

Program Description

Challenges, Beliefs and Changes

Introduction:

The basic concept of the Challenges, Beliefs and Changes (CBC) Peer Education Program is that young people will listen to other young people when they have something significant to say. By using the peer educator team approach in the classroom, the CBC Peer Education Program seeks to provide an atmosphere whereby young people will freely discuss concerns about teenage social issues and challenges related to substance use. The CBC program is based upon best practice principles for drug education for youth. The CBC program provides information and problem solving strategies that promote healthier choices.

Background:

Parent Action on Drugs initiated its first peer education program on substance use and abuse in 1985 in a single high school in Scarborough, Ontario. Now in its 27th year of delivery, it is the longest, continuously running, peer-delivered program on drug education for youth in Ontario, and likely in Canada. As of 2012, they have worked with 235 different schools throughout the province and delivered 450 training sessions.

Purpose:

Challenges, Beliefs and Changes (CBC) is a peer education program delivered by senior high school students to address decisions about alcohol and other drugs and assist the transition to high school for junior high students. The program helps adolescents clarify and challenge their own personal beliefs and expectations about the use of alcohol and other drugs in high school; clarify “urban myths”; and learn or reinforce information about alcohol, cannabis, prescription drugs, caffeine (high energy drinks), and other drugs.

Objectives:

The goals of the CBC program are met by reaching the following objectives:

- CBC program provides information and problem solving strategies that promote healthier choices. It is important to acknowledge the experimentation with alcohol and other drugs that statistics show occurs in the transition to high school.
- The program is intended to be as non-judgmental as possible in order to promote an accepting environment where youth can voice their different opinions.
- The program provides an opportunity for peer educators and their younger peers to participate within the guidelines of the program, regardless of their personal beliefs and experiences.

Target Audience:

The target audience is grade 8 and 9 junior high school students.

Description of Activities:

Using the Activity Guide and Activity Resources, the coordinator and peer educator teams will decide which activities they want to deliver to the younger students. It is important to deliver all of the *Core Activities* and then choose from the *Optional Activities*, based upon how much time the receiving school has allowed. For each activity there needs to be a leader, while the rest of the team supports them by handing out papers, writing on the board, or working with the students. Each activity should have a new team leader to allow all members of the peer educator team to develop leadership skills. Some schools allow for a full half day or two separate days of delivery. Other schools may request a three day delivery with a 60 minute curriculum per day.

Budget:

Program materials were funded through the Western Injury Prevention Coalition. The budget to deliver this program consists of pens, markers, flipchart paper, and labels, as well as a small stipend for peer educators/leaders. It is important to use the Standard Drink and Impaired Driving Kits to demonstrate the impact of alcohol and marijuana use on driving any type of motorized vehicle.

Evaluation:

The CBC Program is based upon best practice principles for drug education for youth. CBC is consistently reviewed and revised to incorporate new information about current drug use, social pressures, and evolving technology, as well as respond to suggestions from the peer educators.

Indicators:

This program is evaluated by administering a pre- & post-test as well as a peer educator feedback form.

Sample Timeline:

Step One: Recruit peer leaders

Step Two: Secure materials needed to deliver the program (i.e. Standard Drink Kit and Impaired Driving Kit)

Step Two: Train peer leaders

Step Three: Ensure peer educators understand instructional duties

Step Four: Administer pre-test and deliver program over 2-4 sessions

Step Five: Deliver post-test evaluation

Program Structure

First Session	
Introduction	Peer Educators Introduction
Tool Box	Establishing Ground Rules 25 Questions-The Game What Drug Am I?
Conclusion	Who Uses What and Why?
Second Session	
Introduction	Thumbs Up, Thumbs Down
Tool Box	The Decision Making Process Four Corners Teen Strengths and Challenges
Conclusion	Fortune Teller Exercise