

ACTIVITIES

ACTIVITIES

A peer training curriculum should include activities that help facilitate group interaction and learning, break up the day and bring closure to the training. Examples of these activities are found in this section of the toolkit. Please refer to the toolkit guide for details about the role the below categories of activities play in conducting a peer training.

Intros

Energizers

Icebreakers


Closure

ACTIVITIES
INTROS

EXPECTATIONS: ESTABLISHING GROUP RULES*

▶ ABOUT THIS ACTIVITY

 **Time:** 15 minutes

 **Objectives:** By the end of this session, participants will be able to:

- Describe what is expected of participants by the training program.
- Discuss what trainees can expect from each other.
- List conditions for a safe learning environment and establish ground rules.

 **In This Activity You Will...**

- Guide a group discussion about expectations that trainees have for themselves during the training (15 minutes).

 **Materials:**

- Newsprint – special “post-it” type
- Markers

 **Preparation:** None

Instructions

1. Present to participants that we are going to spend a lot of time together in the next 3 weeks and we would like to make it the best learning experience possible.
2. Ask participants to brainstorm important ground rules that participants should observe. (Offer suggestions as needed such as not interrupting).
3. Add the following if they are not brought up by participants: not interrupting, cell phones, arriving on time, trainers letting participants out on time, attendance to get certificate, confidentiality, spelling never matters for quizzes etc.

Summary

Wrap up session.


Note: This is a useful way to set ground rules while allowing the participants to take ownership of the training. It is also an early way to model interactive training and brainstorming.

* 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. This module comes from the Comprehensive Peer Worker Training, Peer Advanced Competency Training (PACT) Project Harlem Hospital Center, Division of Infectious Diseases, 2008.

FIVE THINGS IN COMMON*

▶ ABOUT THIS ACTIVITY

 **Time:** 10 minutes

 **Objectives:** By the end of this session, participants will be able to:

- Get to know each other in more depth.
- Describe things they have in common with other participants to help create a sense of community.

In This Activity You Will...

- Ask participants to find 5 things they have in common with others at their table (10 minutes).

 **Materials:** None

 **Preparation:** None

Instructions

1. Tell the table groups that their assignment is to find at least 5 things they have in common with every other person in the group, that have nothing to do with work. [Instruct groups not to include body parts (we all have legs and arms) or clothing (we all wear pants and shoes). This helps the group explore shared interests more broadly].
2. Tell the groups that one person should record the commonalities and be ready to read their list to the whole group upon completion of the assignment.
3. Check in with groups after 5 minutes, then give them 2 minutes more.
4. Ask for a volunteer to read their group's list first. Then ask the other groups to share their lists with the class.
5. Ask participants what they have in common with the group as a whole.
6. Ask participants if there were any surprises here: did they discover that they had more in common with others in the room than they would have originally thought?

Summary

Wrap up session.


Note: This is a nice exercise for participants to get to know each other and can also be fun for trainees who work together to get to know each other better.

* 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. This module comes from the Comprehensive Peer Worker Training, Peer Advanced Competency Training (PACT) Project Harlem Hospital Center, Division of Infectious Diseases, 2008.

GROUND RULES*

▶ ABOUT THIS ACTIVITY

 **Time:** 10 minutes

 **Objectives:** By the end of this session, participants will be able to:

- Create and agree upon ground rules (group norms) under which the training will operate.
- Set the foundation of trust among workshop members.
- Build an atmosphere where everyone is valued.

 **In This Activity You Will...**

- Generate ground rules for the training (8 minutes).
- Ask participants to sign confidentiality forms (2 minutes).

 **Materials:**

- Flip chart
- Handout – Ground Rules

 **Preparation:**

- Print handout

Instructions

1. Introduce activity as a way to create a safe learning environment.

Now we need to think of ways to make talking and sharing in a group more comfortable. This is our group, so we should come up with our own group ground rules.

Ground rules (also called group norms) are guidelines developed by the participants to be used within the workshop setting. Ground rules help create a safe environment and enable tasks to be accomplished efficiently.

2. Ask the group to generate rules for the group norms flip chart.

How should we conduct ourselves today to make our time together as comfortable as possible?

3. Responses and additions to the brainstormed list of ground rules should include the following: Trainer should elaborate if necessary.

- Start on time. We all have to do our best to make sure we begin and end each activity on time. To get the full benefit of all the information we have to cover, we must stay within the time frames.
- Place pagers and cell phones on vibrate or turn them off. If you need to make a call or answer a call please do so outside of the room so you do not disrupt the training.
- Allow each person time to talk and don't interrupt.
- Keep personal comments said during the workshop confidential. If at anytime you feel you cannot follow the rules of confidentiality you may excuse yourself from the room.
- Stay on the topic. We have A LOT of things to do today and we need to stay on task. That is why we have the parking lot, and there are just some things we WILL NOT be able to get to today.

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

GROUND RULES

- Be open-minded. There are different people in the room. We should try to use the word partner instead of husband-wife/girlfriend.
 - Don't be afraid of mistakes and ask for help. If you need assistance with ANYTHING please ask for it from a trainer or your neighbor. That is why we are here today - to help each other.
 - Give positive feedback.
 - Listen. It is hard to hear if the trainers or participants are talking. We need to respect what each person has to say.
 - Value each person's unique opinions and experiences. We all have had experiences that may be different and we all need to value each others experiences.
 - Discuss ideas, not individuals.
 - No comment or question is stupid.
 - It's okay to disagree, but do so respectfully. If you are disagreed with, don't take it personally. We are all different and we may not see things the same way. That is okay. That does not mean I don't agree with YOU as a person.
 - Speak for yourself, not other people ("I" statements rather than "everybody" or "other people").
 - Each person is in charge of his/her own learning (i.e., take breaks, ask for clarification, have the right to pass).
4. It is important that the ground rules be clearly written and visibly posted throughout the workshop. Gain consensus by asking participants

if they can agree to follow and help others follow the ground rules. Inform participants that similar rules are listed in their manuals.

You all created these rules because you believe that if they are followed we can have a safe and fun training time together. By a show of hands, who can agree to follow these rules today? By a show of hands, who can agree to help others follow these rules with small and gentle reminders? You can find these rules and others similar in your manuals.

5. Ask participants to sign confidentiality forms.

We should mention that there may be people in this group whom you recognize or who you may know but didn't know that they were HIV+. As a peer educator you are sure to run into folks you recognize who are coming to you for services or information. Just as your HIV infection is private, we must all promise to keep any information that we receive during this training and later in your role as peer educators in the strictest confidence.

This means that we will not talk about anything or anyone we come in contact with as peer educators to anyone outside of this group, and we will not seek any additional information about those we serve unless specifically requested to do so by that person. Therefore, we will need each of you to sign this confidentiality form.

Summary

Wrap up with key points:

- People learn better when they feel safe around the other learners.
- Structure, in the form of group agreements, helps people feel safer.

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

GROUND RULES

SESSION HANDOUT

GROUND RULES

- Start and end on time
- Place pagers and cell phones on vibrate or turn off
- Allow each person time to talk and don't interrupt
- Keep personal comments said during the workshop confidential Stay on the topic
- Be open-minded
- Don't be afraid of mistakes and ask for help
- Give positive feedback
- Listen
- Value each person's unique opinions and experiences
- Discuss ideas, not individuals
- No comment or question is stupid
- It's okay to disagree, but do so respectfully. If disagreed with, don't take it personally
- Speak for yourself, not other people ("I" statements rather than "everybody" or "other people")
- Each person is in charge of his/her own learning (i.e., take breaks, ask for clarification, have the right to pass)

HUMAN SCAVENGER HUNT*

▶ ABOUT THIS ACTIVITY

- 🕒 **Time:** 15 minutes
- ➔ **Objectives:** By the end of this session, participants will be able to:
 - Get to know other participants in more depth.
 - Be energized to participate in the training.
- ✓ **In This Activity You Will...**
 - Ask participants to circulate to find people who have interests listed on the sheet (15 minutes).
- ✂ **Materials:**
 - Handout - Human Scavenger Hunt
 - 1 big prize
 - Candy for rest of participants
- 🔪 **Preparation:**
 - Print handout

Instructions

1. Tell the participants that they are going to do a scavenger hunt, but one that involves finding out different things about the other participants.
2. Hand out Scavenger Hunt sheets and tell them that their task is to find one participant who identifies with each statement on the sheet; the participants they find should sign their name on the line next to the descriptive statement and there should be no duplicates, i.e., they should find a different participant for each descriptive statement. The first participant to get all the statements on his or her sheet is the winner.
3. Call “go” and watch as participants run around the room trying to be the first to get their sheets signed.

Summary

Congratulate the first person to get all statements signed and award a small prize.

Note: This exercise is useful both with groups who do not know each other as well as groups who know each other well.

* 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. This module comes from the Comprehensive Peer Worker Training, Peer Advanced Competency Training (PACT) Project Harlem Hospital Center, Division of Infectious Diseases, 2008.

HUMAN SCAVENGER HUNT

SESSION HANDOUT

HUMAN SCAVENGER HUNT

Find someone who...

Likes to dance meringue _____

Enjoys sushi _____

Has lived outside the US _____

Plays a musical instrument _____

Exercises every day _____

Likes hip-hop music _____

Loves to read _____

Likes to cook _____

Speaks two foreign languages _____

Has taken an adult education course _____

Has been camping _____

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.

INTRODUCTION

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.

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

INTRODUCTION

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	

LINE UP*

▶ ABOUT THIS ACTIVITY

- 🕒 **Time:** 10 minutes
- ➔ **Objectives:** By the end of this session, participants will be able to:
 - Be energized to participate in the training.
 - Have practiced working as a team.
- ✓ **In This Activity You Will...**
 - Divide group into two teams. (5 minutes)
 - Ask teams to race to line up in order according to the criteria given. (5 minutes)
- ✂ **Materials:**
 - Trainer's Guide- Line Up Activity Sheet (for facilitator)
- ✂ **Preparation:**
 - Print activity sheet

Instructions

1. Organize participants into groups of 8 to 12 people. Tell participants that in the Line Up, they will have a chance to learn things about one another they may never think to ask.
2. Tell them that this is a group competition and that you will give the instruction for groups to line up in a particular way. Your group should get in a line as quickly as possible. When your group is lined up appropriately, all group members should clap to indicate that they have completed the task.
3. Conduct a practice round. Tell them to line up by height and to clap when they're finished.
4. Begin the activity. After each lineup, determine which group clapped first and then announce them as the winner of the round.

Summary

Wrap up session

* 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. This module comes from the Comprehensive Peer Worker Training, Peer Advanced Competency Training (PACT) Project Harlem Hospital Center, Division of Infectious Diseases, 2008.


LINE-UP ACTIVITY SHEET

1. Line up in order by shoe size.
2. Line up in order by length of arm's reach.
3. Line up in order alphabetically by favorite color.
4. Line up in order by number of brothers and sisters you have.
5. Line up in order by hair color, lightest to darkest.
6. Line up in order by age, youngest to oldest.
7. Line up in order by length of time with current employer.
8. Line up in order alphabetically by first name.
9. Line up in order alphabetically by last name.
10. Line up in order by number of pets owned.
11. Line up in order by hair length, longest to shortest.
12. Line up in order by the number of bones you've ever broken.

M & M's*

▶ ABOUT THIS ACTIVITY

 **Time:** 40 minutes

 **Objectives:** By the end of this session, participants will be able to:

- Be energized to participate in the training;
- Get to know each other in more depth.

 **In this activity you will:**

- Ask participants to pass a bowl of M&Ms and to take some. (5 minutes)
- Explain the exercise - participants will introduce themselves by sharing one fact for each M&M they have taken. (5 minutes)
- Participate in the exercise (30 minutes)

 **Materials:**

- M & M's/Skittles
- Bowl

 **Preparation:**

- Put candy in bowl

Instructions

1. Have participants form a circle. Ask participants to pass the bowl and take some M&M's but not eat them yet.
2. Once the bowl has gone around to everyone, introduce the exercise. Explain that each person will introduce themselves by telling one fact about themselves for each M&M that they have. Ask participants to keep the fact very short.
3. Model exercise with trainers sharing information about themselves.
4. Go around the circle with each participant sharing.


Summary


Thank the participants for sharing. Explain that during this training they will learn as much from each other as from the trainers and we look forward to getting to know each other very .

* 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. This module comes from the Comprehensive Peer Worker Training, Peer Advanced Competency Training (PACT) Project Harlem Hospital Center, Division of Infectious Diseases, 2008.

MY LEFT SHOE*

▶ ABOUT THIS ACTIVITY

 **Time:** 1 - 2 minutes

 **Objectives:** By the end of this session, participants will be able to:

- Learn something new about each other.

 **Materials:** None

 **Preparation:** None

Instructions


1. Ask everyone to remove their left shoe. Demonstrate. Tell group that you are going to ask them to introduce themselves in regard to the topic of the training by comparing themselves to their left shoe. Example: “My left shoe is very comfortable, and it’s coordinated with my belt. It’s bright red, which to me is a lively and energetic color. Like my shoe, I’m pretty comfortable with this subject because I’ve done some work on it. My role is as a coordinator. And I’m feeling pretty energetic and lively.”
2. In summing up, tie this activity to the rest of the training. Example: “This activity requires participants to be creative, to take some risks, and to have some fun. Being peer educators also requires being willing to take risks, and it’s helpful if we’re also willing to be creative and have fun.”

* 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. This module comes from the Lotus Women’s Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008

MY MOTHER SAYS*

▶ ABOUT THIS ACTIVITY

 **Time:** 20 minutes

 **Objectives:** By the end of this session, participants will be able to:

- Get to know other participants in more depth.
- Be energized to participate in the training.

 **In this activity you will:**

- Direct participants to move around the room sharing health information they learned from their family or friends (10 minutes)
- Discuss what participants shared (10 minutes)

 **Materials:** None

 **Preparation:** None

▶ TRAINING TIP

Use this as an opportunity to discuss the influences on our clients and where they get their health information.

Instructions

1. Introduce session.
2. Tell participants that throughout our lives we receive all kinds of folk wisdom about how to stay healthy or what to do when we are sick. Ask participants to try to think about some health messages that they heard as a child from their parents, grandparents, aunts, uncles, teachers, etc.
3. Ask participants to stand up and to turn to a person nearby. Ask participants to shake hands and introduce themselves and share a piece of wisdom from one of their childhood “experts” on health (e.g. my aunt always said that if I didn’t wash my ears, potatoes would grow in them, if you swallow gum, it takes 7 years to digest, etc.)
4. Once they have exchanged names and words of wisdom with one partner, move on until they have completed three introductions using a different health message each time if possible.
5. After three introductions, participants can return to their seats.
6. Process the exercise with the group
 - What are some of the most interesting pieces of advice you heard?
 - Did women get messages that seemed very different than men?

Summary

Ask the group how they felt about this exercise.


Source: Lana Ka’opua
Hawaii AIDS Education and Training Center, Mililani, HI
(via “The HeART of Training Manual”)

* 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. This module comes from the Comprehensive Peer Worker Training, Peer Advanced Competency Training (PACT) Project Harlem Hospital Center, Division of Infectious Diseases, 2008.

PARKING LOT AND GROUP AGREEMENTS*

▶ ABOUT THIS ACTIVITY

 **Time:** 10 minutes

 **Objectives:** By the end of this session, participants will be able to:

- Describe their roles and responsibilities in the training.
- Post any additional comments, questions or concerns in the designated “Parking Lot” area.

 **In This Activity You Will...**

- Explain the use of a Parking Lot (2 minutes).
- Ask the group to develop a Group Agreement (8 minutes).

 **Materials:**

- Flipchart and markers

 **Preparation:**

- Write on one flipchart: Group Agreements
- Write on another flipchart: Parking Lot

Instructions

1. Point out the sheet of flipchart you prepared earlier labeled Parking Lot. Tell them that during the classes, sometimes there may not be enough time to talk in depth about everything, so the parking lot is a place to “park” questions, concerns, issues that participants or the trainers would like to follow up on.
2. Also, if participants have some questions they don’t want to ask aloud, they can write them on that sheet of flipchart, or write them on a scrap of paper and put it at the front of the room. The trainers may also use this if questions come up that you cannot answer at the time. Tell them you’ll try to find the answers for them at a later time.
3. Tell participants that this training will include small group work and discussions, and participants will be encouraged to express their opinions, and to learn from each other.
4. Group agreements: In order to ensure a safe, respectful, and productive learning environment, you want them to come up with a set of rules or agreements that will help them feel more comfortable during the classes. Ask: what kinds of behavior would you like from other people and will you commit to yourself?
5. Point out the sheet of flipchart with Group Agreement at the top, and write one example such as “listen to one another,” or “one person speaks at a time.” If they don’t mention the following, add them to the list: “confidentiality,” “right to pass,” “all questions are important,” and “respect others’ opinions”, “be on time everyday”, “turn off cell phones, pagers”.

Summary

Ask the participants if they can commit to these during your time together. Post this list and keep it in sight throughout the training to remind participants.

* 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.

This module comes from the Lotus Women’s Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008.

PARTICIPANT INTRODUCTIONS*

▶ ABOUT THIS ACTIVITY

- 🕒 **Time:** 60 minutes
- ➔ **Objectives:** By the end of this session, participants will be able to:
 - Begin to get to know other participants.
- ✓ **In this activity, you will ...**
 - Ask participants to create an introductory collage (30 minutes).
 - Ask participants to introduce themselves (30 minutes).
- ✂️ **Materials:**
 - Flipchart and markers
 - Magazines
 - Polaroid Camera
 - Stapler
 - Tape
 - Glue
 - Any other arts and crafts materials
- 🔪 **Preparation:**
 - Write on flipchart:
 1. Collage: Name, Why I am here today, my strengths (2-3), year diagnosed, my favorite things (2-3), anything else you want us to know about you.
 2. Strengths of our group

Instructions

1. Tell the group: We are now going to take a little bit of time getting to know each other.
2. Hand out a large piece of construction paper to each individual.
3. Take a Polaroid picture of each person and attach to their paper.
4. On their piece of paper have them write, draw, or creatively make a collage of their name, where they are from, years positive, why they are here today (expectation from the training), favorite things, and strengths they bring with them and anything else they want us to know about them. Give 20 minutes.
5. Ask participants to introduce themselves to the larger group using their collage.
6. Post the collages around the training room throughout the week.
7. Encourage all the participants to visit them during the breaks and to write encouraging and positive words for each other throughout the week.

Summary

Point out the diversity of the group and the variety of the strengths. Add more strengths throughout the training as more strengths are revealed.

* 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. This module comes from the Lotus Women's Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008.

PEER INTERVIEWS*

▶ ABOUT THIS ACTIVITY

- 🕒 **Time:** 20 minutes
- ➔ **Objectives:** By the end of this session, participants will be able to:
 - Share each other's names.
 - Describe fellow participants' experiences and expectations related to the training.
- ✓ **In This Activity You Will...**
 - Explain and facilitate a peer interview exercise (18 minutes).
 - Summarize the number of years of experience in the room (2 minutes).
- ✂ **Materials:**
 - Name tags/ tents
 - Markers
 - Flip chart
 - Handout – Peer Interview
 - Items for partnering (for example, stuffed animals, cards, colored sticks, etc. 2 of each type for all participants)
- 🔪 **Preparation:**
 - Print peer interview handouts
 - Prepare flip chart with headings for years of experiences and hopes for the training

Instructions

1. Introduce this activity as an exercise to get to know each other better and feel more comfortable with each other. Instruct participants to locate their Peer Interview handouts in their notebooks.

Please find your peer interview form in your manual; it has a picture of two people on the top. I would like for you to pair with someone else and interview them and then share the information with the larger group. I will read each statement for you and then you may begin your interview.

When I say, "switch" then the other person is interviewed. Only share what you choose to share. You will have 6 minutes to interview each other.

To make it easier to find a partner, please take an object from this basket and the person with the same object is your partner. If you know that person let us know and we will find you another partner.

2. While the activity is being introduced, a co-trainer should pass the basket around and allow participants to pick out an item. Be sure there are not more objects than participants to ensure everyone will have partner. Trainers may participate. The flip chart should be prepared with one portion of the page to list hopes or expectations for the training and the other part to note the number of years of experience.

After you have picked the object, find your partner and begin to interview him or her. We'll let you know when time is up. We are going to go around the room and each person will share what they have learned about their partner.

3. Go around the room and have each pair introduce their partner. Ask for a volunteer to go first (the person with the brightest

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

PEER INTERVIEWS

shirt). Have a co-trainer record on prepared flip chart the number of years of HIV experience on one part and the hopes and expectations on the other portion. Trainers should keep participants focused on answering the questions. Continue until all participants have been introduced.

Summary

Summarize activity by pointing out how many collective years we have in working with HIV. Emphasize that there is a lot of experience in the room.

*Collectively, there are ___ years of HIV experience in the room.
With that much experience we will be sure to learn from each other.
Thank you for sharing your hopes for this training.*

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

PEER INTERVIEWS

SESSION HANDOUT

PEER INTERVIEW

Name:

1. How many years have you been involved with HIV/AIDS?
2. What expectations or hopes do you have for the training today?

PEOPLE HUNT BINGO*

▶ ABOUT THIS ACTIVITY

- 🕒 **Time:** 20 minutes
- ➔ **Objectives:** By the end of this session, participants will be able to:
 - Feel connected to others in the group.
- ✓ **In this activity you will:**
 - Encourage participants to interact with each other by asking questions on the bingo sheet (10 minutes).
 - Ask participants to introduce themselves and others they met (10 minutes).
- ✂ **Materials:**
 - Handout- People Hunt Bingo
 - Pens and pencils
- 📄 **Preparation:**
 - Print Handout

Instructions

1. Before the session, look over the activity sheet for this icebreaker and change any items to make the activity more relevant to the group.
2. Make enough copies of the People Hunt Bingo activity sheet for all participants.
3. Distribute the activity sheets to all participants.
4. Ensure that everyone has a pencil or pen.
5. Tell participants that this is an icebreaker that is similar to the game bingo. Tell them they will have 10 minutes to complete the activity.
6. Read the directions on the activity sheet aloud. Ask if there are any questions.
7. Encourage participants to move around the room as they ask each other questions.
8. Watch for any participants who may be shy or appear reluctant to mingle with the others and encourage them to get involved.
9. After several participants have finished, ask the first person who finished to re-create his or her line with the people who signed the boxes.
10. Point out how many experiences and interests people bring to the group.

Summary

Thank everyone for participating in this exercise. Share with them that, now everyone is warmed up, the group will go into a brief discussion about Peer Education programs and the roles and responsibilities of Peer Educators.

* 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. This module comes from the Missouri People to People Training Manual, 2008.

PEOPLE HUNT BINGO


PEOPLE HUNT BINGO


Find someone who fits each of the descriptions below and have them initial in the box that applies to them. Each person can initial your sheet no more than two times. You “win” when you get four boxes initialed across a row, down a column or along a diagonal.

Flosses their teeth at least once a day	Has lived in Kansas City, St. Louis or Springfield for at least 6 months	Drinks 64 oz. or 8 glasses of water a day	Someone who likes to exercise
Kept a medical appointment within the last 6 months	Has at least 2 nieces or nephews	Eats 3-5 servings of fruit or vegetables every day	Has seen the Wizard of Oz movie
Has an unfinished bottle of medication in their medicine cabinet	Has had a meal at McDonald's this week	Talks with friends and family to get support	Has a Beatles CD/Album or cassette
Someone who loves a good joke	Someone who knows how to take the bus	Someone who is a good listener	Someone whose favorite color is black

TATTLETALES*


▶ ABOUT THIS ACTIVITY

 **Time:** 1 - 2 minutes

 **Objectives:** By the end of this session, participants will be able to:

- Learn something else new about each other.

 **Materials:** None

 **Preparation:** None

Instructions


1. Ask participants to introduce themselves, and complete one of the following sentences. (Choose the one that has the most relevance to the training, or choose different fragments as you go around the room):
 - The first time I felt different was . . .
 - The biggest risk I have ever taken was . . .
 - The most difficult decision I've ever made . . .
 - One thing I really like about myself . . .
 - My secret vice is . . .
 - The most rewarding part of my job is . . .
 - The most difficult part of my job is . . .
 - If I were a plant (or a shoe, or animal, or furniture, etc.), I would be a . . .
2. In summary, ask group what these characteristics have to do with the training. Be prepared to explain if they cannot.

* 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. This module comes from the Lotus Women's Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008

THAT'S ME!*


▶ ABOUT THIS ACTIVITY

 **Time:** 2 - 5 minutes

 **Objectives:** By the end of this session, participants will be able to:

- Learn something else new about each other.

 **Materials:** None

 **Preparation:** None

Instructions

1. Ask participants to stand up and yell “That’s me!” with enthusiasm and gusto when you read something that applies to them.

How many of you:

- Have children
 - Would rather eat out than cook dinner
 - Prefer dogs over cats
 - Do something nice for yourself at least once a week
 - Manage your stress really well
 - Collect something
 - Are planning a vacation sometime soon
 - Have done something new in their sex lives in the past month
 - Have traveled in a country where they did not speak the language
 - Exercise at least 3 times per week
2. Adjust the questions to provide useful information depending on purpose of session, or this can simply be a quick and fun energizer. You can also have people remain standing for one or more key questions so that others can note them as a useful resource, or as having a particular skill, etc.

* 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. This module comes from the Lotus Women’s Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008

THE OBJECT*

▶ ABOUT THIS ACTIVITY

- 🕒 **Time:** 1 -2 minutes per person
- ➔ **Objectives:** By the end of this session, participants will be able to:
 - Learn something else new about each other.
- ✂️ **Materials:** None
- 🕒 **Preparation:** None

Instructions


1. Ask everyone to take out (or off) a personal object that represents something about themselves. Ask participants to introduce themselves in terms of this object. Example: “My name is Kay. I chose this pen because it’s brand-new and ready to go, and I’m new at my job and eager to get going too.”
2. This activity can be made specific to a particular training topic or group members’ roles. Example: At a training on HIV, ask everyone to introduce themselves in regard to their role in HIV prevention. Someone might say, “This is my wallet, and it’s overstuffed with papers, and notes, and cards, and other junk. As an HIV case manager, like my wallet, I’m overstuffed. I have a million little details to oversee, and lots of staff with lots of problems, and I’m feeling a little overwhelmed.”
3. Process: Ask participants what they learned about themselves and one another. Point out how creative participants were with their responses. Ask how this creativity can be put to work in this training.

* 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. This module comes from the Lotus Women’s Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008

TRADING PLACES*

▶ ABOUT THIS ACTIVITY

 **Time:** 15 minutes

 **Objectives:** By the end of this session, participants will be able to:

- Get to know each other in more depth.
- Exchange values, viewpoints, or ideas with other participants.

 **In this activity you will:**

- Ask participants to write a vacant destination on a post-it and then to circulate in the room and discuss their choices and perhaps to trade for another (15 minutes).

 **Materials:**

- Post-it notes

 **Preparation:**

- Trainer may want to prepare a question based on the upcoming session

Instructions

1. Give each participant one Post-it note.
2. Ask the participants to write on their note one of the following (pick one depending on the mix of participants or mood that day):
 - A value they hold.
 - A vacation they really enjoyed or would like to take.
3. Ask the participants to stick the note on their clothing and to circulate around the room reading one another's notes.
4. Next, have participants mingle once again and negotiate trades for other notes. The trades should be based on a desire to possess that value, experience, idea, question, opinion, or fact for a short period of time. Require that all trades be two-way. Encourage participants to make as many trades as they would like.
5. Reconvene the full group and ask participants to share what trades they made and why. For example, "I traded for a note that Sally had, stating that she has traveled to Africa. I would really like to travel there because my ancestors are from Ghana."

Summary

Wrap up session.

Source: 101 Ways to Make Training Active. Mel Silberman. 1995.

* 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. This module comes from the Comprehensive Peer Worker Training, Peer Advanced Competency Training (PACT) Project Harlem Hospital Center, Division of Infectious Diseases, 2008.

TRAINING OVERVIEW*

▶ ABOUT THIS ACTIVITY

- 🕒 **Time:** 10 minutes
- ➔ **Objectives:** By the end of this session, participants will be able to:
 - Get to know each other in more
 - Understand the purpose and role of the Peer Educator Training Site (PETS) project to participants.
- ✓ **In this activity you will:**
 - Provide information about project purpose (10 minutes).
- ✂️ **Materials:** None
- 🔪 **Preparation:** None

Instructions

Gather all participants into a group and read the following introduction.

“Nationally, the purpose of the Peer Educator Training Site (PETS) project is to learn how to build the capacity of organizations and Peers to develop and replicate HIV Peer Education programs. In Missouri, we are one of three sites participating in this larger national program, which is funded by the federal government’s Health Resource Service Administration, also known as HRSA. The project is research-based, which means that on a local and national level you will help us gather information that may guide future program policies. Your input will be important in demonstrating how effective Peer support can be for engaging persons living with HIV into care.”

“We are excited that you have taken the second step of wanting to participate in Level II training. This week’s Level II training will provide insights about HIV and the important role Peer Educators play both in helping others who are living with HIV increase their knowledge, engage in primary care and education to improve one’s self-care. By the end of the training you will be ready to move onto Level III, that encompasses shadowing a Peer Educator who is already applying skills learned in working with patients in HIV primary care clinics. The trained Peer Educator will then provide reverse shadowing, which is supporting you at the site you will be working or volunteering to ensure the transition in the role as Peer Educator is seamless.”

“As stated earlier, another component of the project is building capacity of organizations that provide HIV primary care. We will invite primary care clinics to an informational session to tell them about PETS: Missouri AIDS Alliance and peek their interest in incorporating a Peer program in their clinics. We will complete a needs assessment of these interested clinics to determine whether the organization has the capacity to have a Peer program and, if not, how to go about developing the necessary capacity. Thank you for joining us for this training.”

* This module comes from the Missouri People to People Training Manual, 2008.

TRAINING OVERVIEW

Summary

The purpose of this session is to ensure that all participants understand the purpose of the Peer Educator Training Site (PETS) project and what will be expected of them as Peer Educators.

Before continuing, ask the group if anyone has any questions about the training program or the PETS project in general.

* 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. This module comes from the Missouri People to People Training Manual, 2008.

TRUTH OR FICTION*

▶ ABOUT THIS ACTIVITY

- 🕒 **Time:** 1 -2 minutes per person
- ➔ **Objectives:** By the end of this session, participants will be able to:
 - Learn something else new about each other.
- ✂️ **Materials:**
 - Slips of paper or index cards; pens or pencils
- 🔪 **Preparation:** None

Instructions

1. Give each group member a piece of paper or a 3x5 card, and a pen or pencil. Ask them to write down 3 things about themselves. Two of the things should be true; one should be false.
2. Go around the room, and ask each person to take turns reading their paper. The other participants (and the leader) should guess which item is false. After everyone has guessed, the participant should confess. Then move on to the next person.
3. This can be just a fun, light opener, or it can be processed more deeply by discussing assumptions and how first impressions impact our assumptions about one another.





* 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. This module comes from the Lotus Women's Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008

ACTIVITIES

ENERGIZERS

BLINKING*

▶ ABOUT THIS ACTIVITY

-  **Time:** 5 - 10 minutes
-  **Objectives:** By the end of this session, participants will be able to:
 - Have a respite from heavy brain work
 - Physically release some tension.
-  **Materials:** None
-  **Preparation:** None

Instructions

1. Tell the group to relax, take a few deep breaths, and let go of any tension.
2. Have the group form two lines facing each other. If there are an odd number of people, one person can be an observer. Tell one line to close their eyes; they will be the blinkers. The other line will act as subjects. Tell the blinkers to relax and let go of thoughts. Tell the second line, the subjects, to quietly change their positions so that the blinkers have a new person in front of them.
3. Tell the blinkers to open their eyes for no more than a second or two. When they close their eyes, they should reflect for a moment or two on what they saw.
4. After the blinkers have noted what they saw for a few moments, tell them to open their eyes and go over to their subject person and tell them. Reform the lines, and repeat the process. Have the blinkers and subjects switch roles so that everyone gets to do both two to three times.
5. Discuss in full group after everyone has been a blinker and a subject 2-3 times. How did it feel looking at people in this different way? What did you learn about the subjects? What did you learn about yourself?
6. Summarize: The blinkers begin to get information about people that they don't normally get by keeping their eyes open and scanning the body. The information has to take a different route when you just open your eyes for less than a second. You have to take the whole thing in at once. You can't scan. The process is not linear. It's not left-brain; it is more a right-brain/left-brain combination.


Also, people are not asked to find anything in particular. They are asked to notice their reactions. What does this have to do with cultural competence? Sometimes when we look at people or things in a new way we gather more information, and lose some assumptions.


Thanks to Kathy Williams & Rebecca Lane, Compeer, Inc Rte 1, Box 21, Spicewood, TX 78669 for this activity

* 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. This module comes from the Lotus Women's Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008.

BREATH*

▶ ABOUT THIS ACTIVITY

 **Time:** 5-10 minutes

 **Objectives:** By the end of this session, participants will be able to:

- Have a respite from heavy brain work.
- Physically release some tension.

 **Materials:** None

 **Preparation:** None





Instructions

1. Ask everyone to stand. Model instructions as you give them.
2. Take a deep breath as you stretch both arms out, and breathe in new energy.
3. Pull your arms in as you breathe out what you don't want.
4. Breathe in as you open your arms again, and take in the energy from others, and breathe out, while pulling arms in to hug yourself as you offer energy to others.

* 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. This module comes from the Lotus Women's Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008.

CUSH BALL CHALLENGE*

▶ ABOUT THIS ACTIVITY

-  **Time:** 5 - 10 minutes
-  **Objectives:** By the end of this session, participants will be able to:
 - Have a respite from heavy brain work
 - Physically release some tension.
-  **Materials:**
 - Cush Ball
-  **Preparation:**
 - You need a large enough space for the full group to stand in a circle


Instructions


1. Ask everyone to stand in a circle. Start off by throwing the ball to another person in the circle. That person throws it to another person, until everyone has caught and thrown the ball. As each person throws it, they announce the name of the person to whom they are throwing.
2. After the ball has gone through the entire circle, ask: how fast do you think you can pass the ball around in the same order we just did it? 1 minute? 45 seconds? 30 seconds? Tell the group: you have 30 seconds to make a plan to throw the ball around the circle in 30 seconds.
3. After 30 seconds, have them put it into action. Time them. Challenge them to do it in 10 or 5 seconds.
4. After the third time, let everyone return to their seats, and ask: What did we learn from this? (Teamwork and thinking outside the box!)

* 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. This module comes from the Lotus Women's Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008.

HEART*

▶ ABOUT THIS ACTIVITY

 **Time:** 5 - 15 minutes

 **Objectives:** By the end of this session, participants will be able to:

- Have a respite from heavy brain work
- Physically release some tension.

 **Materials:** None

 **Preparation:** None

Instructions

1. Explain that one simple way for us to focus and to be present in the moment is to do a simple yoga pose called “Anjali mudra.” This is used as a posture of composure, of returning to one’s heart, whether you are greeting someone or saying goodbye, initiating or completing an action.

It looks like this: demonstrate bringing both hands together in front of your heart, palm to palm. Ask the group to try it.

2. Tell the group: As you bring your hands together at your center, you are literally connecting the right and left hemispheres of your brain. This is the yogic process of unification, the yoking of our active and receptive natures. In the yogic view of the body, the energetic or spiritual heart is visualized as a lotus at the center of the chest. Anjali mudra nourishes this lotus heart with awareness, gently encouraging it to open as water and light do a flower.
3. Ask them to sit comfortably, both feet flat on the floor. Ask them to close their eyes, or look downward as you read the following, in a slow, gentle voice:
 - Take two to three slow, deep breaths
 - Lengthen your spine out of your pelvis and extend the back of your neck by dropping your chin slightly in.
 - Now, with open palms, slowly draw your hands together at the center of your chest as if to gather all of your resources into your heart.
 - Repeat that movement several times, contemplating your own metaphors for bringing the right and left side of yourself—masculine and feminine, logic and intuition, strength and tenderness—into wholeness.
 - Now, to reveal how potent the placement of your hands at your heart can be, try shifting your hands to one side or the other of your midline and pause there for a moment. Do you feel slightly off kilter?

* This module comes from the Lotus Women’s Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008.

HEART

- Now shift back to center and notice how satisfying the center line is, like a magnet pulling you into your core.
 - Gently touch your thumbs into your sternum (the bony plate at the center of the rib cage) as if you were ringing the bell to open the door to your heart.
 - Broaden your shoulder blades to spread your chest open from the inside. Feel space under your armpits as you bring your elbows into alignment with your wrists.
 - Stay here for some time and take in your experience. What initial shifts of consciousness do you experience? Is there a change in your mood?
4. After 2-3 minutes, ask the group to slowly breathe in, and as they breathe out, to relax their hands to their sides and open their eyes. There's no need to process this activity; the experience is the point. Or you could simply check in by asking how everyone is doing.

* 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. This module comes from the Lotus Women's Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008.

HIV DRUG COMPETITION*

▶ ABOUT THIS ACTIVITY

- 🕒 **Time:** 15 minutes
- ➔ **Objectives:** By the end of this session, participants will be able to:
 - Be energized to participate in today's session;
 - List at least 10 drugs used in the treatment of HIV.
- ✔ **In This Activity You Will...**
 - Divide room into 2 or 4 groups so to have a contest to name HIV medication in a set time. (15 minutes)
- ✂ **Materials:**
 - Flip chart paper
 - Markers
 - Prizes for all participants (½ for winners and candy for other participants)
- 🔪 **Preparation:**
 - Post 2 flip charts around room

▶ TRAINING TIP

Things to remember:

- Generic or brand names are allowed but points are only given once per drug.
- Combination drugs are counted separately.
- Drugs are only for HIV medications not for OIs (Opportunistic Infections)

Instructions

1. Break group up into 2 teams. Have each group stand at a “flip chart station” and ask them to choose a recorder. Tell teams that they are going to compete to see which team can list the greatest number of HIV medications in 1 minute.
2. Time the competition for 1 minute. At the end of a minute, have teams tally their scores; the team with the greatest number of HIV meds wins.

Summary

Hand out prizes to the winning team and candy to the runners-up.

* 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. This module comes from the Comprehensive Peer Worker Training, Peer Advanced Competency Training (PACT) Project Harlem Hospital Center, Division of Infectious Diseases, 2008.

MEDITATION*

▶ ABOUT THIS ACTIVITY

- 🕒 **Time:** 5-15 minutes
- ➔ **Objectives:** By the end of this session, participants will be able to:
 - Understand the concept of lotus.
 - Relax and refresh.
- ✂️ **Materials:** None
- 🚫 **Preparation:** None

Instructions

1. Invite the group to relax, sit back, get comfortable, both feet flat on the floor, hands resting comfortably in their laps.
2. Ask them to close their eyes or look down and to take a few deep breaths with you ... slowly.
3. Ask them to just relax and continue to breathe as you read the following to them.
 - Ask yourself this question: “How is my life like that of the Lotus Blossom?” Don’t think too hard about it, just focus on the image until your mind becomes silent and peaceful.
 - Don’t dwell on any thoughts that come into your mind... just let them drift through and pass out of your consciousness.
 - Breathe deeply and slowly... feel the tension draining out of your body... and the relaxation flowing in.
 - Imagine yourself descending on an escalator and slowly count backwards from 10 to 1.
 - Enjoy the silence and the peace.

(PAUSE)

- Now that you are relaxed and your mind is at peace... begin to feel that you are getting lighter... and lighter... and lighter still... until you feel like you are floating out of your body... drifting above your body... floating out of the room... above the building... up, up, up into the atmosphere.
- As you look down from above, the people and the trees and the cars and the buildings appear smaller and smaller until you can’t make out the details anymore. You only see the shape of the land below.

* This module comes from the Lotus Women’s Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008.

MEDITATION

- Drifting... floating... feeling great freedom and contentment... knowing you are safe and protected by the White Light.
 - Find yourself now drifting over a swamp land. From above, you see acres and acres of wetlands with tall reeds growing amid the merging and diverging streams of water, and clumps of cypress and willow trees, hanging heavy with moss.
 - As you look down from above, you see an abundance of life and activity in the swamp. You might see tall, white-feathered cranes with long, graceful necks, standing on one long, thin leg in the shallow water... various species of water fowl skimming over the reeds, skidding across the water as they come in for a landing, then gliding gracefully before settling on the surface. You might see various kinds of reptiles that live in this swamp: alligators, snakes, frogs, lizards. They are merely part of the environment and nothing to fear. You may also see animals such as squirrels, raccoons, panthers, deer, bear, going about their day in search of food. You see a harmonious, balanced ecological system where all is in perfect order. The cycle of life, death and rebirth is all around you and you are part of it.
 - As you drift over the deepest, darkest part of the swamp, something bright catches your attention. You drift down now into that area. As you look down, you see in the middle of all the trees and cattails, a small clearing. A single beam of sunlight shines through the darkness onto the swamp floor. Resting on the surface of the water, you see a single, pure white flower sitting majestically on its green lily pad. It is a beautiful Lotus Blossom at the end of the beam of light.
 - Move in closer now. Notice the sounds of the swamp... frogs croaking... birds chirping, squawking... water splashing... the rustling of bushes... chipmunks chattering. Feel the warm, moist air surrounding you. Smell the musky odor. Become one with the surroundings.
 - As you move closer to the blossom, you find that you are Sitting in the Lotus Blossom. Stay with this image for a few minutes and listen for whatever messages it has for you about your journey.
- (PAUSE)
- When you are ready, begin to observe the beauty of this flower. Stroke the velvet petals... smell the sweetness of its center. And now observe its seed pod, and notice that one of its seeds is about to burst out of the pod to begin its life's journey. Imagine now that you are the seed just as it bursts forth and drops into the murky water of the swamp.
 - Drifting... floating... slowly falling downward.... into the silence... sweet peace... forgetfulness... oblivion.
 - The seed that you are falls upon the soft mud of the swamp floor where it is slowly sucked deeper and deeper into the slime and muck, where all is silent and dark.
 - Above you, as you lie in slumber, a photon of light from the sun penetrates the dark water... penetrates the slimy mud... and strikes you, the seed, with the spark of life.
 - Suddenly, the seed that contains everything you are to become begins to unfold. As the cells multiply and grow according to an ancient plan, your roots, your stem, your lotus bud begin to take physical shape. Then

MEDITATION

the shell that has encased you bursts open and you begin your long journey to return to your Source.

- The stem, which carries the essence of the flower, struggles upward through the muck and mire of the swamp floor... over and around and through obstacles of decaying plant and animal life... past slimy creatures that live and lurk in the mud... upwards... ever upwards... struggling... growing... sometimes overcoming obstacles... sometimes pausing just to breathe... always moving upwards... ever upwards.
- And then, just when it seems there is no end to your trials and tribulations, you break free of the confines of the mud and into the murky water of the swamp. Your journey is not yet over, it has really just begun. Far, far away in the distance, you can barely make out a light, but you can't reach it. In the murky water, there are creatures rising up from the depths, swirling around you, bumping into you. But you persevere, overcoming one challenge after another, reaching ever upward toward the source of the light.
- Just when it seems you have no more strength left, you burst through the surface of the water into the Pure White Light that gave you life. In humble gratitude, you unfurl your lily pad and lay it out upon the water... you open your sepals, which have protected your true essence... and one at a time, you open up your velvet, white petals to reveal your self fully... all that you are... for all to see... and touch the face of God.
- Stay with these feelings and images for as long as you like. Try to understand your own life cycle and spiritual path in relation to that of the Lotus Blossom.

(PAUSE)

- As you prepare to leave this place, keep these images in your heart and in your mind and give thanks... and one day, you will know, truly, who you are.
- When you are ready, bring yourself back by slowly counting from 5 to 1.
- Slowly open your eyes... gently stretch your muscles... become aware of our surroundings. Take several deep, cleansing breaths before getting up. This is a good time to write down anything you remember in your journal.


Used with permission from the author, November, 2005.
©1989, 2001, 2004 Diane Goble.

* 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. This module comes from the Lotus Women's Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008.

SELF CARE BODY SCAN*

▶ ABOUT THIS ACTIVITY

 **Time:** 30 minutes

 **Objectives:** By the end of this session, participants will be able to:

- Practice relaxation techniques of conscious breathing and simple meditation.
- Introduce exercise to increase awareness of body and breath. Introduce other relaxation techniques.

 **In This Activity You Will...**

- Conduct a relaxation exercise (30 minutes).

 **Materials:**

- Comfortable quiet space
- A blanket and pillow
- Meditation tape and tape player

 **Preparation:** None

Instructions

1. Introduce “body scan.” Participants will be invited to lie on the floor on a blanket, but may also choose to remain seated in chair.
 - If you’re comfortable lying on the floor, get a pillow and find a spot on the floor. Make sure you move any glasses, drinks, etc. out of your way.
 - Lie down on your back. Take a deep breath and let it out. Put your hands on your belly and breathe in, then push out the air.
 - It’s been a busy week already, and we’re going to take some time to do something very important—taking care of ourselves.
 - Notice where you’re feeling tight—is it in your shoulder, jaw, neck? Keep breathing. Concentrate: pay attention to your muscles.
2. Play the mediation tape.
3. After the tape ends, discuss the group’s experience with relaxation.
 - Take a moment to open your eyes, then roll to your side and get up from your side.
 - What did you notice during this exercise? How was it to relax like this?
4. Give participants a 15-minute break.
 - Let’s take a 15-minute break to wake up now that everyone is relaxed and rested. Please be back in 15 minutes so we can finish our activities for the day.


Summary


- Gaining a deeper awareness of the body and its strengths and limitations is a cornerstone of self-healing;
- The “body scan” is a technique for deepening awareness of the body, breath, and mind.

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

SING A SONG*

▶ ABOUT THIS ACTIVITY

 **Time:** 15 minutes

 **Objectives:** By the end of this session, participants will be able to:


- Be energized to participate in today's session.

 **In this activity you will:**

- Ask participants to stand in a circle and to each sing one line from a song when the ball is tossed to them (15 minutes).

 **Materials:**

- Ball
- 1 big prize
- Smaller prizes for all other participants

 **Preparation:** None

Instructions

1. Ask participants to sit or stand in one big circle.
2. Explain the rules of the game.
 - The facilitator will throw the ball to someone.
 - That person must sing one short line of any song they choose (other languages are okay).
 - Then the ball is thrown to someone else who must sing a line to a different song
 - If the person cannot think of a song within 5 seconds or repeats an earlier song they must leave the circle
 - The game is over once there is only one person remaining
 - Remember that any song is allowable but no songs can be repeated

Summary


- Hand out a nice prize to the winner and candy to everyone else.

* 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. This module comes from the Comprehensive Peer Worker Training, Peer Advanced Competency Training (PACT) Project Harlem Hospital Center, Division of Infectious Diseases, 2008.

STRETCH*

▶ ABOUT THIS ACTIVITY

 **Time:** 5-10 minutes

 **Objectives:** By the end of this session, participants will be able to:

- Have a respite from heavy brain work.
- Physically release some tension.

 **Materials:** None

 **Preparation:** None

Instructions

1. Ask everyone to stand. Model the instructions as you give them.
2. Tell group: with your right elbow, write your name in the air.
3. Next: with your left elbow, write the name of the town where you were born.
4. Next: With your right hip, write the name of a secret fantasy person.
5. Finally, with your left hip, write the name of your favorite vacation spot.

* 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. This module comes from the Lotus Women's Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008.

ACTIVITIES

ICEBREAKERS

ANIMAL ACTIVITY*

▶ ABOUT THIS ACTIVITY

- 🕒 **Time:** 20-30 minutes
- ➔ **Objectives:** By the end of this session, participants will be able to:
 - Reflect on and share personal preferences or styles particular to a given topic.
- ✂️ **Materials:**
 - Large pictures of four different animals, or four large sheets of paper with a name of a different animal on each one.
- 🔪 **Preparation:**
 - Choose four animals that represent different characteristics. Examples: Turtle, tiger, porpoise, and elephant; or eagle, terrier, koala, and leopard.
 - Write the name of each animal on a separate piece of butcher paper, (or use pictures) and hang these sheets around the room.

Instructions


1. Initiate a brief discussion about ... whatever your topic is. For example, if you're using this to look at different conflict resolution styles, lead a discussion about conflict: What is it? Encourage participants to take a moment to think about themselves when in a conflict situation. How do they handle it? How do they feel about it?
2. Point out the signs around the room, and read them aloud. Ask participants to stand up and go to the sign of the animal that best represents themselves when in a conflict situation (if that's your topic). Do not describe the animal's characteristics; let the participants choose their own.
3. Once everyone has chosen an animal (and everyone must choose just one!), point out that as varied as these animals are, obviously all of them have positive characteristics that appealed to different participants. Invite the participants to use the markers placed near each animal to write on the blank newsprint the characteristics that led each of them to that animal. Give them a few minutes to discuss these characteristics together.
4. Ask for two - three representatives to talk about their choice: What is it that appealed to them about that animal? How are they like that animal when in conflict? Gently discourage implied or overt criticism of other choices.
5. Ask everyone to return to their seats. Process by asking questions such as:
 - What happens when a tiger and a teddy bear have to work together?
 - What did you become aware of given your preferences?
 - How does your preference impact your working effectively with others?
 - How can you use these ah-has in working with others?

* 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. This module comes from the Lotus Women's Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008.

BURDEN BASKET*

▶ ABOUT THIS ACTIVITY

 **Time:** 10 minutes

 **Objectives:** By the end of this session, participants will be able to:


- Relieve stress to better focus on training.

 **In This Activity You Will...**

- Explain the concept of a burden basket (3 minutes).
- Facilitate a group activity to place burdens in the basket (7 minutes).

 **Materials:**

- Marbles, paper, or rocks for the burden basket (10-15 of each, so for each participant may have a choice of material)
- Pens and pencils
- Basket

 **Preparation:** None

Instructions

1. Introduce the concept of the Burden Basket.

Many times, especially during trainings or meetings, it may be hard to relax and really participate since we all have so many things on our minds. There are jobs to do, children to take care of, mouths to feed, and bills to pay.

But during this time, I hope that you can put those things aside. It is important to take time out for you- to clear your mind, renew your spirit, and energize your soul. I hope this training will help you do that.

At this time, I ask you to put aside all those things that are cluttering your mind. To help you do this we have a Burden Basket. This basket will hold all your burdens throughout the workshop.

2. Explain the “Burden Basket.” Participants can “put their worries” (in the forms of pieces of paper, marbles, etc.) in the Burden Basket. This allows participants to fully participate by encouraging them to release their burdens. Distribute material (paper or rocks). Participants can write their worries on pieces of paper, or they can assign their worries to the rocks. If participants want to reclaim their worries at the end of the session, they need to put some sort of identifying mark (their initials, a symbol, etc.) on the piece of paper or rock.
3. Co-trainer should prepare the burden basket and items as trainer introduces the activity and assist participants with selecting and distributing the items in the basket.

This Burden Basket allows you to release your worries- at least during the workshop. If you really want your worries back at the end of the workshop, you can have them.

To use the Burden Basket, think of a couple of your worries. You don't

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

BURDEN BASKET



Once you have other people in the same situation, you realize you're not the only one.

Carol Garcia
Peer at Christie's Place
San Diego, CA



have to share them with anyone. Perhaps you have to bills to pay, laundry to do, job to find, etc. Whatever is weighing heavily on your mind right now, you can put those thoughts in the Burden Basket.

If using paper: Write two or three of your worries on a piece of paper. If you want your worries back, put some sort of symbol such as your initials, a number, or a design- on the piece of paper. That way you will be able to tell which worries are yours.

If using rocks: Take two or three marbles. Hold the marble in your hand while you think of your worry.

4. Pass around the Burden Basket, while participants place their worries in the basket. Put the Burden Basket aside.

Put your burdens in the basket. Now since your burdens are in this basket, we can enjoy this time together and learn about peer education.

Summary


Wrap up with key points:


- People learn better when they can concentrate and put other concerns aside and pay full attention to the training.
- It is important to recognize that we all have other responsibilities and concerns.

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

CONOCIMIENTO*

▶ ABOUT THIS ACTIVITY

 **Time:** 15 minutes- 1 hour (depending on your goals for the activity)

 **Objectives:** By the end of this session, participants will be able to:

- Reflect on some aspects of their cultural history and background in a new way.
- Identify some commonalities and differences with other training participants.

 **Materials:**

- Newsprint
- Markers
- Trainer's Guide- Alternatives

 **Preparation:**

- Prepare newsprint according to alternative #1 or #2 (see activity), as appropriate for your group and your goals.

Instructions

Note: Two alternatives are offered to conduct this exercise.

Alternative #1 is best used for a small group whose members have already met. Examples: a group of co-workers, a community coalition, or a group of trainees on the 2nd day of training. Alternative #2 allows for more anonymity, and therefore can be used on the 1st day of training with participants who have not already met. (see Trainer's Guide)

1. During training: As participants enter, give them colored markers and direct them to the wall hanging(s). Several participants can work on the newsprint simultaneously. As participants complete their answers, they can hand their marker in, and go to their seats. Option: ask participants to complete 3-4 of the "easiest" questions, and then sit down. At some point later in the training, you might invite participants to answer some of the questions they didn't get to earlier.
2. Once everyone has completed their answers, trainer should introduce self, and discuss the purpose of the session, as s/he would normally do.
3. Process either version of the activity by raising questions such as these:
 - Which question was the easiest to answer?
 - Which was the most difficult? Why?
 - What did you learn about yourself?
 - About others?
 - Some questions specifically referred to cultural or ethnic heritage; others did not. What was that (ambiguity) like?
 - What was it like to walk into a workshop and complete this right off? (if that was the case)
 - How would your answers be different if we completed this earlier/ later in the training? If you were with friends and family rather than co-workers?

* This module comes from the Lotus Women's Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008.

CONOCIMIENTO

► TRAINING TIPS

This activity can be set up and led as a simple, low-risk icebreaker, or can be used to delve more deeply into issues which can provoke some feelings and risk-taking on the part of participants. It can be used at the beginning of session for participants who have not met prior to the training or midway through a session for participants who know one another.

- How has “feeling different” affected you? If anyone is willing to share their story about feeling different, invite 3-4 stories.
- What do you notice that many here have in common?
- How do the differences impact our working together?
- What would this look like if your clients were answering these questions? Would there be more similarities with or differences from your answers? How do these similarities or differences impact your work together?
- The name of this activity is Conocimiento which means “knowledge.” Why do you suppose this activity is called this?

Summary

Wrap up the discussion with the following points to consider:

- Knowing about our own culture may be new to some of us, or something we take for granted. It is important because it is primary to understanding others’ cultures.
- Knowing about other people’s cultures is helpful in avoiding misunderstandings, and even offenses. Sometimes, what we don’t know can hurt us, or others whom we have no wish to hurt. However, when we don’t know, we can ask, rather than assume.
- We also cannot make assumptions about each other’s experiences. What is fun and challenging for one person may be frightening and embarrassing for another. Again, we can only learn this by asking questions and being open to new experiences ourselves.
- By building on these differences, we can create a more rich and rewarding environment for ourselves and our clients than if we all tried to be the same.

* 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. This module comes from the Lotus Women’s Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008.

ALTERNATIVES

Alternative #1

1. Tape 2 or more pieces of newsprint together to create a wall hanging that looks like this:

Name	Place of Birth	Favorite Food	Favorite Place	Etc.*

2. Choose questions from list below. Post the hanging on a wall.

Alternative #2

1. Choosing from the following list, write questions at the top of sheets of newsprint, one question to a sheet. Hang the sheets around the room.

2. Possible questions:

- Place of birth
- Favorite food . . . Favorite place . . . Favorite way to relax
- Your family heritage/ethnicity
- One thing you've learned about communicating with other cultures
- One change you've made in your life
- A hero/heroine of your ethnicity
- Greatest strength from your cultural background
- A barrier you've experienced to achieving your potential
- The 1st time you felt different
- If you could change your name, what would it be?
- One thing you've always wanted to do, but haven't
- The meaning of your name

LIFE LINES*

▶ ABOUT THIS ACTIVITY

- 🕒 **Time:** 30 minutes
- ➔ **Objectives:** By the end of this session, participants will be able to:
 - Contribute to establishing a safe and comfortable learning environment by valuing the experiences and voices of everyone in the room.
 - Learn more about other learners and trainers.
- ✂️ **Materials:**
 - Precut construction paper flags for lifelines.
 - Markers, crayons, feathers, sequins, rubber cement, scissors, stickers, etc.
 - Thin rope and clothespins to hang lifelines, or tape to wall after each person shares a lifeline
- ✂️ **Preparation:**
 - Cut out flags in any shape (triangles, rectangles, etc.) from construction paper

Instructions

1. Introduce this activity as an exercise to get to know each other better and a fun way to start thinking about becoming a better peer educator.
2. Hand out pre-cut flag shapes to participants. Have markers, pens, glitter, glue, stickers and crayons available for decorating the flag lifelines.

The flags I am handing out are our lifelines. We will personalize them by drawing or using pictures, stickers and/or symbols only—not words. When we finish we will share with the whole group. We will be sharing our lifelines throughout most of the training, in the morning when we start and at the close of each day.

3. Ask learners to personalize their lifelines by illustrating their personal cultures—using drawings or symbols only—not words. For example, they might consider drawing family members, homes, a belief or items of importance. Trainers should create lifelines, too.

You may decorate your flag any way you wish. Try to show something personal about yourself and why you used a particular item, drawing or symbol. For example, you might consider drawing important people in your life like your family, your home, a belief, or one thing that is important to you. You might want to put a symbol about some experiences you bring to this training.

4. Give participants 15 minutes to illustrate their flags and let them know you will ask 2 or 3 people to volunteer to tell about their lifeline. Everyone will have a chance to share before the training week ends.
5. After 15 minutes, the trainer should call time and begin by sharing his/her lifeline first. The trainer should model what and how much time should be spent sharing lifelines.

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

LIFE LINES

6. After sharing, the trainer should ask for two or three volunteers to share their lifelines. Ask each person to tell the group about the symbols on his or her lifeline, and then hang it up for display.
7. After participants discuss lifelines, hang in training room and display throughout the training, as a reminder of the different experiences everyone brings to the group.
8. Link to next activity.

Thank you for your willingness to share some things about you as a person. Hopefully, this training will help you work towards becoming the best peer educator you can be.

Summary

- Participating in this way helps create an atmosphere in which everyone is valued and participation is encouraged.
- People learn better when they feel safe around the other learners.
- Each peer educator has the opportunity to have his or her voice heard in the room.

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

OUT OF THE BOX*

▶ ABOUT THIS ACTIVITY

- 🕒 **Time:** 20-30 minutes
- ➔ **Objectives:** By the end of this session, participants will be able to:
 - Leave distracting thoughts behind them.
 - Start to explore the concept of thinking “out of the box.”
- ✂️ **Materials:**
 - Laptop
 - Projector with screen or blank white wall
 - Markers
 - Participant booklet to follow lesson and power point
- 🔪 **Preparation:**
 - Use tape to make large (about 3'x3') “boxes” scattered around the floor. (Alternatively, you could tape down large pieces of newsprint.)
 - You will need enough so that 3-5 participants can go to each box. (Example: if you have 15 participants, you will need 3-5 boxes.)

Instructions

1. Give each participant an index card. Acknowledge that most of us come to a training with many things on our minds: the traffic, the work we’re not getting done while we’re here, a conversation we’ve recently had with someone important to us, etc. This is a chance to leave these thoughts behind. Tell participants to write down whatever is in their minds right now. They don’t need to be elaborate, a few words for each distracting thought will do.
2. After everyone is through, point out the “boxes” scattered around the room. Tell them that they are going to get to go to a box and briefly discuss as much or as little of what they’ve written on their cards as they like. Encourage them to simply listen to one another, and offer support.
3. Break the group up into groups of 3, 4, or 5 and send each small group to a separate box. Give them about 10 minutes for discussion.
4. Tell the groups that they can now put their issues aside. Go around the room with a small box, and ask participants to put their cards in the box. At the end of the day, if they want them, they can go pick them up again.
5. Before they go back to their seats, ask how it feels to be in their box. Comments may include: cozy, safe, connected to the others in the box, separate from those outside their box, isolated, “boxed in.” Hopefully some of the comments will indicate a desire to get out. Tell participants to return to their seats.
6. Ask: How many of you have ever heard the expression “thinking outside the box?” What does it mean to you? Explain that this usually indicates a need to think about things without typical categories or constraints, and involves creativity and vision.

* This module comes from the Lotus Women’s Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008.

OUT OF THE BOX


7. Part of the process of becoming culturally competent means looking at our own “boxes.” We frequently box ourselves in with assumptions, beliefs, and stereotypes. All of these--assumptions, beliefs, and stereotypes--are normal, human ways to manage information. However, all of these benefit from being challenged and questioned from time to time. Our challenge in this workshop is to let ourselves look at what’s in our boxes without being defensive, and question whether it’s time to let go of some old beliefs and behaviors, and make room for some new ones.

* 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. This module comes from the Lotus Women’s Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008.

THE UPS AND DOWNS OF DIVERSITY*


▶ ABOUT THIS ACTIVITY

 **Time:** 5-10 minutes

 **Objectives:** By the end of this session, participants will be able to:

- Have a respite from heavy brain work.
- Physically release some tension.

 **Materials:** None

 **Preparation:** None

Instructions


1. Tell the group that you will be reading off a list of groups to which participants might belong. As you read the list you would like them to stand up if they belong to a particular group, if they wish. If they do not want to, they do not have to. As each group stands, the others will give them an enthusiastic round of applause.
2. Choose from and add to this list as appropriate:
 - Firstborn children
 - Middle children
 - Youngest children
 - Only children
 - Adopted children
 - Parents
 - Adoptive parents
 - Twins
 - Vegetarians
 - People with divorced parents
 - People of African heritage
 - People of Hispanic heritage
 - People of Native American heritage
 - People of European heritage
 - People of Asian heritage
 - Members of AA, NA and other recovery groups
 - Gay men, lesbians, parents, friends and allies of gays and lesbians
 - Anyone with a personal or family history of mental illness
 - Anyone with HIV or who has a family member with HIV
 - Left-handed people
 - Bilingual people
 - Trilingual people
3. Process briefly by asking:
 - How did it feel to be acknowledged? To acknowledge others?
 - What do you think the point of this exercise is? (If no one “gets it,” make sure the point is made that this may be the first time someone was affirmed or acknowledged for something that frequently makes them just feel “different.” Differences are normal and add to a group.)

* 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. This module comes from the Lotus Women's Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008.

WHAT'S YOUR BIRTH ORDER?*

▶ ABOUT THIS ACTIVITY

 **Time:** 20-30 minutes

 **Objectives:** By the end of this session, participants will be able to:

- Look at differences in a non-threatening way.
- Form groups with others with whom they might not usually be grouped.

 **Materials:**

- Newsprint
- Markers

 **Preparation:** None

Instructions

1. Ask participants to group themselves by birth order: First born, middle child, last born, or only child. Let participants decide where they belong, if there is some question (e.g., a child whose next sibling is 10 years or more younger than themselves might feel like s/he belongs in the youngest category.)
2. Have each group select a recorder/reporter. Distribute newsprint and markers. Instruct them in their groups to list the pros and the cons of being in that particular birth order. Give them several minutes. If any participants are the only representative of a type, check in with them frequently so that they don't feel isolated.
3. Have each reporter report back to full group. Invite groups to give feedback to one another. What did you learn about each other? About yourselves? How can this (does this) impact working together?

Note: While some friendly competition can be fun, if any groups are too concerned with proving they're the "best," remind them that all have their pros and their cons and that this is, after all, nothing more than chance.

* 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. This module comes from the Lotus Women's Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008.

WHICH ANIMAL ARE YOU?*

▶ ABOUT THIS ACTIVITY

- 🕒 **Time:** 15 minutes
- ➔ **Objectives:** By the end of this session, participants will be able to:
 - Describe how they respond to conflict.
- ✓ **In This Activity You Will...**
 - Ask participants to look around the room and to choose an animal that best represents their response to conflict. (5 minutes)
 - Request participants to go to that poster and to discuss with others why they chose that animal. (5 minutes)
 - Each group presents the commonalities and differences. (5 minutes)
- ✂ **Materials:**
 - 4 sheets of newsprint, each labeled with one of the following animals:
 - Fox
 - Lion
 - Turtle
 - Bird
- 🔪 **Preparation:**
 - Prepare and hang newsprint

Instructions

1. Ask participants to take a few moments to think about how they personally react to conflict. Then ask them to look at each animal label and to go to the paper whose animal most closely resembles them in the way they respond to conflict.
2. Once people have gone to their animal stations, give them 5 minutes to discuss in their groups why they chose that particular animal.
3. After 5 minutes, discuss in the larger group what people have in common at each animal station and how they may be different from the other animals.

Summary


Wrap up by acknowledging that there are various ways to react to conflict and that different style of coping with conflict may yield different outcomes.

* 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. This module comes from the Comprehensive Peer Worker Training, Peer Advanced Competency Training (PACT) Project Harlem Hospital Center, Division of Infectious Diseases, 2008.

WORDS OF WISDOM*

▶ ABOUT THIS ACTIVITY

 **Time:** 30 minutes

 **Objectives:** By the end of this session, participants will be able to:

- Stimulated to think about session topics by building on thoughts and wisdom of others.

 **Materials:**

- Trainer's Guide- Words of Wisdom
- Quote posters
- Newsprint

 **Preparation:**

- Prior to the training, post 6-8 quotes around the room. Make sure there are chairs (and tables if possible) near each of the quotes. Note: in choosing quotes, pay attention to who as well as what is said. Look for diversity of speakers as well as of opinions. We have provided sample quotes at the end of this activity. Print those you choose on newsprint with bright colors. Add graphics to heighten visual interest.
- Write the following instructions on newsprint and hang on an easel which participants can see as they enter the room.

Walk around the room and read the quotes posted on the walls. Find a place to sit near the one which appeals to you most. Introduce yourself to the others in your group and chat with them about what you like about this quote, and how you think it applies to cultural competence.

Instructions

1. As participants enter, welcome them and provide the above instructions verbally as well.
2. After all or most of the participants have arrived and have placed themselves near a quote, begin the session by introducing yourself and formally welcoming everyone.
3. Invite reporters to share each group's comments about their quote. Make sure the report addresses how the quote relates to cultural competence. If they are stumped, ask the full group for their thoughts, and be prepared to provide your own.

Summary

- Using words of wisdom can be helpful in many ways: these quotes remind us that some of our struggles today with diversity are not new, and that we are not alone. They also show us that cultural competence is not a separate challenge from many other issues and challenges that face us, some of which we cope with very well. We can use the same skills we use to face other challenges in our lives as we face the challenge of becoming more culturally competent.
- Build on participant comments made throughout this activity as you go over the agenda and plan for the day.
- If participants are not seated how you or they want themselves, you may need to rearrange the room at this point.

* 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. This module comes from the Lotus Women's Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008.

WORDS OF WISDOM

SESSION TRAINER'S GUIDE

WORDS OF WISDOM

“Every person is, in many respects, like all other people, like some other people, like no other person.”
C. Kluckhohn and H. A. Murray

“Divide and conquer, in our world, must become define and empower.” Audre Lord

(People) “are never so likely to settle a question rightly as when they discuss it freely.” Thomas Babington Macaulay

“...the kind of multiculturalism that makes sense...is the kind of multiculturalism that...not only informs but transforms: a multiculturalism in which difference does make a difference.” Angela Y. Davis

“Some people think we’re made of flesh and blood and bone. Scientists say we’re made of atoms. But I think we’re made of stories. When we die, that’s what people remember, the stories of our lives and the stories that we told.” Ruth Stratton

“The question is no longer, ‘How do people become Americans?’ but ‘How has America become its people?’” Renee Tajima

“Anyone who isn’t confused here doesn’t really understand what’s going on.” Nigel Wrench

“We are confronted with insurmountable opportunities.” Pogo

“We are by nature a tribal people.” Linda Ellerbee

“A person’s color is the first thing we see and the last thing we talk about.” Sam Chan

“It is better to debate a question without settling it than to settle a question without debating it.”
Joseph Joubert, French essayist

“The future does not exist; it must be invented and constructed.” Unknown

“...what is needed is to move beyond the ‘one-size-fits-all’ model of management.” David Jamieson and Julie O’Mara

“If you think you’re too small to make a difference, you’ve never been in bed with a mosquito.” Terry Tafoya






“We don’t see things as they are. We see them as we are.” Anais Nin

“Today, loving change, tumult, even chaos is a prerequisite for survival, let alone success.” Tom Peters

ACTIVITIES
CLOSURE

CLOSING ACTIVITY*

▶ ABOUT THIS ACTIVITY

-  **Time:** 10 minutes
-  **Objectives:** By the end of this session, participants will be able to:
 - Acknowledge their contributions to this workshop.
-  **In This Activity You Will...**
 - Distribute certificates and t-shirts, acknowledge everyone's contribution to the training (10 minutes).
-  **Materials:**
 - T-shirts
 - Certificates
-  **Preparation:**
 - Prepare certificates
 - Obtain T-shirts

Instructions

1. Distribute certificates and t-shirts. Acknowledge everyone's contributions and willingness to participate.
 - At this time we would like to show you how much the trainers have appreciated your contributions and all the things you have done to make this experience great.
 - We have t-shirts and “graduation” certificates to everyone.
2. Hand out t-shirts and certificates of appreciation. As participants collect their certificates, give them a round of applause.

Summary

People like to feel appreciated.

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

CLOSING ACTIVITY: CANDLE CEREMONY*

▶ ABOUT THIS ACTIVITY

- 🕒 **Time:** 15 minutes
- ➔ **Objectives:** By the end of this session, participants will be able to:
 - Acknowledge some current grief.
 - Let go of past grief.
- ✓ **In This Activity You Will...**
 - Lead the group in a circle activity (15 minutes).
- ✂️ **Materials:**
 - 2 long candles
 - Matches
- 🔪 **Preparation:** None

Instructions

1. State to participants that we covered a lot of information and topics today, and some were very difficult to talk about.
2. Commend everyone for their participation and sharing. Many wounds may resurface for many of you tonight as you think about everything we talked about in regards to grief and loss. So, we want to do a very special healing ceremony.
3. Ask group to get into one big circle and hold hands.
4. Explain to the group the purpose of the activity. *This activity is to help us acknowledge our grief. In this candle activity we are going to light a candle (bringing light, courage and strengthen) to our life. And we are going to be blowing out one candle symbolizing our grief (which can be our fears, sadness, pain, a particular type of loss) that we have been carrying around.*
5. Facilitator will start activity by lighting one candle. Hold one candle in one hand and the other in the other hand. Light the unlit candle and while you light it, say that you are lighting the candle for yourself and for your life. After the candle is lit, blow out the other candle. As you are blowing it out, say that you are blowing it out for your grief (either you can say the particular loss you have dealt with or state your fear). Then pass the candles (1 lit and 1 unlit) to the person next to you.
6. Go all the way around the circle until everyone has done the candle ceremony.
7. End by thanking everyone for sharing this experience with you.

Summary

Acknowledge that it is a very difficult activity but by sharing our grief, we can take comfort from one another, which helps everyone in moving forward through their grief.

* 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. This module comes from the Lotus Women's Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008.

CLOSING CIRCLE*

▶ ABOUT THIS ACTIVITY

- 🕒 **Time:** 20 minutes
- ➡ **Objectives:** By the end of this session, participants will be able to:
 - Be aware of strengths and weakness they have as peer educators.
- ✓ **In This Activity You Will...**
 - Introduce a participant who will read a blessing or poem (5 minutes).
 - Express appreciation for the participants and invite participants to share their appreciation of others (15 minutes).
- ✂ **Materials:**
 - Markers
 - Flip Chart
- ✂ **Preparation:**
 - Before the session begins, identify a participant who will agree to say a blessing or read a poem.
 - Make sure the burden basket is available.

Instructions

1. Begin closing exercise. Ask participants to form a circle.
2. Ask one participant to say a blessing or read a meaningful poem.
3. Thank that participant for sharing the blessing/poem.
4. Each trainer should express her appreciation for the dedication and enthusiasm of the participants in the group. Then ask if others have anything they would like to share. Allow time for shy people to speak.
5. As the final closing, ask each participant to say one thing they could do differently as a result of this training. This can be from their action plan or a new thought. Trainers should go first. Start statement with “I commit to...”

Who would like to share a few thoughts in our closing circle? Please say one thing you will do differently as a result of the training. I will start. I commit to_____. Who would like to go next?

6. Continue around the circle. Thank participants.

This has been an amazing experience. We are a dynamic group of people. Thank you for all of your time and energy.

7. Ask participants if they'd like to take their burdens back.

The Burden Basket is still here. If any of you want your burdens back, you can take them now. I hope that you will remember to take opportunities to put your worries aside and make time for yourself.

Summary


Peer educators must continue to build on the skills they already have.

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

CONNECTIONS*

▶ ABOUT THIS ACTIVITY

 **Time:** 45 minutes

 **Objectives:** By the end of this session, participants will be able to:

- State one valuable aspect of their participation in the training program.
- Express a feeling of connection to other participants.

 **In This Activity You Will...**

- Ask participants to stand in a circle and to toss a ball of yarn to each other. (5 minutes).
- Each participant will say something about how they feel about the training. (40 minutes).

 **Materials:**

- Skein of yarn
- Scissors

 **Preparation:** None

Instructions

1. Use a skein of yarn to literally and symbolically connect participants.
2. Ask everyone to stand and form a circle. Start the process by stating briefly what you have experienced as a result of facilitating the training program.
3. Holding on to the end of the yarn, toss the skein to a participant on the other side of the circle. Ask that person to hold on to the yarn and toss the skein to another participant.
4. Have each participant take a turn at receiving the skein, sharing reflections and tossing the yarn on, continuing to hold on to his or her segment of the yarn. The resulting visual is a web of yarn connecting every member of the group.
5. Complete the activity by stating that the program began with a collection of individuals willing to connect and learn from one another.
6. Cut the yarn with scissors so that each person, though departing as an individual, takes a piece of the other participants with him or her.

Summary

Thank participants for their interest, ideas, and effort.

* 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. This module comes from the Comprehensive Peer Worker Training, Peer Advanced Competency Training (PACT) Project Harlem Hospital Center, Division of Infectious Diseases, 2008.

MAKING THE MOST OF MY STRENGTHS*

▶ ABOUT THIS ACTIVITY

- 🕒 **Time:** 10 minutes
- ➔ **Objectives:** By the end of this session, participants will be able to:
 - Identify their personal strengths and how to make the most of them in their work as peers.
- ✓ **In This Activity You Will...**
 - Ask participants to complete a worksheet (8 minutes).
 - Read aloud a poem (2 minutes).
- ✂ **Materials:**
 - Handout - My Plan Worksheet
 - Handout - And Still I Rise by Maya Angelou poem
- ✂ **Preparation:**
 - Print handouts

Instructions

1. Introduce the homework activity. We are now going to think about our own personal strengths that make us women warriors and how we can use them in our work
2. Ask participants to complete the My Plan worksheet for homework.
3. Encourage them to make sure the “pluses” list is long! They should give themselves credit for even tiny things they do, since even one tiny thing can make a huge difference.
4. Also encourage them to just choose a few things they’d like to change, so that it’s do-able and they won’t feel overwhelmed.
5. Ask a volunteer to read the poem (or read all together) “And Still I Rise” by Maya Angelou. Explain that Maya Angelou is another women warrior who works to empower women. The poem we have chosen depicts very well the Lotus Flower which rises from the muddy swamps. The poem’s name also says it all...and still I rise!

Summary

Wrap up by reminding participants to keep their pluses lists and the poem and to pull them out when they need a lift!!

* 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. This module comes from the Lotus Women’s Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008.

MAKING THE MOST OF MY STRENGTHS

SESSION HANDOUT # 1 of 2

MY PLAN WORKSHEET

My **Strength** comes from ...

Pluses “+s”: list some of the wonderful things you do or qualities that you have that will help you in your work as a peer educator.

Wishes: list a few things you would like to start working on to improve your weaknesses.

Choose **one thing** you would like to start doing within the next few weeks.

What is that one thing you want to work on?

What will be your first step?

When will you take this first step?

Who can help you do this new thing?

How will you reward yourself once you've gotten started?

MAKING THE MOST OF MY STRENGTHS

SESSION HANDOUT # 2 of 2

AND STILL I RISE

By Maya Angelou

You may write me down in history
with your bitter, twisted lies,
you may trod me in the very dirt
But still, like dust, I'll rise.
Does my sassiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells
pumping in my living room.
Just like moons and like suns,
with the certainty of tides,
just like hopes springing high,
still I'll rise.
Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like teardrops.
Weakened by my soulful cries.
Does my haughtiness offend you?
Don't you take it awful hard
'Cause I laugh like I've got gold mines
Diggin' in my own back yard.
You may shoot me with your words,
You may cut me with your eyes,

You may kill me with your hatefulness,
But still, like air, I'll rise.
Does my sexiness upset you?
Does it come as a surprise
that I dance like I've got diamonds
at the meeting of my thighs?
Out of the huts of history's shame
I rise
up from a past that's rooted in pain
I rise
I'm a black ocean, leaping and wide,
welling and swelling I bear in the tide.
Leaving behind nights of terror and fear
I rise
Into a daybreak that's wondrously clear
I rise
Bringing the gifts that my ancestors gave,
I am the dream and the hope of the
slave.
I rise
I rise
I rise

NEXT STEPS AND CLOSING*

▶ ABOUT THIS ACTIVITY

- 🕒 **Time:** 10 minutes
- ➔ **Objectives:** By the end of this session, participants will be able to:
 - Discuss future plans for training and details about PETS Level 2.
 - Place closure on the day's experiences.
- ✓ **In This Activity You Will...**
 - Ask participants to share what they have learned and what they plan to do next (8 minutes).
 - Hand out certificates and lifesavers (2 minutes).
- ✂ **Materials:**
 - Certificates
 - One pack of Lifesaver candy for each participant and training team member
- 🔪 **Preparation:**
 - Print certificates

Instructions

1. Tell participants how much you have enjoyed working with them today.
2. State that it is now time to think about what they have learned in the workshop and how they might use some of what they have learned in the workshop. Pass out postcards to the participants.

What is one thing you have learned today? You may share what you wrote on your evaluation if you like.

3. Ask for a volunteer to go first.
4. Give each person a chance to share.

Now it is time to think about how you might use some of what you have learned in the workshop.

5. Ask each person to think about one small step that they will do as a result of the training.

What is something, it can be a small step that you will take or do because of being here in the workshop today? This could be something that you wrote on your evaluation.

On your postcard write "I will" and then complete it with what step you plan on taking.

6. Give each person a chance to share. Then allow them to write that step on the postcard provided. A trainer should record the steps on a flip chart sheet titled "I will..."

I'm passing out this packet of lifesavers to each of you as a reminder that that's what you are: "a lifesaver" for yourself and for anyone else living with HIV who gets to know and work with you. Thank you for your work.

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

NEXT STEPS AND CLOSING



I think the most important thing my patients get from working with peer advocates is hope for the future. No matter how much I talk to them about the potential for them to live long and healthy lives, seeing someone living that promise is more powerful.

Sylvia Young
PA Coordinator/
Latina Peer Advocate



7. Remind the group how future level 2 and 3 training participants are selected and when the next level 2 training will be. Thank them again for taking time to come to the training, for being great participants and for doing such important work. Encourage them to take care of themselves and each other.

Remember, the goal of these trainings is to benefit persons living with HIV/AIDS through self-empowerment and the sharing of information within their community.

Phase One is a one-day training in a convenient location near you. We hope this information will assist you in taking care of yourselves, which is the first thing to do when seeking to help/assist others.

Phases Two and Three are weeklong trainings that require full attendance/participation, professional behavior, and commitment to improving areas identified as weaknesses.

During your waiting period for entrance or selection to Phase II and/ or III we will keep you all informed of various trainings and events sponsored or related to this project. You may also repeat phase I training as a refresher course while waiting. If you do not wish to be contacted after today, please let us know.

Please remember that completion of this training does not guarantee employment with any agency, but the PETS staff is willing to inform participants of various employment opportunities as well as serve as professional reference in “peer” related employment.

Summary

Wrap up session with key points:

- It is important to have closure in training experiences.
- It is important to discuss where people can go for more information and how to apply for PETS Level Two Training.

* 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.

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

PAT ON THE BACK*

▶ ABOUT THIS ACTIVITY

- 🕒 **Time:** 20 minutes
- ➔ **Objectives:** By the end of this session, participants will be able to:
 - Discuss at least 3 ways they feel appreciated by their co-participants.
- ✔ **In This Activity You Will...**
 - Ask participants to go around the room and write a positive word or phrase on each person's piece of paper (15 minutes).
 - Ask for a few volunteers to read their papers (5 minutes).
- ✂ **Materials:**
 - Colored paper with each participant's name printed at the top
 - Water-based markers (so there is no bleed-through)
 - Masking tape
- ✂ **Preparation:**
 - Pre-cut pieces of tape
 - Prep papers with client names.

Instructions

1. The facilitator explains that this is an exercise to honor one other. Using the water-based markers, all are to mill around the room, writing positive, supportive statements on the backs of as many people as possible in 15 minutes. **WARN** about light colored shirts. Emphasize that only nice comments are being requested.
2. Participants are asked to conserve space by writing small (but legibly).
3. Make sure that sheets are also signed for absent participants.
4. After 15 minutes, participants should read their sheets.
5. Ask if anyone would like to share what was written on their sheets. Give several participants the opportunity to volunteer.
6. Ask participants their feelings about doing this exercise.


Summary


- Wrap up session.
- Remind peers how much they are appreciated, and that they should make sure to value themselves.

* 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. This module comes from the Comprehensive Peer Worker Training, Peer Advanced Competency Training (PACT) Project Harlem Hospital Center, Division of Infectious Diseases, 2008.

PULLING IT ALL TOGETHER: WRAP UP*

▶ ABOUT THIS ACTIVITY

 **Time:** 15 minutes

 **Objectives:** By the end of this session, participants will be able to:

- Understand the components necessary to be an effective peer educator.
- Understand how each educational session or activity is connected to helping participants develop the knowledge and skills necessary to be an effective peer educator.
- Explain 1 thing they have learned and how they will use it in their personal life or in the role of peer educator.

In This Activity You Will...

- Elicit skills taught during the training from group (10 minutes).
- Lead group discussion to summarize (5 minutes).

Materials:

- Newsprint
- Markers

Preparation:

- Duplicate the pie chart pictured below on a large news print and label each section with the following headings:

Peer Education

Communication Skills

HIV Knowledge

New Knowledge/Skills

Instructions

1. At the end of each day, brainstorm with participants a list of major concepts or acquired skills and write them inside of the section of the pie chart that corresponds with the day's lesson. (see example)
2. Reinforce how this information or skill is essential to individuals who want to become effective peer educators.
3. Shade in that section of the pie chart to demonstrate completion of the section.
4. Close the segment by sharing that effective peer educators must possess specific knowledge, skills, attitudes and behaviors to serve their clients well. Today's training is the beginning of their preparation to contribute as part of multidisciplinary healthcare teams.
5. Do steps one through five daily until you have covered each of the identified sections. Summarize each section on the final day and reinforce the idea that all of these aspects are necessary to become an effective peer educator.

Summary

Highlight all that participants learned during the day of training.

* 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. This module comes from the Missouri People to People Training Manual, 2008.

PULLING IT ALL TOGETHER: WRAP UP

SESSION NEWSPRINT

