P2P M3 S2 SESSION PLAN

MODULE 3: *PEER CONCEPTS AND PRACTICE*: Preparing to put peer knowledge and skills into practice.		
We highly recommend that each potential participant completed the Preparing for P2P Module prior to this Module. This module builds on the work completed in The Peer Support Relationship. It explores the application of peer knowledge and skills in a practical way to support the recovery journey of others. Prior to delivering this Module we suggest you read the Mini Knowledge and work through the Workbook for Participants. This session is 120minutes and the times start at zero, enabling you to put your times in whilst understanding the expected lengths of each component. Timings are a guide, based on experience and enough pace to inject energy. No more than 10 people. This can be delivered in person or online. **S=Slide**		
SESSION 2: *EXPLORE THE USE OF POWERFUL QUESTIONS TO SUPPORT LEARNING*		
SESSION	**RESOURCES**	**GUIDANCE**
00.00-00.05 Welcome	**S1**	Have the opening slide on the screen. Welcome participants when they arrive, make everyone feel comfortable, use people's names and thank them for coming. Ask them to go around and introduce themselves and share a word about how they feel about being in the session. **5 minutes**
00.05-00.15 Boundaries and Learning Intentions	**S2/S3**	**S2** Explain that every session will have learning intentions, participants should have seen these in the Workbook where they will have completed some pre-work before they arrive. Learning Intentions help everyone see the direction of travel and how it fits into the overall Module. **S3** Share the slide as a starting point for agreeing the components of an empowering and safe learning environment. The points show how CHIME can be used to support this. Whilst some may not have come across CHIME at this point, just explain it's a framework used in peer support and that you are using it to set the boundaries for the session. **About 5 minutes for these two slides.** Next ask them, what they think about **S3** and if there is anything they would like to add and record this on a flipchart. After the session add any additions to the slide for every session you complete with this group. Appreciate this may mean you are changing this slide multiple times based on how you chose to use these resources. No more than **5minutes**.

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00.15-00.30 Checking In	**S4**	**S4** Explain that on each session there will be a checking in question and a checking out question. For each of these questions you will expect to hear from everyone and on each occasion, they will have **2 minutes** to think about the question and make notes (if they wish). **When you are listened too, how does this make you feel?** After 2 minutes ask who would like to go first, explain they will have a minute each. and then go to their left. Thank everyone after they have spoken, don't get involved in the responses no matter what they are. When you have heard from everyone reflect back some themes. Sum up by saying this is a good way to level the thinking for everyone to get their voice in the room. No more than **13minutes.** **15minutes for all of this.**
00.30-01.00 Levels of Listening and Inquiry	**S5** **Workbook pages 17-18**	**S5** shows the levels of listening and inquiry Talk through how you recognise this from your own experience of working in peer support. No more than **10 minutes.** Join the group into pairs and ask them to reflect on their responses on pages 17-18 of the Workbook. **10 minutes** for the conversation A further **10 minutes** to hear from each pair and draw some learning.
01.00-01.10	**COMFORT BREAK**	
01.10-01.40 Powerful Questions	**S6**	**S6** has the embedded video on powerful questions. Show the video, inviting the group to think about the types of questions they think would be good in peer support. The video moves on quickly, to get the best from it, stop after she describes each type of question and pose the question… ***How could this type of question work in peer support situations?*** *Go to different people each time ensuring that everyone gets their voice in the room.* **30 minutes making sense of it as you go.**

SESSION	RESOURCES	GUIDANCE
01.40-02.00 Checking Out	**S7**	If you are running two of these sessions together for example M3 S1 and M3 S2 then save this until the end of the second session. **S7** **What's your significant learning from today's session?** After 2 minutes ask who would like to go first, explain they will have a minute each. and then go to their right. Thank everyone after they have spoken, don't get involved in the responses no matter what they are. When you have heard from everyone reflect back some themes. Sum up by saying this is a good way to get feedback on the session and that you will be reflecting the themes on the Post Session Reflection. Thank everyone, remind them about the next session and the prep in the workbook. If it is helpful, you can complete the Reflection Document, that you can find in the 'Extra Resources' in the toolbox.