.
13. It is safe for two people to have sex without a condom if one has HIV.
14. If you have sex, you will get HIV & AIDS.
15. Vaseline or baby oil is a good lubrication for condoms.

TRUE OR FALSE TEST #2

(Put T for True or F for False as your answer beside each question)

1. You cannot get HIV from masturbating.
2. You cannot get HIV if you "pull out" before you cum inside someone.
3. You can get HIV from sweat, tears or spit.
4. Injection drug use (shooting up) causes AIDS.
5. To be sexually healthy, you have to be having sex regularly.
6. Forcing someone to have oral sex is not sexual assault.
7. Elders do not like sex.
8. Elders can get HIV.
9. Homosexual people are more likely to be child molesters.
10. A person can get the same Sexually Transmitted Infection more than once.

11. If a pregnant woman has HIV her unborn baby can get HIV.
12. Many people with Sexually Transmitted Infections do not show signs and symptoms they have one.
13. You can get AIDS by eating off the same dishes as someone with HIV.
14. You cannot get HIV by having sex without a condom just once.
15. A person can have HIV for 10 years or more without developing AIDS.

TRUE OR FALSE TEST #3

(Put T for True or F for False as your answer beside each question)

1. You can get HIV by shaking hands.
2. A person can get HIV by giving blood.
3. Body piercing and tattooing are possible ways of getting HIV.
4. Most people who are infected with HIV have AIDS.
5. Mosquitoes transmit HIV from person to person.
6. You can avoid getting HIV & AIDS by exercising regularly.
7. Some untreated Sexually Transmitted Infections can make a female unable to have children.
8. The risk for HIV is higher with vaginal sex than with anal (butt) sex.
9. You can get HIV from a toilet seat.
10. Sexually Transmitted Infections among teenagers are rare.
11. Peeing after sex helps to reduce your chances of getting HIV.
12. You can get HIV from holding hands.
13. You can easily get HIV from kissing someone who has it.
14. It is possible to have an HIV infection but the test can show negative.
15. Most HIV positive people in the world are gay.

ANSWER SHEET FOR ALL THREE TRUE AND FALSE TESTS:

	TEST #1	TEST #2	TEST #3
1	False	True, cannot catch HIV this way	False
2	False	False	False
3	False	False	True
4	False	False – sterilized needles are safe if not used before by someone who has HIV	False
5	True	False	False
6	False	False	False
7	True	False – some do some don't	True
8	False	True	False
9	False	False	False
10	False	True	False
11	True	True	False
12	True	True	False

13	False – HIV positive people Can become re-infected with another strain of HIV or get a STI.	False	False
14	False	False	True
15	False – Vaseline is oil-based And will cause the condom To break, only use water-Based lubricants.	True	False

VARIOUS EXERCISES

WARM UP EXERCISE

First, give every participant a folded piece of paper with a different number on the outside. Don't let them look inside the paper because, depending on the size of the group, 2, 3 or 4 of the cards will have HIV+ written on them. Tell the participants not to look inside the folded papers. Keep it a secret about who has the HIV+ card. It will be like the real world where you can't tell who has HIV. Even the HIV+ one might not know they have it. Have everyone go around shaking hands. Have everyone write down on their own papers all of the numbers from the paper of the person that they are shaking hands with. Then continue shaking hands and recording all of their numbers. The cards will have a lot of numbers on them in only a couple of minutes of shaking hands. Now have everyone open their papers to reveal who had the HIV+ papers. Write the original numbers of the HIV+ papers down on a flipchart. If everyone who was shaking hands with each other was having sex without a condom with each other instead, it would mean that anyone with those HIV+ numbers on their papers would have been exposing themselves to HIV. Participants should realize how fast this disease can spread and how we really don't know who has it and who doesn't unless they know about their HIV status and unless they tell us. Discussion should follow.

How did you feel when you saw that your paper showed that you had HIV?
 How did you feel when you found out that one of the people who you shook hands with (had sex with) had HIV?

ICE-BREAKER EXERCISES

Write words like "penis", "intercourse", or "vagina" on a flip chart and have the audience come up with slang words for each word. Write down all the words. You could split the group into teams and award points. The winning team gets a prize. Everyone will laugh the whole time but it gets a lot of nervous energy out so that we can all talk about sex and other difficult topics.

Pass an open condom around the room Open a both a female condom and a male condom and pass them around the room in different directions. You can talk about condoms while they pass it around or ask them to say one word out loud as they pass the unrolled condoms.

VALUES CLARIFICATION EXERCISES

DO IT! Share how can you make activities safer?

Values clarification is meant to have open discussion about people's values, how they differ, how they may be the same, etc. It is useful to get people to see all sides to things. For example, if someone is a substance user and some people want to judge them, it helps to ask questions like:

Why do people use alcohol and drugs?

Why can't they stop?

Is addiction an illness?

GROUP PRESENTATIONS

One exercise that can help participants understand non-judgmental acceptance of other people's choices is to learn about the subject. Have the participants break up into groups of 2 or 3 (or even individually). Assign each group or individual one of the sensitive topics from the list below or, better yet, come up with your own in the larger group. Allow the groups or individuals time (maybe 45 minutes or so) to research their topics and then have them each present their subject to the larger group. Long in advance of the day of the workshop, the planning committee will have identified and made available reference materials that the group can use to research the different topics. Youth Peer Educators and guest speakers can help participants locate the reference material for individual presenters. Also participants can interview Youth Peer Educators and guest speakers to learn more about the topic for their presentations.

Here are some examples of sensitive topics which challenge our personal values or trigger strong feelings:

- substance use (alcohol or illegal, legal drugs, inhalants)
- homophobia
- abstinence
- harm reduction
- needle exchange and intravenous drug use (shooting up)
- people in jails
- pregnancy
- psychological, emotional, spiritual, physical, sexual abuse
- sexual acts
- promiscuity (sex with many partners) or sex before marriage
- street involvement
- crime, punishment and rehabilitation
- differing religious/spiritual beliefs and practices
- death and dying

GAMES

DO IT! Make it fun!

There are many different games that the planning committee can come up with. Using recipe cards with words on them to stimulate discussion; short skits where students write about HIV & AIDS and act in their own play; ball games or game shows or using marbles are all visual tools where you associate or assign key words to an item, pass it around and get reactions on what the word is, like HIV or AIDS. They are called interactive ways of getting people to learn. HIV & AIDS information needs to be worked into the game so the each person has to learn a small piece of the picture to advance and score points. Prizes are always a good reward for learning.

Arts and Crafts Painting, drawing, poetry writing, mask making, sewing and beadwork are some group activities that can be helpful. Ask participants to imagine that someone who they love has HIV & AIDS. Ask them to make some art or craft from the materials you provide (use your imagination) that expresses how they feel about it. Have each person show and tell.

STORY TELLING

Have the group take turns reading one line out loud of the following story and then share how they interpreted the story to apply to their own life.

THE EAGLE STORY

In many Aboriginal communities, the Eagle is a symbol of sacred status, gifted to fulfill a certain role of being a leader among our feathered relatives. There are many aspects of how the Eagle lives and fulfills these responsibilities that can apply to the work identified in this guide.

Eagles are known to be superb hunters. They also fly so high, it is believed that they can carry our prayers up to the Creator. They can see dangers because they fly so high and their vision is so good, they can spot food deep below the waters. Eagles mate for life, and both the male and female Eagle work together to protect and care for the Eaglets in their nest.

Even in how Eagles make their nest, there is good planning. First, they start building the nest with large branches. The nest itself can be about 20 feet wide. Next, they put in other rough items, such as glass and smaller twigs to help the nest stay strong. But obviously, branches and glass would be too rough to raise babies. So they add straw to help soften it, and finally, they will add feathers to make a nice soft, warm bed to help raise their family. Both the male and female Eagle will take turns watching the babies.

When it comes time for the Eaglets to be on their way, the mother Eagle begins to prepare them, by first taking the softer items out of the nest. She will remove the feathers and straw, so that after awhile, the Eaglets is standing on roughness. She makes it uncomfortable for them to stay because she knows they must go out and experience the world on their own. Eventually, the young Eagles get tired of standing and are pushed out of the nest. The parents have done their job.

This guide is what happens after Young Eagles are pushed from their nest. It is hoped that parents have done their job to protect and care for their young ones. But there comes a time when they too must go out into the world and fend for themselves. Whether the echoes of the teachings those parents have provided is enough, only time will tell. This guide is a meant to offer important information, so that Young Eagles can learn about a serious threat, and find ways to protect themselves. In the spirit of our heritages, it is also about sharing this information because it is important for everyone to know.

Fly strong and proud Young Eagles - and share the teachings.

DO IT! Take time and gather support

WORKSHOP EVALUATION FORM

DO IT! Provide Feedback

Date: _____ Name of Presenter: _____

Overall how did you like the workshop?

- 1 Very Useful
- 2 Useful
- 3 Somewhat Useful
- 4 Not Useful

I liked Best

From 1 to 5 (1 is low, 5 is high), circle the number on how much you liked and learned from the Workshop?

- 1 Really bad
- 2 Was ok, could have been better
- 3 Was good, I learned some things
- 4 Very good, learned a lot
- 5 Awesome, everything was done the best

Is there anything you didn't like?

Is there any part you want us to go over again next time?

From 1 to 5 (1 is low, 5 is high) which number describes HOW well the presenter gave the workshop?

- 1 Really bad
- 2 Was ok, could have been better
- 3 Was good, I learned some things
- 4 Very good, learned a lot
- 5 Awesome, everything was done the best

ACRONYMS USED

HIV = Human Immunodeficiency Virus

HIV+ = HIV positive

HIV- = HIV negative

N = Number

STI = Sexually Transmitted Infection

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