B.C. "WHERE WE'RE AT" PEER SUPPORT TRAINING

facilitation guide

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introduction

This guide is a train-the-trainer document, created to support you as you facilitate the B.C. Peer Support Curriculum. You may be facilitating this training for existing peer support workers or for people who have no peer support experience and want to be able to apply for a future peer support position. The goal is to equip you with some tools you will need to facilitate peer support training.

This guide includes some ideas that you can use within the training. However, it isn't meant to be prescriptive. You're free to adapt and change the process to suit the group you're working with. If you already have experience delivering peer support training, feel free to keep what has already been working for you, and add things from here that you would like to include.

The Facilitation Guide is all about supporting you to feel equipped to support others through the training process.

available material

The B.C. Peer Support Training is composed of four bodies of work:

DOCUMENT	INTENDED AUDIENCE	PURPOSE
B.C. Peer Support Training Curriculum Modules (available online)	Peer support workers, both current and future. Some agencies require training before hiring peer support workers, and some choose to train people after the hiring process. Some agencies require a practicum in substance use disorders to complete the peer support training. It's up to that agency to figure out the details of a practicum, as this training doesn't tackle practicums.	This curriculum provides training for those with lived experience of mental health/substance use/trauma to be peer support workers (PSWs), as well as family members of those with lived experience. We regard the PSW role as a professional role that can be embedded within: **Clinical teams** **Peer-run/community agencies** **Workplace peer support programs** **Post-secondary peer support programs** **Youth-based programs** This training is a comprehensive overview, but it doesn't include everything. Peer support serves people in many demographics, so extra training will be needed. We have included some training opportunities in the repository.
Facilitation Guide	For Facilitators of the Peer Support Training. This document is written for those who will facilitate or oversee the B.C. Peer Support Training Curriculum modules.	A guide to support people through the Peer Support Training Curriculum. For the purpose of this document, we will focus on in-person and blended training.
Curriculum Guide	All peer support stakeholders who are interested in learning more about the training curriculum.	This is a high-level overview of the Peer Support Training Curriculum. It includes learning objectives, purpose and a basic overview for each of the 16 modules.
Peer Support Services in B.C.: An Overview Including B.C. Peer Support's Standards of Practice	All peer support stakeholders, including organizations, agencies, government, education system, people receiving service, peer support workers and program leaders.	The Overview was created to establish a common language, a clear understanding of peer support work and how it can be utilized within B.C. The Core Values and Standards of Practice are meant to support the everyday work of peer support workers and programs in B.C., as well as to support the training of peer support workers. The information in the Standards of Practice document is also available to be used to support the creation of job descriptions, policies and procedures, and work performance reviews. Available in the Resources Library section of the Peer Connect BC website.

As a facilitator, you will use most of the above documents. Please read and be familiar with each of them.

key resources

Below is where you can find specific reference documents that will help as you facilitate this training:

DOCUMENT	WHERE CAN YOU FIND IT?
The Core Values	Pages 12 & 13 of the *Peer Support Services in B.C.: An Overview Including B.C. Peer Support's Standards of Practice* Available in the Peer Connect BC Resource Library.
The Standards of Practice	Pages 32–34 of the *Peer Support Services in B.C.: An Overview Including B.C. Peer Support's Standards of Practice* Available in the Peer Connect BC Resource Library.
Glossary of Terms	Pages 39 & 40 of the *Peer Support Services in B.C.: An Overview Including B.C. Peer Support's Standards of Practice* Available in the Peer Connect BC Resource Library.
Community Projects	These focused resources can be used to enhance your own learning, as well as to amplify the training you're offering to participants. Available on the Peer Connect BC website.
See Stigma Anti-stigma tool	Description Available in the Peer Connect BC Resource Library.
Overarching framework for connecting across social differences	This valuable resource helps provide foundational knowledge for working and connecting with those who experience social differences. Available in the Peer Connect BC Resource Library.
Printed copies of the modules you'll be facilitating or access to the online modules via laptop or tablet. It's helpful to have page numbers so you can direct people where to look.	If you're considering printing copies of the modules, you'll need to make sure you do this in advance. This is NOT required. Also note that when you print, full functionality of the modules will be lost and the printed documents may look a bit different.
A copy of this **Facilitation Guide,** along with any notes you have.	Print this document (if you'd prefer to work with it offline)

Note: Participants will need access to the Core Values and Standards of Practice document mentioned in the Available Material section above.

preparing yourself to facilitate

getting started

Facilitation is a skill. Like any skill, it can be developed, honed and refined. If you're new to facilitating, you may want to consider attending some kind of facilitator training, as it can support you in building your own facilitation skills. Certain skills, such as facilitation, are best refined in a group setting where collective learning and group support are encouraged.

With this peer support training, an important first step is **to complete the online training**, before facilitating the training.

The modules are:

1. **the foundations**

2. **peer support & wholeness**

3. **categories & containers: unpacking our biases**

4. **self-determination**

5. **cultural humility**

6. **understanding boundaries & what it means to co-create them**

7. **connection & communication**

8. **healing-centred connection: principles in trauma-informed care**

9. **social determinants of health**

10. **supporting someone who is grieving**

11. **supporting someone who uses substances**

12. **mental health & supporting those in crisis**

13. **goal planning**

14. **building personal resilience**

15. **family peer support**

16. **working with youth & young adults**

BEING AWARE OF PARTICIPANT NEEDS

Take an hour or so to read through **module 3. categories & containers: unpacking our biases** again. Read it with the perspective of taking on the role of a facilitator. We all come to the table with our own preferences and biases. We have thoughts and opinions. It's really important that we're able to notice our own biases while we're facilitating. People will gather in your training who have different lived experience, worldviews and perspectives. They'll all have different backgrounds with learning – some may have Master's degrees, and others may not have completed high school. Some may love learning and books, and others may have a strong dislike for formal education.

We need to work to challenge our assumptions and biases, especially as it relates to learning. It's essential that we consider the needs of the participants in the training, without assuming that their needs will be the same as ours. Ask lots of questions and be open-minded when you hear the answers.

PREP TIME BEFORE FACILITATING

If you're new to facilitating, it's important to know that you'll need several hours of prep time before you begin the training. The amount of time you put into prep depends on your experience, the group, whether or not you have a co-facilitator and your familiarity with the material.

the core values

We've established a set of core values for peer support work in B.C. They are meant to be integrated into service delivery. The core values are also meant to guide the decisions that are made within peer support work. They've been written into each module, as they will guide peer support workers to support people in a way that honours them and their experience. Make sure you review these core values early and often.

MAKE THE CORE VALUES ACTIONABLE!

Values can only impact organizational and program culture if they're integrated into all aspects of an organization or service delivery. Core values need to be actionable! In other words, we must ask ourselves how our attitudes, choices and behaviours will be shaped by the core values.

In this peer support training curriculum, we've given you a well-defined set of core values. It's up to each peer support worker and organization to take those values and make them actionable.

As a facilitator of this training program, we can't stress the importance of this enough. Within the training you're facilitating, you must constantly refer back to the core values and create dialogue about how these values can be actionable. They have 100% application in everything you do as a facilitator.

For example:

- If we are talking about the value of **Hope**, we make **Hope** actionable by stating something like, "I will speak to the people I'm training in a way that validates and honours their experience, while encouraging hope and an openness to new possibilities."

- We make **Acknowledgement** actionable by stating something like, "I choose to see people for who they are, and I commit to listening deeply without trying to fix or save."

- To make **Strength-based** actionable, we can say, "I will choose to intentionally seek out strengths in those I serve in my role as a facilitator because I believe everyone has intrinsic value."

When we make something actionable, it becomes measurable. At the end of the day, we are able to assess our actions. We can ask ourselves, "How did hope, acknowledgement and the strength-based approach show up in my work today?"

Use the questions we've included for you below to unpack these values. Take some time to write down your thoughts as to how you think each core value connects to the facilitation of peer support training:

Hope and Wholeness for All:

What does hope and wholeness mean to you? How will hope show up in the training? What will you do to share hope? Do you believe in wholeness for all? What does that mean to you? How will you create space for wholeness in your training?

Acknowledgement:

How will you acknowledge and honour the participants in your group? How will acknowledgement show up each day? (Some examples include land acknowledgements, respecting pronouns and creating space for people to share their stories). Each person comes to the table with wisdom – they are the experts on themselves. How will you acknowledge that wisdom in the training?

Mutuality:

How will you support mutuality in the group? How will you balance the need to facilitate a learning process with mutuality and not come across as an "expert?" How will you create opportunities for mutuality within the training environment? How will you honour the wisdom and knowledge in the room, and create opportunity for it to grow?

Strength-based:

How will you ensure that the training is focused on strengths rather than deficits? How will you support people to be able to see their own strengths as well as the strength of others in the group? How do you create an environment where those strengths can continue to grow? How will you balance the need to be strength-based with the goal of stretching and challenging old paradigms?

Self-determination:

How does the self-determination theory of motivation fit in with facilitating training? How will you create the environment where someone can explore their inner wisdom? How will you encourage self-motivation? How will you support others to avoid advice giving and alternatively learn the skill of asking powerful questions that support self-determination?

Respect, Dignity and Equity:

What does respect look like in a peer support training? How do you hold each participant up with unconditional high regard? What inner work do you need to do to be able to offer that high regard to others (even if they might annoy you)?

How will you practice cultural humility in the training? How will you make sure you're not facilitating training in a way that becomes one-size-fits-all? How might you support participants in a way that respects the diverse needs of the individuals in the group? How will you encourage others to also practice cultural humility?

How will you work with barriers, inequity and power differentials in the group while respecting personal responsibility and accountability? How will you provide training that is trauma-informed? How will you approach conflict with generosity of assumption? How will you support yourself and others to observe and unpack biases?

Belonging & Community:

How will you create a safe learning community where everyone feels like they belong? What needs to happen in each session to ensure participants feel that they're in a place of belonging? How will you work to create a safe space where people feel safe to sit with discomfort?

Belonging and community is more than an absence of conflict; it's about feeling accepted, welcome and valued. When conflict does arise, how will you support people to work through conflict in a connecting way?

Curiosity:

How will you encourage a spirit of curiosity in the training? How will you support the learning process with a focus on questions instead of answers? How will you support yourself to continue to be curious?

working with current & future peer support workers

Please remember:

You are training peer support workers to work with potentially vulnerable people.

Your #1 goal is to assure that the people who will be receiving peer support services get the best quality support possible!

YOU ensure that support by providing the best peer support training you can.

It's really important that the participants of the peer support training have a positive, safe, connecting, engaging and trauma-informed learning experience. Be clear on what the training is meant to accomplish.

Facilitation in context of this training is about supporting participants to feel prepared to step into a peer support role within an organization or enhance the role they're already in. As we cover in the modules, peer support is about relationship and connection, and we want to create the opportunity for people to dig into the material so that they can be the best supporters they can.

- **The need for chit-chat**
  Any time you get a group of passionate people together, conversation will flourish! And that's a good thing. Connection is also an important goal. It's also important to have fun, tell stories and create space for a little bit of seemingly unimportant chit-chat. "Water cooler chats" (non-work/task focused conversations) are really necessary to create collaboration, solidarity and a strong learning community. We feel safe and connected when we get to have a little fun, and it's a way to actively get to know others in the group. However, it's also important to be aware of time constraints. When we're clear on our purpose, we are better able to make decisions about time management.

- **Peer support and activism**
  Peer support and activism tend to go hand in hand. Many peer support workers are also activists. Peer support in itself was a catalyst for systems transformation in the healthcare field. Most PSWs are very committed to making an impact in their communities, because people who do this work have a strong sense of purpose. Dialogue in the training will likely move into the realm of activism, and that's perfectly okay. In fact, sections of the training actually cover the roots of peer support and activism (for example, in **module 11. supporting someone who uses substances**, the section on harm reduction references early activism).

  Remember, though, that you have a limited time together and a lot of content to get through. That will support you to decide if you need to redirect the conversation to the topic at hand and perhaps revisit it where and when it connects to the content itself.

- **Frustrations with systems & workplaces**
  People might also express frustration at workplaces, government or with healthcare systems in general. This is more likely to happen if the participants are already employed peer support workers. Conversations like that can certainly be useful. It can be an opportunity to acknowledge and validate some barriers, inequities or challenges. This can be an opportunity to harness that dissatisfaction and frustration towards creating opportunities for possible changes and solutions and again, can be an opportunity to connect this to content within the training.

  However, conversations such as this can also cross a line and become toxic and triggering to the group. Negativity, if it goes on too long, can threaten or break down the safe learning environment you've all created together. As the facilitator, it's your role to know when it's necessary to redirect the conversation in a respectful way. You can encourage people to talk about it on breaks or outside of the training times. If you, and the group, feels like it's a necessary conversation, and there is time available, you could direct the group towards some kind of solution-focused conversation.

Or, at the very least, you could pose these questions and facilitate a dialogue:

- What is within my realm of control?

- What is outside my control?

- What can I do to support change?

- What can I do to support myself as I engage in this change?

To sum up: As the facilitator, it's essential that you're clear on the overall purpose of the training: to prepare people for a role (not unlike a community support worker training or a social work class). When you are clear on that purpose, you can feel equipped to decide whether the conversation is important for the topic you are covering, or if it's moving you away from the overall purpose.

If you are short on time, you will need to redirect and table the dialogue for another time.

comfort, sitting with discomfort & growth

There will be expectations within the training that participants will need to meet. These expectations could include completing modules, role playing activities, engagement in group dialogue, small group work and other projects or activities.

There is flexibility for you to decide what requirements and activities you wish to include with the training. It's important that regardless of the expectations or activities, you pay attention to the following:
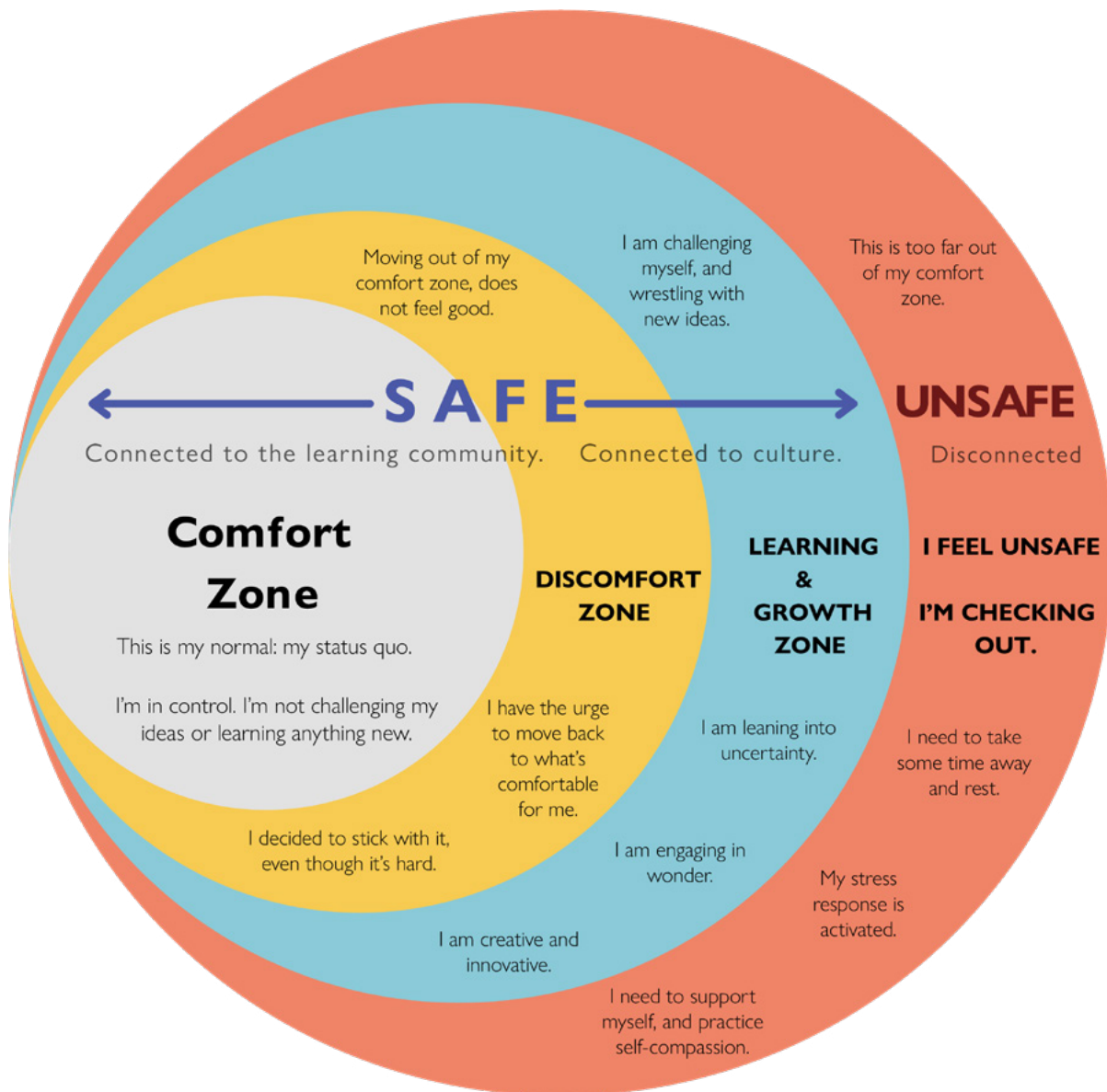
Be clear on expectations.

Be clear from the beginning about any training requirements and expectations. This should be clearly stated when you advertise the training. Transparency about expectations is a trauma-informed approach. For example, if a participant who has extreme test anxiety finds out in the third session that they're required to take quizzes, that will be very triggering and unsafe for them. However, if you're clear on expectations from the start, then people have the choice whether they feel ready to sign up or not. You can also work with them on accommodations.

Safety and discomfort are not mutually exclusive.

Creating safety in the group is non-negotiable. If participants don't feel safe, they'll check out mentally, quit or their stress responses will be activated. When people feel safe, they are more able to sit with discomfort and then move towards growth. Discomfort and safety can co-exist.

As a facilitator, it's important to talk about discomfort and normalize it. At the same time, we must do everything we can to maintain a safe learning environment. If the expectation is a role-playing activity or a quiz, then we must follow through; however, we can make the experience feel as safe as possible for people. It's not our job to take away someone's discomfort – that would be like taking away their self-determination – but we can support them to feel as safe as possible in spite of the discomfort.

MOVING FROM THE COMFORT ZONE TO GROWTH:
in a trama-informed way

Moving out of my comfort zone, does not feel good.

I am challenging myself, and wrestling with new ideas.

This is too far out of my comfort zone.

← **S A F E** → **UNSAFE**

Connected to the learning community.   Connected to culture.   Disconnected

Comfort Zone

This is my normal: my status quo.

I'm in control. I'm not challenging my ideas or learning anything new.

DISCOMFORT ZONE

LEARNING & GROWTH ZONE

I FEEL UNSAFE

I'M CHECKING OUT.

I have the urge to move back to what's comfortable for me.

I am leaning into uncertainty.

I need to take some time away and rest.

I decided to stick with it, even though it's hard.

I am engaging in wonder.

My stress response is activated.

I am creative and innovative.

I need to support myself, and practice self-compassion.

For optimal learning in trainings it is important to stay in the yellow and blue zones.

There is a time and a place to be in the comfort zone. For example checking in, ice-breakers, and even tangential chit chat are comfortable and can sense of safety. However staying in the comfort zone suspends learning.

The unsafe orange zone should always be avoided. Regular check-ins with your group is essential. Set up the space so that people know they can take care of themselves when they feel triggered.

Remember to always be facilitating to create an ecology that supports safety, transparency, and choice.

As the infographic above shows, a certain amount of time in the comfort zone is important. But no one can stay there forever and still experience growth.

how to use the curriculum

EACH MODULE INCLUDES THE FOLLOWING SECTIONS:	WHY IS THIS IMPORTANT?
Core values	Though it's likely that most of the core values will be connected to every module in some way or another, some are more connected than others.
	When you talk about the highlighted core values at the beginning of each module, it will support participants to remember them and learn how to apply them in their work. Again, the intention is to make the core values actionable, rather than just words on a paper.
	You might feel like a broken record talking about them all the time, but repetition really helps with knowledge retention.
Purpose/goal of the module	This is meant to be a snapshot of what is to come. Adult learners need to know why they're learning something. This short summary will help people to begin to create a framework for processing the material.
Learning objectives	Learning objectives tell participants what they're going to be learning. Learning objectives are always actionable. They're also a powerful tool for facilitators, as you can use them to guide activities, discussions and module focus.
Reflection Journal questions	Participants will be asked to complete reflection questions in each module; you can use these as discussion jumping off points or opportunities for participants to share their thoughts and ideas.

Some things to note:

- **Utilize pre-existing knowledge**
  Everyone is coming to the table with a wealth of knowledge. The role of the facilitator is to guide the learning process. This includes encouraging sharing of the knowledge and experience already present in the room.

- **Keep it goal-oriented**
  Be clear on the learning objectives for each module. If you don't like the learning objectives written for you, you can adjust these or create your own. When we facilitate, however, we must "begin with the end in mind." This means we need to be clear about what we want people to leave the session with and facilitate the training with this goal in mind. This means we need to be clear about what we're doing at each step and that all learning objectives need to be clear and measurable.

- **Encourage collaboration**
  Mutuality is one of our core values and it is very applicable in peer support training. Facilitators and participants learn together, without a hierarchy of "teacher" and "student," and collaboration enhances learning. When participation is valued, people are also more engaged.

- **Provide space for participants to apply their learning**
  Adults often learn better in a setting where they can process and practice the material. Consider this… how possible is it for someone to learn a piece of computer software or painting by just reading about it? Absorbing the material and then applying it is a very important part of the learning process.

facilitating the training

This training has 16 modules. Ideally you want to aim for the bulk of the time in training (75–80 percent) to be content focused. Some of the modules might be able to be covered quickly, for example, **16. working with youth & young adults** and **15. family peer support** modules might be quicker ones. However, this will not always be the case – if there are peer support workers in your training who'll be working with youth/young adults and families, you'll want to give those modules a good amount of time.

Decisions on how you will offer training will depend on the needs of your group and the resources available to you.

creating a safe learning environment

As facilitators, it's our job to create a container/space where participants can feel free to be themselves and sit with the discomfort that comes with stretching and learning. Collectively, when a group of resilient change-agents, like peer support workers, come together, they create a powerful force for healing and growth.

Many people have had difficult or even traumatic experiences within formal education, because trauma-informed practices weren't followed in classroom settings. **It is non-negotiable that peer support training is trauma-informed.** Please re-read the **trauma-informed care** module, this time through the lens of facilitation.

THE NEED FOR SAFETY WHEN SHARING PERSONAL STORIES

Sharing ideas, experiences and stories is essential for connection. Training will be all the richer when people share and contribute. A sense of emotional safety is needed before people will take the risk to be vulnerable with others. This is especially true for people who have experienced trauma, or if others have violated their boundaries in the past.

When participants in training feel safe and connected, and trust that others in the group will respect, acknowledge, listen and empathize with them, that group experience can be powerful and transformative.

As we talked about earlier, the need for safety is not because we think people are fragile. Safety and comfort are not the same thing. We're not saying that the group needs to always feel comfortable. Participants need to feel emotionally safe, so that they can step into the uncertainty and discomfort that comes with growth.

One of the activities that we encourage is giving everyone in the group an opportunity to share their personal recovery story as they might share it with people they work with (see page X for the Sharing My Story group activity).

HOW TO CREATE A SAFE LEARNING ENVIRONMENT

- **Hold yourself to a high standard of honouring each participant with unconditional high regard.** If you find that someone rubs you the wrong way, it's important to reflect on why that is, identify your triggers and create a plan on how you will support yourself to relax when you get irritated.

- **Use the core values to shape the training.** Read the core values before each session. Set some actionable intentions for the session based on the core values. After the session is over, reflect on how that went and look at any opportunities for growth.

- **Speak in a way that's calming to one's nervous system.** If you speak using words or a tone that is accusing or judgemental, it will cause people to get defensive. When people are defensive, it triggers a stress response, and that decreases the possibility of connection and useful, productive dialogue. Shame spirals are destructive, and they break down the safe learning environment.

- **Don't be afraid of conflict or push back.** Remember from the **connection and communication** module that conflict doesn't need to be a bad thing. In fact, if a conflict comes up in training, and you have worked to create a safe container, it can be a great learning opportunity.

- **Lead with questions, not answers.** Embody the core value of curiosity. We want to facilitate a positive group experience; we're not there to be experts and have all the answers. This doesn't mean that we avoid answering questions people have, presenting the material or sharing our personal learnings. Just keep in mind that adults learn better when they are self-directed, so leading with questions supports that kind of learning.

- **Challenge your own assumptions and biases.** Reflect on the **categories & containers: unpacking our biases** module. Remember that you have a worldview, biases and judgements because you're human. When we're aware of this, we can create space to challenge them.

- **Let go of the need to be perfect. Model self-compassion.** It's important to have high expectations of ourselves when we're facilitating. We want to strive to honour the core values at all times, but we need to temper that with a sense of gentleness and fierce grace for our imperfection. You will mess up at some point. If you fixate on it, you'll get dragged into a destructive shame spiral.

  If you need to address the group and apologize for something, please do that. That's a powerful way to model accountability and self-compassion. No one can be perfect all the time, and we do ourselves, the participants, and everyone else a disservice when we are unable to offer kindness for our imperfections.

- **Normalize emotions.** We are safe psychologically when we accept ourselves as we are. This includes accepting our emotions. Talking about emotions is good and can create a safe container for people to really show up. This doesn't mean that people need to spill everything. This is training, not group therapy. However, during check-ins, you can ask people to share a word that describes how they're feeling that day or after a presentation you can ask people how they felt about it. You can share some of your own feelings. Your vulnerability will encourage a sense of safety for others in the group.

- **Work with the group to create a Community Agreement**. We will explore that in the next section.

CREATING A COMMUNITY AGREEMENT

At the beginning of the first day, it's important to take some time to create a Community Agreement. This is a set of intentions that the group creates **together** to ensure a safe learning environment. It's best to keep this agreement strength-based. It isn't a set of arbitrary rules but instead a commitment to intentionally uphold the core values.

- Set aside about half an hour to create this agreement.

- Explain the purpose (this agreement is to support a safe learning environment).

- Explain what strength-based means in this situation. You may have to kindly and compassionately support someone to shift their language to be more strength-based.

- Share examples of Community Agreements compared to group rules (see the examples below that show how these are worded and focused differently).

SOME EXAMPLES OF GROUP RULES… *WE DON'T WANT THIS*	WHAT WE ARE AIMING FOR IN A COMMUNITY AGREEMENT…
No crosstalk.	We will choose to give our attention to the person speaking.
No yelling or conflict.	We will support ourselves when we are irritated or activated. If we encounter conflict we will calm down and address it with compassion.
No sharing of personal information outside the training space.	We will respect all personal stories that are shared in this space, and we will treat it as sacred.
Don't be late.	I will do my absolute best to be on time. If I am running late, I will let the facilitator know.

Once this is created, start every session by reading it. Make sure it's shared and posted where everyone can see it. Always ask if anyone has anything to contribute.

facilitating the training

In this section we'll look at details to consider as you facilitate each session. We'll share some important group activities and a lesson plan.

creating a module facilitation plan

As facilitators, it's important to begin a session with a plan in place. Your plan will guide everything you do in the sessions.

We have included two templates to support you:

- Appendix B: Daily Agenda *(you'll want one of these for each training day)*

- Appendix C: Facilitation Plan *(you'll want a separate plan for each module)*

The reason these are two separate documents is because we have 16 modules, and the length of the training will vary.

Things you need to consider when creating your plan:

- Your learning objectives

- How many hours do you need to cover the whole module? Will you break the module up and cover it in different days, or do it all in the same day?

- How much time is needed for each section of the module?

- What activities will you be offering?

- Do you need slides or any other learning tools? Other supplies?

- Evaluation: how will you check with the group to see if the learning was achieved?

starting and ending each session

Here are some ideas on how to start and end your sessions:

- **Welcome everyone to the training**
  Introduce yourself. Keep this brief, as you can also join in for the participant introduction piece. However, people will start to feel more comfortable if you give a short introduction.

- **Land acknowledgement**
  See the land acknowledgment section in module 5. cultural humility. This is an essential part of the training, and a best practice to do it each day. Consider saying it in your own words, rather than reciting the same thing each time. You can also ask the group to contribute.

- **Participant introductions**
  You'll spend time on this on the first day but can also do an introductory check-in at the beginning of each session. Make sure everyone has their name tents/tags. Preplan a few questions and have them on a whiteboard, on slides or on an easel pad. Be aware of time, so don't ask really long questions. Know that people may be a bit nervous on the first day, so don't ask anything too deep or exposing. You can encourage the "popcorn" approach, meaning participants volunteer to share when they're ready, rather than going around in a circle. You are also a participant, so you can join in too.

Some potential questions are:

- Name

- Pronouns

- What's your involvement with peer support, if any?

- What do you hope to get out of this training?

- Tell us one fun thing about yourself? (Could be a hobby, favourite food, favourite movie, etc.)

Don't ask questions that are too deep here, because the trust isn't there yet. (Later in the training you could ask questions like "What's one of your strengths?" for a check-in, but don't do it here. It's too deep and personal for the first day.)

- **Check-in**
  After the first day, you should do a check-in every day/session. You can ask questions like:

  - How did the core values (you can pick a few to choose from) show up for you this week?

  - What's one thing you did to take care of yourself this past week?

  - Describe how you are feeling today in one sentence?

  - What's something you got out of the pre-reading this week?

- **'Housekeeping'**
  This is where you go over any little details. This includes explaining any materials they have in front of them. If you're training in-person, things like where the bathrooms are, break times, access to kitchen, smoking areas, etc. If you're online, you'd talk about camera and microphone expectations, break times, etc.

- **Preview the agenda for the day**
  It's great if people have a physical agenda in front of them. If they don't, write the agenda for the day on a board or paper. People especially want to know when breaks are!
  Do a little preview of what you will cover in that session.

- **Summarize, debrief and check out at the end of the day**
  Give yourself about 15–30 minutes at the end of the day for this. You'll want to summarize everything you covered. Ask if there are outstanding questions. Spend some time debriefing the day ("how was today for you?"). You can do a check-out as well, asking questions such as:

  - What was a takeaway from today?

  - What will you do to take care of yourself tonight?

  - What was something fun that happened today?

As well as debriefing, and checking out, it's a great idea to create some time for self-reflection at the end of the day. Self-reflection promotes learning. You can encourage participants to continue to use a reflection journal where they can record their thoughts (see reflection journal sections in the online modules).

a note on the power of language

As facilitators, we're aware of our language in regard to creating a sense of safety in the group. We want our words to be strength-based and to reflect hope.

Many of the modules (for example, module 11. supporting someone who uses substances) include information on person-first language, which you can review, but some things to be mindful of are:

- Using people's pronouns

- Taking a decolonization mindset (we always remember to give time at the beginning of each session for a meaningful land acknowledgement; we are aware of how groups choose to identify themselves. Use these terms: Indigenous people, or First Nations, Métis and Inuit)

- Using inclusive language; instead of saying something like "ladies and gentlemen" or "guys," we say "folks"

- Avoiding stigmatizing language that could be triggering for participants; we choose to be intentional about avoiding words like "crazy," "insane"

- Avoiding words that create a hierarchy in the group (for example, words such as student, teacher, audience, classroom; instead we say participant, facilitator, group, training space, etc.)

When we mess up, we apologize, we say we will do better next time and we move on.

We are also aware that words and language can mean different things to different people. When someone says something that could be open to interpretation (for example the words respect or self-care) we ask the person to define what that means to them.

other tips

If you don't know something, say "I don't know."

It's impossible to be knowledgeable on every single topic that could come up during the training. It's expected that there'll be things that come up that you won't have the answers to. Don't make something up or share something you have a hunch about. When something comes up you don't have the answer to:

- Ask the group! Draw on the wisdom in the room

- Look it up in the training material

- Look it up online or ask someone in the group to look it up

- Tell people you will research it and get back to them

Ask for volunteers; don't call on people.

Many people had difficult experiences in school settings growing up. Again, we want to take a trauma-informed approach and create safety and support choice. One of the ways we ensure that safety is by never calling on people directly. If you want to ask a question, put the question out to the whole group, not directly to one individual. If you want someone to help with something in the session, ask for volunteers.

Take a "popcorn" approach with everything. That means that people volunteer to speak up when they are ready, rather than going around in a circle.

Create a space where people feel empowered to take care of themselves.

As a facilitator, it's your role to guide the group learning process, present the material in a way that meets the group's varying needs and create a safe learning environment. It's not your role to take care of everyone's individual needs. This is why it's important to begin each session with a dialogue about supporting oneself. You'll give breaks according to the schedule, but if someone needs to take a break for a phone call or some fresh air, then create the environment where people feel empowered to do that.

Time keeping

As a facilitator, it's essential that you're always aware of the time. Managing time can actually be one of the most challenging parts of facilitation, especially if you have a keen group of participants.

Use "The Garden" facilitation tool

Lots of people call this a parking lot, but we prefer using the term "The Garden" as this is strength-based and positive. If a question comes up that no one can address, put it up in The Garden and get back to it later. If you're short on time and you need to move onto a different topic, ask the group if you can add it to The Garden. When you find yourself with extra time, go back to the points in The Garden. You might also have to schedule a time to go over it.

Be okay with silence

It's very easy to want to fill up all the space with talking. Be okay with silence – even a couple minutes. If you put out a question to the group and no one answers right away, give them time. People need time to think and process. You could even write a few questions on easel paper, give people five minutes to process and think about it, and then start a dialogue.

If people are particularly quiet, you could try an activity, or small groups to wake people up.
If you are doing small groups, always lean towards groups of three, that way if someone isn't feeling up to talking that day, they have the option to remain quiet. In a pair, they don't have a choice.

Also note that some neuro-atypical learners may not be vocal. It's important to be accepting of that. We won't know who is neuro-atypical and who isn't, so we treat everyone the same.

Be clear with instructions

When you're explaining steps for group activities, try to be as clear as possible. It's very easy for people to get confused and mixed up when hearing instructions. Consider having the instructions written on a whiteboard if possible.

Learn people's names

Always have name tents and name tags – preferably for the whole time, but at least for the first few sessions. It's important for you to learn people's names, and it's important for others to learn them too. People feel valued and accepted when others know their names.

Avoid stories that can be triggering to others

Ensuring that the safe space is respected, we must avoid telling triggering stories that talk about details of traumatic events. This will need to be clearly defined and spoken about in the group. Instead, we can use more general words to describe what happened and talk about how we felt in that season of life, rather than sharing details of trauma.

Responding to questions

When someone asks a question in the group, it's important to repeat or paraphrase the question back to them. That way you're making sure you got the question right.

Evaluations

Check in with the group throughout the training to see how things are going. Ask where people are at, if there's anything that needs more clarification. At the end of each session, you can spend a bit of time doing a little debriefing brainstorm. You'll also want to create an evaluation for the end of the training. You can ask them about the training space, the content, the learning, the facilitation, etc.

using group activities & learning tools

Before you decide to do an activity, be clear on what your intended purpose is for the activity you're offering. Some options for activity types include:

Small group work – this can be as simple as pairing people into groups of three or four and giving them a few questions to discuss, or you can give them an article or section of the module to read and talk about. Afterwards, they can come back to the larger group and share what they came up with.

Role playing – you can use the module life application stories to come up with scenarios; put people into groups of three, where one person is the peer support worker, one is the peer and the other is an observer. People can discuss learnings after they practice. Be clear with the instructions and give everyone a chance to play each role.

Games and other fun activities – you could do a group challenge like a module scavenger hunt and the group has to flip through the manual/workbook/or an online resource and find a specific type of information. You can even offer little prizes to the first group that finishes.

"Choose your own path" style activities – you can use this type of activity to help participants apply what they've learned to situations they may encounter in their work. See Appendix D for an example.

'Show and tell' – create opportunities for different participants to share something (an object or even a story) with the larger group. People love to share. It helps the group connect and grow together. Participants may also have opportunities to use these kinds of activities in their own work. You create time in each session for a few people to share.

Give people some overall context of what to share, such as:

- Share an object that represents hope to you, and tell us about it

- Share something that gives you encouragement when you're feeling down

- Share something that represents or shows your personal resiliency

SHARING MY STORY GROUP EXERCISE

This activity is essential for any peer support training. Please don't skip it.

Why build this activity into the training? It's an opportunity for participants to practice telling their story within a peer support context. Sharing one's story makes peer support different to other programs, and it supports trust-building right at the start of a peer support relationship.

When should this activity happen in the training? In a peer support training, it's ideal to do this exercise about a third of the way through the overall content. That way the group has already formed a safe container... You'll likely notice a beautiful, positive shift after this exercise.

How do you set up the activity? Participants practice telling their story at the front of the room. Everyone gets to hear everyone else's story. Rather than having it be a speech style presentation, we recommend a conversational style. It's more likely to happen conversationally in the real world of peer support.

1. **Participants partner up.**
   They will each get a turn to tell their story.

2. **Give the groups some time to chat and think about what they're going to say, before they do it in front of the group.**
   You can introduce this in the session before, so that people have a couple of days to think about this and prepare.

3. **Each person gets to tell their story and then be the listener.**
   This simulates a time early in the peer support relationship when a peer support worker is sharing their story with the person they're working with.

   One person is the peer support worker and the other person will be the listener. This isn't role playing – the listener isn't playing a role, and they don't need to pretend anything. The listener is the person receiving peer support services but be yourself. It's best if the listener contributes to the conversation in a genuine way.

4. **Figure out timing.**
   As a rule of thumb each person will need about 10–20 minutes, so that's about 20–40 minutes per group, plus some time for group encouragement at the end.

5. These are things you can share in your story:

- Explain what peer support is and isn't.

- Ask if the person has any questions.

- Explain your role. What is the role of a peer support worker in the program you are in?

- Ask the person, "can I tell you a little about me, and why I am in this role?" Then the participant shares a bit about their story. Their partner can contribute to the conversation as well.

- After time is up, switch and the person listening tells their story, and the other person becomes the listener.

6. After both partners are done, take some time for encouragement.

- First ask each of the participants who just presented, "how was that experience for you." Allow time for both people to answer. Let them know before they start if there is a time limit.

- Then you offer a word of encouragement to both participants. Something that you resonated with. If you are co-facilitating the training, take turns leading this section.

- Open it up to the group and ask if two people want to offer a word of encouragement or share something that resonated with them in the person's story. Make sure that each person gets the same number of comments.

  Note: This is not a time for "constructive criticism." Make sure to make that clear at the beginning. People mustn't give negative feedback during this time. If someone tries to, please stop them. The purpose of this is to highlight connection, not to criticize someone's story.

next steps

When it comes to facilitating, and especially with 16 modules to work with, it can feel a little overwhelming to know where to start. However, if you begin by reviewing each module step by step, familiarize yourself with all the material and spend some time sitting with the core values, you'll be well on your way to creating safe, strong, hope-induced training. You can use the templates we've included to map out your session plans and the suggested activities to get started.

You've got this!

APPENDIX A:
glossary for this guide & training

Facilitator(s): Whomever is facilitating the training. We choose to use the word facilitator instead of teacher or trainer because facilitating is about guiding a group learning process. As a facilitator, you get to position yourself as a learner too. You don't have to be an expert. It's a great idea to co-facilitate whenever possible, especially if you're a new facilitator.

"Learning Community": Refers to the community you'll be creating within the training.

Participants: Those individuals in the training you're facilitating. They may or may not be currently working as peer support workers. Many organizations require peer support training prior to being hired. If this is the case, your participants may be coming in with no peer support experience.

Peer Support Workers (PSWs): People who deliver peer support services and are currently in a formal role as peer support workers. Helping someone to be an effective peer support worker is the goal of the training.

Peers: The people who peer support workers will be assigned to work with after they are hired by an agency. These are the people who will be receiving peer support services from PSWs.

Note: It's common to shorten the term "peer support worker" to "peer," but that can be very confusing as we don't know who we're talking about. For the purpose of clarity in this document, we'll use the term "peer support worker/PSW" for anyone providing peer support services, and "peer" for the person receiving peer support services, with the caveat that we always want to model equity and mutuality in everything we do within peer support.

APPENDIX B:
daily agenda template

On the following pages are some examples of a daily agenda.

This is different from the Facilitation Plan that you will use for each module. Both are important and meet different needs.

The purpose of this agenda is to get a high-level overview of how the actual days will look, and how the modules can all fit together. You can also create another one- to two-page agenda that includes the entire training.

One of the agendas is for a half-day session and the other is a full day. You don't need to follow the examples. They are simply included as a visual example. Please adjust them in whatever way works for you.

Some people prefer full-day sessions, some prefer half days, and others prefer two to three hours. Do what works for you and your group.

One thing to consider when you plan out your training is that when you schedule your training with shorter time frames (two to four hours as opposed to full days), you'll spend more time overall with check-ins and check-outs, so you might not have as much time for the modules unless you spread them out over a few days. However, you'll also spend less time on breaks.

You'll need to adjust the homework you ask people to do, depending on how much time they have and how receptive they are. You can also create time in the session to do some of those projects, although you also have activities that will be connected to the learning objectives.

Be aware to not give participants too much to do at home between sessions.

TEMPLATE: DAILY AGENDA FOR PEER SUPPORT TRAINING (HALF DAY)

Date:

9:00 am–1:00 pm

Modules covered today:

Day 1 of 16

(Each module/topic can be more than one unit of time. Different modules will need different units.)

TIME	TOPICS COVERED	ACTIVITY OR HOMEWORK FOR PARTICIPANTS
9:00–9:30 (30 minutes) **(Opening)**		
9:45–10:30 (45 minutes) **Unit 1**		
10:30–10:40 (10 minutes)	BREAK	
10:40–11:30 (50 minutes) **Unit 2**		
11:30–12:30 (60 minutes) **Unit 3** (offer a 5-minute break in this time frame)		
12:30–1:00 (30 minutes) **(Closing)**		

SAMPLE: DAILY AGENDA FOR PEER SUPPORT TRAINING (HALF DAY)

Date: September 13, 2021

9:00 am–1:00 pm

Modules covered today:

We will share an overview of the whole training, and we will cover module 1: the foundations

Day 1 of 16

(Each module/topic can be more than one unit of time. Different modules will need different units.)

TIME	TOPICS COVERED	ACTIVITY OR HOMEWORK FOR PARTICIPANTS
9:00–9:30 (30 minutes) **(Opening)**	**Welcome** **Land Acknowledgement** **Introductions** **Community Agreement** **Support Document** **Note:** We might need to go until 9:45, because this is the first day and we have a lot to cover. We will adjust and use less time for Unit 1	
9:45–10:30 (45 minutes) **Unit 1**	**Overview of the entire training:** • Preview the entire training • Talk about expectations • Core values • Standards of Practice	Read the SOP document. We will have time to dialogue about it next time.
10:30–10:40 (10 minutes)	BREAK	
10:40–11:30 (50 minutes) **Unit 2**	**module 1. the foundations**	Ask participants to come up with two things they can do to support themselves when they feel the stress of uncertainty.
11:30–12:30 (60 minutes) **Unit 3** (offer a 5-minute break in this time frame)	**module 1. the foundations**	Ask participants to find a notebook they can use as a reflections journal throughout the training. Bring something to the next session that represents hope.
12:30–1:00 (30 minutes) **(Closing)**	**Closing:** • Self-reflection • Review and summarize • "How was today for you?" debrief & brainstorm Check-out: share one word to describe how you are feeling	Do something kind for yourself tonight! Pre-read module 2. peer support & wholeness.

TEMPLATE: DAILY AGENDA FOR PEER SUPPORT TRAINING (FULL DAY)

Date:

9:00 am–4:30 pm

Modules covered today:

Day 1 of 8

(Each module/topic can be more than one unit of time. Different modules will need different units of time to complete.)

TIME	TOPICS COVERED	ACTIVITY OR HOMEWORK FOR PARTICIPANTS
9:00–9:30 (30 minutes) **(Opening)**		
9:45–10:30 (45 Minutes) **Unit 1**		
10:30–10:45 (15 minutes)	BREAK	
10:45–12:00 (75 minutes) **Unit 2**		
12:00–12:45 (45 minutes)	LUNCH BREAK (CHANGE TO 30 OR 60 MINUTES IF PREFERRED)	
12:45–1:00 (15 minutes)	**Check-in, warm-up or activity**	
1:00–2:15 (75 minutes) **Unit 3**		
2:15–2:30 (15 minutes)	BREAK	
2:30–3:45 (75 minutes) **Unit 4**		
3:45–4:00 (15 minutes)	**REVIEW** (If time allows, process Garden topics. Or if you are behind with the agenda, use the time to catch up)	
4:00–4:30 (30 minutes) **(Closing the day)**		

SAMPLE: DAILY AGENDA FOR PEER SUPPORT TRAINING (FULL DAY)

Date: September 13, 2021

9:00 am–4:30 pm

Modules covered today:

We will share an overview of the entire training and we will cover module 1. the foundations and module 2. peer support & wholeness

Day 1 of 8

(Each module/topic can be more than one unit of time. Different modules will need different units of time to complete.)

TIME	TOPICS COVERED	ACTIVITY OR HOMEWORK FOR PARTICIPANTS
9:00–9:30 (30 minutes) **(Opening)**	**Welcome** **Land Acknowledgement** **Introductions** **Community Agreement** **Support Document** **Note:** We might need to go until 9:45, because this is the first day and we have a lot to cover. We will adjust and use less time for Unit 1	
9:45–10:30 (45 Minutes) **Unit 1**	**Overview of the entire training:** • Preview the entire training • Talk about expectations • Core values • Standards of Practice	**Read the SOP document.** We will have time to dialogue about it next time.
10:30–10:45 (15 minutes)	BREAK	
10:45–12:00 (75 minutes) **Unit 2**	**module 1. the foundations**	Ask participants to come up with two things they can do to support themselves when they feel the stress of uncertainty.
12:00–12:45 (45 minutes)	LUNCH BREAK (Change to 30 or 60 minutes if preferred)	
12:45–1:00 (15 minutes)	**Check-in, warm-up or activity**	Grounding activity using five senses.
1:00–2:15 (75 minutes) **Unit 3** **Begin Unit 4**	**module 1. the foundations** (30–40 minutes) **module 2. peer support & wholeness**	Ask participants to find a notebook they can use as a reflections journal throughout the training. Bring something to the next session that represents hope.

2:15–2:30 (15 minutes)	BREAK	
2:30–3:45 (75 minutes) **Unit 4**	**module 2. peer support & wholeness**	Ask the participants to research some local agencies that have made a difference in their support. *(They can do this during the session or at home.)* Or, read about an individual who has been pivotal in the peer support movement globally (example, Pat Deegan)
3:45–4:00 (15 minutes)	REVIEW (If time allows, process Garden topics. Or if you are behind with the agenda, use the time to catch up)	
4:00–4:30 (30 minutes) **(Closing the day)**	Closing: • Self-reflection • Review and summarize • "How was today for you?" debrief & brainstorm Check-out: share one word to describe how you are feeling	Do something kind for yourself tonight! Pre-read module 4. self-determination.

APPENDIX C:
facilitation plan template

On the following pages is an example of a facilitation plan.

As a facilitator you are balancing many things all at once. You are aware of the agenda and the training goals as a whole. This includes awareness of several aspects of time:

1. The length of all the parts of the entire training

2. The time needed to cover each module

The daily agenda will support you to manage the content of the entire training and the facilitation plan will support you to plan out the content of each module you wish to cover during the training.

FACILITATION PLAN

Module: _____

How much time is needed to complete this module: _____

Over how many sessions? _____

List dates: _____

Learning objectives:

Previous knowledge we want to tap into:

Resources materials needed:

Assessment *(How will we know that learning objectives have been met?)*

ESTIMATED TIME NEEDED	MODULE SECTION/ PAGE #S	CONTENT/KEY POINTS; FACILITATOR NOTES AND ACTIVITIES	PARTICIPANT ACTIVITIES
		TOPIC:	
		TOPIC:	
		TOPIC:	
		TOPIC:	
		Summary/Closure	

FACILITATION PLAN (SAMPLE)

Module: 4. **self-determination**

How much time is needed to complete this module: *2 hours, 30 min*

Over how many sessions? *2 days/sessions*

List dates: *September 16 & 17*

Learning objectives:

1. You will be able to clearly discuss self-determination and why it's an essential part of peer support services.

2. You will be able to demonstrate an understanding of self-determination theory, intrinsic and extrinsic motivation, as well as the conditions needed for self-determination to grow.

3. You will be able to dismantle the practice of advice-giving. Alternatively, you will be able to demonstrate the knowledge needed to support the creation of ecologies where people you will support can access their own inner self-determination.

Previous knowledge we want to tap into:

Resources materials needed:

Core values handout. Handout of the module or access to a digital copy.

Assessment *(How will we know that learning objectives have been met?)*

ESTIMATED TIME NEEDED	MODULE SECTION PAGE #S	CONTENT/KEY POINTS FACILITATOR NOTES AND ACTIVITIES.	PARTICIPANT ACTIVITIES
20 min.	Pages 2–6 in the module	**TOPIC: What is self-determination?** • Self-determination is key to everything we do in peer support • Have participants consider their own self-determination – how does it feel when they don't have autonomy of their choices? **NOTES FOR FACILITATOR:** Define self-determination. Dictionary definition: Self-determination is defined as the personal decision to do something or think a certain way. An example of self-determination is making the decision to run a marathon without asking anyone's opinion. It's important that we understand self-determination in relation to ourselves FIRST. Then it will make more sense.	**Large group dialogue:** What are some things people need to do before they feel comfortable practicing self-determination? **Small group dialogue:** In groups of three, talk about one of these scenarios: • Share a time in your life when you felt very determined about something. However, someone who had some power in your life came in and redirected you. How did that make you feel? AND/OR • Share a time when you were talking to someone just to share/vent and they tried to fix the situation. How did that make you feel? AND/OR • Share examples of self-determination from movies or books (examples, The Wizard of Oz, ET, Lord of the Rings)

40 min.	Pages 7–12	**TOPIC: Self-determination theory** Cover: • Intrinsic and extrinsic motivation • The three parts of self-determination theory: competence, autonomy, relatedness	**Large or small group dialogue:** *What are some more examples of extrinsic & intrinsic motivation?* *Consider your own motivation. When have you been motivated extrinsically? Did the change stick? If it did, can you observe some intrinsic motivation involved?* *Counter that with a time when you were intrinsically motivated. What motivated you? Why? Did the change stick? Were there elements of external motivation present as well?*
30 min	Pages 13–18	**TOPIC: Creating an ecology of self-determination** *Ecology is about a relationship: it's the fluid, interactive interconnection between all living things and the environment they inhabit.* • Environment vs. ecology • In our work, how do we get to contribute to the ecology • Talk about how the core values and how they support the ecology • Talk about interconnection and self-determination	**Large group dialogue:** Compare the idea of self-determination for an individual to that of sovereignty of a country. *Let's consider an example of what social ecology could look like. Pick a group of people for this scenario (could be a peer support group, a workplace, a friend group, a community organization, a workshop, a school or anything else).* • What would interconnection look like for this group? • Would group members interact and connect with each other? What guidelines would ensure that this interaction and connection would happen? • Does leadership influence this group? If so, how? • What values are important to creating this type of ecology? (Hint, you can look at the peer support core values for support with this question.) • How would group members influence the overall structure of the group?

| 60 min. | Pages 19–25 | **TOPIC: Avoiding advice-giving**

Refer to the life application story

When we give advice, we always do so based on our own personal experiences. Our advice is rooted in our own perspective. The people we are supporting have different experiences, beliefs, values, hopes and dreams. Even when we have much in common; there are always differences. (page __)

" *Near enemies can be harder to see than far enemies.*
The FAR enemy of self-determination is coercion.
The NEAR enemy of self-determination is benevolent advice."

(Stephen Pocklington wrote "The Art of Facilitating Self-Determination" training.)

" *Helping feels good to the helper, but over time it may make the helped feel incompetent.*"
~Ellen Langer (Mindfulness) | **Roleplay:** (except don't pretend to be someone else: more like a REALplay). Do this in groups of three. Two people are doing the roleplay, one is an observer.

● Two people are talking about a real life scenario. The third person is an observer.

● Person A shares about a real life situation happening currently and they are having some challenge with this "problem."

● Person B is the support role. They need to support self-determination and just listen and ask open-ended questions. No advice or direction.

● Person C is the observer. They take notes on when person B starts to give advice. After the roleplay is over, they share their observations. |
| 5 min. | | **Summary/Closure**
Summarize the main points. | Ask participants to write a self-assessment in their journal. |

APPENDIX D:
'choosing a path' activity sample

You can use this template as a way to set up 'choose your own path' activities for participants. These will require participants to do some research and identify what resources are available in their community. The following example relates specifically to supporting someone who uses substances but can be adapted for other module topics. The key idea is to present them with different scenarios and encourage them to problem solve and identify how to best support the client/peer.

'CHOOSING A PATH' ACTIVITY:

Supporting someone who uses substances

Things to remember:

- Self-determination and autonomy are non-negotiable: listen, support and guide but allow the choices to be theirs.

- Make sure all the information you're providing (for example, phone numbers, websites, opening hours) is up to date and accurate.

- Be committed to following up and supporting the person – set a date and time to check in, get their contact information and give them a way to contact you.

- Offer to go with them to the service you're connecting them to if possible (if going with the person is within your job duties and following all safety protocols).

- Is there anything else you should consider?

- Are there ways of being supported that have helped you in the past and that you can bring to this work?

IS THE PERSON IN CRISIS?

Yes? → Research and know your local crisis resources and be prepared to answer the person's questions. The questions and actions below can apply to each topic

- Direct them to local resources for detox services, suicide prevention, counselling and other services for those in crisis.

- Practice having supportive discussions with someone in crisis: ask yourself what is important in these conversations: both for the person in crisis and for yourself?

- Follow all your organization's protocols around crisis intervention. Inform all who need to be informed.

- Practice active listening: learn how to acknowledge the person's distress while guiding them to support.

- Know how to answer questions like: What is detox ? Why should the person consider it? What types of counselling are available? What will they need to do next to access these services ?

- Know what services your organization provides.

Things to consider:

- Is the person Indigenous?

  - Research and know your local crisis resources for Indigenous people.

- Is the person a youth?

  - Research and know your local resources for youth in crisis.

- Is the person a sex worker?

  - Research and know your local resources for those engaged in sex work who are in crisis.

- Is the person LGBTQ2+?

  - Research and know your local resources LGBTQ2+ folks who may be in crisis.

DOES THE PERSON WANT TO USE ILLICIT SUBSTANCES MORE SAFELY?

Yes? → Research and know your local resources for safer use and be prepared to answer the person's questions.

- Is there a SCS, OPS or mobile service in your area? (e able to describe the distinction between these services and what they can offer.)

- Are there supportive housing projects that offer witnessed use on site?

- Does your organization offer Naloxone training? If not, direct them to an organization or group that does.

- Is there a local drug user group you can direct them to?

- Ask if they are interested in safe supply programs.

Things to consider:

- Is the person Indigenous?

  - Research and know your local resources for Indigenous safer use.

- Is the person a youth?

  - Research and know your local resources for youth safer use.

- Is the person a sex worker?

  - Research and know your local resources for safer use services for those engaged in sex work.

- Is the person LGBTQ2+?

  - Research and know your local safer use resources for LGBTQ2+ folks.

DOES THE PERSON WANT TO ACCESS SAFE SUPPLY?

Yes? → Research and know your local resources for safer use and be prepared to answer the person's questions.

- Be able to define what safe supply is and discuss the various options available locally.

- Be able to outline the potential benefits of safe supply.

- Consider directing them to folks in the community who may have experience of safe supply programs.

Things to consider:

- Is the person Indigenous?

    - Research and know your local resources for Indigenous safe supply services.

- Is the person a youth?

    - Research and know your local resources for youth safe supply services.

- Is the person a sex worker?

    - Research and know your local resources for safe supply services for those engaged in sex work.

- Is the person LGBTQ2+?

    - Research and know your local safe supply resources for LGBTQ2+ folks.

IS THE PERSON INTERESTED IN TREATMENT?

Yes? → Research and know your local resources for safe use and be prepared to answer the person's questions.

- Know the different types of treatment programs available in your area. What is their approach to treatment? Help explain the differences. Ask the person what their past experience with treatment may have been and use this information to help suggest suitable programs.

- What do the different programs have to offer? What kind of programming, services and supports are available to clients?

- Know how to guide the person to the application process. Assist them in this if you can.

- Is there someone you can call on their behalf?

- Make a plan to follow up with them.

Things to consider:

- Is the person Indigenous?

    - Research and know your local treatment resources for Indigenous people.

- Is the person a youth?

    - Research and know your local treatment resources for youth.

- Is the person a sex worker?

    - Research and know your local treatment resources for those engaged in sex work.

- Is the person LGBTQ2+?

    - Research and know your local treatment resources for LGBTQ2+ folks.

IS THE PERSON INTERESTED IN A RECOVERY COMMUNITY?

Yes? → Research and know your local resources for recovery communities and be prepared to answer the person's questions.

- Be aware of and be able to describe the difference between groups such as SMART, Life Ring, AA, Indignenous recovery groups and others.

- Know how to direct them to these groups and make sure all the contact information is up-to-date.

- Know whether or not your organization has recovery groups they can join.

- If the only options are online, consider assisting them with access.

Things to consider:

- Is the person Indigenous?

  - Research and know your local resources for Indigenous recovery communities.

- Is the person a youth?

  - Research and know your local resources for youth recovery communities.

- Is the person a sex worker?

  - Research and know your local resources for recovery communities for those engaged in sex work.

- Ils the person LGBTQ2+?

  - Research and know your local recovery communities for LGBTQ2+ folks.

DOES THE PERSON NEED HOUSING?

Yes? → Research and know your local housing resources and be prepared to answer the person's questions.

Things to consider:

- Is the person Indigenous?

  - Research and know your local resources for Indigenous housing.

- Is the person a youth?

  - Research and know your local resources for youth housing.

- Is the person a sex worker?

  - Research and know your local resources for housing for those engaged in sex work.

- Is the person LGBTQ2+?

  - Research and know your local housing resources for LGBTQ2+folks.

IS THE PERSON INTERESTED IN WORKING AS A PEER?

Yes? → Research and know how to get folks connected to peer work opportunities within your organization or other groups in your area.

Share your experiences of peer work!