

INTRODUCTION*

▶ ABOUT THIS ACTIVITY

- 🕒 **Time:** 10 minutes
- ➔ **Objectives:** By the end of this session, participants will be able to:
 - Review the agenda.
 - Review the parking lot concept.
 - Discuss roles and responsibilities of trainers and participants.
- ✔ **In This Activity You Will...**
 - Review the agenda (2 minutes).
 - Review the parking lot concept (3 minutes).
 - Discuss roles and responsibilities of trainers and participants (5 minutes).
- ✂ **Materials:**
 - Handout-Level 1 Agenda
 - Flip chart for Parking Lot
 - Markers
- 🔪 **Preparation:**
 - Prepare flipchart for Parking Lot
 - Level 1 Agenda

Instructions

1. Acknowledge the value of the experiences that everyone has to share.

There is a lot of experience in the room and we are counting on the participation of everyone here. We all have a great deal to share. We are here today because, as peers, we care about our health and the well being of others and ourselves.

By coming here today we can share knowledge and experiences. By the end of the training we will understand what being a peer educator is really about.

2. Provide an overview of the parts of the training using prepared flip chart. Distribute a handout of the agenda or refer to the correct page number in the student notebook.

The curriculum we use was developed based on information we gathered from focus groups. We conducted a series of focus groups made up of health care providers and consumers. Each of these groups was asked what they thought a good peer educator should know, should be, and should do. We asked about skills and about information. The information gathered from the participants in the focus groups helped to guide the development of the curriculum, the materials and the agenda for today.

Inform participants of the breaks and give them logistics information such as location of restrooms, water fountain, and phones.

3. Introduce concept of parking lot.

Ask for a volunteer to explain the parking lot concept as it relates to training. Answer should include: a way to help us stay focused and on task while still addressing our questions and concerns.

Each session is filled with a variety of activities. Often times these activities and discussions generate questions about topics that will be covered later in the workshop.

* This module comes from Duke University, Partners in Caring; Center for Creative Education, 2006.

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To help solve the problem of topics that we are not able to immediately cover, we have a “parking lot.” The parking lot is a place to write down issues that come up that we cannot address adequately during the session.

It is also a place to write down topics that are related to but not exactly what we started out discussing. By writing down such ideas in a parking lot, we can keep track of them and refer back to them.

The parking lot will be posted throughout the whole training. We will keep track of the parking lot and make sure each point is addressed to the best of our ability within the time and scope of the workshop.

If we cannot address it today, we may have to get the information to you after the workshop. I may add items to the parking lot during the training. You can also add things to the parking lot.

Just remember, if we place something in the parking lot, we will need to move on with the discussion.

- It is the trainers’ responsibility to put items in the parking lot before too much time is lost on something that cannot be immediately addressed or is outside the scope of the workshop. Trainers should clarify why the topic should be put in the parking lot (i.e., will be discussed later) and ask participants if an item can be put in the parking lot.
- Topics that can’t be addressed (i.e., because they are not closely related to the curriculum) should be dealt with by saying that they “are outside the scope of this workshop, but there are other resources in the community.” If possible, trainers should gather information about the resources and inform the participant where they could go to get the information.

4. Introduce the roles and responsibilities of learners and trainers.

It is important that we continue to take care of ourselves so, throughout the training we will have “Self Care” breaks and we will also have some time for lunch.

We are all here to provide information, ask questions, answer questions, facilitate discussions and activities, and make sure we stay on task.

We will try to answer the questions you may have throughout the program, but we don’t have all the answers. If we don’t know an answer we will find a person who does.

By working together, we can usually answer each other’s questions. However, if a question comes up that we don’t know the answer to, we’ll work on finding the right answer and get back to you.

Your role in this training is to participate. The training is designed to get you involved in the activities, and to help you interact with the other learners in the group.

Hopefully, by participating and sharing your knowledge and experiences, we will all learn a lot from each other over the course of the training.

As we go through the training please feel free to let us know if something is missing or needs to be changed in the future. Not only is this training for you to participate in and learn something new, it is for you to tell us ways to make it better for the next group.

We value what you have to say, because we want to make PETS trainings great for everyone.

Summary

Wrap up session with key point:

- Peer educators are experts in living with HIV

* This module is part of the online toolkit Building Blocks to Peer Success. For more information, visit http://www.hdwg.org/peer_center/training_toolkit.

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SESSION HANDOUT

LEVEL ONE TRAINING

WORKSHOP AGENDA TRAINER WORKSHEET

Time	Training time	Activity	Methods
45 minutes	8:15	Breakfast	
5 minutes	9:00	Welcome	Large group
10 minutes	9:05	Introduction: Goals, Roles and Agenda	Large group
15 minutes	9:15	Ground Rules and Confidentiality Forms	Large group
30 minutes	9:30	Burden Basket and Ice Breaker	Individual work Large group, Dyads
10 minutes	10:00	Peer Education Basics	Large group
15 minutes	10:10	BREAK	
40 minutes	10:25	HIV Transmission: Grab Bag	Large group exercise
30 minutes	11:05	Play it Safe... Part I Intimacy and Sex: Living with HIV	Small group exercise
40 minutes	11:35	Play it Safe... Part 2 Hands-on Demonstrations & Practice	Demonstration; small group exercise
45 minutes	12:15	LUNCH	
5 minutes	1:00	Energizer	
60 minutes	1:05	Adherence	Mini-lecture; small group work
15 minutes	2:05	BREAK	
30 minutes	2:20	In Control: Communicating Effectively with Providers	Interactive lecture and discussion; role play
35 minutes	2:50	Disclosure Issues: Communicating with Partners, Family Members and Friends	Large group discussion, small group discussion
20 minutes	3:25	Self-Care: Stress reduction = Better health	Lecture; demonstration
15 minutes	3:45	Next Steps and Closing: The End!	Action plan; closing exercise
	4:00	End	