Peer Educator Handbook
What it Means to be a Peer Educator

- Peer Educator is an individual among a group of similar people who shares similar characteristics and brings new information and practices to that group.
- Peer Education is one of most powerful tools within the workplace.
  - People relate better to similar people.
  - People try to model behaviour of other people.
What it Means to be a Peer Educator

- Peer education removes the barriers between knowledge and power

- Peer Educators conduct structured activities such as education sessions and less structured activities such as one-to-one referrals and answering anonymous questions
Role and Responsibilities

- Attend Peer Educator training and refresher trainings
- Facilitate education sessions for their colleagues
- Make appropriate referrals to professionals
- Distribute educational pamphlets and condoms
Role and Responsibilities

- Monitor and report on progress through paperwork and Peer Educator debriefings
- Provide feedback and suggestions on education curriculum
- Possibly become Peer Educator Trainer
- Report to the Peer Educator Coordinator
Characteristics of a Peer Educator

- Character/Judgment
- Communication Skills
- Intellect
- Available
Expectations and Personal Conduct

- Remain non-judgmental
- Do not attempt to diagnosis anyone in the group
- Be sensitive
- Walk your talk
- Respect your Peer Educator partner
- Know what you don’t know
Expectations and Personal Conduct

- Be realistic
- Keep good records
- Accept increased responsibility
- Model compassion
Primary Messages to Stress

- Know the facts about HIV/AIDS
- Reduce your risk of contracting HIV/AIDS
- Seek VCT and STI treatment
- Maintain confidentiality
Primary Messages to Stress

- Give and accept care and support
- Do not stigmatise others
- Live positively
- Peer Educators are working for you
Primary Objective of Peer Educator

- Help participants process and internalise what they are learning
  - Work through the information that is presented
  - Respond to and ask questions
  - Make comments
Peer Educator Basics

- Core responsibility is facilitating informal discussions
- Basic guidelines
  - Session preparation and group environment
  - Ground rules
  - Experiential learning
  - Making presentations
Peer Educator Basics

- Learning devices
- Guiding conversation
- Questioning skills
- Reflective listening skills
- Giving feedback
Session Preparation and Group Environment

- Be prepared for questions from the group
- Practice better listening in daily conversations
- Know your group
- Dress the part
- Arrive early to set up
- Make the group welcome
Session Preparation and Group Environment

- Keep the group informed
- Sit with the group
- Keep to the time
- Keep it confidential
- Welcome questions
**Ground Rules**

- Lead participants in brainstorming list of suggested ground rules
  - Value and respect each other’s opinions
  - Treat each other in positive way and be considerate of other’s feelings
  - Everyone is given opportunity to talk
  - Everyone will participate fully and freely
Ground Rules

- Everyone has right to not discuss personal issue
- Do not interrupt or insults others
- Stay on the topic
- Be on time
- All discussions must be kept confidential
Experiential Learning

- Supports principles of adult learning by providing training opportunities that allow the adult learner to draw on prior experiences
- Education sessions based on Experiential Learning Cycle
  - Linked to real-life
  - Encourage participants to express feelings and opinions and draw on own prior knowledge and experience
  - Integrate evaluation methods that provide immediate feedback to participants about learning progress
Eight Steps of Experiential Learning Cycle

- Step 1. Climate setting/introduction
- Step 2. Session objectives
- Step 3. Interactive presentation
- Step 4. Experience
- Step 5. Processing/getting immediate reactions
- Step 6. Generalizing
- Step 7. Applying
- Step 8. Closure
Making a Presentation

- Be brief, articulate, deliberate
- Be energetic yet respectful of the subject
- Practice in front of mirror or other Peer Educators
  - Enable presenters to gauge appropriate speed of presentation
  - Set up slides in advance
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Making a Presentation

- Know your slides and notes well
- Speak clearly
- Watch the audience and be responsive to confusion
- Watch the time and keep to it
- Point to projected image not slide on the projector
Making a Presentation

- Point to projected image not slide on the projector
- Walk around
- Do not hold anything and play with it
- Do not keep adjusting the slide on the projector
- Be yourself, be pleasant, and smile
Learning Devices: Brainstorming

- Group technique
- Effective tool
  - Gather a lot of ideas quickly
  - Encourage participation from those who are hesitant to speak up
  - Explore sensitive or controversial issues
Learning Devices: Role-Playing

- Acting out a real-life situation
- Major steps
  - Describe situation briefly or provide written script
  - Choose role players or ask for volunteers
  - Give guidance on role
  - Avoid assigning negative roles
  - Use “props” such as hats or cards with names