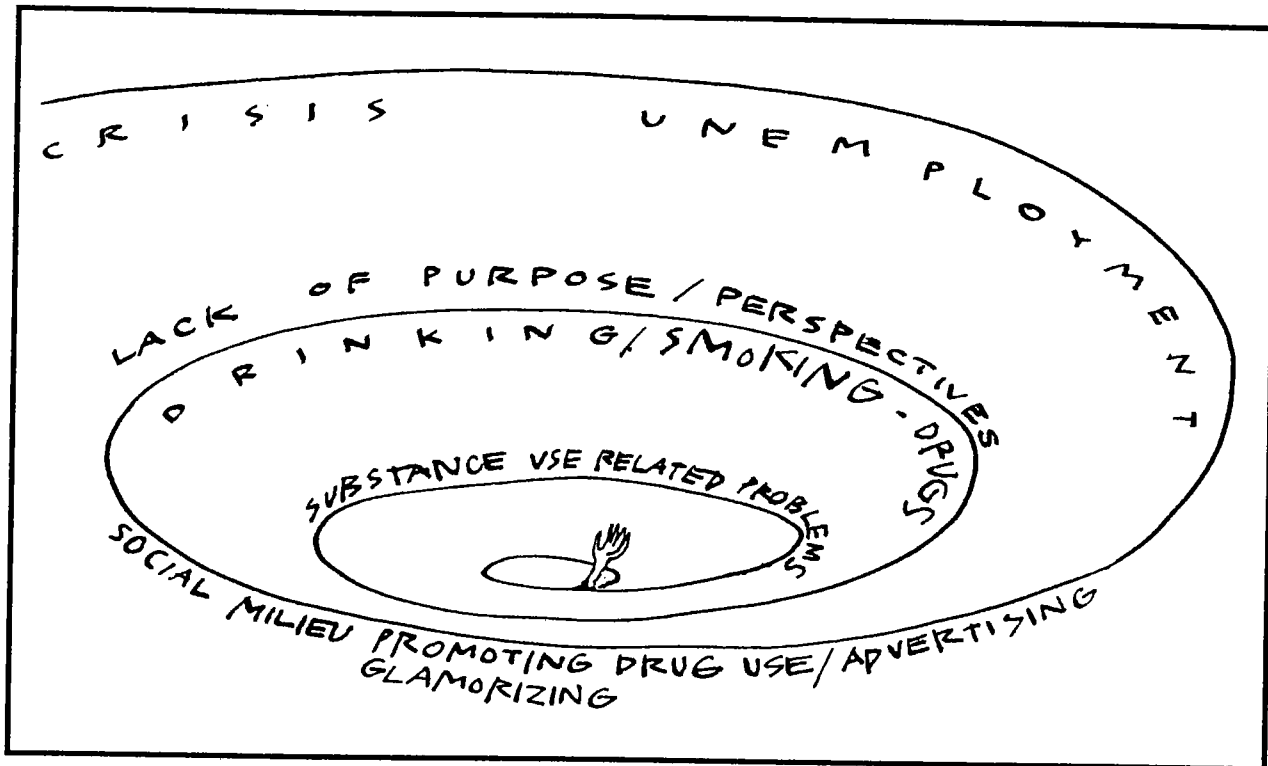


1

Introduction



1 Introduction

This manual can be considered as part of broader health education efforts to prevent and reduce substance use and associated health and social problems among adolescents. Health education is not only concerned with the communication of information, but also with fostering the motivation, skills, and confidence necessary to take action to improve health. This manual is one method for reaching adolescents at risk from substance use problems. Other methods include family interventions, school programmes, and education of teachers and health care workers. Even in poor areas, a variety of methods can be used to make people aware of issues that are important to improving their own health and that of the general community.

Topics related to the use of alcohol, tobacco, solvents, and other psychoactive substances should be included in all health education

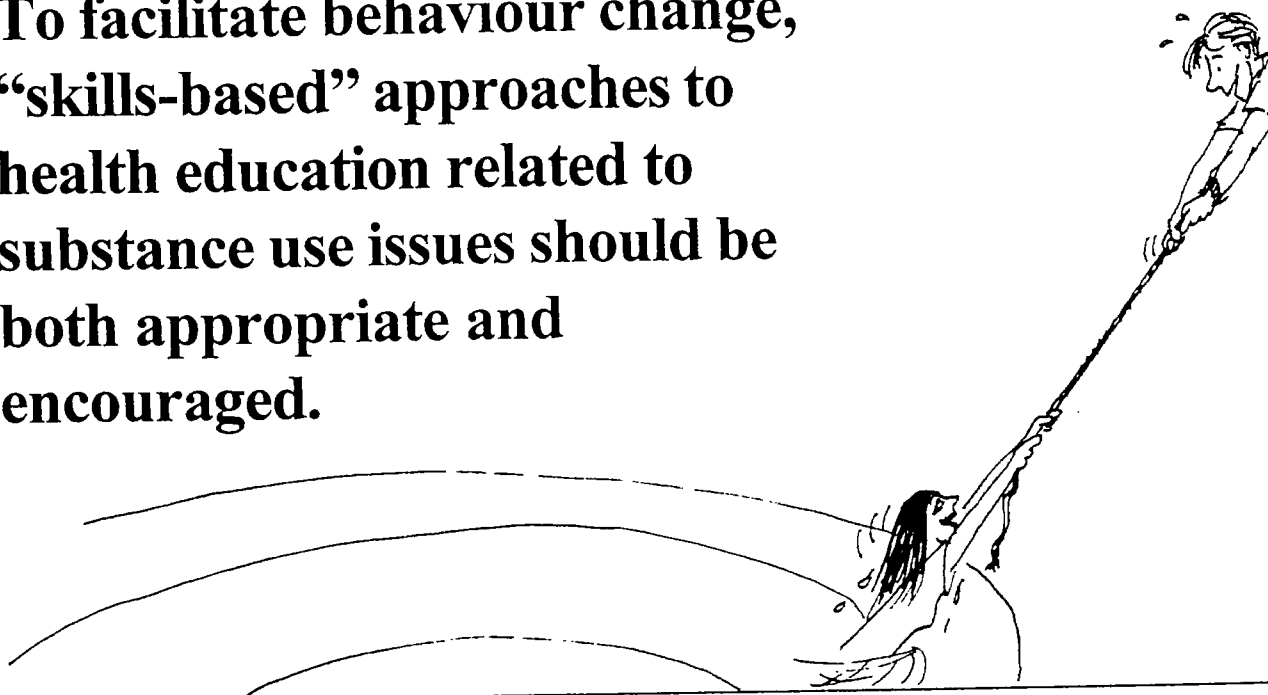
activities, particularly those directed at children and adolescents. This is because young people are at risk from substance use and related problems, and also because activities with these groups can have a profound effect on the health of the community.

Health education programmes concerning substance use should involve the responsible participation of users and non-users. Programme activities should make relevant information available and promote appropriate skills to specific target groups, with the purpose of changing attitudes and behaviours towards a healthier lifestyle.

This goal can be best achieved if education aimed at tackling substance use is combined with initiatives aimed at increasing productivity and living standards, and also integrating participants into their families and into society.

Learning by doing is very successful, especially when young people and communities can be stimulated to improve local conditions and achieve behaviour changes.

To facilitate behaviour change, “skills-based” approaches to health education related to substance use issues should be both appropriate and encouraged.



YOU CAN USE THIS MANUAL IF YOU...

... WORK AS AN EDUCATOR

- street educator
- teacher
- social worker
- youth worker
- health worker
- community worker

... DEAL WITH YOUNG PEOPLE

- working children
- street children
- adolescents
- at school
- out of school

... WANT TO DISCUSS ALCOHOL/ TOBACCO/ SUBSTANCE USE EDUCATION

- individual substance use
- substance use in the community
- avoiding initiation of use
- healthier choices in relation to substance use
- avoiding the risks related to use

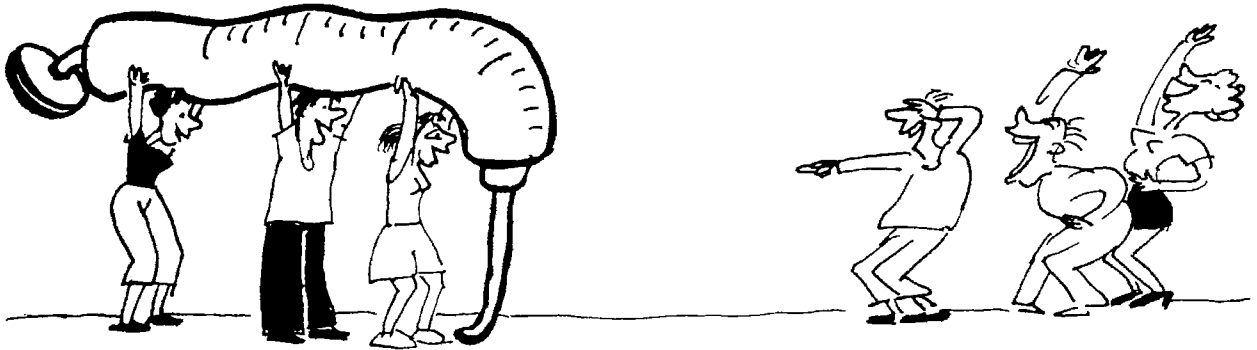
... NEED EDUCATIONAL MATERIALS AND/OR ACTIVITIES

- murals
- street theatre
- street TV
- animated film
- video
- comics/posters
- newspapers
- circus
- puppets
- songs/music
- radio
- stickers
- art groups
- exhibitions
- storytelling
- games



BY USING THIS MANUAL YOU WILL LEARN TO...

- organize and direct group discussions on psychoactive substance use with a refreshing and fun approach



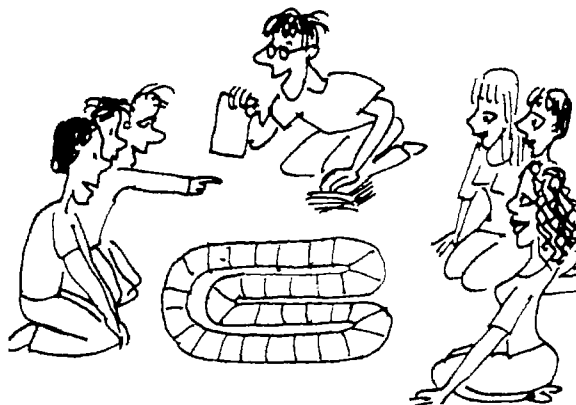
- develop creative activities that lead to discussions of health issues related to psychoactive substance use



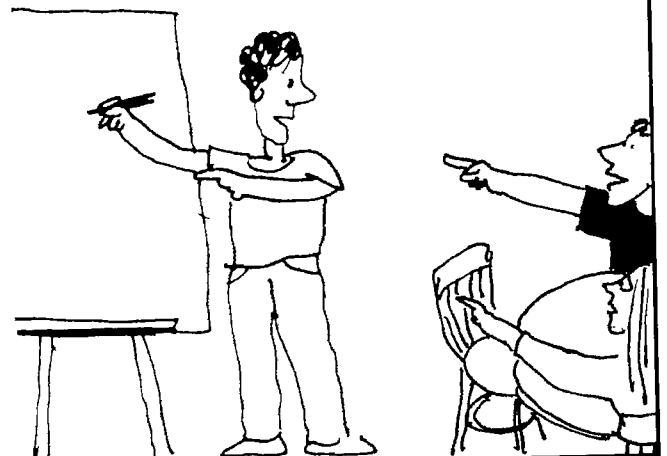
- involve young people in developing educational materials



- use resources produced by young people in an effective way



- evaluate educational activities and materials



HOW

Chapter 2 **19**

describes the group process:

- the importance of the participation of young people,
- the role of the facilitator,
- training needed to organize a group discussion.

Chapter 3 **33**

explains how to start any creative activity:

- story building,
- character development,
- message development.

Chapter 4 **47**

describes briefly the basic principles for the design of health education materials and activities.

Chapter 5 **51**

is a simple and practical guide to the different types of materials and activities one can use and develop:

- printed materials,
- audiovisual materials,
- dramatic media,
- games,
- other.

Chapter 6 **109**

tells how to go about testing the materials produced before reproducing or distributing them.

TO USE THIS MANUAL

Chapter 7	114
provides guidelines for monitoring and evaluating materials and activities. This is very important for all types of activities.	
Chapters 8 and 9	131/135
discuss how to distribute materials and how to mobilize resources, both financial and non-financial, in order to improve activities and service provision.	
Chapter 10	137
lists some books and articles for further reading.	
Annex 1	143
This is how you can help us improve our manual. We want to know more about you: what you thought about this manual; how useful it was for you, and what you didn't like. In addition, we welcome suggestions about other activities and materials that are not described here. On the form provided, tell us what you think and send it to us.	
Annex 2	147
has more information about organizing and conducting focus group meetings.	
Annex 3	157
Glossary	

SUMMARY OF FOR CREATING MATERIALS

<p>1</p> <p>Define target group</p> <p>Characterize and understand group</p>	<p>2</p> <p>Assess needs of the target group</p>	<p>3</p> <p>Set objectives for activity/material</p> <p>Knowledge, skills, behaviours/attitudes</p>
<p>7</p> <p>Plan evaluation</p> <p>Gather baseline information, choose performance indicators</p>	<p>8</p> <p>Organize and run production workshop</p>	<p>9</p> <p>Test end product</p> <p>Acceptability, comprehension, accuracy, attractiveness</p>
<p>13</p> <p>End product</p> <p>Discuss product with group, decide on dissemination</p>	<p>14</p> <p>Improve product</p> <p>Repeat testing</p>	<p>15</p> <p>Reproduce</p> <p>Monitor quality</p>

STEPS AND ACTIVITIES

4

Decide on activity

Consult target group, resources needed, feasibility

5

Plan production workshop

When, where, with whom, how many, equipment, resources, etc.

6

Plan monitoring

Who will monitor, keep records of all steps, formulate questions

10

Monitor performance

Logistics, staff, participants

11

Evaluate

Objectives met? People liked it? People learned from it? People changed after it?

12

Improve activity/ replanning

16

Disseminate

Monitor distribution and dissemination

17

Evaluate impact on set objectives

