

# Peer Educators: The Front Line in Campus Violence Prevention

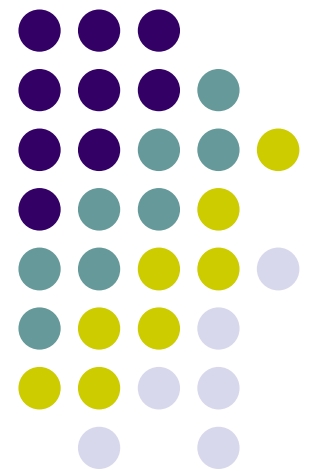
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Presenter

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# Workshop Objectives:

- Purpose & Responsibilities of Peer Educators
- Establishing a Peer Education Program
  - Recruitment
  - Creative Leadership & Challenges
  - Effectively training peer educators on conducting presentations
  - Peer Educators assisting victims of violence
- Special Considerations for HBCUs

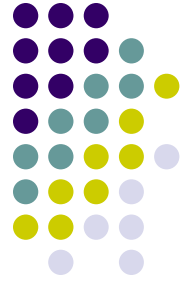




# Who are Peer Educators?

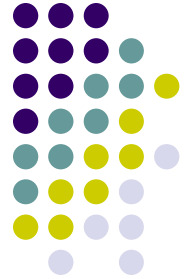
A peer is a person who belongs to the same social group as another person or group. The social group may be based on age, sex, sexual orientation, occupation, socio-economic and/or health status, etc.

# The Aim of Peer Education is to...



- Instill knowledge.
- Impact attitudes and beliefs; and.
- Develop lifelong skills.

# In Turn Peer Educators Will..



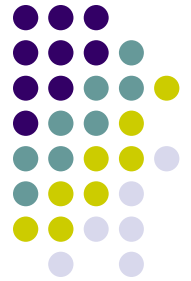
Be able to teach these  
skills to other young  
people.

**Ultimately, these skills will...**



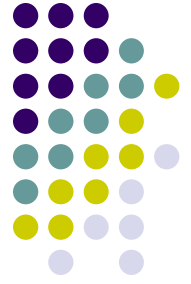
Enable young people to be  
responsible for and protect  
themselves from harm and  
danger.

# Influence



**A young person's peer group has a great influence on the way he or she behaves.**

This is true of both risky and safe behavior.  
Peer education makes use of peer influence  
in a positive way.

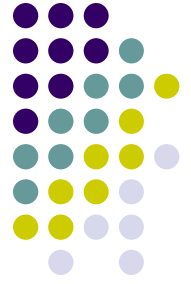


# \*Purpose of Peer Educators

## Peer-to-Peer Education Works!

- Information is transmitted easier between peers
- Peers are less likely to be seen as authority figures





# Social Learning Theory

- Young people's attitudes are highly influenced by their perception of what their peers do and think; and
- Young people may be highly motivated by the
- Expectations of respected peer educators

# Establishing a Peer Education Program



- Recruitment
- Creative Leadership & Challenges
- Effectively training peer educators on conducting presentations
- Peer Educators assisting victims of Violence
- Special Considerations for HBCUs

# RECRUITMENT

## Important Selection Criteria

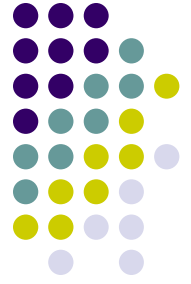


- Good interpersonal skills, including listening skills
- Accepted and respected by their peers
- Has a non-judgmental attitude
- Shows self-confidence and potential for leadership
- Has the time, energy and motivation to do this work
- Has the potential to be a role model for their peers



Not only is the outreach work of the peer educators important, but their *everyday life and social contacts* is critical to their credibility.

# Strong Recruitment Efforts for Men



Violence is a social issue and  
should not be viewed strictly  
a “woman’s issue.”

**Violence touches all lives.**

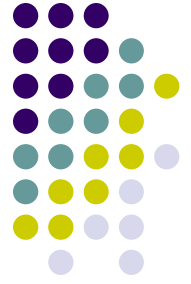
***Men have to be involved.***

# 10 Reasons to Become a Peer Educator



1. Might be eligible to receive service hours or class credits
2. After completing training they can help others
3. An opportunity to meet others and make new friends
4. A great addition to your professional résumé
5. Can give back to the community; be part of something inspiring

# 10 Reasons to Become a Peer Educator



6. Hang out with your friends; connect with them on a new level.
7. Did we mention the pizza parties?
8. After completing the training you will become a certified Peer Educator.
9. Learn how to make great decision-making skills.
10. See how your words and actions can affect people around you.

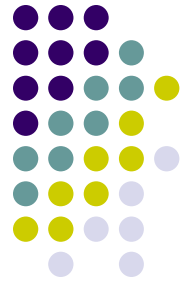
# Designing a Peer Education Program



- **Needs Assessment**
  - Realistic view of campus problems through surveys (students, counselors, professors, staff, etc.)
  - Police Reports (off and on campus)
  - Campus allies (neighborhoods, faith communities, YMCA, YWCA, etc.)
- **Monitoring** – keep tabs on how the program is progressing
- **Evaluation** – establish measurable goals and objective that assess the program’s impact



# Designing a Peer Education Program



- Practical Experience vs. Academic There must be strong collaboration between the campus program and community victim assistance programs

# \*Institutional Barriers to Peer Education Programs



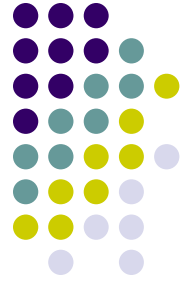
- These Barriers can serve as challenges for the Program:
  - Hours for meetings and work
  - Transportation
  - Food
  - Equipment and support
  - Procedures and policies
  - Training

# Whoever manages a Peer Education Program must...



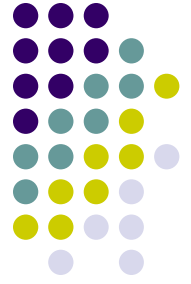
- Really enjoy working with young people
- Must not stifle their creativity
- Be firm; be fair
- Motivate them – intrinsically & extrinsically
- Maintain their interest

# \*Training Peer Educators to Conduct Presentations



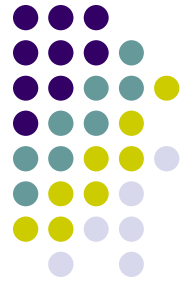
- Components of good public speaking include:
  - Use of engaging/interactive techniques
  - Movement into and out of the audience
  - Use of gestures
  - Eye contact (of appropriate duration)
  - Modulation of intonation
  - Appropriate use of humor

# \*Training Peer Educators to Conduct Presentations



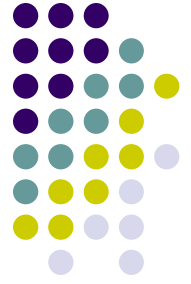
- Proper use of storytelling as a technique to capture attention
- Caution about inappropriate use of slang terms or unacceptable language
- How to ensure the creation and maintenance of a safe learning environment for the audience
- How to respond to incorrect answers or responses from the audience

# \*Peer Educators Assisting Victims of Violence



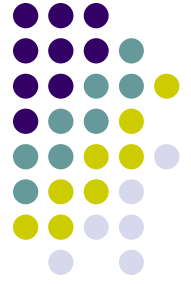
- Recognize that this effort will impact lives, therefore Peer Educators must:
  - Receive training in Basic Crisis Intervention Techniques and Strategies
  - Be familiar with local Resources and Referrals
  - Have professional staff back-up

# \*Responsibilities of STOP NOW! Peer Educators



- Disseminating education materials that promote awareness and prevention of stalking, domestic violence, dating violence, and sexual assault
- Coordinate campus activities that educate on the 4 components of campus violence – stalking, domestic violence, dating violence, and sexual assault

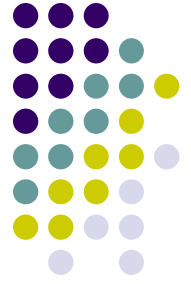
# \*Responsibilities of STOP!NOW Peer Educators



- Impart information that engages audience in problem-solving dialogue
- Attend continued-education training
- Explain to victims the limits of confidentiality prior to victim disclosure
- Refer students to the appropriate campus services



# Special Considerations for Peer Educators At HBCUs



## MYTHS & MISCONCEPTIONS.

- Oppressive Images:
  - The Jezebel image
    - Contemporary images: welfare queen, hoochie, freak, hoodrat.
      - These images reinforced through music videos, rap songs, magazines, movies, and pornography.

# Special Considerations for Peer Educators At HBCUs



## MYTHS & MISCONCEPTIONS

- The Matriarch image
  - “The Strong Black Woman”
- Selling out a brutha”

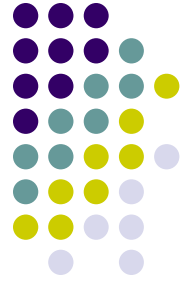
# Special Considerations for Peer Educators At HBCUs



## “The Culture of Silence”

- Black women have been reluctant to speak publicly or even privately about their assaults
- This hinders them from getting the help they need because they are viewed as less traumatized than other victims.

# Special Considerations for Peer Educators At HBCUs



- *“The Double Bind”*
  - Remaining silent may hinder their recovery
  - Disclosing their rape makes them susceptible to being blamed, questioned and stereotyped when they need empathy and intervention



# Campus Programming

- Participate in national observances:
  - Sexual Assault Awareness Month
  - Domestic Violence Awareness Month
  - Stalking Awareness Month
  - Crime Victim Rights Week
  - Child Abuse Month
  - Drunk & Drugged Driving Awareness Week
- Campus Activities May Include:
  - Skits
  - Forums
  - Fairs
  - Rallies
  - Radio Shows
  - News Articles
  - Stomp Show
  - Poetry/Rap Contests
  - Art Shows