



Workshops for Educators Supervising Peer Counselors in Schools

Subjects to be covered

Day #1

Introduction

- **Welcome**
- Role of resource educator – scope and limits of role - why these educators have been chosen and what personality characteristics we felt were important
- Description of the model
- Background and reasons for model – youth we are targeting and why
- Funding source
- Goals and objectives
- Hope for sustainability

Mentoring

- Explore their own attitudes, feelings, and values as well as their significance and impact on the counseling process
- Develop skills and attitudes needed to perform well in their roles
 - ID qualities and skills of effective mentors
 - ID at least 3 forms of verbal and nonverbal behavior used when communicating and counseling
 - Explain the difference between supportive and non-supportive communication
 - Demonstrate the use of praise and encouragement when counseling
 - ID qualities of a good listener and active listening
 - Develop communication skills approaches for building trust with their mentee
 - Discuss strategies for working with youth
 - Understand how mentors can contribute to positive youth development



- Understand the strengths and vulnerabilities of the youth in the program
 - Identify biological and psychosocial changes that occur during adolescence
 - Discuss desirable health status for adolescents
 - Identify the reproductive rights of adolescents
- Identify problems mentors typically encounter and factors that influence counseling outcomes and the forms of support the program will provide for mentors

Day #2

Content

- Define reproductive health, family planning and related terms as birth spacing, birth limiting
 - Explore family planning as a health intervention with a significant impact on maternal, child and infant survival, growth and development
 - List direct and indirect benefits of family planning, birth spacing, and birth limiting to individuals, societies, and globally
- Understand key concepts of informed and voluntary decision making in sexual and reproductive health care and compare to informed consent
 - Identify and consider factors that affect informed and voluntary decision making on the individual/community, service-delivery, and policy levels
 - Identify which of those factors are challenges to informed and voluntary decision making and which ones are supportive
- Identify and categorize the different types of family planning methods
 - Identify how contraceptive methods physiologically work on the male and female reproductive system
 - Compare and contrast mechanism of action, advantages, disadvantages, duration of action, special characteristics and instructions for each contraceptive method presented
 - Describe “dual protection” and “emergency contraception”
- Identify the contraceptive methods that are particularly appropriate for sexually active youth
 - Identify criteria for advising use and discontinuation of contraceptive methods among young adults
- Identify common side effects of contraceptive methods and their impact on family planning client
 - Discuss why infection prevention is a critical component of family planning programs
 - Identify ways to prevent infection related to family planning
- Understand the important reasons to focus attention and provide reproductive health/HIV prevention services to young adults
 - Know STI and pregnancy prevalence among youth and the factors that can increase or decrease vulnerability to these issues



- Identify ways to promote family planning among youth
- Identify obstacles faced by youth related to family planning use
- Identify the most effective ways to reach youth with services

Physiology of pregnancy – health vs. complications

- Importance of antenatal care
- Traditional thoughts (myths) about pregnancy
- Common changes in a woman's body that do NOT indicate there are problems
- Changes that should be of concern
- Labor and delivery

Controversial content/ Stigmatized content

- Understand why knowing about gender influences is important
 - Understand the difference between 'sex' and 'gender' and learn to recognize gender stereotypes
 - Identify gender stereotypes promoted in various cultures
 - Identify how we learn about sex and understand the importance of reliable information sources
 - Realize how difficult it is to discuss sex and sexual and reproductive health issues openly and practice using words needed to discuss sexuality and its consequences
 - Identify some ways in which men and women mistreat each other and how this can affect sexual and reproductive health
 - Show how violence, HIV/STIs, unwanted pregnancy and its consequences may be related and affect one another

Abortion

- Legal issues
- Value clarification

Mental Health

- Signs and symptoms of mental health disorders in adolescents
- Relationship of mental health to physical health
- Myths
- Evidence for effectiveness of intervention strategies
 - Western vs. traditional approaches
- Role of resource educators in supporting positive mental health
- Role of Mpilonhle staff in support of positive mental health

Abuse

- Emotional
- Physical
- Sexual



HIV- Male Circumcision

Roles of a Mentor

Length: About 30 minutes

Steps:

1. Give each participant an index card. Ask them to think back to when they were in high school. Ask them to silently:
 - a. Identify one person, preferably someone who is not a relative, who was a kind of mentor for them
 - b. Think about why that person was important to them and the result for them of that person's interest
 - c. Recall the *qualities* of that person that made her or him so valued, and write down two or three of those qualities on the index card.
2. Have participants talk briefly about the mentor they identified and the qualities they valued. As they speak, list those qualities on the newsprint. When a quality is repeated, put a check mark next to it each time it is mentioned.
3. Review the items on the list. Note which were mentioned most often. Then have the participants identify which of the qualities might be categorized as "communication skills," such as listening, talking, asking questions, and being nonjudgmental.
4. Allow time for participants to talk about their hopes and concerns in their new role. For example, which of the qualities that they admired in their "mentors" do they feel fairly confident they possess? Which do they need to work on developing? What other concerns do they have about their role?



Peer Counselor Issues Clarified

<p>Issues that Peer Counselors may be able to help a learner with in collaboration with the Resource Educator, assuming everyone is safe (eg. no serious violence is taking place).</p>	<p>Relationship Issues Disruptive Behavior Self-Concept Issues Conflicts Amongst Learners</p>
<p>Issues that Resource Educator should be able to counsel a learner about on their own or in telephone consultation with the Social Worker.</p>	<p>Poverty Learning Problems Orphan Birth Certificates/IDs Issues Career Guidance Pregnancy Sexual Health and Reproductive Issues</p>
<p>Issues that must be referred to Social Workers.</p>	<p>Sexual Abuse/Rape Alcohol Abuse Drug Abuse Physical/Emotional Abuse Child Abuse Child head of Household HIV Infected HIV Affected HIV Concerns Violence at Home Depression Suicide Anxiety Homelessness Other Psychological/Social Issues</p>

