

# DAY 1

## ***Introductions, Getting to Know the Group, Knowledge and Attitudes, Beliefs, and Values***

### ***Objectives for DAY 1***

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

- Feel comfortable in the training surroundings and accept the norms for the training
- Understand objectives of the training
- Describe what he/she would like to learn during the training (expectations)
- Understand the role of a peer educator
- Recognise the role of values in peer education
- Realise that values and beliefs contribute to people's willingness to prevent HIV and/or care for people who are infected and affected with/by HIV
- Discover some of their own values and beliefs and reflect on how they could affect their work as a peer educator
- Focus on their own concerns about being a peer educator



**Format for Day One**  
**Training Time: Approximately 5 hours**

TRAINING SESSION	TIME NEEDED	CONTENT	ACTIVITY	OUTCOME
<b>1. Introduction and Overview</b>	15 Minutes	Interaction among trainees	Ice-breaker: human treasure hunt	Increase comfort level among trainees
<b>2. Individual Introductions</b>	3 Minutes per person (30-45 min total)	Opportunity to meet each trainee individually and get a sense of their personality	Individual Introductions	Increase comfort level of trainees. Trainer can get a sense of trainee's personality
<b>3. Review Objectives, Schedule, and Housekeeping</b>	10 Minutes	Clarify the surroundings and timetable	Interactive Discussion	Increase level of comfort with the surroundings and process
<b>4. Individual Expectations</b>	20 Minutes	Clarify individual expectations of the training	Interactive Discussion	Participants share and understand their individual expectations
<b>5. Set Group Norms</b>	20 Minutes	Participatory exercise to establish ground rules of the training	Interactive Discussion	Participants understand the expected behaviour of the group during the training
<b>6. Conduct Pre-training on Knowledge</b>	20 Minutes	Individual assessment of participants' knowledge. Helps trainer establish level of training required	Participants fill in questionnaire	Establish baseline knowledge and attitudes of the participants. Identify areas to emphasise in the training
<b>7. Discuss the Role of a Peer Educator</b>	One Hour	Clarify roles and responsibilities of the peer educator	Interactive Discussion	Participants understand the role expected of them as peer educators
<b>8. Feelings about Peer Education</b>	One Hour	Participants explore their feelings about peer education	Activity	Participants understand the interaction between their feelings about HIV and their role as peer educators
<b>9. Values related to HIV/AIDS</b>	One Hour	Participants explore their values related to HIV/AIDS and their role as peer educators	Activity	Participants understand the role of values in peer education



## TRAINING PROGRAMME

### **1. Introduction and Overview**

- ◆ Give participants the training schedule
- ◆ Conduct introductory ice breaker exercise: The Human Treasure Hunt

#### **Activity:**

**Handouts and Materials:** List for treasure hunt (page 21)

- Give the handout checklist for treasure hunt.
- Explain that you will give the participants an opportunity to meet and greet each other but that they also have a task to complete.
- Participants go around the room finding people who can answer YES to each item on the handout. They should meet the person and get their name and signature on their paper. A person may write his/her name on each paper only one time. Even if a participant could actually answer YES to several of the items, he or she may sign only one. When participants have signatures for every item, they should come to the front of the room.
- Allow the human treasure hunt to last about 10 – 15 minutes.
- Ask if everyone in the group has now met at least 4 new people.

*Purpose of activity: Participants meet and get to know one another.*

## 2. Individual Introductions

### **Activity:**

- Ask one participant at a time to introduce him/herself. Each should use an adjective to introduce themselves. The adjective must start with the same letter as the participant's first name. For example, if a participant's name is David, he might introduce himself as "Darling David" or "Devious David".

*Purpose of Activity: Participants and co-ordinator get some insight into each person's personality.*



### **3. Review of Objectives, Schedule and Housekeeping**

**Objectives:** (overhead page 22)

**The overall goals for this training course are:**

- Peer Educators will increase their knowledge, ability and confidence in recognising sexual risks, in negotiating and using condoms, and talking about sexually transmitted infections.
- Peer educators will increase their skills to deliver participatory training techniques.
- Peer educators will explore attitudes, values and beliefs towards sexuality, communication, personal responsibility and AIDS.
- Peer educators will increase their skills in facilitating group meetings and individual sessions.

**Schedule:** Review schedule for training

**Housekeeping:** Details about the location and schedule

- bathroom locations
- breaks
- lunch
- telephones
- other relevant details

## **4. Individual Expectations**

### **Activity:**

**Handouts and Materials:** Coloured index cards or pieces of paper: two different colours

- Prepare coloured index cards or small pieces of paper in two different colours. There should be enough so that each participant can have 3-5 pieces of paper.
- Distribute the coloured papers to each participant. Ask them to work in groups of 3-4 people.
- Their task is to think of the types of questions that they believe their peers will ask them. Ask them to think of questions peer educators might find difficult to answer. Promise them that each question that they write down will be answered during the workshop. They should write these “questions from peers” on only one colour of paper.
- On the other colour of paper, they should write all the things that they think peer educators will need to know. Include knowledge, skills and attitudes.
- Make a space on the wall for the two categories.
- The groups should post their questions on the wall in the appropriate space.
- Explain that these questions represent some of the things that they think are important and that they want to learn from this training. Read the questions and tell the participants that each day, more and more of them will be answered. (This is a good way to review some of the issues at the closing session of each day.) Ask if there are other expectations. List them.

*Purpose of Activity: Trainer can assess trainees' expectations and build this information into training.*

## **5. Setting Group Norms**

### ***Activity:***

**Handouts and Materials:** Flip chart and markers

- Explain that the word “norm” means how we will all work together this week to achieve the workshop objectives in an efficient and effective way. Norms are rules of behaviour that apply to the group.
- Ask participants to suggest norms that they would like to propose. Often there will be such things as: “We want to start and finish sessions on time.” Or “We don’t want cell phones in the training room.”
- Write these statements on the flip chart and discuss to see if everyone agrees.
- The norms that everyone agrees with should be hung on the wall as a reminder to everyone of the ground rules for the training.

*Purpose of Activity: Participants take an active part in training and establish acceptable and unacceptable behaviour in the training.*

## **6. Pre-training Knowledge Assessment**

### **Activity:**

**Handouts and Materials:** Peer Educator Pre-training Exercise handout and collect completed forms (see pages 23-24).

- Give participants the pre-training test and ask that they fill it out and return. Explain to the participants that the purpose of the test is to get a sense of what participants know so that you can tailor your training for them. Names are not required.

*Purpose of Activity: Trainer can assess the participants' level of knowledge related to STI/HIV/AIDS.*

## 7. Discuss the role of the Peer Educator

### Interactive Discussion:

What is peer education?

- ◆ Peer education is an important tool of HIV/AIDS prevention and control.
- ◆ Peer education relies on the interaction of two similar individuals (co-workers, people the same age or health status).



### Peer Educators Should:

(see overhead on page 25)

- Help individuals with questions and concerns about STI/HIV/AIDS.
  - Have information to share about prevention of STI/HIV.
  - Distribute condoms to those who want them or who are concerned with getting infected.
  - Encourage peers who are worried about their HIV status to get tested.
  - Help family members cope with an HIV positive relative.
- Identify resources, places and people who can offer services for employees seeking treatment and care.
  - Provide information on legal resources available to HIV positive people and PLWA.

### Peer Educators Should NOT: (see overhead on page 26)

- Discuss individual medical matters with employees. A peer educator should always refer an individual to the appropriate medical staff for counselling and medical attention.
- Diagnose an STI or HIV. The peer educator should refer people to the appropriate medical staff/services.
- Tell anyone about discussions with employees.
- Ask an individual about his/her HIV test results.
- Disclose information about HIV+ employees or family members of employees with HIV.

### **Activity:**

**Handouts and Materials:** cards that give descriptions of how peer educators should be and cards that describe what they should NOT be.

#### **What is a peer educator?**

- Prepare a number of cards that describe a peer educator and some cards that do not.
- Ask each participant to take a card, read it out loud.
- Ask the participant to tell the group if this does or does not describe a peer educator.

*Purpose of Activity: Participants share their understanding of peer education.*



### **Activity:**

**Handouts and Materials:** flip chart and markers

- Using a flip chart ask participants to list traits of a peer educator. Ask participants to write down how many of these traits they have. Read each trait and ask peers to raise their hand if they think they have this trait. Take a count of people who have 0,1,2,3,4,5+

*Purpose of Activity: Participants share information about how they view their abilities to be good peer educators.*

***ALL DISCUSSIONS BETWEEN PEERS AND EMPLOYEES ARE  
CONFIDENTIAL***

**There are some key traits of peer educators.** (see overhead on page 27)

- **Literate:** can read and understand the facts about HIV and AIDS
- **Good communicator:** can communicate effectively with individuals and is comfortable speaking before a crowd
- **Confident:** are comfortable with discussing sex and sexuality
- **Compassionate:** have understanding and compassion for infected individuals
- **Good listener:** listen effectively
- **Discreet:** respect confidentiality of peers

## **8. Feelings about Peer Education**

**Interactive Discussion:** (See overhead on page 29)

- ◆ It is important for peer educators to understand how they feel about being a peer educator.
- ◆ It is helpful to talk about concerns about being a peer educator (how people will view me).
- ◆ Peer educators need to feel comfortable talking to people who are HIV positive.
- ◆ It is common for peer educators to have doubts, concerns and fears about being peer educators. Peer educators should be encouraged to talk about them with the coordinator or other peer educators

### **Activity:**

**Handouts and Materials:** flip chart and markers

- Write the following on a flipchart:  
What do peers think of peer educators?  
What do management and supervisors think of peer education?  
What should a peer educator do? (roles and responsibilities)  
What skills are needed to be an effective peer educator?  
What fears, doubts or worries do you have about being a peer educator?
- Divide the large group into smaller working groups. One person should be the recorder. (Notes can be taken on notebook paper because they will not be posted on the wall.)
- Tell them that their task is to think about the role and responsibilities of being a peer educator. Ask them to discuss and answer the questions that are on the flip chart in the front of the room. Allow approximately 30 minutes for discussion.
- When the small group discussion is completed, ask for feedback from the groups. To save time, ask each group to say one important point in answer to the first question. Go around and ask each group about question # 1. Quickly write short answers on a flip chart. Do the same for each of the questions.
- Discuss the difficulties and barriers that may exist and may hinder their peer education work.

*Purpose of Activity: Participants speak freely about difficulties they may face being peer educators.*

## **9. Values of a Peer Educator**

### **Interactive Discussion:**

- ◆ Many people have negative feelings about people with HIV/ AIDS and do not want to be around such people. These feelings create a stigma or negative view of people with HIV/AIDS.
- ◆ We all have values about sex, marriage, sexuality, promiscuity, sickness and death that affect how we think, feel and act.
- ◆ To be an effective peer educator you must be able to put aside these values and deal with each person individually showing fairness and respect.
- ◆ Peer educators must also feel comfortable discussing sensitive, personal matters.
- ◆ What you believe and how you feel about HIV and AIDS will be important in how you function as a peer educator.

### **Activity:**

**Handouts and Materials:** signs that say “strongly agree” “agree” “disagree” and “strongly disagree”

- Place the four signs around the room.
- Tell participants that HIV/AIDS is a difficult subject for people to openly talk about. We will start to look and discuss what some people in Namibia say about HIV and AIDS.
- Show the participants the signs around the room (“strongly agree” “agree” “disagree” and “strongly disagree”).
- Tell them that you are going to read one statement at a time.
- Each individual should decide whether or not they “strongly agree” “agree” “disagree” or “strongly disagree” with the statement that is read.
- They should then move to the sign that corresponds with their decision.
- Read the following statements, one at a time, and let the participants move to the sign that best describes their feelings. Ask a few individuals under each sign to tell the reasons why they chose that sign. **Do not judge.** Allow other participants to disagree if they want to.

Statements:

- 1 People with HIV/AIDS should not have sex.
  - 2 \_\_\_\_\_ is/are responsible for spreading HIV.
  - 3 People with HIV/AIDS should be isolated.
  - 4 I would feel uncomfortable working next to someone with AIDS.
  - 5 AIDS is a punishment for immoral behaviour.
  - 6 Those with HIV only have themselves to blame.
  - 7 Only people who sleep with many people get HIV.
  - 8 Life is not worth living if you are HIV-infected.
- If time permits, ask the people standing under each sign to quickly discuss their reasons for being there (ask one person to report). Encourage discussion and debate. Ask some of the following questions:
    - Do you agree with this group’s reasons?**
    - Why or why not?**
    - What do you think the other group forgot about?**
    - What would you say to convince this group to come to your side?**

*Purpose of activity: Participants examine values and are required to defend their point of view.*

### **Alternative Activity:**

**Handouts and Materials:** On small pieces of paper or cards write either a positive (+) or negative (-) sign on it. There should be enough papers for each participant.

- Mark 1/3 of the papers positive (+) (If there are 10 participants make 3 positive and the rest negative). On one of the negative papers write the word, “abstinence”. On another of the negative papers write the word, “condoms”.
- Give each participant a piece of paper or card marked either positive (+) or negative (-).
- The participants should put their card in their left hand without looking at it. Ask participants to mix among each other and shake hands with as many people as they want.
- After about 5 minutes, the participants now look at their cards.
- Ask those with a **card** marked “positive “(+) to line up in front of the room.
- Ask those who shook hands with them to line up behind them.
- The two persons with **Abstinence** and **Condoms on their negative card** should remain seated.
- Explain as follows: “Let us assume that all these people in front are infected with **HIV** and that through their handshake, they transmitted the virus to everyone who is standing behind them”. Point to the **Abstinence** and **Condom** card participants and explain who they are and why they were not “infected.” Ask the participants to sit and ask them what the exercise is trying to illustrate. Have a large group discussion in which you guide the participants to think about what the game is trying to illustrate. The types of answers that are common are:
  - We are all infected.
  - You cannot know who has the virus.
  - It is very easy to get infected.
  - Since you never know, you should always be careful.
  - You should never judge a person just because he or she may be HIV positive.

*Purpose of Activity: Participants understand transmission of HIV and that abstinence and condom use are means of protection.*



*HANDOUTS AND OVERHEADS* for

*DAY 1* **1**



HUMAN TREASURE HUNT

INSTRUCTIONS: Find a different person who can say YES to each of these statements. Introduce yourself. Ask the person to write their name or initials next to the statement that he or she can honestly say yes to. When you have a name next to each statement, come to the front of the room.

FIND SOMEONE WHO:

1. \_\_\_\_\_ Feels comfortable being a peer educator
2. \_\_\_\_\_ Likes to help people
3. \_\_\_\_\_ Has been tested for HIV
4. \_\_\_\_\_ Knows someone with HIV infection
5. \_\_\_\_\_ Has talked to their children about sex
6. \_\_\_\_\_ Can keep a secret
7. \_\_\_\_\_ Has used a condom
8. \_\_\_\_\_ Has talked to friends about sex
9. \_\_\_\_\_ Has already done peer education work
10. \_\_\_\_\_ Likes their job
11. \_\_\_\_\_ Has cared for a sick friend or relative
12. \_\_\_\_\_ Exercises at least 3 times a week
13. \_\_\_\_\_ Is very religious
14. \_\_\_\_\_ Can speak more than 3 languages
15. \_\_\_\_\_ Has more than two children
16. \_\_\_\_\_ Has a family member who died of AIDS
17. \_\_\_\_\_ Is happy to be in this training course

## ***Training Workshop Goals and Objectives***

The overall goals for this training course are to ensure that Peer Educators:

- ◆ Increase their knowledge, ability and confidence in recognising sexual risks, in negotiating and using condoms, and talking about sexually transmitted infections (STIs)
- ◆ Develop their skills to interact with peers
- ◆ Explore attitudes, values and beliefs towards sexuality, communication, personal responsibility and HIV and AIDS
- ◆ Increase their skills in facilitating group and individual meetings

**PRE-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?**

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

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**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.**

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**5. List 4 signs and symptoms of AIDS.**

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**6. List 3 ways HIV is spread.**

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**7. List 3 ways HIV infection can be prevented.**

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**8. Explain what the word ‘communication’ means.**

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**9. What is voluntary counselling and testing (VCT)?**

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**10. Can people with HIV stay healthy?**

\_\_\_\_\_yes                  \_\_\_\_\_no

**11. What does the word “confidential” mean?**

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**12. What is a female condom?**

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**YES!**  
*Peer Educators Should:*

- ◆ Help individuals with questions and concerns about STI/HIV/AIDS
- ◆ Share information about preventing STI and HIV
- ◆ Distribute condoms to those who want them or who are concerned about getting infected
- ◆ Encourage peers who are worried about their HIV status to get tested
- ◆ Help family members cope with an HIV-positive relative
- ◆ Identify places people can get treatment and care
- ◆ Provide information on legal services available to individuals who are HIV-positive or PLWAs
- ◆ Understand that all discussions with peers are confidential

***NO!***  
***Peer Educators Should NOT:***

- ◆ Discuss medical matters with individuals
- ◆ Diagnose an STI or HIV infection
- ◆ Tell anyone about peer discussions
- ◆ Ask an individual about his/her HIV test results
- ◆ Disclose information about employees who have family members with HIV

**All interactions between a peer educator and an employee are  
CONFIDENTIAL**

*Some Key Traits of Peer Educators:*

- ◆ Understand the facts about STIs, HIV and AIDS
- ◆ Can communicate effectively with individuals
- ◆ Are comfortable speaking before a group
- ◆ Are comfortable discussing sex and sexuality
- ◆ Have understanding and compassion for infected and affected individuals
- ◆ Listen effectively
- ◆ Respect confidentiality of peers

<b>Activities to Increase Awareness of HIV and STIs Among Peers</b>	
<ul style="list-style-type: none"> <li>◆ Conduct informal small group discussions about STI/HIV/AIDS.</li> <li>◆ Organise and conduct formal group discussions about STI/HIV/AIDS.</li> <li>◆ Teach Peers about STIs and where to go for treatment</li> <li>◆ Organise meetings and educational sessions (to be taught by guest speakers)</li> <li>◆ Participate in World AIDS Day and other public events.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Hold regular meetings</li> <li>◆ Distribute educational materials</li> <li>◆ Display posters and other educational materials</li> <li>◆ Present video screenings</li> <li>◆ Adapt/develop educational materials</li> <li>◆ Perform dramas/role plays</li> <li>◆ Organise sports events</li> </ul>
<b>Activities to Motivate and Support Behaviour Change</b>	
<ul style="list-style-type: none"> <li>◆ Talk to peers one-on-one</li> <li>◆ Teach peers how to do a personal risk assessment</li> <li>◆ Teach peers how to negotiate safer sex (including condom use)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Listen to personal concerns of employees related to STI/HIV/AIDS</li> <li>◆ Recommend or refer peers for STI/HIV testing</li> </ul>
<b>Condom Promotion, Distribution and Education Activities</b>	
<ul style="list-style-type: none"> <li>◆ Distribute free condoms</li> <li>◆ Teach condom negotiation skills</li> </ul>	<ul style="list-style-type: none"> <li>◆ Give condom demonstrations</li> <li>◆ Teach condom use (buying, storing, opening, using, disposing) skills</li> </ul>
<b>Activities Related to Care and Support for People Living with AIDS</b>	
<ul style="list-style-type: none"> <li>◆ Support people affected by HIV/AIDS</li> <li>◆ Tell peers about home based care services for people with AIDS related illnesses.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Make visits to hospitals or homes of AIDS patients</li> <li>◆ Provide information about legal services</li> </ul>
<b>Other Activities</b>	
<ul style="list-style-type: none"> <li>◆ Provide referrals to health care facilities</li> </ul>	<ul style="list-style-type: none"> <li>◆ Other _____</li> </ul>

## ***FEELINGS ABOUT PEER EDUCATION***

- ◆ It is important for peer educators to understand how they feel about being a peer educator
- ◆ It is helpful to talk about concerns about being a peer educator (how people will view me)
- ◆ Peer educators need to feel comfortable talking to people with HIV/AIDS
- ◆ It is common for peer educators to have doubts, concerns and fears and to be able to talk about them with the co-ordinator or other peer educators