



HIV/AIDS SUPPORT PROGRAMME

Unit 1:

An introduction to peer
education

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MENU



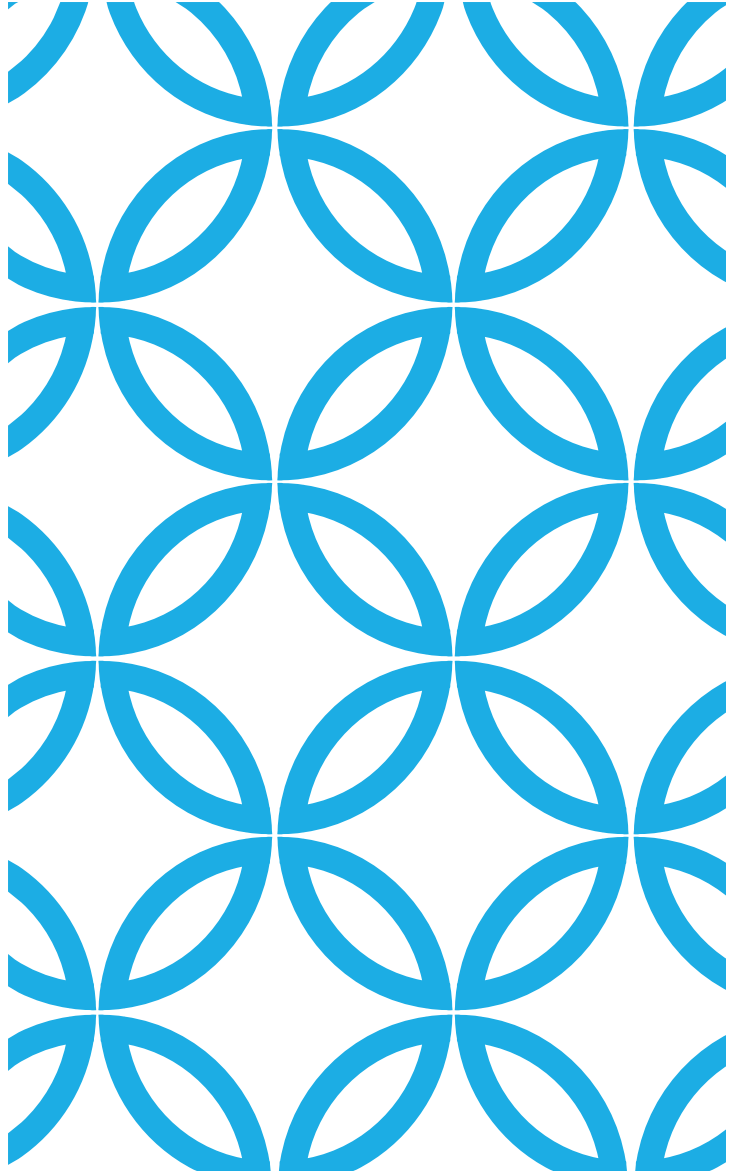
**What is a Peer
Educator?**



**Skills needed
to be a good
Peer Educator**



Job aid

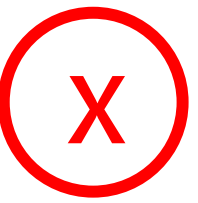


UNIT 1: AN INTRODUCTION TO PEER EDUCATION

What is a Peer Educator?

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WHAT IS A PEER EDUCATOR?

Let's look at the difference between a 'peer' and a 'Peer Educator'.

A peer is someone with whom you have something in common, for example age, an activity, interests or workplace.



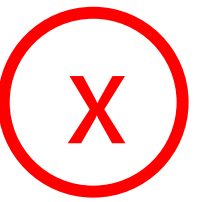
A Peer Educator is a volunteer within the group who gives information (NOT advice) and acts as a role model for the group. The Peer Educator creates a sense of community within the workplace where people feel free to share their ideas and problem.

Peer educators are change agents that are the first to adopt new information and ideas and influence their peers (friends) to adopt the new ideas. They are the leader within the workplace on a social, rather than a managerial, level.

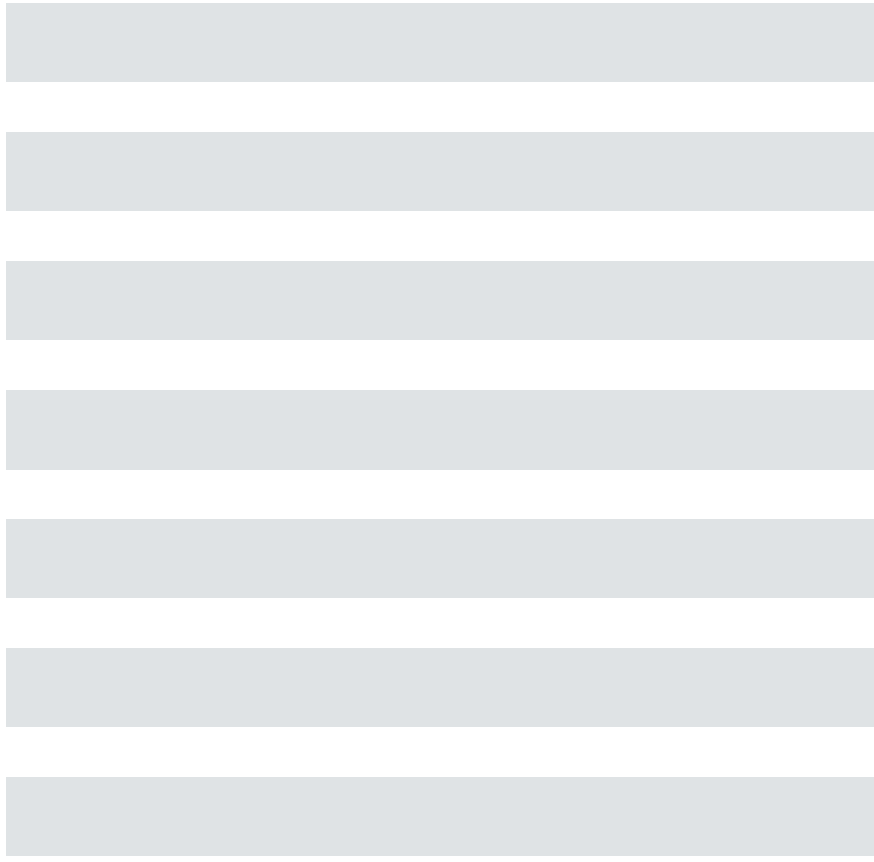


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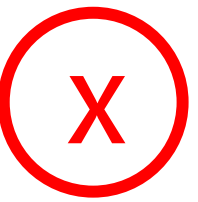


THE CHANGE FLOW DIAGRAM

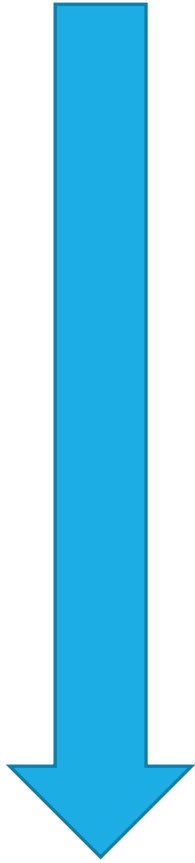


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THE CHANGE FLOW DIAGRAM

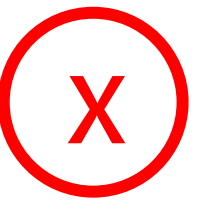


A Peer Educator, though educating their peers, starts a chain of events that causes changes in behaviour.

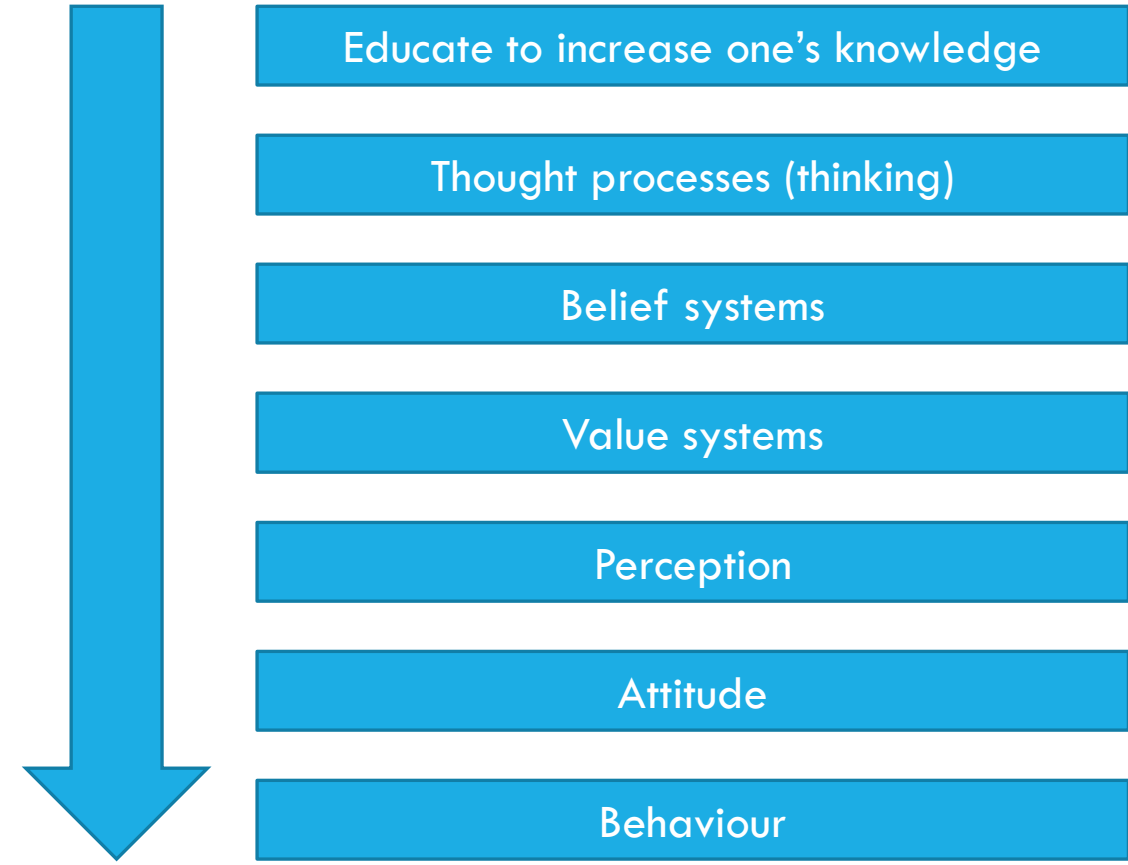


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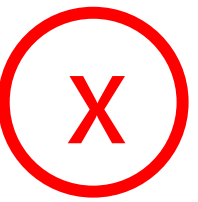
THE CHANGE FLOW DIAGRAM



A Peer Educator, though educating their peers, starts a chain of events that causes changes in behaviour.

Select the forward arrow to continue





ACTIVITY

Match the correct description to each role by dragging and dropping the text blocks into the correct sections. Note that some of the descriptions don't match either of the roles.

Peer	Peer Educator
------	---------------

You report to them

Acts as a confidant or counsellor

Acts as a role model for the team

Shares common interests with them

Creates a sense of community in the workplace

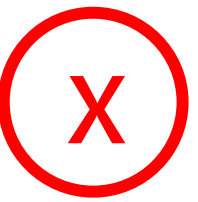
Influences you to adopt new ideas

Shares their opinion with you on what to do



Select Submit to continue

Submit



ACTIVITY

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Peer Educator

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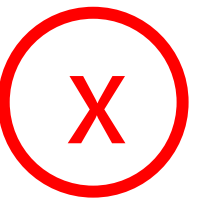
Feedback correctly.

Show this feedback if question is answered incorrectly.

Congratulations! Let's move to the next section/**That's not quite right, try again.**

Select the forward arrow to continue





QUALITIES, SKILLS, TEACHING METHODS AND KNOWLEDGE THAT PEER EDUCATORS NEED TO PROMOTE BEHAVIOUR CHANGE

We all know that HIV & Aids and ill health are the enemy and that it is the responsibility of every one of us to take whatever steps we can to help ourselves and others to fight this enemy.

In order to fight this pandemic, we need skilled and knowledgeable Peer Educators to educate their communities. Peer Educators can be a highly effective tool in the battle against HIV as they are able to cut through the communication barriers of gender, race, age and hierarchy. People tend to be more comfortable with people who are similar to themselves.

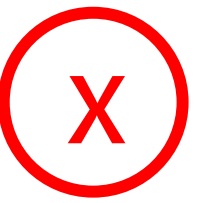


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QUALITIES, SKILLS, TEACHING METHODS AND KNOWLEDGE THAT PEER EDUCATORS NEED TO PROMOTE BEHAVIOUR CHANGE



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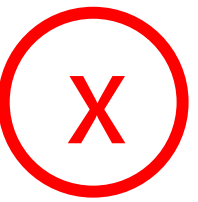
Peer Educators are able to listen and fully engage through the exchange of ideas, thoughts, views and opinions free from external prejudice. This makes peer education an extremely powerful and effective channel through which people can act as change agents.

Often Peer Educators are in a position to access and influence (both from a physical and socio-cultural perspective) people infected with HIV or vulnerable to HIV infection. Also Peer Educators themselves undergo processes of change and growth during their training that relates to their own sexual knowledge, behaviour and general life skills.



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ACTIVITY

Select the qualities in the left-hand column with their definitions from the drop-down column

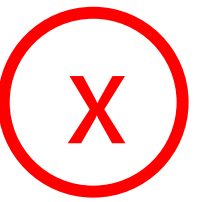
Definitions

Open-minded	Able to be trusted, reliable, won't let others down
Informative	Willing to change to suit new circumstances
Responsible	Willing to consider new arguments, ideas, opinions, etc.
Dependable	Able to imagine oneself without hiding behind a job, a title or a role
Supportive	Able to provide useful facts and ideas
Committed	Real, sincere; being oneself without hiding behind a job, a title or a role
Flexible	Sensible, trustworthy, and able to make good practical and moral decisions
Empathetic	Giving encouragement, help etc. to someone in a difficult position
Genuine	Does not judge someone in order to find fault with them
Non-judgemental	Giving one's loyalty and total support to a particular cause, aim or way of life



Select Submit to continue

Submit



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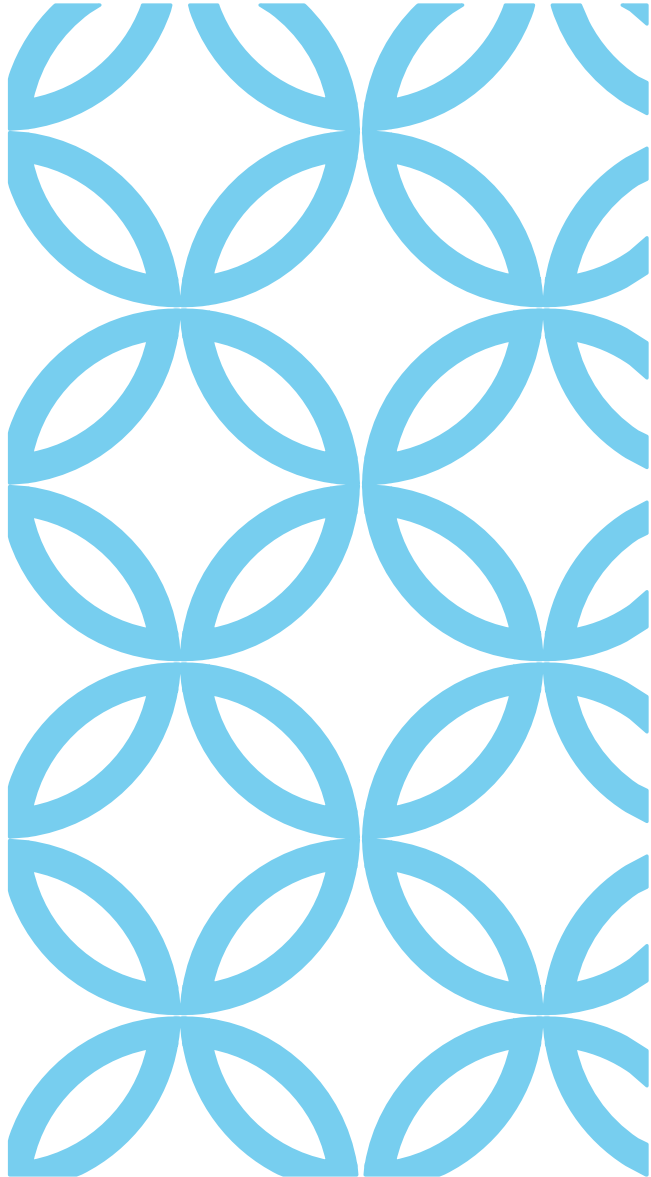
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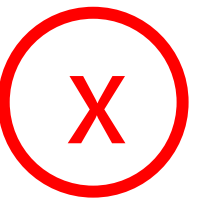


UNIT 1: AN INTRODUCTION TO PEER EDUCATION

Skills needed to be a good Peer Educator

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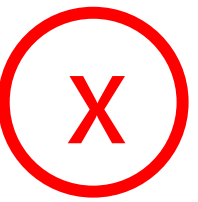




MAKING EYE CONTACT



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MAKING EYE CONTACT

Making eye contact tells the person you are talking to: 'this is important – I'm listening carefully to what you are saying.'

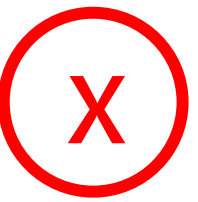
A Peer Educator who never looks their peers in the eye seems to lack confidence and gives their peers a sense of insecurity.

The Peer Educator needs to look at their peers to notice their reactions and judge the mood of the group. Making eye contact will help you to determine:

- Do they understand?
- Are they puzzled?
- Are they enjoying the lesson?
- Are they tired?
- Are they bored?
- Does anyone want to contribute or ask questions?

When talking to your peers, it is as much how you say something as what you say that will keep their attention. If you are feeling tired and let it show in your voice, or if you are not sure of your facts and don't sound confident, your peers will quickly lose interest or perhaps even doubt what you are saying.

Select the forward arrow to continue



BEING A GOOD LISTENER

To become a good listener, you must be comfortable with silence.

Peer Educators must listen with their ears, eyes and hearts. Your duty is to give peers facts – to respond to the concerns and worried with factually correct information – not advice. To do this, you need to develop a certain kind of listening skill called **reflective listening**.



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What is 'reflective listening'?

The person talking must know that you are:

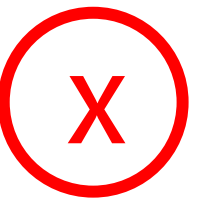
- Paying attention
- Understand what he/she is saying

In other words, don't stare at them with a blank face.



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TIPS TO BECOME A REFLECTIVE LISTENER

The following tips will make you a reflective listener:

Don't interrupt

Paraphrase

Perception checking

Ask open-ended questions

Approval

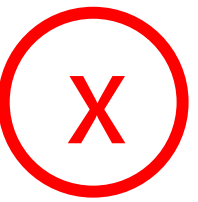
Use verbal minimal responses

Let the person finish what they are saying.



Select each blue textbox to reveal more information





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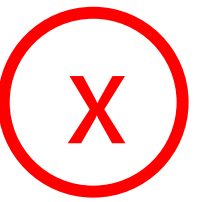
Use verbal minimal responses

Repeat back or restate what the person said to check that you understand. You can say, "So do you mean...?"
"Does that mean you think...?"



Select each blue textbox to reveal more information





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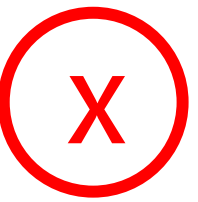
Use verbal minimal responses

This is an effort to understand the feelings behind the words. Simply describe what you think the other person is feeling. Say something like "It sounds like that made you really angry".



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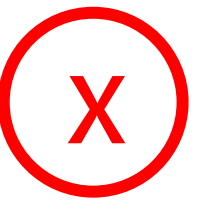
This is a question that does not / cannot be answered with just a yes or no response.

For example, "Why do you think...?"



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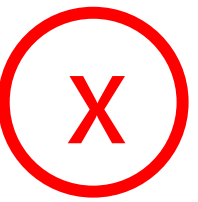
Use verbal minimal responses

Expressing approval or giving praise will encourage further communication. This does not mean that you agree with what the person is saying it simply means that you value the fact that they have told you about how they feel.



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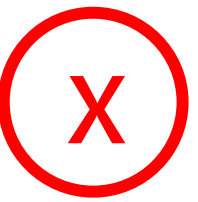
Use verbal minimal responses

This shows the speaker that he/she has your attention. Use expressions like "yes", "OK", "right", "Mmmm", "Uh-hm", "go on", "I hear what you say". Don't overdo the minimal responses though! If you use too many of them, you will sound insincere and this will prevent effective communication from taking place



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ACTIVITY

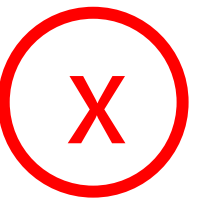
Reflective learning scenario. Schoolboy says: I HATE Mr. Smith! He always picks on me in math's class. I don't want to go back to that school. Select the sentences that are examples of reflective listening.

- Hang in there. I'm sure it will work out!
- I'll talk to Mr. Smith.
- It sounds as if you are angry.
- Have you spoken to Mr. Smith about it?
- Why have you let things go on so long?
- Do you mean you aren't enjoying any of your lessons?
- Tough luck! If you don't finish school, you won't get a decent job!
- Why do you think he is picking on you?



Select Submit to continue

Submit



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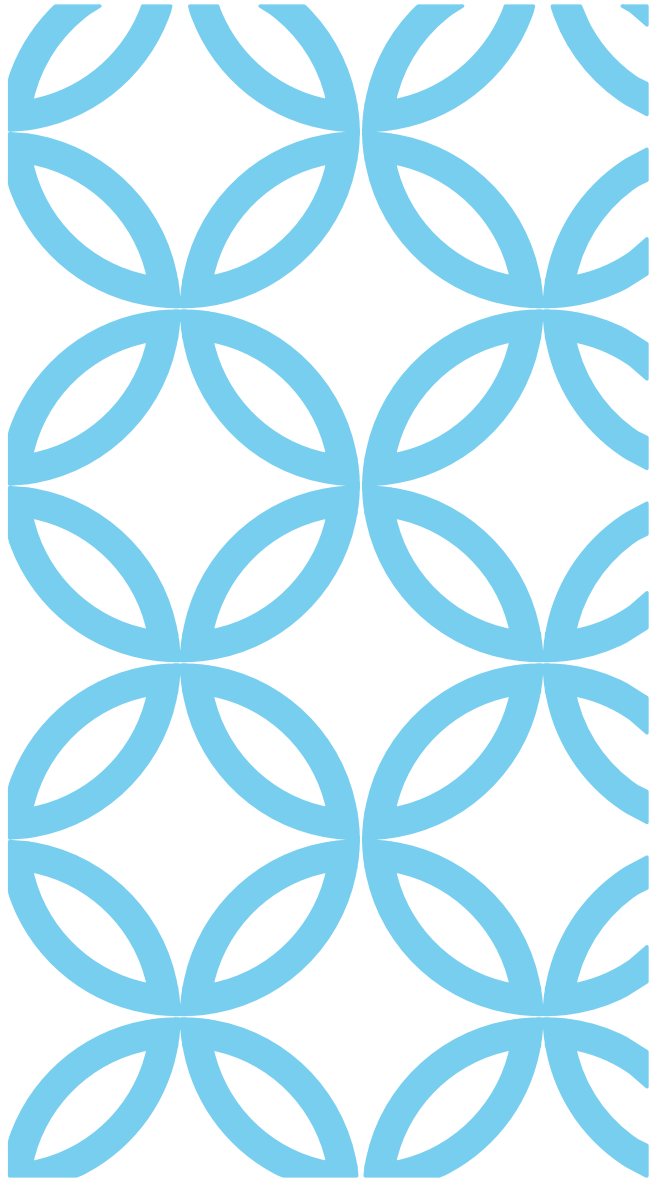
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UNIT 1: AN INTRODUCTION TO PEER EDUCATION

Job aid

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