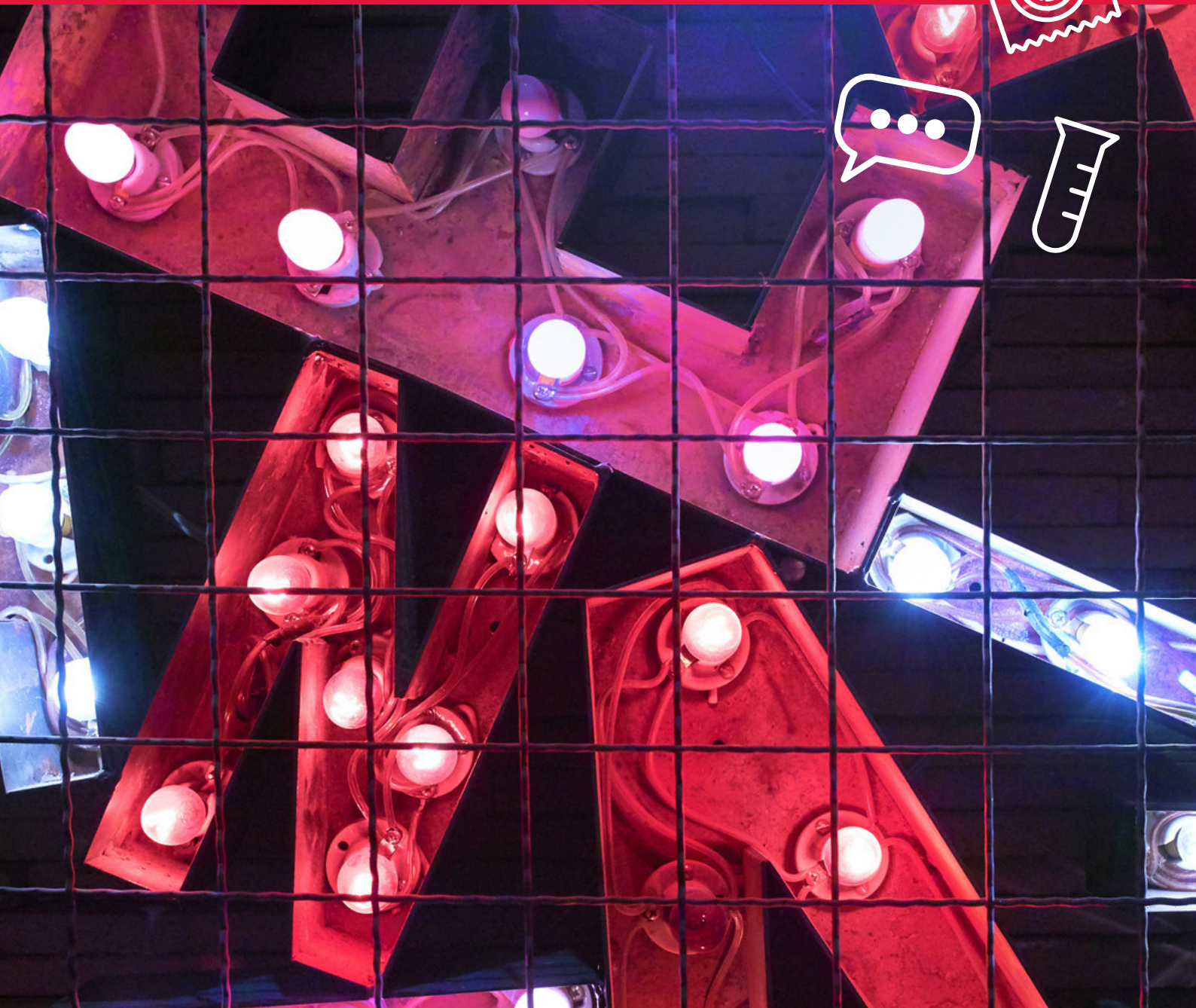


TRAINING MANUAL

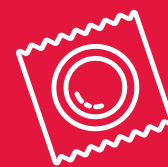
Sexual Health and Peer Education (SHAPE)



Core Sexual Health training session (2–3 hours)



Play Safe



Sexual Health and Peer Education



Core Sexual Health training session (2–3 hours)

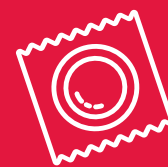
Topic	Delivery	Timing
Introduction	Presentation	5 minutes
Group agreement	Brainstorm	15 minutes
Ice breaker: Alphabet Soup	Game/activity	15 minutes
Overview of STIs	Presentation/discussion/activity	40 minutes
Condom games and activities	Activity/discussion	20 minutes
Accessing services and referral pathways	Presentation	15 minutes
Consent	Presentation/video	15 minutes
Key messages recap	Presentation/activity	20 minutes
Wrap-up and evaluation	Evaluation Form	5 minutes

Resources required

- Access to Play Safe Pro
- Name tags
- Whiteboard markers
- Pens and pencils
- Paper
- Butcher's paper
- Lap Top and projector

Handouts

- Overview of session
- Play Safe Pro Key Sexual Health Messages fact sheets
- Pre-workshop knowledge questionnaire
- Post-workshop knowledge questionnaire
- Workshop evaluation form



Sexual Health and Peer Education



Core Sexual Health training session (2-3 hours)

Introduction

Aim	To help participants feel comfortable and engaged with the training
Objective	To give participants an overview of the training activities
Time	5 minutes
Resources	Handout: Overview of the session (alternatively this can be written on a whiteboard)
Activity format	Presentation
Procedure	<ol style="list-style-type: none">1. Give an Acknowledgment of Country and pay respects to the traditional owners of the land on which the group is meeting.2. Introduce facilitators and/or presenters.3. Ask participants to fill out the pre-workshop knowledge questionnaire. (To save time, this can be done while they are settling in.)4. Give participants a copy of the handout and present a brief overview of the activities to be covered in the training.5. Answer any questions the group may have.



Sexual Health and Peer Education



Core Sexual Health training session (2-3 hours)

Group Agreement

Aim	To ensure that participants engage in activities in a respectful way and that everyone can participate
Objective	To create an agreement for the group
Time	15 minutes
Resources	Whiteboard and markers
Activity format	Brainstorm
Procedure	<ol style="list-style-type: none">1. Let the group know that they will be contributing to developing a group agreement that everyone will be expected to adhere to during the course of the training.2. Ask participants to make suggestions. You may need to prompt them. A typical group agreement consists of:<ul style="list-style-type: none">• Be respectful• One person speaking at a time• Don't 'yuck my yum' (When talking about sexual health, it is important not to be judgmental. Respect that people may enjoy different activities.)• No mobile phones (except in an emergency)• Right to pass (As this is a peer education workshop, everyone is asked to actively participate, but if someone is uncomfortable that is OK.)• Freedom to leave the room at any time without questions (This could be for a bathroom break, but could also be because someone is uncomfortable.)• Step up, step back (Encourage quieter people to 'step up' and share their opinions, and encourage more vocal members to 'step back' and allow others to speak.) <p>This list may vary, and your group may have other suggestions.</p> <p><i>The group agreement is an excellent way to set the expectations of how people should behave in the group. This should either be left on a whiteboard or printed beforehand and displayed prominently (e.g. on a wall) so that it can be referred to if anyone in the group is being disruptive. It is important to gain everyone's consent to the agreement in order for it to be effective</i></p>



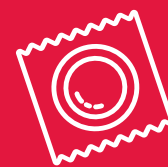
Sexual Health and Peer Education



Core Sexual Health training session (2-3 hours)

Ice Breaker - Alphabet Soup

Aim	To engage young people on sexual health concepts
Objective	To open discussion about aspects of safe relationships, condom use, consent and protective behaviours
Time	15 minutes
Resources	One Alphabet Soup worksheet per participant Pencils and pens Rewards (optional) Play Safe Pro Alphabet Soup facilitator guide
Activity format	Group activity
Procedure	<ol style="list-style-type: none">1. Give each participant a worksheet and pen.2. Ask: 'Have you ever played Scattergories?' Explain this is a similar game and outline the rules.3. Call out a letter of the alphabet. Players write that letter in the space at the top of their worksheet.4. Players attempt to write an answer for each category on the worksheet that starts with the letter selected.5. Only original answers will score points, so creativity counts. If two people have the same answer, they will not score any points. Answers can have more than one word. If multiple words start with the highlighted letter, it's worth extra points. For example, a movie name for 'M' could be Mad Max—this scores two points.6. Time the activity and call 'pens down' at the end of the allocated time. <p><i>It can be helpful to refer to the group agreement to make sure that people are not oversharing information that may be inappropriate—though as we're talking about sexual health it can be a great way to get the conversation started if participants choose to share their personal experiences.</i></p>



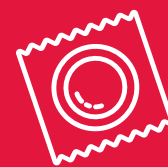
Sexual Health and Peer Education



Core Sexual Health training session (2-3 hours)

Overviews of STIs

Aim	To familiarise participants with some common STIs
Objective	To introduce some common STIs and methods of transmission
Time	40 minutes
Resources	Play Safe website https://playsafe.health.nsw.gov.au/
Activity format	Review of website and conversation
Procedure	<ol style="list-style-type: none">1. Ensure the Play Safe website is available.2. Navigate to the 'Common STIs' tab.3. Explain that there are three main types of STIs: those caused by viruses, bacteria and parasites. You could write these categories on a whiteboard and ask participants to classify the different STIs into these groups.4. Reinforce the key message that while not all STIs are curable, all STIs are manageable. So it's best to get a sexual health check-up to be sure!5. Refer to the Play Safe website for more information about specific STIs, their symptoms and their treatment.6. Let participants know that they are not expected to be experts in all the details of STIs, but that they are expected to be able to refer their peers to appropriate resources, such as the Play Safe website or the local sexual health service. <p><i>Alternatively, you could invite a sexual health nurse or other clinician to deliver this session. Contact your local HARP team or sexual health service to see if this is possible.</i></p>



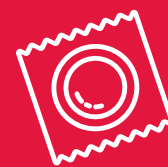
Sexual Health and Peer Education



Core Sexual Health training session (2-3 hours)

Condom games and activities

Aim	To encourage peer educators to be comfortable discussing using condoms correctly
Objective	To ensure peer educators can identify the appropriate steps in putting on a condom
Time	20 minutes
Resources	Play Safe Pro Condom Card Game, cards and facilitator guide
Activity format	Group activity
Procedure	<ol style="list-style-type: none">1. Let participants know that the group will be doing an activity involving the correct steps for putting on a condom.2. Shuffle condom cards and distribute to participants.3. Ask Participants to lay the cards out in the correct order. Identify one side of the room as being the 'start' and the other as being the 'end'.4. Once participants have laid down the cards, go through the order as a group debriefing each step and discussing relevant points. <p>Optional: As you review the groups ordering, follow along with a condom demonstration on a 'banana penis' or other demonstration aid.</p> <p><i>Use your discretion and ask the group's consent before demonstrating on any "anatomically accurate" aids. The classic 'banana penis' can be used as a regular banana and there are other non-anatomical options available.</i></p>



Sexual Health and Peer Education



Core Sexual Health training session (2-3 hours)

Accessing services and referral pathways

Aim	To encourage peer educators to refer young people to local services
Objective	To identify local services that young people can be referred to
Time	15 minutes
Resources	Whiteboard
Activity format	Brainstorming
Procedure	<ol style="list-style-type: none">1. On a whiteboard, write headings for different youth-friendly services that may be in the local area. Headings could include 'sexual health', 'mental health', 'accommodation support', 'youth services', 'LGBTIQA+ services' etc.2. Ask the group to identify as many services as possible in the local area and put them under the appropriate headings.3. Once done, you can take a photo of the board or write the services down. This can be turned into a handout to assist the peer educators when they are doing peer education sessions. <p><i>Get creative with this activity! Instead of plain headings you could draw a tree with each branch being a different category and the services being leaves (use sticky notes as leaves to attach to the tree). Modify it to make it more fun and appropriate to your group.</i></p>



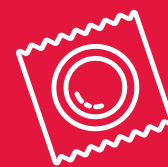
Sexual Health and Peer Education



Core Sexual Health training session (2-3 hours)

Consent

Aim	To equip participants to advocate for active consent in their interactions with young people
Objective	To inform peer educators about the meaning of consent and its importance when discussing sexual health topics
Time	15 minutes
Resources	<ul style="list-style-type: none">• Consent video: https://www.youtube.com/watch?v=oQbei5JGiT8• Consent, Age & the Law a Play Safe Pro fact sheet.
Activity format	Watch a video and discussion
Procedure	<ol style="list-style-type: none">1. Play the Consent video2. Facilitate a group discussion about the video using some prompting questions, such as:<ul style="list-style-type: none">• How does the video equate tea with sex when talking about consent?• Is consent only important for sexual activities? Why or why not?• What should you do if someone discloses during a peer education session that they have been the victim (or perpetrator) of sexual assault?• What services are available to support people?• What support might you need as peer educators? <p><i>While the video is a metaphor for sex, this may be upsetting or triggering for some participants. Monitor the group dynamics and ensure that the group agreement of 'right to pass' is adhered to if people are uncomfortable.</i></p>



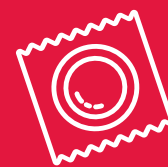
Sexual Health and Peer Education



Core Sexual Health training session (2-3 hours)

Key messages recap

Aim	To equip peer educators with a list of key messages and increase their confidence in delivering the messages to their peers
Objective	To introduce the key messages and give each participant the resource
Time	20 minutes
Resources	Play Safe Pro Key Sexual Health Messages fact sheet
Activity format	Group discussion
Procedure	<ol style="list-style-type: none">1. Give the handout of Play Safe Pro Key Sexual Health Messages fact sheet to each participant.2. Introduce the key message fact sheet as an important resource for sexual health promotion. One of the most common things people say when it comes to promoting sexual health is that they are scared of not having the answer or saying the wrong thing. The key message fact sheet covers all the information Peer educators need to communicate.3. Go around the room and ask each participant to read one of the key messages.4. Ask the group to suggest why that key message is important and comment on when they might use it in a peer education session.5. Thank participants for their contribution.



Sexual Health and Peer Education



Core Sexual Health training session (2-3 hours)

Wrap-up and evaluation

Aim	To gather evaluation feedback from participants
Objective	To evaluate the session
Time	5 minutes
Resources	<ul style="list-style-type: none">• Post-workshop evaluation sheets• Post-workshop sexual health knowledge quiz• Pencils and pens• Envelope
Activity format	Discussion
Procedure	<ol style="list-style-type: none">1. Thank participants for their time and let them know that there will be an evaluation that they are requested to complete.2. Hand out evaluation sheets.3. Give participants time to complete the evaluation questions.4. Ask participants to put forms in an envelope when finished so that they remain anonymous.5. Ask them to help tidy the room and pack away any activities and resources. They can take the handouts with them to assist in their peer education sessions.

Core Peer Educator Skills training session (full day)





Sexual Health and Peer Education



Core Peer Educator Skills training session (full day)

Topic	Delivery	Timing
Introduction and training schedule	Presentation	15 minutes
Ice breaker	Game/activity	30 minutes
Recap of key messages from Core Sexual Health training session	Discussion	5 minutes
Values activity	Spectrum activity	15 minutes
Morning tea break		15 minutes
Working with LGBTIQ+ young people	Presentation/discussions	30 minutes
Working with Aboriginal and Torres Strait Islander people	Presentation/discussions	30 minutes
Understanding cultural diversity	Presentation/discussions	30 minutes
Lunch break		15 minutes
Engagement tools	Presentation/discussion/role play	45 minutes
Communication skills part 1	Presentation/discussion	40 minutes
Afternoon tea break		15 minutes
Communication skills part 2	Presentation/discussion/role play	40 minutes
Wrap-up and evaluation		15 minutes



Sexual Health and Peer Education



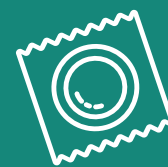
Core Peer Educator Skills training session (full day)

Resources required

- Name tags
- Whiteboard markers
- Pens and pencils
- Paper
- Butcher's paper
- Masking Tape
- Prepared group agreement
- Computer and projector

Handouts

- Overview of training
- Play Safe Pro Key Sexual Health Messages fact sheet
- Play Safe Pro 'Sexual Health Promotion with Young People of Diverse Gender and Sexuality' fact sheet
- Play Safe Pro 'Sexual Health Promotion with Culturally and Linguistically Diverse Young People' fact sheet
- Play Safe Pro 'Sexual Health Promotion with Aboriginal Young People' fact sheet
- Pre-workshop and post-workshop evaluation forms



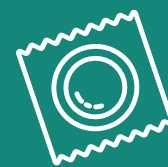
Sexual Health and Peer Education



Core Peer Educator Skills training session (full day)

Introduction and training schedule

Aim	To help participants feel comfortable and engaged with the training
Objective	To give participants an overview of the training activities
Time	15 minutes
Resources	Handout: Overview of the training (alternatively this can be written on a whiteboard)
Activity format	Presentation
Procedure	<ol style="list-style-type: none">1. Give an acknowledgment of country and pay respects to the traditional owners of the land on which the group is meeting.2. Introduce facilitators and/or presenters.3. Ask participants to fill out the pre-workshop evaluation form (to save time, this can be done as participants are settling in)4. Give participants a copy of the handout and present a brief overview of the activities to be covered in the training.5. Answer any questions the group may have.6. Recap group agreement from last session and open discussion about the addition of any rules that may have helped in the last session.



Sexual Health and Peer Education



Core Peer Educator Skills training session (full day)

Ice breaker

Aim	To encourage group bonding, facilitate communication between participants and encourage people to share in the group
Objective	To encourage participants to share interesting facts about themselves
Time	15 minutes
Resources	Butcher's paper
Activity format	Group activity
Procedure	<ol style="list-style-type: none">1. Ask room to divide into pairs or small groups2. Invite each pair to discuss the following four areas of similarity and difference. Inform participants that they will be asked to introduce their partner.<ul style="list-style-type: none">• Name and where they are from• One thing they discovered that they have in common (try to look beyond the obvious)• One unique characteristic of the other person• One word to describe good sex3. Draw the large group back together and invite participants to introduce their partner, starting with name, one thing in common, unique characteristic and finishing with words for good sex. This should take 10 minutes.4. Write all 'good sex' words on a sheet of butcher's paper. After the introductions are done, draw attention to the words on the board and introduce the concept of 'sex-positive' conversations.<p>This can be done by asking participants to think about how the list of words describes pleasurable and fun consensual sexual experiences. It is OK for everyone to have different ideas about what kind of sex they think is good. The important thing is to think about sex as a positive thing.</p><p>Facilitators may want to ask participants to think of examples of sexual health promotion strategies that are and are not sex-positive.</p><p><i>It can be helpful to refer to the group agreement to make sure that people are not oversharing information that may be inappropriate—though as we are talking about sexual health it can be a great way to get the conversation started if participants choose to share their personal experiences.</i></p>



Sexual Health and Peer Education



Core Peer Educator Skills training session (full day)

Recap of key messages from Core Sexual Health training session

Aim	To equip peer educators with a list of key messages and increase their confidence in delivering the messages to their peers
Objective	To recap the key messages and give each participant the key messages resource
Time	5 minutes
Resources	Play Safe Pro Key Sexual Health Messages fact sheet
Activity format	Group discussion
Procedure	<ol style="list-style-type: none">1. Give the Play Safe Pro Key Sexual Health Messages fact sheet handout to each participant again.2. Recap the key message fact sheet as an important resource for sexual health promotion. One of the most common things people say when it comes to promoting sexual health is that they are scared of not having the answer or saying the wrong thing. The key message fact sheet covers all the information we need to communicate ever!3. Explain that all of today's games or engagement tools create opportunities to talk about key messages. Encourage participants to look out for which key messages work with which games.



Sexual Health and Peer Education



Core Peer Educator Skills training session (full day)

Values activity

Aim	To explore participants' values around sexual health
Objective	To equip peer educators with strategies to engage young people who hold different values around sex and sexuality
Time	15 minutes
Resources	Butchers Paper / Tape / Value questions/statements (below)
Activity format	Group discussion
Procedure	<ol style="list-style-type: none"> 1. With butchers paper and tape, mark one end of the room "completely agree" and the other end "completely disagree" 2. Get participants to stand and tell them that you will be reading a set of questions and statements. Participants will be asked to move to a point between agree and disagree to show how they feel about each question or statement. 3. It is OK to stand at any point between agree and disagree. A participant might stand right in the middle to show they have no opinion, or between the middle and either end to show they somewhat agree or disagree. 4. Inform participants that there are no 'right' and 'wrong' answers, just different opinions and perspectives. After participants have chosen places for each question or statement ask a few participants to talk about their position. Allow discussion, but remind participants to be respectful and non-judgmental. 5. There are some sample questions/statements below. Feel free to use some of your own but avoid questions/statements that could lead to upsetting or traumatising discussions. 6. After the group has responded to 5-6 questions, or time is running out finish by saying something like: <p>As peer educators you too are people with your own histories, beliefs, ideologies and experiences. We understand these things can affect our practice. While we hold our own values we need to recognise that our own values may be different from those of the young people we are speaking to and we need to respond to these differences in non-judgmental ways. It's OK to have our own values, but when we are acting as peer educators we need to promote the values of the sexual health program being delivered. This includes ensuring young people:</p> <ul style="list-style-type: none"> • do not feel judged on the basis of sexuality or gender or sexualit • do not feel judged for the sexual behaviours they choose to engage in • can safely engage in discussions about their own values related to sex, sexuality and sexual health • are not excluded from the conversation because of their sexual experiences and behaviours (or lack thereof).



Sexual Health and Peer Education



Core Peer Educator Skills training session (full day)

Values activity

Sample Questions/ Value Statements	
	<ul style="list-style-type: none">• KFC is better than MacDonald's• It's challenging growing up around (insert relevant town or region)• Social Media makes our society better• Teaching young people about sexual health is a family responsibility• Young people of all ages should have access to condoms• Parents have a right to know if their children are sexually active• Young people know what's best for their own health and wellbeing



Sexual Health and Peer Education



Core Peer Educator Skills training session (full day)

Working with LGBTIQ+ young people

(lesbian, gay, bisexual, transgender, intersex, queer or questioning, asexual and others)

Aim	To increase participants' confidence in working with people of diverse gender and sexuality
Objective	To equip peer educators with a list of key messages and referral options for LGBTIQ+ people
Time	30 minutes
Resources	Play Safe Pro 'Sexual Health Promotion with Young People of Diverse Gender and Sexuality' fact sheet
Activity format	<ul style="list-style-type: none">• Group discussion• Presentation
Procedure	<ol style="list-style-type: none">1. Invite a speaker from a local LGBTIQ+ organisation, or a community member, to attend and speak about their role and experience with peer educators.2. Give the handout to each participant.3. Recap the fact sheet as important resource for working with people of diverse genders and sexualities.4. Get participants to share experiences of working with LGBTIQ+ communities and where peer educators can refer people to for more information.5. Discuss whether there are any LGBTIQ+ peer educators in the group. If not, why not? How can the diversity of the peer educators be improved in the future to ensure that they can act in a peer capacity?



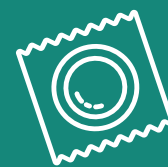
Sexual Health and Peer Education



Core Peer Educator Skills training session (full day)

Working with Aboriginal and Torres Strait Islander people

Aim	To increase peer educators' confidence in working with Aboriginal people
Objective	To equip peer educators with a list of key messages and referral options for Aboriginal people
Time	30 minutes
Resources	Play Safe Pro Sexual Health Promotion with Aboriginal Young People fact sheet
Activity format	<ul style="list-style-type: none">• Group discussion• Presentation
Procedure	<ol style="list-style-type: none">1. Invite a speaker from a local Aboriginal organisation, or a community member, to attend and speak with the peer educators about their role and experience.2. Give the handout to each participant.3. Recap the fact sheet as an important resource for working with Aboriginal people.4. Get participants to share experiences of working with Aboriginal communities and where peer educators can refer people to for more information.5. Discuss whether there are any Aboriginal peer educators in the group. If not, why not? How can the diversity of the peer educators be improved in the future to ensure that they can act in a peer capacity?



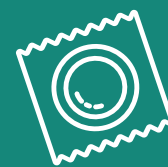
Sexual Health and Peer Education



Core Peer Educator Skills training session (full day)

Understanding cultural diversity

Aim	To increase confidence in working with people of diverse cultural backgrounds
Objective	To equip peer educators with a list of key messages and referral options for Culturally and Linguistically Diverse people
Time	30 minutes
Resources	Play Safe Pro Sexual Health Promotion with Culturally and Linguistically Diverse Young People fact sheet
Activity format	<ul style="list-style-type: none">• Group discussion• Presentation
Procedure	<ol style="list-style-type: none">1. Invite a speaker from a particular culture or language group in your local area, ideally one who works in community or youth services to attend and speak about their role and experience with peer educators.2. Give the handout to each participant.3. Recap the fact sheet as an important resource for working with people of diverse cultural backgrounds.4. Get participants to share experiences of working with various communities of different cultural backgrounds and where peer educators can refer people to for more information.5. Discuss the concept of culturally and linguistic diversity, how is it defined? What kind of diversity is represented in the group how and can the diversity of the peer educators be improved in the future to ensure that they can act in a peer capacity. <p><i>Try to engage representatives of cultural or linguistic diverse communities that are present in your area.</i></p>



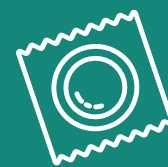
Sexual Health and Peer Education



Core Peer Educator Skills training session (full day)

Engagement tools

Aim	To have participants put skills into practice
Objective	To have a discussion about sexual health group work
Time	45 minutes
Resources	Play Safe Pro Sexual Health Group Work fact sheet
Activity format	Role play
Procedure	<ol style="list-style-type: none">1. Hand out Sexual Health Group Work fact sheet2. Have participants break into small groups or pairs and assign different sections of the fact sheet for discussion. Write down ideas for what could work well in these sections for 15 minutes.3. Have the small groups report back and have the larger group discuss the benefits of using these techniques in group work.



Sexual Health and Peer Education



Core Peer Educator Skills training session (full day)

Communication skills part 1

Aim	To encourage reflective thinking about effective communication
Objective	To practise communication skills, identify barriers to good communication and identify what good communication looks like
Time	40 minutes
Resources	Butcher's paper and pens
Activity format	Presentation and discussion
Procedure	<ol style="list-style-type: none"> 1. Have each participant stand and face a partner. Explain that each partner will have one minute to share a personal experience of not being listened to. (What was the situation? What was it like? How could you tell you were not being heard?) While one partner is talking, the other partner listens silently (no talking, commenting, agreeing or disagreeing with the experience). 2. Time participants and tell them when to switch speaker and listener roles. When the activity is completed, ask the participants to name some of the experiences that came up. <p>Variation: When it is time to switch roles, ask the new listener to turn their back on the speaker as the speaker shares their experience. With this variation, ask both listeners and speakers in turn what it was like.</p> <ol style="list-style-type: none"> 3. Brainstorm by asking the group for thoughts and ideas. List ideas for the whole group. Call these ideas 'communication skills'. Questions you might ask include: <ul style="list-style-type: none"> • What is active listening? • How is active listening different from just listening? • How do you know when someone is really listening to you? • What do they do or say? <p>Create a list of communication skills that can be referred to later.</p> <p>For example, active listening means listening for real understanding. When you listen actively, you focus on the other person and how they think and feel.</p> <p>The list may include:</p> <ul style="list-style-type: none"> • Empathy (putting yourself in the other person's place and understanding what that person is saying and how they are feeling) • Being attentive (focusing on the person who is speaking, not daydreaming) • Non-verbal behaviours such as tone of voice, nodding, facial expressions, gestures, eye contact and body language • Reflect (paraphrase or restate) what you heard the person saying (this can be very effective). Do not interrupt, offer advice, or give suggestions (this includes bringing up similar feelings and problems from your own experience). Do not argue, share opinions or give feedback unless asked.



Sexual Health and Peer Education



Core Peer Educator Skills training session (full day)

Communication skills part 2

Aim	To deepen understanding of communication skills
Objective	<ul style="list-style-type: none">To practise communication skillsTo identify barriers to communication
Time	40 minutes
Resources	Play Safe Pro Key Sexual Health Messages fact sheet and Scenarios cards
Activity format	Role play and discussion
Procedure	<ol style="list-style-type: none">Break the participants up into small groups and revisit the key message fact sheet. Brainstorm ways to build these messages into conversations and think of ways to get these points across. Come together as a group and have each group give three examples of how they would build messages into conversations.Have participants divide into pairs and give each a set of scenario cards from the Working with Young People around Sexual Health resource kit.Have participant's role play how they would handle each situation, taking turns playing the role of young person and peer educator.Bring group back together. For each scenario have each pair report back to the group which communication skills from the list created earlier they considered important and why. For each scenario have each pair report back to the group which key messages they felt were important for the scenario. <p><i>The larger group has an opportunity to respond to anything they might do differently. As the facilitator you can also give feedback (positive and constructive) or you may ask questions to prompt further thought or discussion.</i></p>



Sexual Health and Peer Education



Core Peer Educator Skills training session (full day)

Wrap-up and evaluation

Aim	To gather evaluation feedback from participants
Objective	To evaluate the session
Time	15 minutes
Resources	Post-workshop evaluation handout
Activity format	Group
Procedure	<ol style="list-style-type: none">1. Go around the room and have participants say one thing that they learned from or enjoyed about the session.2. Hand out post-workshop evaluation forms and ask participants to fill them in.3. Thank participants for their participation and answer any final questions.

Appendix 1: SHAPE training evaluation forms





Sexual Health and Peer Education



Appendix 1: SHAPE training evaluation forms

Pre-workshop questionnaires

This quiz is designed to collect general information and to see how knowledgeable you are about sexual health. Your responses are confidential.

Age: _____ Gender: _____

1. Chlamydia, if not properly treated, can cause infertility

- True
- False
- Don't know

2. HIV is the most common STI among young people in NSW

- True
- False
- Don't know

3. Some STIs have no symptoms

- True
- False
- Don't know

4. You can get tested for chlamydia by a GP/family doctor

- True
- False
- Don't know

5. Chlamydia can be detected with a simple urine test

- True
- False
- Don't know

6. Alcohol and other drugs affect someone's ability to consent and negotiate to have safe sex

- True
- False
- Don't know

7. The age for sexual consent in NSW is 18

- True
- False
- Don't know

8. Women who only have sex with other women don't need STI checks

- True
- False
- Don't know

9. You only need to get an STI check if you have symptoms

- True
- False
- Don't know

10. If you always use condoms for sex then you don't need to get an STI test

- True
- False
- Don't know



Sexual Health and Peer Education



Appendix 1: SHAPE training evaluation forms

Confidence

These questions relate to how confident you feel in some situations.
Please circle the answer that best represents how you feel now.

1. I relate well to people my own age

1 ————— 2 ————— 3 ————— 4 ————— 5
never seldom sometimes never always

2. I am a good listener

1 ————— 2 ————— 3 ————— 4 ————— 5
never seldom sometimes never always

3. Generally I feel confident when I walk into a room of people I don't know

1 ————— 2 ————— 3 ————— 4 ————— 5
never seldom sometimes never always

4. I feel confident in talking to people who are from different cultures and sexualities

1 ————— 2 ————— 3 ————— 4 ————— 5
never seldom sometimes never always

5. My friends come to me for advice when they need help

1 ————— 2 ————— 3 ————— 4 ————— 5
never seldom sometimes never always

Thanks for answering this quiz



Sexual Health and Peer Education



Appendix 1: SHAPE training evaluation forms

Post-workshop questionnaire

This quiz is designed to collect general information and to see how knowledgeable you are about sexual health. Your responses are confidential.

Age: _____ Gender: _____

1. Chlamydia, if not properly treated, can cause infertility

- True
- False
- Don't know

2. HIV is the most common STI among young people in NSW

- True
- False
- Don't know

3. Some STIs have no symptoms

- True
- False
- Don't know

4. You can get tested for chlamydia by a GP/family doctor

- True
- False
- Don't know

5. Chlamydia can be detected with a simple urine test

- True
- False
- Don't know

6. Alcohol and other drugs affect someone's ability to consent and negotiate to have safe sex

- True
- False
- Don't know

7. The age for sexual consent in NSW is 18

- True
- False
- Don't know

8. Women who only have sex with other women don't need STI checks

- True
- False
- Don't know

9. You only need to get an STI check if you have symptoms

- True
- False
- Don't know

10. If you always use condoms for sex then you don't need to get an STI test

- True
- False
- Don't know



Sexual Health and Peer Education



Appendix 1: SHAPE training evaluation forms

Confidence

These questions relate to how confident you feel in some situations.
Please circle the number that best represents how you feel now.

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1 ————— 2 ————— 3 ————— 4 ————— 5
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2. I am a good listener

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1 ————— 2 ————— 3 ————— 4 ————— 5
never seldom sometimes never always

5. My friends come to me for advice when they need help

1 ————— 2 ————— 3 ————— 4 ————— 5
never seldom sometimes never always

Thanks for answering this quiz



Sexual Health and Peer Education



Appendix 1: SHAPE training evaluation forms

Core Sexual Health training session

Please circle the number that best represents how you feel now.

1. Overall, how would you rate the quality of the training?

1 ————— 2 ————— 3 ————— 4 ————— 5
poor below average average good excellence

2. What did you think of each of the sessions?

Overview of STIs

1 ————— 2 ————— 3 ————— 4 ————— 5
poor below average average good excellence

Accessing services and referral pathways

1 ————— 2 ————— 3 ————— 4 ————— 5
poor below average average good excellence

Consent

1 ————— 2 ————— 3 ————— 4 ————— 5
poor below average average good excellence

Games and activities

1 ————— 2 ————— 3 ————— 4 ————— 5
poor below average average good excellence



Sexual Health and Peer Education



Appendix 1: SHAPE training evaluation forms

Core Sexual Health training session continued....

3. Do you have a greater understanding of sexual health? Why or why not?

4. Do you feel you have received enough knowledge to perform your role as a peer educator?

- Yes
- No
- Unsure

Do you have any comments?

5. What did you like about the workshop?



Sexual Health and Peer Education



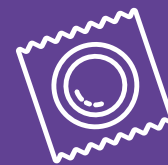
Appendix 1: SHAPE training evaluation forms

Core Sexual Health training session continued....

6. What would you change about the workshop?

7. Any other comments?

Thank you



Sexual Health and Peer Education



Appendix 1: SHAPE training evaluation forms

Core Peer Educator Skills training session

Please circle the number that best represents how you feel

1. Overall, how would you rate the quality of the training?

1 ————— 2 ————— 3 ————— 4 ————— 5
poor below average average good excellence

2. What did you think of each of the sessions?

Recap of key messages from Core Sexual Health training session

1 ————— 2 ————— 3 ————— 4 ————— 5
poor below average average good excellence

Working with diverse groups

1 ————— 2 ————— 3 ————— 4 ————— 5
poor below average average good excellence

Understanding cultural diversity

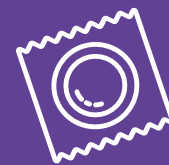
1 ————— 2 ————— 3 ————— 4 ————— 5
poor below average average good excellence

Engagement tools

1 ————— 2 ————— 3 ————— 4 ————— 5
poor below average average good excellence

Communication skills part 1

1 ————— 2 ————— 3 ————— 4 ————— 5
poor below average average good excellence



Sexual Health and Peer Education



Appendix 1: SHAPE training evaluation forms

Core Peer Educator Skills training session continued...

2. What did you think of each of the sessions? continued...

Communication skills part 2

1 ————— 2 ————— 3 ————— 4 ————— 5
poor below average average good excellence

3. Do you feel you have received enough knowledge to perform your role as a peer educator

- Yes
- No
- Unsure

Do you have any comments?

4. What did you like about the workshop?



Sexual Health and Peer Education



Appendix 1: SHAPE training evaluation forms

Core Peer Educator Skills training session continued...

5. What would you change about the workshop?

6. Any other comments?

Thank you