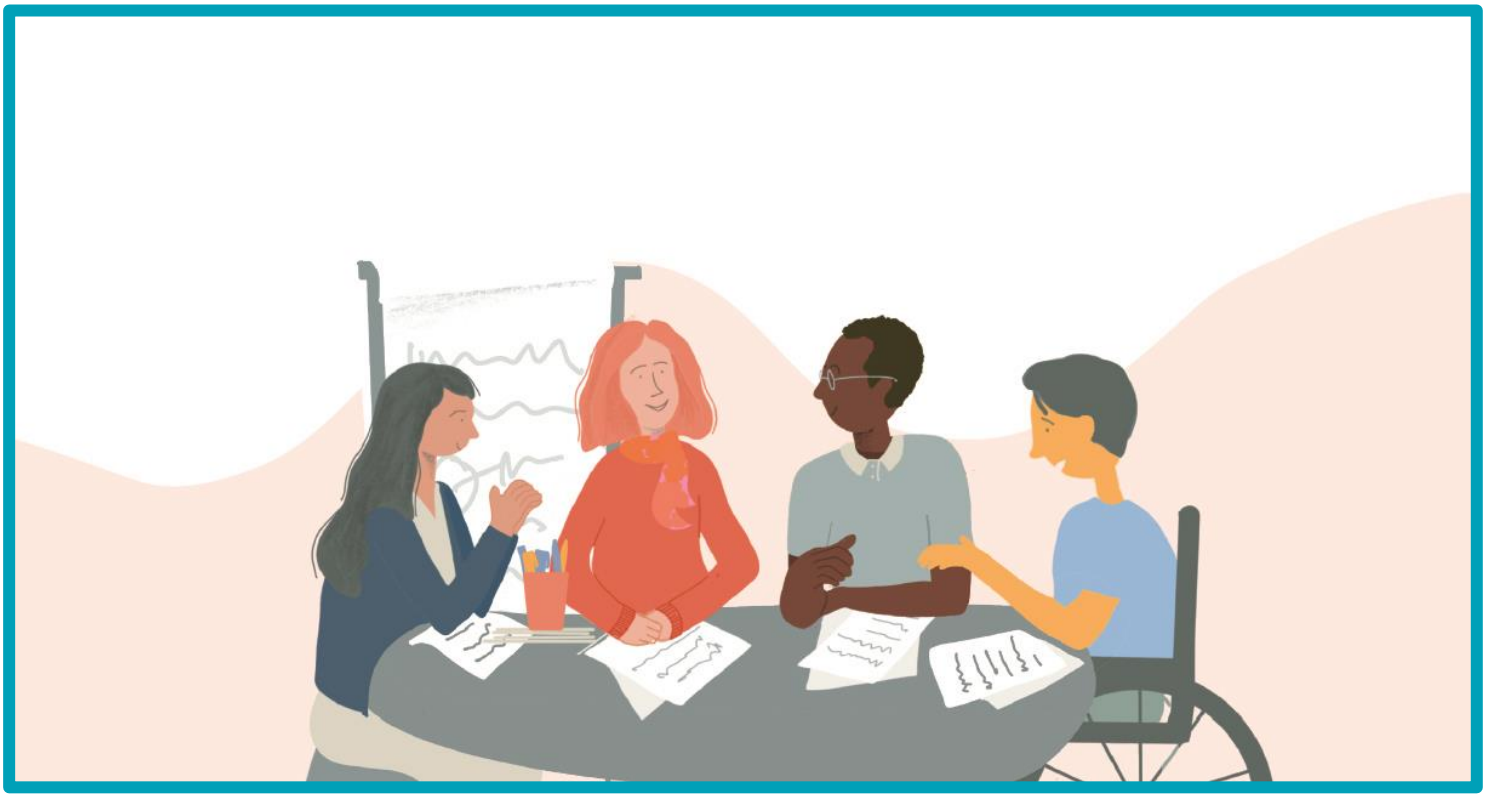


A Practical Handbook

A series of ways you can facilitate to explore, develop and maximise the space for people to take charge of their Peer 2 Peer development journey.

Scottish Recovery Network

PEER 2 PEER FACILITATOR HANDBOOK

MAKING IT REAL: CREATING THINKING SPACE TO TALK ABOUT PEER 2 PEER

PROGRAMME OVERVIEW

WHO IS THE PROGRAMME FOR?

Participants may already be in a peer role as a peer worker or volunteer or have the aspirations to take on a peer role. The programme will prepare participants to use their lived experience in an empowering strengths-based way to provide intentional peer support to others.

PROGRAMME CONSTRUCT

This programme will provide resources and materials for Peer Facilitators to deliver this content as it is provided or to design their own programmes. This programme aims to provide a flexible approach using a series of modules, sessions and learning intentions with suggested methodologies and resources.

Peer Facilitators may choose to run all of the modules or one, our specific recommendation is:

Every participant, irrespective of skills and experience completes ***PREPARING FOR PEER 2 PEER*** and ***INTRODUCING PEER SUPPORT***

PROGRAMME DESIGN

GETTING STARTED

The programme includes guidance for a pre-programme conversation. This will support the potential participant to understand the importance of the use of their lived experience and personal recovery learning to inspire and support others.

PROGRAMME MODULES

The programme has 3 modules, and each has a series of sessions. Each session is designed for 2 hours which means 2 sessions could be delivered over a day.

MODULE 1: *INTRODUCING PEER SUPPORT*: Understanding recovery and peer support.

MODULE 2: *THE PEER SUPPORT RELATIONSHIP*: Exploring values, relationships, boundaries and risks.

MODULE 3: *PEER CONCEPTS AND PRACTICE*: Preparing to put peer knowledge and skills into practice.

FACILITATOR PREPARATION

We recommend that facilitators read the **FACILITATOR HANDBOOK** prior to delivering this programme, as this will provide generic hints and tips that will support effective facilitation. This includes our recommendations about setting up, preparation, reflection and evaluation.

Included in the resources is a Guidance and Support Strategy, which provides ideas, questions and activities to help facilitators/organisations to determine what support may be helpful at each stage including pre-programme.

PEER 2 PEER VIRTUAL TOOLBOX

We have designed a virtual toolbox to support the facilitation of Peer 2 Peer.
The toolbox has 4 key sections. Within each section you will find resources for each of the three modules outlined on the previous page and laid out in detail on pages 5-7 of this handbook. These are:

MINI KNOWLEDGE

PARTICPANT WORKBOOK

SESSIONS

ADDITIONAL RESOURCES

PARTICIPANT PREPARATION

We recommend that the participants are provided with a printed copy of the appropriate part of the P2P Participant Workbook. The workbook will hold resources and handouts as well as questions and space for reflection. This is a supportive resource for facilitators and provides a personal document for participants.

PRE-PROGRAMME CONVERSATION

Guidance on having conversations can be found in the Facilitator Handbook. Participants are issued with the Pre-Programme Conversation Workbook, which has clear guidance on the process of Pre-P2P reflection and invites the creation of the first iteration of the Personal Recovery Story. The structure around this is very much about how the participant thinks and records their lived experience and recovery journey in a way that is both accessible, empowering and inspirational to others. This conversation/series of conversations will inform both parties about the readiness of the participant to undertake P2P. We envisage that the Personal Recovery Story is continually reflected on and updated during the programme.

PRE-PROGRAMME: *PREPARING FOR PEER 2 PEER*: Evaluating readiness to undertake the peer support journey of development.

- Define and agree the key components of an empowering and safe learning environment, in the context of the conversations and their purpose.
- Come together to explore the Recovery Story Workbook.
- Complete a pre-programme personal stocktake.
- Reflect on the above work and decide next steps.

INTRODUCTION

If you are reading this then you are considering facilitating a Peer 2 Peer development programme. One of the critical components of peer support is understanding how to use lived experience as a process to facilitate and empower others. Central to that is the creation and reflection on the recovery story of each of the possible participants. Rather than have this 'in' the programme we saw it as helpful to use this as a way of discovering for you and participants their state of readiness for the programme. This includes their thinking about how they can use their experience to inspire and empower others, minimising trigger points for themselves and others and focussing on strengths that brought them through the journey to this point.

PREPARING FOR PEER 2 PEER: THE PROCESS

It is likely that you support participants through this reflective process. This could be a series of 1-1/small group conversations. There are no right and wrong answers, and we expect you to invite participants to complete the reflection within an agreed period of time and then have a further conversation. At that point you can both decide the next steps.

MODULE 1: *INTRODUCING PEER SUPPORT*: Understanding recovery and peer support.

This module is designed as the foundation stone for Peer2Peer. It introduces the concept of a safe and confidential learning environment, as well as exploring the roles of the key partners in the programme.

These sessions can be delivered online or in-person.

SESSION 1: CO-CREATE AN EMPOWERING AND SAFE LEARNING ENVIRONMENT

- Define and agree the key components of an empowering and safe learning environment.
- Come together as a learning group, sharing who you are and what matters to you.
- Commit to a code of behaviour for the group.

SESSION 2: EXPLORE THE PRINCIPLES AND RELATIONSHIPS IN PEER SUPPORT

- Agree core behaviours that produce an empowering and safe learning environment.
- Outline the unique principles and features of peer support and how this can support the journey of recovery.
- Explore the roles, responsibilities, and boundaries of both parties in the peer relationship.

SESSION 3: ENGAGE WITH PERSONAL VALUES AND BEHAVIOURS

- Agree core behaviours that produce an empowering and safe learning environment.
- Introduce the CHIME (Connectedness, Hope, Identity, Meaning and Empowerment) model and the connection to personal values and behaviours.
- Connect values and communication to maintaining empowerment on the peer support journey.

SESSION 4: DESCRIBE THE CONCEPT OF RECOVERY AS AN ENABLING MINDSET

- Agree core behaviours that produce an empowering and safe learning environment.
- Differentiate between an illness mindset and a recovery mindset including the relationship with peer support language and behaviours.
- Define the importance of a strengths-based approach in peer support.

MODULE 2: *THE PEER SUPPORT RELATIONSHIP*: Exploring values, relationships, boundaries and risks.

This module builds on the work completed in ***Introducing Peer Support*** should you decide to deliver this next. It will also work as a stand-alone module. If you deliver this after ***Introducing Peer Support*** you will recognise some duplication of knowledge, as well as additional material. This is inevitable in trying to meet flexible delivery needs. This module builds on the idea of recovery as an empowering mindset and creates space for conversations around an empowering identity, strengths and the CHIME (Connectedness, Hope, Identity, Meaning and Empowerment) model.

These sessions can be delivered online or in-person.

SESSION 1: EXPLORE THE CHIME MODEL AND ITS ROLE IN THE PEER SUPPORT RELATIONSHIP

- Agree core behaviours that produce an empowering and safe learning environment.
- Define the unique relationship between the five factors of CHIME and the fundamentals of peer support.
- Create a 'Who Am I Map' and reflect on how this contributes to the peer relationship.

SESSION 2: IDENTIFY PERSONAL COMMUNICATION AND BEHAVIOUR PATTERNS AND THEIR IMPACT

- Agree core behaviours that produce an empowering and safe learning environment.
- Define how your personal values relate to the 'HEAR ME' values used in peer support.
- Examine personal communication preferences reflecting on the impact on self and others, specifically when providing peer support.
- Connect values and communication to peer support language and behaviours.

SESSION 3: IDENTIFY PERSONAL BOUNDARIES AND THE ASSOCIATED BEHAVIOURS

- Agree core behaviours that produce an empowering and safe learning environment.
- Define the purpose of confidently defining personal boundaries to empower peer support and recovery.
- Explore types of boundaries that are helpful and the associated behaviours, language and communication.
- Create a personal boundary statement and share with others.

SESSION 4: EXPLORE POSITIVE RISKS AND THE ASSOCIATED BEHAVIOURS

- Agree core behaviours that produce an empowering and safe learning environment.
- Explore positive risks and the associated behaviours that contribute to a productive peer relationship.
- Produce a plan for recognising and supporting others through setbacks.

SESSION 5: DISCUSS A VARIETY OF SELF-MANAGEMENT/SELF-CARE APPROACHES

- Agree core behaviours that produce an empowering and safe learning environment.
- Define what self-management/self-care is and how this links to surviving and thriving for you and others.
- Explore various approaches to self-management/self-care and listen to the ideas of others.
- Create a personal toolbox of self-management/self-care ideas and approaches that will have value in peer support, both to you and others.

MODULE 3: *PEER CONCEPTS AND PRACTICE*: Preparing to put peer knowledge and skills into practice.

This module builds on the work completed in ***The Peer Support Relationship*** module should you decide to deliver this next. It will also work as a stand-alone module. This module explores the application of peer knowledge and skills in a practical way to support the recovery journey of others. If you deliver this after ***Introducing Peer Support*** or ***The Peer Support Relationship*** you will recognise some duplication of knowledge, as well as additional material. This is inevitable in trying to meet flexible delivery needs.

These sessions can be delivered online or in-person.

SESSION 1: SUPPORT THE DEVELOPMENT OF AN EMPOWERING AND SAFE ENVIRONMENT

- Agree core behaviours that produce an empowering and safe learning environment.
- Define the key physical, learning resources and emotional components in preparing to facilitate P2P.
- Identify learning styles and plan to respond accordingly.
- Recognise the early warning signs that may indicate a trigger or setback for individuals and plan to respond in an empathic manner.
- Practice responding to a challenging situation.

SESSION 2: EXPLORE THE USE OF POWERFUL QUESTIONS TO SUPPORT LEARNING

- Agree core behaviours that produce an empowering and safe learning environment.
- Explore levels of listening and inquiry and how this supports an equitable learning environment.
- Encourage participation through the use of powerful questions and listening.
- Practice preparing and using powerful questions.

SESSION 3: DEFINE THE ROLE OF FEEDBACK AND APPRECIATION IN PEER SUPPORT

- Agree core behaviours that produce an empowering and safe learning environment.
- Explore the benefits of giving and receiving constructive feedback to peer support and the recovery journey.
- Define a format for giving and receiving feedback using a whole person approach.
- Practice giving and receiving feedback.

SESSION 4: SHARE YOUR PERSONAL RECOVERY STORY AND RECEIVE FEEDBACK ON IMPACT

- Agree core behaviours that produce an empowering and safe learning environment.
- Create your personal recovery story using the guidelines provided.
- Sense check that your personal recovery story has the potential to inspire others.
- Share your personal recovery story with a view to inspire others.
- Experience listening to a personal recovery story and offer encouragement on impact.
- Review and plan to develop the personal recovery story based on feedback.

FACILITATION TIPS

TIME

Facilitation at its core is about creating Thinking Space for others. To do this well you need to be prepared, practically, physically and psychologically. On pages 9-15 of this handbook, you can find a list of ideas and steps that can make the space you create meaningful for you and the participants on the Peer 2 Peer Programme.

Each session is designed to last 2 hours.

As with all the materials in this toolbox the desire is to provide quality information, and you can then choose as a facilitator/facilitator team what is helpful to you in your circumstances.

FACILITATORS AS CHANGE MAKERS

The role of the facilitator is to hold the complexity and ambiguity whilst creating a safe space for new and helpful conversations to emerge. We look forward to new learning and encourage others to do the same by asking powerful questions and ensuring the integrity of the learning space. We co-create learning networks to enable people with similar motivations and ideas to find and support each other moving forward. We hold the space with learning intentions and a process whilst equally comfortable with what emerges. This can be done by thinking about the following:

Awareness of impact of language – using positive, strengths based, choiceful observations, comment, questions and language.

Planning and preparation – demonstrating your respect for participants by planning and preparing.

Probing – using probing 'powerful' questions, comments and observations to support deeper exploration of learning/innovation.

Respecting – and encouraging contributions from everyone.

Engaging and empathetic – being authentic and fully present, listening, nurturing and reassuring so that everyone has their voice heard.

Curiosity and Challenge – demonstrating your natural curiosity about what's been happening with the learning journey of participants, challenging behaviour that doesn't sit with peer values.

Insight – providing feedback on the impact of participants by sharing what you are sensing and observing.

Attentive – listening to stories and experiences, hearing the essence as well as the words, checking for resonance between language and behaviour.

Integrity – being supportive during the conversation and maintaining confidentiality.

Verbal and non-verbal behaviour – sensing and checking your personal impact, when and how to respond to the flow of the conversation.

Energy – bringing your physical energy and enthusiasm to the conversation, thinking about the positive impact of the pace, tone, resonance and energy of your voice.

RULES OF ENGAGEMENT

After you have the time agreed and you are clear on what the conversation is focusing on and what tools/frameworks you are using, the next step is setting the Rules of Engagement. These work in all situations, online, in person, 1-1 and with groups. We have discovered that these Rules of Engagement are game changing in terms of engagement and progression. For this programme the Rules of Engagement are designed around the CHIME model.

Empowering and Safe Learning Environment

Connection

Device free environment, maintaining confidentiality.

Hope and Optimism

Focussing on the possible.

Identity

Listening with grace and attention to the stories of others.

Meaning

Deep respect for difference, no voices of judgement or cynicism.

Empowerment

Generating fun ideas, engaging with new thinking making personal commitments to change.

In a group situation you give everyone a turn to speak, we often say, 'Who would like to go first?' and then "Who would like to go next?' or simply say where you will start and finish.

If it's 1-1 it is still important to do this and explain that you will be in a listening role. Here's a form of words as a starter.

- Before we begin it can be helpful to confirm that my role is to help you to do your best thinking, I will not interrupt you or verbally respond to your thinking.
- It would be helpful for me if we can agree how you will let me know that one wave of thinking is complete, for example, 'That's everything for now.'.
- Only when I am sure that you are ready will I ask you another question. That may be the same question I have already asked, or it may not.
- Either way my only desire is to help you to discover your best thinking.

ROLE OF THE FACILITATOR IN THESE CONVERSATIONS

Nancy Kline who developed the concept of Thinking Environments, describes the role of the person supporting the thinking, as being both essential and irrelevant. In a world where facilitators are expected to come up with the answers, this is a different kind of conversation where you use inquiry and deep listening to create space for others to think. Your fundamental role is to help others to think better for themselves. These conversations do not have a right and a wrong answer, only an energy towards self-awareness, change and positive outcomes, owned by the individual or the team.

Conversations as a Thinking Space

PLACE

I will create a safe place for the thinking and conversation.

EASE

I am at ease with myself and with you – I am fully present.

ATTENTION

I will listen with intent and have a deep interest in what you say.

APPRECIATION

I will appreciate your thinking and experience even when it is different to mine.

EQUALITY

I will recognise you as my thinking equal.

You do this by:

- Listening deeply and inquiring with genuine curiosity.
- Surfacing connectedness based on listening, genuineness and not knowing.
- Assuming that positive team and personal relationships are critical to business success.
- Giving structure to the emotional dimension of the work and the workplace.
- Supporting the Thinker to make decisions around assumptions.
- Supporting the Thinker to surface doubts and commitments, moving the thinking, decisions, and action forward.
- Encouraging directness, authenticity, and personal accountability.
- Giving permission for silence and then not filling it!
- Avoiding advice; it's not about you. Your job is to help the other person/people think better for themselves.

LEARNING INTENTIONS AND INVITATIONS TO CONTRIBUTE

In any facilitation/conversation situation it can be really helpful to have the intention/s and invitations visible and shared with the participants. There is something about agreeing the intentions and connecting them to the pre-work that participants will have been asked to complete that feels a lot more binding than an agenda or other such mechanistic edges that are often put on conversations whether these are facilitated or not.

Each session has intentions and these all start with the intention of creating an empowering learning environment.

A simple question such as ***'How do you feel about our learning intentions for today…?'*** can clarify early on the assumptions about purpose in the room or round the table. Even with 10 or 15 people, 30 seconds to hear from everyone will be 10 minutes well invested in what happens next.

Like most things it's not rocket science, and it is not common practice either.

Nothing changes if you don't start somewhere.

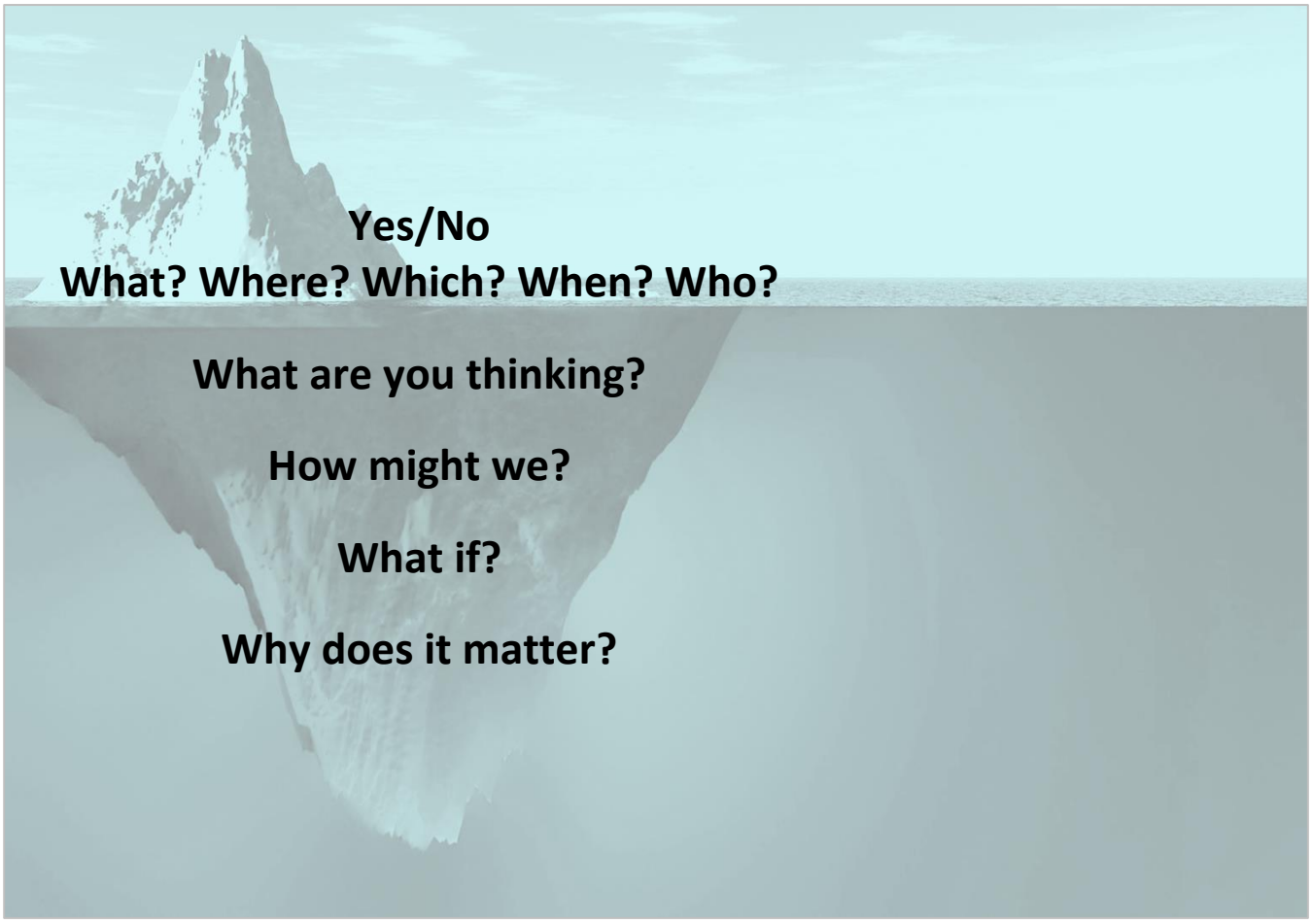
CHECKING- IN AND CHECKING OUT

Checking-in is an important part of any conversational change-based process. It is an opportunity to hear every voice in the room and get a sense of the emotions and feelings people are holding around the intentions and the pre-work. Check in can be a fun question but it also needs to be connected to what happens next. Each session has a checking in question connected to the pre-work and a checking out question reflecting on experience. You can of course change and edit these to suit your purpose if that is helpful.

FACILITATING SESSIONS

There are a variety of processes and behaviours that will help with facilitation and some information on central ideas follows.

POWERFUL QUESTIONS FOR POSITIVE CONVERSATIONS



To get deep thinking below the horizon we need to ask the questions that are powerful. Thinking about which questions we want to ask in advance and planning the space for responses is at the heart of this way of inquiring.

The scope of the question is the membrane or the boundary within which the responses can be made. If the question is about eliciting stories of strengths at work in a particular team, then that needs to be explicit in the question. All roads lead back to the question because you get what you ask about.

ASSUMPTIONS

All questions hold assumptions and the language that we use has a huge impact. The difference with Powerful Questions is that they are designed explicitly with a positive assumption. They assume there is a positive story to be shared, an idea to be explored or a decision that can be agreed. So “Why does it matter to you?” assumes that it does matter, “What if you could turn this situation around?” assumes that you can and “What would you do now if you had no fear?” assumes that you have ideas that could be valuable.

USING POWERFUL QUESTIONS

Powerful Questions are helpful in almost any situation. We encourage you to try them anywhere and everywhere. If you are faced with silence and a puzzled expression, then you are on the way. You will need to manage silence, wait with interest, and listen with appreciation and ease. On no account interrupt or disagree. Just listen and learn and then ask, “What more do you think or feel or want to say?”

POWERFUL QUESTIONS FOR STRENGTHS CONVERSATIONS

- Tell me about what your strengths mean to you in your life?
- When you think about playing to your strengths, what happens next?
- Think about something you want to improve; how could you use your strengths to achieve your goal?
- How can I support you to use your strengths more intentionally?
- In what situations do you find it easy to step into your strengths and make a difference?
- What's feeling a bit stuck for you in terms of your contribution and how could you use your strengths to shift that?
- If you knew you would be supported, what would you say about where you would like to apply your strengths moving forward?

CONSTRUCTING POWERFUL QUESTIONS

The checklist that follows is a useful way of checking whether the question you have is powerful enough. It takes time and practice because we are not used to preparing questions in this way. It is worth it and the knowledge you will gain as a leader is invaluable.

- What question, if explored thoroughly, could provide the breakthrough possibilities we are seeking?
- Is the question relevant to the real life or real work of the people who will be exploring it?
- Is this a genuine question; a question to which I/we really don't know the answer?
- What work do I want this question to do? That is, what kind of conversation, meanings and feelings do I imagine this question will evoke in those who will be exploring it?
- What assumptions or beliefs are embedded in the way this question is constructed?
- Is this question likely to generate hope, imagination, engagement, new thinking, and creative action, or is it likely to increase a focus on past problems and obstacles?
- Does this question leave room for new and different questions to be raised as the initial question is explored?

BALANCING ADVOCACY AND INQUIRY

When balancing advocacy and inquiry, we lay out our reasoning and thinking, and then encourage others to challenge us. "Here is my view and here is how I have arrived at it. How does it sound to you? What makes sense to you and what doesn't? Do you see any ways I can improve it?"

Balancing advocacy and inquiry is sometimes hard on people's cherished opinions, which is one reason why it is so difficult to master. The payoff comes in the more creative and insightful realisations that occur when people combine multiple perspectives.

Expanded from the work of Diana McLain Smith

ADVOCACY

TELLING

DICTATING – *self focussed, stuck thinking, my way or nothing.* ***Negative Controlling Parent***

ASSERTING – *sharing your personal view, stating why you have it.* ***Positive Controlling Parent/Adult***

EXPLAINING- *sharing how you see the world and why it makes sense to you with your values.* ***Adult***

GENERATING

SKILLFUL CONVERSATION – *powerful questions, genuine curiosity about others' assumptions.* ***Positive Natural Child/Positive Nurturing Parent***

DIALOGUE – *suspending assumptions, creating a space for collective thinking to emerge.* ***Adult***

POLITICKING-*playing the game, pretending to balance inquiry and advocacy whilst being closed minded.* ***Negative Adapted Child***

OBSERVING

BYSTANDING – *making comments about the group process, but not content.* ***Adult***

SENSING – *watching the conversation flow, not saying much but being aware of what is happening.* ***Adult/Positive Adapted Child***

WITHDRAWING – *mentally checking out, disengaging.* ***Negative Adapted Child***

ASKING

INTERROGATING –*using questions to demonstrate you are right and the other person wrong.* ***Negative Controlling Parent/Negative Adapted Child***

CLARIFYING – *searching for answers, surfacing what is really important.* ***Positive Natural Child/Adult***

INTERVIEWING – *exploring other's points of view and the reasons behind them.* ***Positive Natural Child/Adult***

INQUIRY

FIELDS OF CONVERSATION

The Fields of Conversation model can help facilitators see where the conversation is, and where it needs to go.

GUIDANCE AND SUPPORT FRAMEWORK FOR PEER 2 PEER

GUIDANCE AND SUPPORT
PRE-ENTRY: PRIOR TO PROGRAMME LOGISTICS
• Review all costs for delivering the programme to ensure it meets the budget in place. • Review the programme and all the learning materials in the online toolbox: Mini Knowledge, Participant Workbook and Session Plans and Slides. • Check all links to videos and resources are working. • Prepare materials for participants, appropriate workbook printed. • Decide on whether the programme will be online or face-to-face and make plans accordingly. • Check room bookings are in place for face-to-face sessions and Zoom/Teams invites are emailed to participants for online sessions. • For online sessions make sure participants are equipped for Zoom/Teams. • For face-to-face sessions check if venue provides tea/coffee facilities and arrive at least an hour before your participants to set up and be ready to greet them.
PRE-ENTRY: PRE-PROGRAMME WORK WITH PARTICPANTS
• Make sure participants are at a stable stage in their recovery to attend the programme, the Pre-Programme work will support this. • Arrange to meet participants to give out Pre-Programme Conversation Workbook and arrange follow up conversation. • After completing the Pre-programme Conversation Workbook have the follow up conversation with participants to discuss next steps. • Evaluate/reflect on how the Pre-Programme went. • Explain how the programme will be delivered and the content and ask for any questions.
PRE- ENTRY RESOURCES
• Budget Planning. • Pre-Programme Conversation Workbook. • Pre-Programme Mini Knowledge. • Post session reflection/evaluation. • Facilitators Handbook.
ON-ENTRY – MODULE 1
• Review the programme and all the learning materials in the online toolbox: Mini Knowledge, Participant Workbook, Session Plans and Slides. • Check all technology is working for face to face and online sessions before each session starts. • Ensure participants continuing with the programme have received Module 1 Workbook in plenty time to complete the prework. • Follow up email sent out to participants with self-study work to be completed for Module 1. • Evaluate/reflect on how each session went. Is there anything that needs adapted, changed or included for future sessions?

ON-ENTRY RESOURCES

- Facilitator Handbook.
- Module 1 Mini Knowledge.
- Module 1 Participant Workbook.
- Module 1 Session Plans and Slides.
- Post Session reflection form.

ON-GOING – MODULE 2 OR MODULE 3

- Review the programme and all the learning materials in the online toolbox: Mini Knowledge, Participant Workbook and Session Plans and Slides.
- Check all technology is working for face to face and online sessions before each session starts.
- Ensure participants continuing with the programme have received Module 2 or Module 3 Workbook in plenty time to complete the prework.
- Follow up email sent out to participants with self-study work to be completed for Module 2 and Module 3.
- Evaluate/reflect on how each session went. Is there anything that needs adapted, changed or included for future sessions?

ON-GOING RESOURCES

- Facilitator Handbook.
- Module 2 and Module 3 Mini Knowledge.
- Module 2 and Module 3 Participant Workbook.
- Module 2 and Module 3 Session Plans and Slides.
- Post Session reflection form.

ON-EXIT AS THE PROGRAMME COMPLETES

- Arrange a time with each participant to discuss and plan their next steps.
- Present participants with their certificates.
- Evaluate and reflect on the overall programme. Any changes to be made for the next time the programme runs.

ON-EXIT RESOURCES

- Reviewed Recovery Stories
- Post session reflection/evaluation.
- Certificate of achievement.

POST EXIT-1-3 MONTHS AFTER COMPLETION

Arrange a catchup session with each participant to see how they are putting their learning into practice and how the programme has impacted their journey. This can be face to face or online. Create a post programme review report.