

DAY 5

Conducting Peer Education Programmes in the Workplace

Objectives for DAY 5

By the end of Day Five, participants should be able to:

- Develop skills in conducting peer education programmes through practice and role plays
- Learn specific information and skills for organising individual and group peer education programmes as well as special events in the workplace
- Increase skills in handling difficult situations
- Develop confidence in their ability to conduct peer education programmes

Format for Day Five
Training Time: Approximately 6 hours

| TRAINING SESSION | TIME NEEDED | CONTENT | ACTIVITY | OUTCOME |
|--|-------------|---|---------------------------|--|
| 1. Peer Education Programmes in the Workplace | 30 Minutes | Types of programmes | Interactive lecture | Participants understand what is expected of them and how to prepare for these programmes |
| 2. Group Presentations | One Hour | Small groups prepare presentations and are scored by others | Small group activity | Participants learn presentation skills and how to organise a session |
| 3. Individual Peer Meetings | 30 Minutes | Managing individual sessions with peers | Interactive discussion | Participants learn how to handle an individual meeting |
| 4. Question Asking Session | 30 Minutes | How to encourage people to talk during small sessions | Activity and Role Play | Participants develop skills for opening individual discussions |
| 5. Special Events in the Workplace | 30 Minutes | How to organise a workplace event | Lecture | Participants learn how to prepare for a workplace event |
| 6. Teaching Skills | 30 Minutes | Using communication skills to prevent the spread of HIV | Lecture | Participants understand more about communication skills and how to teach them to their peers |
| 7. Communication Skills 8. Helping peers Develop Skills | 30 Minutes | Applying communication skills to situations | Small group discussion | Participants learn the importance of communication skills when negotiating safe sex |
| 9. Putting the Training to Work | One Hour | Peer Educators respond to different real life scenarios | Role Play with discussion | Participants understand possible problems and how to help people solve those problems |
| 10. Handling Difficult Situations | 30 Minutes | Review problems and solutions peers may encounter | Interactive discussion | Participants learn how to address difficult situations with groups |
| 11. Final Thoughts for Peer Educators | 20 Minutes | Review follow-up with peers | Discussion | Participants learn about follow-up activities with the co-ordinator |
| 12. Post-training Test | 20 Minutes | Ask participants to complete post-test | Test | Participants detail experiences in training |

TRAINING PROGRAMME

1. Peer Education Programmes in the Workplace:

Interactive Discussion: (see overhead on page 25)

- ◆ As peer educators, you may be involved in various types of programmes
 - Group education sessions
 - Individual meetings with employees
 - Workplace education days (e.g. activities for World AIDS Day)

- ◆ **Group sessions:** Are designed to convey knowledge and teach skills to small groups of employees.

For group sessions the peer educators should:

- decide on the topic for the session
 - arrange a time, date and location for the meeting
 - announce the meeting and encourage people to attend
 - prepare the content to be presented and any materials you will use when presenting (e.g. posters, pamphlets, video, etc.)
 - conduct the session
 - report the outcome of the session to the co-ordinator (see reporting sheet attached)
-
- ◆ Most workplaces provide a certain amount of time for peer education programmes. Some allow weekly group meetings, others monthly discussions. Peer educators usually have between thirty minutes to one hour for these sessions.

For each group session try to get across two or three key messages **and keep those messages simple.**

Sample Programmes for group sessions:

Preventing the Spread of HIV Infection:

“It’s not who you are, it’s what you do”

- ◆ Welcome and introductions (5 minutes)
- ◆ HIV is totally preventable. There are three main methods for prevention of sexual transmission. Tell the group you will discuss these ways as well as methods to prevent mother-to-child transmission. (10 minutes)
 - **Abstinence:** No sex during a given period. Examples: no sex until you get married, no sex while your partner is away.
 - **Be faithful:** Faithful means that you have sex with only one partner, and s/he has sex with you only. If you are married it would be your spouse. If you are not married, it would be a steady partner. Because you cannot be sure of your partner’s past behaviour, it is important that both of you be tested for HIV.
 - **Condoms:** You cannot tell from looking at a person whether s/he has HIV or another STI. Therefore use a male or female condom every time you have sex. It is also important to practice using male and female condoms to ensure their correct and, therefore, effective use.
 - **PMTCT (Prevention of Mother-To-Child Transmission):** A woman who is HIV positive can choose not to get pregnant, or if she gets pregnant to take drugs (such as Nevirapine) that reduce the chances of passing the virus on to her baby. After the birth of the child, the woman can decide not to breastfeed.
- ◆ Ask if anyone has questions
- ◆ **Condoms:** Tell people what a condom is and show the male and female condoms. Pass them around. Let participants know that as a peer educator you should have free condoms available at all times and people can get them when they need them.
- ◆ Do demonstrations – ask for participants to help with the demonstration. Try to use humour to make people feel comfortable. (20 minutes)
- ◆ Ask for questions. Remind people that you can provide condoms, (or where they can obtain/buy them); refer people to places to get confidential testing in the community. If you have condom brochures you can distribute them. (you can also copy the brochure in this manual)

Thank everyone for participating.

General Tips for Conducting Peer Education Programmes

(also provided as handout on page 26)

- ◆ Understand that every group's needs are different. Work with the participants to identify all gaps in their knowledge.
- ◆ Set goals that are realistic and achievable given your time and resources.
- ◆ Choose training methods that are within your abilities.
- ◆ Be prepared to admit that you don't have all the answers, saying that you are willing to look for them and provide the answer(s) later.
- ◆ Help each participant feel that his or her contribution to the discussion or activity is valuable and important.
- ◆ Summarise all discussions periodically and at the conclusion be certain that you and the participants all understand the same thing.
- ◆ Watch the group's "body language". Watch facial expressions. Do people look confused, angry, bored, frustrated, or attentive?
- ◆ Watch group behaviour. Are people remaining seated or pushing back their chairs, excusing themselves frequently, chatting to each other?
- ◆ Begin with and build on what people already know.
- ◆ Deliver your message in a meaningful way:
 - Smile and invite questions
 - Maintain eye contact with the group
 - Face the group and stay close to the group—not behind a desk or podium
 - Create breaks by allowing question and answer periods so the session is a two-way not a one-way process
 - Encourage discussion
 - Be sure of what you want to say. When you are not sure of the answer to a question, ask for help from participants
 - Encourage participation and avoid taking the centre stage
 - Practice new teaching approaches/methods before you use them in training
 - Encourage participation using stories, role-play, games and discussion
 - Be available, act as a resource for information, advice and support.

2. Group Presentations

Activity:

- Ask participants to work in small groups (3-4 per group)
- Ask each group to develop a short session on one of the following topics:
 - HIV Transmission
 - Importance of Condoms
 - STI detection and treatment
- In small groups have the participants outline the content, the main points, visuals and ideas to make the presentation interesting.
- Ask each group to select a presenter to conduct the session
- Ask presenter to conduct a 10-minute session on the topic
- After each presentation ask the other groups to rate the presentation using the “tips for presentation” handout to comment on each presentation

Purpose of Activity: Peer educators learn how to organise and deliver information.

3. Individual Peer Meetings

Interactive Discussion: (see overhead on page 27)

- ◆ After group meetings, employees often have personal questions. Make sure the employee knows that these sessions are confidential and will not be reported to the company. These sessions may take anywhere from 10 minutes to an hour. You may be asked for information on any range of subjects, from should the employee get an HIV test, to how to care for family members who have AIDS.

Remember your job is to:

- listen
- console
- empathise
- educate
- refer employees to the proper services or health professionals

For individual peer education sessions

1. Identify a meeting place that is private (a small meeting room would be best).
2. Be on time for the meeting.
3. Try to make people feel comfortable talking to you. Ask people how they are feeling.
4. Listen to the concerns of the employee and then make sure you are clear on what the employee is asking for.
5. If an employee asks a question that you know the answer to, such as how to use a condom educate the person.
6. For questions about STIs, HIV testing, care, medication, support services, have your list of referral services ready. If you do not know the answer, tell the employee you will find the answer and get back to him/her. Arrange a time and method for communicating.

4. Question Asking Exercise

Interactive Discussion:

Empathy means being interested and caring about what is happening to another person. One of the best ways to find out what a person is thinking and feeling is to simply ask them. The ability to ask appropriate questions and listen effectively to the participants' answers is an important skill for peer educators.

Activity:

- Introduce to the participants the importance of showing interest in what employees are thinking and feeling by asking thoughtful questions. Provide the following as examples of questions that demonstrate an interest in and empathy for another person:
 - How do you feel?
 - What do you think?
 - Could you explain that more?
 - Why do you feel that way?
 - What made you come to that conclusion?
 - How are you feeling?
 - Can we talk some more about this?
- Ask the participants to suggest other questions that can be asked which demonstrate interest in and empathy for another person.
- Ask for three sets of volunteers to role-play individual session how you would ask questions on the following topics:

Purpose of Activity: peer educators practise how to ask questions during a session with peers.

**R
O
L
E

P
L
A
Y**

- ◆ An employee comes to you with a question about STIs. It turns out he has a sore on his penis
- ◆ An employee is worried because he has many girlfriends and is not being careful
- ◆ An employee is very worried about what will happen now that she has tested positive for HIV

Use the questions discussed earlier.

- How do you feel?
 - What do you think?
 - Could you explain that more?
 - Why do you feel that way?
 - What made you come to that conclusion?
 - How are you feeling?
 - Can we talk some more about this?
- After completing the activity, remind the participants that:
- these are common situations that they will encounter
 - peer educators should practice and be prepared to handle these situations
 - peer educators can ask for help from the co-ordinators

5. Special Events at the Workplace

Interactive Discussion: (also see overhead on page 28)

- ◆ Your co-ordinator or company may want to give special attention to HIV/AIDS during the year. You may be called upon to assist with activities such as World AIDS Day (December 1st) , a special talk on HIV/AIDS by a professional in the community or an awareness event such as a soccer game or athletics competition.

Tips for organising a special event at the workplace:

- Secure the support of management for the activity.
- Plan what you think should be done with other peers, your co-ordinator and company representatives. Try to involve employees from all parts of the company.
- Give yourself enough time to organise the event. You will need time to make arrangements with outside people, to display materials and organise activities. Ask for volunteers to help or contact a local NGO to help you organise the event.
- Decide on a topic and messages for the event.
- Identify people in the community who may speak at the event (local health professional, managers, PLWHA, others).
- Set up a booth or table for employees to get information. Make sure there are materials available for employees (pamphlets, resource lists). Identify videos that can be shown during that day.
- Be creative - try to get the message to employees in many different ways. Invite a local drama group to do a lunchtime show.

6. Teaching Skills

Interactive Discussion:

- ◆ Peer education is a valuable way to teach individuals skills needed to prevent HIV infection. Information is an important first step. People also need skills to deal with challenging situations. A woman may understand that she must use a condom every time she has sex, but her partner may not want to use it. Therefore, she needs to learn how to handle these situations and how to communicate with her partner to protect herself.

To ensure that someone has learnt a skill, they should be able to:

- **Describe** the skill.
- **Demonstrate** the skills.
- **Practice, practice, and practice** the skill!
- Evaluate the skill to verify that it is being done correctly.



Outreach health educators from the Walvis Bay Multi-purpose Centre demonstrate their communication and presentation skills while teaching community members about condom use.

7. COMMUNICATION SKILLS

The following are some communication skills that are important for people to learn in order to protect themselves from HIV infection (also provided as handout on page 29).

Skills for communicating with sexual partners

- **TALK** is a set of tools that a person can use to be assertive and persuasive. Use **TALK** to tell a partner you want to have safe sex, you won't have unsafe sex, or for any situation in which you want to be assertive.

T = Tell your partner "I am listening to what you are saying." Acknowledge them. Use "I" statements (speak for yourself).

A = Assert what you want in a positive way. State your goal or need. Be positive. Use "I" statements (speak for yourself).

L = List your reasons for wanting to be safe (use condoms). Be brief. Use a reason that is about you. Do not mention disease.

K = Know the alternatives (for safer sex) and your personal bottom line (what you are comfortable doing).

- Be assertive, but not aggressive:

- Make sure you say what you want
- Use "I" statements (speak for yourself)
- Listen to what your partner is saying
- Respect and acknowledge your partner's feelings and options
- Be positive
- Use reasons for safe sex that are about you, not your partner

- If your partner is being negative (not wanting to practice safer sex):

- Find something positive in what your partner is saying and turn the negative objection into a positive thing. For example, if your partner is very controlling, you can say that you appreciate it and are glad he cares so much about you (rather than accusing your partner of being too controlling).
- Never blame the other person for not wanting to be safe, blame the environment or something else, but never the other person. Remember, HIV is not the only problem caused by not practising safer sex. You can get another STI or an unwanted pregnancy.

8. Helping Peers Develop Communication Skills

Interactive Discussion:

- ◆ Ask one person in each group or pair to be the note taker. Assign each group or pair to one of the scenarios and related questions listed below. Ask participants to review and discuss their scenario, answer the questions and develop responses and strategies. A strategy is simply an action that is deliberately planned out beforehand. The note taker should write down the responses and strategies developed.

Scenario A:

Peter and a friend are in a social club drinking, after spending a great day on the beach. Peter meets Lanie at the club. They dance and talk and Peter can tell just by the way Lanie smiles and touches him that she is sexually interested in him. Lanie invites Peter back to her place. Peter is worried about HIV and other STIs and wants to use a condom. After they get to Lanie's apartment, they begin to move towards intimacy. They have this conversation:

PETER: "I should tell you now that it's very important to me to use condoms. I have some with me."
 LANIE: "Why do you want to use one of those things? You don't need it with me. I take birth control pills!"
 PETER: "Well, I think it might be a good idea..."
 LANIE: "But Peter, it feels so much better without a condom."

Questions to ask participants:

- What should Peter do?
- What should Peter say to Lanie?
- If Peter wants to use a condom, what should he tell Lanie?
- If you were in Peter's situation, what would you do?

Scenario B:

Selma suspects her boyfriend Jonas has been sleeping with someone while she was away from home on a special six-month assignment. She's getting ready to go home and is worried about HIV and other STIs. Selma wants to use condoms when she and Jonas have sex, but does not know how to bring it up (they've never used them before). She's particularly worried because he has a bad temper and can be jealous.

Questions to ask participants:

- What should Selma do?
- What should Selma say to Jonas?
- If you were in Jonas' situation, what would you do?
- How could Selma convince her boyfriend to use condoms?

Scenario C:

Frieda and Willem have been having sex together for several weeks. They both wanted to use condoms in the beginning. Just before starting to make love Frieda whispered in Willem's ear that she wanted him to "go in raw" this time. Willem was very tempted but put on a condom anyway. Frieda was very upset with this. She considered this a sign that Willem didn't trust her. She even accused him of thinking that she was a prostitute and she didn't want to see him again. Willem said he really did care for her and it was for this reason that he wanted to use condoms.

Questions to ask participants:

- What did you see happening in this story?
- Is trust or honesty enough to protect people from HIV?
- Do you think the girl was right in suggesting they stop using condoms?
- How did Willem try to resolve the problem?
- Develop possible responses and strategies for Willem to use to effectively negotiate safer sex with Frieda.

Scenario D:

Jan and Anna have been married for five years. Jan is working away from home for six months. Though they have never talked about it, Anna is sure that Jan has sex with other women while he is away. She is also quite sure that he doesn't use condoms because she has heard him cursing condoms when they are advertised on the radio. She is concerned that he may have picked up an STI like HIV and will be bringing it back to her. Anna knows that her husband will never agree to use condoms with her. But she hopes to convince him to use them until they both go for an HIV test. Then they could have unprotected sex again without worry.

Questions to ask participants:

- What did you see happening in this story?
 - Do you think Anna was right to ask her husband to go for testing? Why?
 - What do you think Jan's reaction will be?
 - What could Anna do to get her husband to take the test?
- ◆ Ask one person from each group or pair to summarise the strategies that they identified in response to their scenario. Offer additional responses (if appropriate) to emphasise prevention of HIV/STIs. Make a list of all the responses and strategies that were suggested and ask the participants to judge which are realistic, which would be easy to follow and those that are very difficult.

9. Putting the Training to Work: Role Playing Practices

R O L E P L A Y

- Choose participants to play the roles of the people featured in the stories (if the group is all men and no women have men play the parts of women). Read the story aloud or have the participants read it to themselves. Ask the participants to pretend they are actors and invent the conversations between the people.
- After each dramatisation, select another participant to comment. Ask the following questions to stimulate discussion after each scenario:
 - What was going on in the role-play?
 - What did you think the point of the role-play was?
 - What do you think of the reaction of the men?
 - What do you think of the reaction of the women?
 - How was this role-play related to HIV/AIDS?
 - What would you advise these people to do?

Case Studies to Use in the Role Plays

STI PROBLEM

An employee comes home from a three-month posting. He is very happy to see his wife and is anxious to make love with her. After engaging in passionate lovemaking she notices a small red sore on his penis. “What’s that? Have you been fooling around?” she asks. He gets angry, shouts at her and walks out of the house, slamming the door.

CONDOM FOUND

An employee had been out drinking the previous night with his male friends and came home very late. He was still sleeping when his wife finds a condom in his shirt pocket as she was preparing to clean her husband’s uniform. Just then, the man wakes up and sees the condom in her hand and the accusing expression on her face. A very heated argument follows.

TEENAGE PREGNANCY

They had been meeting secretly in a maize field for months whenever they could after her school day was finished and he was off duty from his work. The last time they met she was crying. “What is the matter?” he asked. “I am pregnant with your

child and not only that, they took a blood test and found that I have the AIDS virus.”

STOLEN GOODS

A friend was comforting a widow of an employee. The friend tells her that though it is tragic that her husband died of AIDS, at least she has his bankbook, comfortable furniture and doesn't have the virus herself. She nods sadly. At this moment, there is a loud knock on the door and five men from the village burst in. They say: “Our brother is dead. He is our brother, he belonged to us. His things are ours; we have come to take his things. The widow weeps on the shoulder of her friend.

BEER BUDDIES

Two men are at a local bar, several girls move towards them sensing that they have money to spend. The men got more and more drunk. One was in a hurry to have sex with one of the girls but didn't have a condom. His buddy tried to convince him to wait until they could find a condom.

IT WASN'T ME

A visibly pregnant teenager is looking for an apartment number. She is anxious and embarrassed. She finally gets directed to the right door and knocks tentatively. Another woman who is also pregnant answers the door. She asks for the man of the house that she had met in her village several months earlier. He comes to the door sleepily, sees the pregnant girl and is visibly frightened. He slams the door, shouts: “no, no, it wasn't me!” The girl knocks again.

DAUGHTER IN TROUBLE

A schoolgirl is just starting to show the early signs of pregnancy. She is kneeling on the floor and crying. Her parents are shouting at her after she tells them that she isn't sure who the father is. The father pulls her to her feet and tells her to not come back until she has found the father. The mother tries to console her but the father insists that she leave the house immediately.

CAUGHT IN THE ACT

A wife gets out of a long distance bus and walks to the door of her house. She unlocks the door and says, “My husband, I'm home early, my mother is much better.” She receives no reply, says to herself that perhaps he's asleep in the bedroom, and goes to check. She enters the bedroom and sees her husband on the bed, clothes dishevelled, kissing and embracing the teenage daughter of the neighbours. Their eyes meet in horror. There are no condoms in sight.

HOW EMBARRASSING

A man has never bought condoms before and goes to a store that sells them. He mumbles this request to the female sales clerk who asks him to repeat it. Just then some of his wife's friends come into the store and ask him how he is doing and what he is

shopping for today. He ends up buying a small gift for his wife and no condoms.

NOT GETTING THE RIGHT HELP

A male employee had a burning sensation when he urinated. He suspected that he had an STI but didn't know what to do. He tells his friend that he is too embarrassed to go to the nearby employee clinic. He is worried about it getting on his official medical record. His friend argues that buying pills at a pharmacy or in the market might not solve his problem.

SHORT OF MONEY

Due to an administrative problem, an employee was unable to get money to his family while he was away. His wife borrowed some money but was having trouble finding money to feed her children. She decided to take matters into her own hands and went out to a local bar with a man who she knew wanted to have sex with her in exchange for money. She was enjoying herself until her husband's brother came into the place and saw her. He was furious and told her she would be divorced for sure. She pleaded with him not to tell her husband.

10. Handling a Difficult Situation

Interactive Discussion:

- ◆ There will be times when individuals challenge you or others in the group or are disruptive to the process. As the group facilitator you should try to maintain control of the group and try steering clear of conflict. You may want to establish ground rules for the discussions so that people understand the behaviour you are expecting from participants.

- Show our respect for others—by our language, posture and voice tone.
- All participants have the freedom NOT to speak or not to get involved in a particular activity.
- Raise your hand to ask questions or make comments.
- A person is free to contribute ideas, but the peer educator may set limits on his/her time.
- Avoid whispering and side conversations.

- ◆ The following are some possible problems from participants and how you can respond to them.

Problem: Individual asks many unnecessary questions or multiple questions at one time.

Solution: Ask the person to limit his/her questions to one. Offer time after the session to address all the questions.

Problem: An individual is embarrassed by the discussion and is teased by other employees.

Solution: Ask participants to be fair to employees and respect the feelings of that person.

Problem: Individuals are bored and do not participate.

Solution: Involve those individuals by asking a question or their opinion. Ask them to give an example of a point you are making.

Problem: An individual is disruptive in the group, he is talking and making it hard for individuals to hear the discussion.

Solution: Ask that person to leave if he/she is not interested in the subject.

Ask participants to come up with other potential problems and solutions.

11. Final Thoughts on Peer Education

Interactive Discussion:

- ◆ Tell participants the initial training is finished, but there are many ways that you will follow up with them:
 - One-on-one practice as peer educators
 - Monitoring peer sessions
 - Monthly meetings to discuss issues, problems, new ideas
 - Regular fact sheets to cover new information
 - Additional training as needed
 - Materials to use in peer education sessions
 - Individual meetings with the co-ordinator any time for advice and help

- ◆ **End with the overhead on page 30**

12. Post-training Test and Evaluation:

- ◆ Distribute the post-training exercise and evaluation (pages 31-33). Ask participants to fill in the post-training exercise and evaluation. It is not necessary for participants to write their names on the evaluations. Emphasize the need for participants to take time and be thoughtful in their answers. Their answers will help improve future trainings.

HANDOUTS AND OVERHEADS FOR

DAY 5

For Group Sessions, Peer Educators Should:

- ◆ Decide on the topic for the session
- ◆ Arrange a time, date and location for the meeting
- ◆ Announce the meeting and encourage people to attend
- ◆ Prepare the content to be presented and any materials you will use when presenting (e.g. posters, pamphlets, video, etc.)
- ◆ Conduct the session
- ◆ Report the outcome of the session to the co-ordinator (see “Peer Educator/Session Diary” form)

Tips for group presentations:

DO'S

1. Do maintain good eye contact
2. Do prepare in advance
3. Do use visual aids
4. Do speak clearly
5. Do speak loud enough
6. Do encourage questions
7. Do recap/review at the end of each session
8. Do encourage participation (this can be done by using role plays and asking participants questions)
9. Do link one session with the previous one
10. Do write clearly and boldly
11. Do summarise
12. Do use logical sequencing of topics
13. Do keep the presentation simple
14. Do give feedback
15. Do position visuals so everyone can see them
16. Do avoid distracting mannerisms and distractions in the room
17. Do be aware of the participants' body language
18. Do keep the group focused on the task
19. Do provide clear information
20. Do check to see if your information is understood
21. Do be patient

DON'TS

22. Don't talk to the flip chart
23. Don't block the visual aids
24. Don't stand in one spot—move around the room.
25. Don't ignore the participants' comments and feedback (verbal and non-verbal)
26. Don't just read things to them
27. Don't just lecture to them

Organising for Individual Peer Education Sessions:

- ◆ Identify a meeting place that is private (a small meeting room would be best)
- ◆ Be on time for the meeting
- ◆ Try to make people feel comfortable talking to you. Ask people how they are feeling
- ◆ Listen to the concerns of the employee and then make sure you are clear on what the employee is asking for
- ◆ If an employee asks for information that you know the answer to, such as how to use a condom- educate the person
- ◆ For questions about STIs, HIV testing, care, medication, support services, have your list of referral services ready. If you do not know the answer, tell the employee you will find the answer and get back to him/her. Arrange a time and method for communicating.

Tips for Organising a Special Event at the Workplace:

- ◆ Secure the support of management for the activity.
- ◆ Plan what you think should be done with other peers, your co-ordinator and company representatives. Try to involve employees from all parts of the company.
- ◆ Give yourself enough time to organise the event. You will need time to make arrangements with outside people, to display materials and organise activities. Ask a local HIV/AIDS NGO to help you organise the event.
- ◆ Decide on a topic and messages for the event.
- ◆ Identify people in the community to speak at the event (local health professional, managers, PLWHAs, others).
- ◆ Set up a booth or table for employees to get information. Make sure there are materials available for employees (pamphlets, resource lists). Identify videos that can be shown during that day.
- ◆ Be creative - try to get the message to employees in many different ways.
- ◆ Invite a local drama group to do a lunchtime show.

Skills for Communicating with Sexual Partners

What follows are some tips for negotiating safer sex:

- **TALK** is a set of tools that a person can use to be assertive and persuasive. Use **TALK** to tell a partner you want to have safe sex, you won't have unsafe sex, or for any situation in which you want to be assertive.
- T** = Tell your partner "I am listening to what you are saying." Acknowledge them. Use "I" statements (speak for yourself).
- A** = Assert what you want in a positive way. State your goal or need. Be positive. Use "I" statements (speak for yourself).
- L** = List your reasons for wanting to be safe (use condoms). Be brief. Use a reason that is about you. Do not mention disease.
- K** = Know the alternatives (for safer sex) and your personal bottom line (what you are comfortable doing).
- Be assertive, but not aggressive:
 - Make sure you say what you want
 - Use "I" statements (speak for yourself)
 - Listen to what your partner is saying
 - Respect and acknowledge your partner's feelings and options
 - Be positive
 - Use reasons for safe sex that are about you, not your partner
- If your partner is being negative (not wanting to practice safer sex):
 - Find something positive in what your partner is saying and turn the negative objection into a positive thing. For example, if your partner is very controlling, you can say that you appreciate it and are glad they care so much about you (rather than accusing your partner of being too controlling).
 - Never blame the other person for not wanting to be safe, blame the environment or something else, but never the other person. Remember, HIV is not the only problem caused by not practising safer sex. You can get another STI or an unwanted pregnancy.

CHARACTERISTICS of good Peer Educators

- ◆ Self-confidence in the subject matter
- ◆ Ability to be flexible and comfortable with talking to groups and individuals
- ◆ A willingness to treat male and female peers with respect
- ◆ A sense of humour
- ◆ The flexibility to make quick adjustments when time, activity or participant response has changed
- ◆ The ability to resolve a conflict or disagreement in the group
- ◆ Creativity
- ◆ Experience facilitating as well as teaching
- ◆ Willingness to do a lot of advance preparation
- ◆ Genuine commitment to helping others

POST-TRAINING EXERCISE

Instructions: Please answer the following questions to the best of your ability.

1. What do the letters STI stand for, and what do they mean?

2. What do the initials HIV and AIDS stand for and what is the difference between them?

3. Are the following statements true or false? Tick at the right answer.

- a. You can generally identify a person with HIV infection by looking at him or her.
— TRUE — FALSE

- b. All children born to HIV positive women will get HIV
— TRUE — FALSE

- c. Mosquitoes spread HIV.
— TRUE — FALSE

4. List 4 signs and symptoms of STIs.

5. List 4 signs and symptoms of AIDS.

6. List 3 ways HIV is spread.

7. List 3 ways HIV infection can be prevented.

8. Explain what the word ‘communication’ means.

9. What is Voluntary Counselling and Testing (VCT)?

10. Can people with HIV stay healthy?

_____yes _____no

11. What does the word “confidential” mean?

12. What is a female condom?

TRAINING EVALUATION

Name not required

Answer the following questions by drawing a circle around the number that is closest to how you feel. Circle

- 1 if you strongly agree**
- 2 if you agree**
- 3 if you disagree**
- 4 if you strongly disagree**

| | | | | | |
|---|--|---|---|---|---|
| 1 | I feel comfortable conducting a peer education programme after this training | 1 | 2 | 3 | 4 |
| 2 | I understand my role as a peer educator after this training | 1 | 2 | 3 | 4 |
| 3 | The training was too long. | 1 | 2 | 3 | 4 |
| 4 | The training contained too much information | 1 | 2 | 3 | 4 |
| 5 | The training will help me do my job as a peer educator | 1 | 2 | 3 | 4 |
| 6 | I enjoyed the activities and role plays | 1 | 2 | 3 | 4 |
| 7 | I feel comfortable talking about the topic with my peers | 1 | 2 | 3 | 4 |
| 8 | I feel I can help people protect themselves from HIV/AIDS | 1 | 2 | 3 | 4 |
| 9 | The trainer was well prepared for this training. | 1 | 2 | 3 | 4 |

10. What is the most important thing you learned at this training?

11. Is there anything you would change about the training?

Thank you for your helpGood luck as a peer educator.