

Introduction to Peer Support

Session 3

Facilitators Guide

Version 3, November 2018

***“Be the Change you want to see in the world”***

*- Mahatma Gandhi*

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Developed by

This Facilitators Guide for the Introduction to Peer Support Program has been developed for Team Up – Peers Creating Change by: Barbel Winter, Managing Director, futures Upfront [www.futuresupfront.com.au](http://www.futuresupfront.com.au)

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Contact

info@nswcid.org.au

1800 424 065

About Team Up

Team Up is a project of Council for Intellectual Disability (CID), Community Disability Alliance Hunter (CDAH) and Diversity Disability Alliance (DDA)

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Learning outcomes

Introduction to Peer Support is a 3 part training introducing participants to the idea of peer support.

People will learn about:

* What is peer support?
* Building a peer movement of people with disability, our families and allies
* Ways of being that help the peer movement to grow
* Skills we can practise to become better at peer support

# About this Facilitators Guide

This Facilitators Guide is a guide to Session 3 of the Introduction to Peer Support Program.

This training is designed to be run by peers for peers.

We recommend co-facilitating this training with at least one other peer facilitator.

We also recommend reading the **Peer Facilitators Toolbox** or attending **Peer Facilitator Training** before delivering this training.

Links to these can be found at the Team Up website [www.teamup.org.au](http://www.teamup.org.au)

Resources you need

* Laptop
* Internet access to play videos
* Data Projector and cables
* Speakers to play videos
* Butcher’s Paper and pens
* Bluetac
* Whiteboard and pens
* Paper and pens
* Pre and Post Evaluation forms
* Certificates
* Spare copies of the powerpoint slides for participants

# Tips for running the training

Before the training

Support your co-facilitator before, during and after the training. This is peer support in action!

Spend time reading and understanding this guide before you start facilitating

Talk to you your co-facilitator before the training if there is anything that you are unsure about in this guide

You can change the order of the slides and the amount of time you spend on each section if you need to

Practice saying things in your own way and try not to use this guide when you are actually running the training

Are you providing lunch? Make sure people know before the training if they need to bring their own lunch.

On the day

Relax and be yourself. People will feel more comfortable if they can see who you are.

Have several breaks through the day so that people don’t get too tired.

Don’t worry if you make mistakes. Peer support is about learning together so what you think is a mistake could be helping someone else learn.

# Time frames

This training session is designed to run for **2 ½ hours** including breaks.

It is the third session of a three part training course.

The whole course is designed to be delivered over 3 weeks, with one session per week.

This gives people time to practice what they learn, get to know one another, and build trust.

Schedule

This schedule gives an idea of how much time to spend on each part of the session.

Take breaks at any time that suits the group – the times given here are just a suggestion.

|  |  |  |
| --- | --- | --- |
| **Slides** | **Time** | **Part** |
| 1 – 10 | 30 min | Welcome and introduction |
| 11 – 15 | 20 min | Listening |
| Break |
| 16 – 22 | 30 min | Asking questions |
| 23 - 24 | 10 min | Reflecting |
| Break |
| 51 – 58 | 25 min | Check out and graduation |

# Setting up a Peer Support group

If you want to start a peer support group using this program, you will need to spend time talking about this at the beginning of the day.

Here are some things you can do during your training to help start a peer support group

* Spend more time introducing people to one another
* Ask the group why they want a peer support group
* Ask the group when they are available to next meet
* Ask the group about the best place to next meet
* Ask the group if there is anything they would like to talk about when they next meet
* Ask if there is anyone who can help organize the next meeting
* Set a date, time and location for the next meeting before the end of the workshop

You can find lots more tips for starting a peer support group at the Peer Connect website [www.peerconnect.org.au](http://www.peerconnect.org.au)

# How to use this guide

This guide takes you through each slide of the 1 Day program. Each slide in this guide is set out in the following way:

Slide: The title of the slide you will be using.

Slide description: A description of the slide you will be using, including image descriptions.

Time: This tells you how long to spend on this slide.

Why: This tells you the purpose for the slide.

Main Points: This tells you what to do and the main point of each slide.

Extra questions: Sometimes there will be extra questions that you can use when things get a bit stuck.

Things to watch out for: It’s helpful to think about things that could go wrong. This section will give you some tips about things to watch out for.

The most important parts are Why and Main Points.

Make sure you know and understand these parts before delivering the training.

# Introduction slides

Slide 1 – Introduction to Peer Support

Slide description:

Introduction to Peer Support - Building a Peer Movement

1 Day Program

Time:

Until you start.

Why:

This is simply a placeholder, something to have up as people arrive.

Slide 2 - Acknowledgement of Country

Slide description:

Acknowledgement of Country

(Image description: A Map of Australia and a more detailed Map of the Torres Strait)

Time:

2- 3 minutes

Purpose:

Start every session by remembering that you are meeting on Aboriginal land.

Main Points:

* This is about showing respect and making sure that any Aboriginal people in the room feel welcome.
* Find out on whose country you are on before the session.
* If there is an Aboriginal or Torres Strait Islander person in the room ask them before you start if they want to do acknowledgement of or welcome to country. If they are an Elder of the Country you are on they can do welcome to country.

Watch out for:

You might be on country that is owned by many different people. If you are not sure, make your acknowledgement general.

 Slide 3 – Housekeeping

Slide description:

Housekeeping, Exits and emergencies, Bathrooms (including accessible bathrooms), Phones, Breaks

Time:

2 minutes

Why:

To make sure everyone knows the basics about the venue, breaks and phone off.

Main Points:

* Introduce yourself to the group and say where you are from
* Make sure you know emergency procedure and where the bathrooms are.
* If you are having a break, you might let people know when, or you might say that there will be a morning tea break, a lunch break and a short break in the afternoon.

Slide 4 – Our Purpose

Slide description:

Our Purpose, “Be the change you want to see in the world” - Mahatma Gandhi

Time:

2 minutes

Why:

Motivate the group and focus the attention.

Main Points:

* Let the group know that we are here today to learn about peer support.
* Read out the quote.
* The quote talks says that we can all create positive change in the world.
* Talk about what the quote means to you.
* Talk about how making positive change is what we are here to do today.

Watch out for:

Don't spend too much time on this slide. It might not work for everyone.

Slide 5 – Welcome

Slide description:

Welcome.

(Image Description: welcome written in different languages and colours)

Time:

15-20 minutes

Why:

So that people get to know each other and feel welcome.

Main Points:

* Ask everyone to introduce themselves and say something about themselves.
* Make sure that everyone in the room has a chance to speak. Very important.
* Thank everyone for their contribution.
* Peer support starts with getting to know one another.
* If you are going a bit over time, don't panic.
* You can also try a simple ice-breaker, like asking people to introduce themselves and ask:
1. What is one thing that makes you happy?
2. And what is one thing you would like to get out of today?

For more ideas, read **Introduction/ Welcome** and **Icebreakers** in the Peer Facilitators Toolbox.

Things to watch out for:

Make sure everyone gets equal airtime. Ask people to share one thing only.

The length of this exercise will depend on the size of your group.

This may be first time people are together in one room and you will need to give time for them to get to know one another.

If you are going a bit over time, don't panic. You can simply push a bit faster through the content.

Slide 6 – Pre Evaluation

**Note:** only use this slide if you are evaluating this workshop.

Slide description:

Pre Evaluation.

(Image description: a hand holding a pen to fill out a form)

Time:

15 minutes

Why:

To improve the program for everyone.

Main Points:

* Hand out any Pre Evaluation forms.
* This evaluation form will help improve the program for everyone.
* Please be honest and give us feedback.
* It is not a test and it is not compulsory.

Extra Questions:

Does anyone need help filling in this form?

Watch out for:

Some people might feel uncomfortable filling this out or asking for help. Make sure someone is available to help.

Slide 7 – What do you want to get out of today?

Slide description:

What do you want to get out of today?

Time:

5 minutes

Why:

To find out people’s expectations for the day.

Main Points:

* Ask the group what they want to get out of today.
* Write all responses on a whiteboard / butcher’s paper.
* Help people feel heard by repeating what they say.
* Write Parking Lot at the top of another piece of butcher’s paper. If someone says something that you cannot cover, write it down here.
* For more ideas, read about Expectations and the Parking Lot in the Peer Facilitators Toolbox.

Extra Questions:

If you walked away with one thing after today, what would that be?

Things to watch out for:

Some people might want something different. That’s okay! Make some time at the end of the day for people to talk about what they want. This is peer support in action!

Slide 8 – Session 3: What skills do I need?

Slide description:

Session 3: What skills do I need? Listening, reflecting and asking questions.

Time:

2-5 minutes

Why:

Provide an overview of today’s material

Main Points:

* Session 3 covers the most important skills for doing peer support.
* Listening
* Reflecting and
* Asking Questions

Extra Questions:

Any questions? It is good to check people’s understanding early on. Make sure people feel they can ask questions. Watch out for:

Don’t spend too much time on this slide, it is just an introduction. There will be time to go into detail later on.

Slide 9 – How we work together

Slide description:

How we work together: We start together on time and finish on time; We take responsibility for our own learning; We support each other to learn; We hold each other to account; We are respectful of each other; We are focused on learning; We are community – we look out for each other …….. ?

Time:

Depends on number of people, no more than 10 minutes.

Why:

To set ground rules about what to expect from each other.

Main Points:

* Before showing the slide, ask the group to tell you how they want to work together today.
* Write down each person’s suggestion.
* If the group runs out of ideas, go through the slide.
* Talk about respect and confidentiality (see **Peer** **Facilitators Toolbox** for more information).
* Check that everyone agrees with the list of ground rules before moving on.

Questions you might like to ask:

Is it ok to interrupt each other? Can we talk about everything we say here to other people? What should we do when we get stuck on something?

Things to watch out for:

Allow for conversations but be aware of the time.

Slide 10 – Reflection

Slide description:

Reflection. One word that sticks in your mind from last session. One thing that you learned from making a list of your peers.

Time:

5 minutes

Why:

To review some of the ideas from last session.

Main Points:

* Ask the group if anyone wants to share something they remember from the last session.
* Ask the group if anyone wants to share something that they learned from practicing peer support during the week.
* Thank people for what they share.
* Write up people’s answers on a whiteboard.

# Session 4 – Skills you need for peer support

Slide 11

Slide description:

Session 3 - Skills you need for peer support

Time:

2 minutes

Why:

To introduce the essential skills for effective peer support.

Main Points:

* This session is about how we actually do peer support
* It covers listening and paying attention, asking questions and reflecting

Watch out for:

Look out for people who have been quiet and check whether they are ready to say something. This is the last session. Some people who haven’t said much, but have been wanting to, know it’s their last chance to speak and be heard.

Slide 12 – Are you really listening?

Slide description:

Are you really listening? (Image description: A woman is and a man are talking with one another. The man is watching her closely and appears to be listening to her.)

Time:

10 minutes

Why:

Practice listening and paying attention.

Main Points:

* In this exercise we are going to practice listening and paying attention.
* Ask people to turn to the person sitting next to them. Make sure everyone has a partner.
* Ask that one person really listens for 3 minutes, while the other person talks about what they have learned from the course
* After 3 mins change roles.

Watch out for:

Sometimes there is a bit of confusion when swapping partners.

People might have different communication needs.

Check out your **Peer Facilitators Toolbox** on **‘Communication’**, as well as **‘Group work’**.

Slide 13 – Reflecting on listening

Slide description:

Reflecting on listening. Discuss: What do people do when they really listen? How do you feel when someone really listens?

Time:

10 minutes

Why:

Practice reflecting and develop a deeper understanding of listening.

Main Points:

* When we do something and reflect on it, it is easier to do it again because we know what works.
* Ask people to discuss the questions on the slide for 3 minutes and then share with each other.
* You might like to write it down (or get a participant to write it down) on the whiteboard or butcher’s paper.

Watch out for:

Sometimes organising people into groups can be difficult.

The best you can do is get really good at giving instructions on what you want people to do.

For more on this see your **Peer Facilitators Toolbox** on **‘Group work’**.

Slide 14 - What gets in the way of really listening?

Slide description:

What gets in the way of really listening?

Time: 2-5 minutes

Why: To identify the barriers to listening.

Main Points:

* Once we know what gets in the way of listening we can try and change things.
* Ask people to share some of their experiences.
* If you have time, write (or get a participant to write) people’s responses on the whiteboard or butcher’s paper.

Slide 15 - What gets in the way of really listening?

Slide description:

What gets in the way of really listening? Arguing, filling the silence, pretending (that you are listening), being impatient, the chatter in your own head

Time: 2 minutes

Why: To identify the barriers to listening.

Main Points:

* Talk people through the slide and give examples, maybe people have examples themselves.
* Once we know what gets in the way we can try and change things.

Watch out for:

People might overcomplicate. You have a bit of time to discuss, but before you get stuck, move on.

Slide 16 – The power of good questions

Slide description:

The power of good questions

(Image descriptions: The first image is of colourful speech bubbles with different questions: Why? How? Where? What? Who? When?

The second image is of two hands holding up a poster saying: The power of good questions)

Time: 2 minutes

Why: To learn how good questions can help peer support.

Main Points:

* Asking good questions can help you understand what the issue really is.
* Good questions are important for giving and receiving peer support.

Slide 17 – Closed questions

Slide description:

Closed Questions. Lead to short answers; do not open the conversations. They are good for: Yes / no answers; Technical or process topics; Questions requiring a single answer.

Time: 2 minutes

Why: To learn about how and why to use closed questions.

Main Points:

* There are situations when closed questions are great, like when you just want get an answer.
* But closed questions don’t encourage other people to open up and share their story.
* Have some examples ready.

Slide 18 - Closed Questions often start with

Slide description:

Closed Questions often start with: Do you...? Did you...? Was…? When..? Where..? Who...?

Time: 2 minutes

Why: To learn about how and why to use closed questions.

Main Points:

* Talk through the list on the slide
* Ask people why they are all closed questions
* If you have time ask people to make examples of closed questions using the list

Slide 19 - Open Questions

Slide description:

Open Questions, open up the conversation, explore new ideas, and explore feelings and opinions. They are good for: Finding out more, getting closer to what’s really going on

Time: 3 minutes

Why: To learn about how and why to use open questions.

Main Points:

* Go through the slide and have some examples ready.
* There are situations when open questions are best.
* In peer support situations we want to ask mostly open question to open conversations and dig a bit deeper.

Slide 20 - Open Questions often start with

Slide description:

Open Questions often start with: Tell me..? How.. ? Why..? What..?

Time: 2 minutes

Why: To learn about how and why to use open questions.

Main Points:

* Talk through the list on the slide
* Ask people what makes the questions open questions.
* If you have time get people to practice using those questions.

Slide 21 – Practice good questions

Slide description:

Practice good questions. Turn to the person sitting next to you and 1. Ask each other 2 closed questions, 2. Ask each other 3 open questions.

Time: 5 minutes

Why: To practice asking open questions.

Main Points:

* Ask people to turn to the person sitting next to them and ask each other 2 closed and 3 open questions.
* Get people back after three minutes and then ask people to share.
* Ask the group to decide together whether the questions are open or closed questions.
* Open questions are harder to ask for most people.

Slide 22 – Reflecting on asking questions

Slide description:

Reflecting on asking questions. Which types of questions do you usually ask: the members of your family? Your friends? A peer? Is there a difference in who you ask what type of questions? Take 2 minutes of silence and reflect on this.

Time: 5 minutes

Why: To practice reflecting.

Main Points:

* Ask people to practice reflecting on their own about the questions on the slide.
* Give people two minutes and then ask people to share.
* You can practice reflecting on your own.
* You can write or draw your answers if you want.
* It’s good to talk to people about what you learned from your reflection.

Slide 23 – Why reflect?

Slide description:

Why reflect? (Image description: a hamster running inside a blue spinning wheel.)

Time: 5 minutes

Why: To understand why reflection is important to peer support.

Main Points:

* Ask people to describe the image on the slide. It is of a hamster running in a spinning wheel.
* Ask people why this image shows that reflection is important.
* If we keep doing the same thing without thinking about it, we keep getting the same result.
* Change only happens because we think about what we are doing and then decide to do something different.
* This is true in peer support too! If we want to get a different outcome we have to do something differently.

Slide 23 – Practice Reflecting

Slide description:

Practice Reflecting. (Image Description: A circular flow chart with three text boxes linked by arrows. The Act text box links to the Reflect text box which links to the Learn text box which links back to the Act text box.)

Time: 5 minutes

Why: To understand more about how reflection works.

Main Points:

* Reflection is thinking back about how something went and making changes next time.
* Use the model of Acting, Reflecting and Learning on the slide to explain how reflection works.
* Give an easy to follow example.
* Reflection can be done again and again.
* Everyone can change their minds and ask questions.

Watch out for:

Lots of people don't know how to do this. Also lots of people think changing your mind is a weakness.

If that comes up, get the group to talk a bit about how people learn.

Focus their experiences on how learning things and trying out different ways of doing this the situation may have gotten better.

Slide 24 – Reflecting

Slide description:

Reflecting. The ability to reflect is the No. 1 skill for making changes in your life!

Time: 2 minutes

Why: The practice of reflecting.

Main Points:

* Reflection is about thinking back about how something went and making changes next time.
* Reflecting is the number 1 skill you need to make changes in your life.
* Ask the group what they think about this statement.
* Provide an example or ask participants to provide examples.

# Check-out and Graduation

Slide 25 – How we build a movement

Slide description:

(Image Description: A man walking on a street)

[Video description on page 40 - this video is in Thai with English subtitles. The video description includes subtitles.]

Time: 5 minutes

Why: To explore how paying it forward makes us feel good.

Main Points:

* Doing good stuff, connecting with people, makes us all feel good.
* Play the video. Afterwards people might want to say something. Just let it flow for a bit.

 Watch out for:

* You might skip this video if you are running short on time.

Slide 26 – What Next?

Slide description:

What Next? Practice in your community every day, Have one peer support conversation a week, Find a Mentor, Find a Peer Support Organisation, Start your own peer support group, Do peer facilitator training, Do peer mentor training

Time:

5 minutes

Why:

Discuss what people can do next.

Main Points:

* People can start doing peer support straight away
* Talk through the different ideas on the slide
* People can do peer support in the community, one on one, as a group or with an organization
* Find out what peer support groups and organisations are available for people
* Have a date for next meeting ready if you want to meet again as a group.

Watch out for:

If you want to keep meeting as a group, make sure you have an action – something to do next.

A date and time and place for your next meeting will keep the momentum going. Don't lose it!

Slide 27 – Post Evaluation

Slide description:

Post evaluation

Time:

5 minutes

Why:

To get feedback on how to improve the program.

Main Points:

* Hand out the Post Evaluation form.
* This evaluation form asks people what they have learned from the session.
* This is not a test.
* It will help to improve the program for everyone.
* Please be honest and give us feedback.

Slide 28 – Check-out

Slide description:

Check out. (Image description: A woman using a wheelchair is waving and has her thumbs up.)

Time:

5 minutes

Why:

To find out how people are feeling and their next steps.

Main Points:

* A check-out helps find out how people are feeling at the end of the workshop.
* It is also a very powerful way of building accountability and community.
* Ask everyone to write down one word about how they are feeling at the end of the training and one next action from today’s training that they are going to take in peer support
* Ask everyone to share their one word and action with the group
* Make sure someone is available to write down people’s answers
* Find out more about doing a **Check Out** in the **Peer Facilitators Toolbox**

Slide 29 – Graduation

Slide description:

Graduation. (Image Description: Coloured balloons floating about with loads of coloured streamers)

Time:

5 minutes

Why:

To formally close the workshop and encourage people to continue their peer support journey.

Main Points:

* Celebrate achievements and closure of the program.
* Announce each person, and ask them to come up and take their certificate.
* Give one piece of feedback to each participant as they come up to take their certificate
* Have someone to take photos.
* Give information to people who need to make up sessions before they are able to graduate.

Video description for Slide 25:

[A man is walking down the street. All of a sudden there is a stream of water coming down from above, just missing him. He puts a dried up pot plant in the water stream. Next, he helps a street food trader, who is an older woman, pushing her cart up a curb. He sits on a table eating and a dog comes and he gives the dog some of his chicken. The cook watches him and shakes his head. Next, he stands in from of a mother and a child sitting on the footpath begging with a sign saying "For education" (in Thai) and he gives the girl money. A shopkeeper watching this shakes his head. Next, he hangs a bunch of bananas on the doorknob on the outside of a front door of a flat. An old woman opens the door, looks around and takes the bananas inside. A voiceover says (in Thai): "What does he get in return for doing this every day?"

Then we see him walking along the same street as in the beginning. Now the water stream is hitting the pot plant (still dried up), the old woman trader is waiting for him impatiently. She says: “There you are”, as he is running towards her. The dog still gets half of his chicken and he gives money to the girl for her education. The same man is still shaking his head.

At the end of a day in a bus, he offers his seat to a woman who is standing and afterwards we see the old woman again taking in the bananas.

Next, we see him inside his flat. He eats, feeds the chickens, prays, swats a mosquito, and waters his pot plants. A voiceover says: “He gets nothing. He won’t be richer, he won’t appear on TV”.

Again he walks the same street with the water still pouring down into the flowerpot. The voiceover says “Still anonymous”. He again helps the old trader, her cap falls off her head, she picks it up and puts it on his head as they laugh together pushing up the cart to the footpath. "And not a bit more famous," says the voiceover. He pats the dog after the meal and then the dog follows him. He pulls out his money and looks down and sees the mum, but the girl is not sitting on her usual spot on the footpath. He looks at the mum. We hear a voice calling out “Mum” the camera turns around and there is the girl in a school uniform looking at him. They look at each other. He looks at her and smiles. The voiceover says: "What he does receive are emotions". Mum looks at him.

The man who we have seen shaking his head now takes off his glasses and watches intently. We see a picture of the man and the older trader laughing together as they push the cart, him feeding the dog. The voiceover says: “He witnesses happiness”. A camera shot of a city (presumably Bangkok a queue of people). Back in this flat eating a banana; the voiceover says, “Reaches a deeper understanding" then he prays. Next the old woman is holding the bananas waving at him, him smiling a bit embarrassed and she gives him a big hug. The voiceover says: “He feels the love”. Next, the woman on the bus and then the mum is smiling up at him. The voiceover says "Receives what money can't buy". At his flat, the dog carries the watering can for him to water his plants with. He walks up the street again, this time we see the once dried up plant in the pot flowering (white Jasmine). "A world made more beautiful," says the voiceover, while we see the young girl sitting on the footpath in her school uniform teaching her mother to how to count.

Next, he is standing next to the woman trader who hands a small package of something to a customer saying: “Here’s extra”. He watches her with interest and then smiles at her. Then a close up of the flowering plant with a butterfly, first in the air, and then landing on the flower. The voiceover saying “And in your life, what do you desire most?” As the sun sets over some TV antennas and trees, he is sitting on a small stool with the dog next to him looking at his own garden. Then it ends with the logo of the Thai Life Insurance Company who made this video.]