

Introduction to Peer Support

Session 2

Facilitators Guide

Version 3, November 2018

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

*- Mahatma Gandhi*

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Developed by

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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.

Over the whole course, 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 2 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
* 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 or morning tea? Make sure people know before the training if they need to bring their own food.

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 second 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.

There is more content in this session than in session 1. 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 |
| Break |
| 11 – 20 | 45 min | Building a Peer Movement |
| Break |
| 21 - 31 | 30 min | 3 Ways of Being |
| 32 - 35  | 15 min | Next session and Check out  |

# 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 – Introduction to Peer Support

Slide description:

Introduction to Peer Support, Part 1: Why Peer Support? Part 2: How to build a Peer Movement? Part 3: What skills do I need?

Time:

2-5 minutes

Why:

Provide an overview of the whole training.

Main Points:

* This training is made up of three different sessions.
* Last week we covered what peer support means and why it is important.
* This week covers what a peer movement is and how to make it happen.
* Next week covers the most important skills for doing peer support.

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 2: Building a peer movement

Slide 11

Slide description:

Session 2 - Building a Peer Movement

Time:

2 minutes

Why:

To inspire people that peer support can contribute to big changes over time.

Main Points:

* This session explores the link between peer support and social movements
* It is about how peer support can be part of something much bigger
* It is also about we can do to help make this happen

Slide 12 – How does change happen?

Slide description:

How does change happen? (Image description: a coast line with ocean waves)

Time:

5 minutes

Why:

To explore how small actions lead to change.

Main Points:

* Ask people to describe what they are thinking when they imagine ocean waves.
* Sometimes change seems very, very slow.
* A peer movement is a social movement.
* It is about people coming together to make social change.
* Social change can be very slow, just like change in nature.
* Write down examples of social movements from the group.

Slide 13 – Video: Starting a movement

Slide description:

Starting a Movement

(Image description: black screen)

[Video description: "It looks like an outdoor music festival, there is a guy dancing. He is making quirky moves. It's just him by himself. Then a second person joins him. He acknowledges the second guy and together they dance, mostly doing their own moves. Then a third person comes and joins them and in no time it's a crowd.”]

Time:

5 minutes

Why:

Show that starting a movement can be fun.

Main Points:

* Turn the sound off and ask someone to describe what is happening in the video.
* This video shows us that it doesn’t have to be serious to make a movement
* Someone has to start, at least one person has to join
* It has to appeal for people to join, and it has to be easy to join.

Slide 14 – A social movement

Slide description:

A social movement. (Image description: One image of a flier with a picture of an Aboriginal child with words around it saying Right wrongs - Write Yes for Aborigines. The other image is the Aboriginal flag (red and black stripes and a yellow circle in the middle) in the shape of Australia)

Time:

5 minutes

Why:

Explore some different examples of social movements.

Main Points:

* There are two examples of social movements in Australia
* The fight for the right to vote for Aboriginal people
* The fight for Aboriginal land rights

Watch out for:

Be careful not to spend too long on this.

Try to move on and don't get stuck in a conversation about Aboriginal land rights unless you are confident you can keep that conversation respectful and that you can bring it back to the topic.

Slide 15 – Other movements

Slide description:

Other movements. (Image description: Images of the white ribbon, the green recycling sign, the peace sign and the rainbow flag)

Time:

5 minutes

Why:

To introduce some other social movements.

Main Points:

* Ask the group if they know about each image and what they mean.
* White ribbon – stopping violence against women; Green logo – recycling or green movement; Peace symbol –Peace movement; Rainbow flag – LGBTQI (Lesbian Gay, Bisexual, Transgender, Queer and Intersex) movement.
* Just like recycling, making change is something everyone can get involved in!
* If you have time ask people to talk about what they have been involved with.

Watch out for:

Be careful not to get stuck on this slide. Remember to move the conversation along.

Slide 16 – Nothing about us without us

Slide description:

(Image description: Image of people with various disability holding up a banner saying ‘Nothing about us without us’)

Time:

5 minutes

Why:

To help people feel inspired to create change through peer support.

Main Points:

* Ask people what they think the slogan “Nothing about us without us” means.
* Ask the group if they have been involved in anything trying to affect change for people with disability?

Watch out for:

Watch the time.

Slide 17 – The disability rights movement

Slide description:

The Disability Rights Movement. (Image description: this is a video)

Time:

5 minutes

Why:

To help people feel inspired to create change through peer support.

Main Points:

* This video shows how people with disability have been working together for a long time to make change.
* Before you play the video tell the group that this video has strong scenes that may be confronting for some people.

Things to watch out for:

This video might be confronting for some people, particularly people who have experienced abuse. An alternative video about the peer movement is available at [www.teamup.org.au/resources](http://www.teamup.org.au/resources) if you don’t want to show this.

If you do show it, ask how everyone is feeling after the video. Offer to meet with people during the break if people need to talk.

Slide 18 – Peers leading the movement…

Slide description:

Peers leading the movement to Close Institutions in NSW

Jan Daisley and Kim Walker. (Image description: photos of Kim and Jan)

Time:

5 minutes

Why:

People feel inspired to create change through peer support.

Main Points:

* Peer leadership comes in many shapes and forms
* Anyone who feels passionate about something can lead, and find other people who are equally passionate about something.
* The slide shows two powerful peer leaders Jan Daisley, who only recently died, and Kim Walker.
* Both were two powerful advocates for their peers in an institution. You also just saw Jan in the clip from the ‘Defiant lives’ movie.
* Both woman have lived in institutions and fought hard to get out. Once out, however, they did not forget those still living inside and both became powerful advocates speaking up for the rights of all people with disability to live in the community.
* It's important to honour the peer leaders who came before us and to know our history.

Things to watch out for:

Some people might say “But, I am not like them, I couldn’t do what they did.”

Your response could be something like this “Nobody ever feels like they can do it. It's important to know that we can do it together. We can be the change we want to see in the world. And it starts with each one of us.”

Slide 19 – The peer movement

Slide description:

The Peer Movement. We (people with disability, our families and friends) are doing it for ourselves. We are the experts in our own lives. We provide supports to each other. We value Peer Support instead of, or in addition to, traditional disability and medical supports.

Time:

10 minutes

Why:

People decide how they want to create change through peer support.

Main Points:

* The peer movement is our movement so we can say what we are about.
* Go through the points and ask if there is anything missing.
* Ask people to work on this list in groups of 3 - 4
* This is about brainstorming ideas not agreeing on the exact words.
* Ask someone from each group to share their ideas with the whole group.
* Scribe down people’s ideas.

Slide 20 – But what can I do?

Slide description:

But what can I do? The story of the starfish. (Image description: red starfish on the bottom of the ocean)

Time:

3 minutes

Why:

To build people’s confidence that everyone can make a difference.

Main Points:

* Know the story well and tell it.
* The message you want to get across is everyone matters and what everyone does matters even if only for one person at a time.
* Ask the group, what do you think the story means? What can we learn from this story?
* Peer support happens one person at a time.
* Shift the purpose back to the individual and explore what each one of us can do.

Starfish Story

Once upon a time, there was a man who used to go to the ocean every morning before starting his day. Early one morning, he was walking along the shore after a big storm had Starfish passed and found the beach full of starfish as far as the eye could see, stretching in both directions. Off in the distance, the man noticed a girl approaching.  As the girl walked towards him, she paused every so often and as she came closer, the man could see that she was bending down to pick up something from the beach and throw it into the sea.  The girl came closer still and the man called out: ‘Good morning! What are you doing?’ The girl comes closer and says: ‘I am throwing starfish into the ocean. They can’t return to the sea by themselves and when the sun gets hotter, they will just die. So I throw them back into the water.’ The man replied: ‘But there must be tens of thousands of starfish on this beach. I’m afraid you won’t really be able to make much of a difference.’ The girl bends down, picks up yet another starfish and throws it as far as she can into the ocean. She turns to the man, smiles and says: ‘It makes a difference to that one.’

This is a story modified from [The Star Thrower](http://www.amazon.com/gp/product/0156849097?ie=UTF8&tag=mc_starfish-20&link_code=as3&camp=211189&creative=373489&creativeASIN=0156849097), written Loren Eiseley (1907 – 1977)

# Session 3: Ways of Being

Slide 21

Slide description:

3 ways of being

Time:

5 minutes

Why:

To introduce ways of doing peer support that promotes mutual respect and personal growth.

Main Points:

* A way of being is about who we are, how we act and how we behave
* It is not about our skills or knowledge or talents
* How we act and behave makes a big difference in peer support
* This session will introduce 3 ways of being that will help everybody grow and feel respected in peer support

Slide 22 – 1. Being accountable

Slide description:

1. Being accountable. Being accountable helps build trust.

(Image description: three people giving thumbs up)

Time:

3 minutes

Why:

People are accountable to themselves and their peers in the way they do peer support.

Main Points:

* For peer support to work, we have to trust one another.
* Being accountable helps other people trust us.
* Being accountable means that we do what we say we will do, even when no-one is watching.
* Use some examples from your own life to help explain what this means.

Watch out for:

Some people might think being accountable is controlling or restrictive. But being accountable means that people care about you. Instead of nobody caring whether you do what you said you would, accountability here means, you matter, what you say and do matters, and the community around you will hold you to account.

Slide 23 – Being accountable in peer support

Slide description:

Be your Word; Do what you say; Hold others to their word… and if you make a mistake? Apologise and move on.

Time:

5 minutes

Why:

People are accountable to themselves and their peers in the way they do peer support.

Main Points:

* The slide describes some of the ways to practice being accountable in peer support
* Discuss these points with the group
* Being your word is about making your words mean something
* Doing what you say is about building trust in yourself and having others trust you
* Holding others to their word is about building trust with each other
* Sometimes holding someone to account means saying something to them. This can show our trust and respect for each other.
* Being accountable is how we build the peer movement
* It is about respect for others and yourself!

Slide 24 – Pay it forward

Slide description:

Pay it forward. (Image description: a heart at the bottom linking to three hearts each linking to three hearts each linking to three hearts)

Time:

3 minutes

Why:

People feel encouraged to do peer support with more people.

Main Points:

* Pay it forward means giving a gift that you have received to someone new
* Some people call this random acts of kindness
* It means the gift keeps on giving and giving!
* Ask for some examples from participants.

Slide 25 – Paying it forward is…

Slide description:

Paying it forward is - giving without expecting anything in return

Time:

2 minutes

Why:

People feel encouraged to do peer support with more people.

Main Points:

* Paying it forward is about giving because you can, not because you need something in return.
* Ask people about the difference between giving freely, and giving when we expect something in return.

Things to watch out for:

* Some people might talk about how they are always giving and giving and not getting anything back. Ask people how they would deal with this.
* Some people might also say that the things they get in return are worth less than the things they gave. Help people explore their feelings about this.

Slide 26 – Paying it forward in community

Slide description:

Paying it forward in community. And like a Boomerang it will come back to you! In a community, it will come back again and again and again!

(Image description: A boomerang flying through the sky)

Time:

10 minutes

Why:

People feel encouraged to do peer support with more people.

Main Points:

* Paying it forward in a community is like a boomerang it comes back.
* This means that if you offer something to one person, something will come back to you.
* Again see if people have examples.

Slide 27 –Paying it Forward is good for you

Slide description:

Paying it forward is good for you. It lifts your self-esteem, it improves your immune system, it stops negative thoughts and feelings and generates positive ones, it makes you feel good about yourself.

Time:

2 minutes

Why:

People feel encouraged to do peer support with more people.

Main Points:

* Read out the slide and ask the group what they think.
* Even if we feel we are paying it forward and nothing is coming back, research suggests it's good for us.

Watch out for:

Some people might still be unsure about this. If they are the same people as before and even those benefits can't convince them, maybe it's time to move along.

Remember you are a facilitator of a program; you don't have to convince people of anything.

Slide 28 – 3. Be humble – make a difference

Slide description:

3. Be humble – make a difference. “being humble means recognising that we are not on earth to see how important we can become, but to see how much of a difference we can make in the lives of others” (Gordon Hinckley)

Time:

5 minutes

Why:

People are humble in the way that they do peer support.

Main Points:

* Wanting to make a difference or a contribution to someone else is a great attribute.
* It’s not about us but about the other people.
* Ask the group why they think being humble is an important way of being in peer support.
* Write down people’s answers.

Slide 29 – Humble Head

Slide description:

Humble Head. (Image description: two columns, with the headings humble and not humble)

Time:

5 minutes

Why:

To unpack the meaning of being humble.

Main Points:

* Ask someone to draw two columns on the board and write “humble” and “not humble” at the top of each column
* Ask people to call out names of people they know and which column they belong
* Talk about why they are either humble or not humble.

Slide 30 – Be humble – remember that

Slide description:

Be Humble – remember that: You are no more an expert than the person next to you; what is right for you might not be right for them

Time:

5 minutes

Why:

People see that being humble is an important in peer support.

Main Points:

* Remind people that everyone is the expert in their life.
* What’s right for one person might not be right for another person.

Slide 31 – Doing peer support

Slide description:

Doing peer support (Image description: Black rectangular, this is a video)

Time:

The video goes for 6 minutes.

Why:

To hear from other peers about what makes peer support work.

Main Points:

* The video talks about some important things that make peer support work
* openness, curiosity, empathy
* paying it forward
* inclusive language
* being accountable
* If you have time, ask people what they thought about the video.

# Check-out

**Slide 32 – Next Session**

**Slide Description**

Next Session.Skills for peer support. Listening, Asking Questions, Empathy

**Time:**

2 minutes

**Why:**

Get people thinking about next session

**Main Points:**

* Introduce the topics for the next session, Skills for Peer Support.
* We will practice listening, asking questions and empathy in ways that help peer support.
* Get people excited about the next session.

**Slide 33 – For next week**

**Slide Description:**

For next week. Practise Peer support, Think about who your Peers are (make a list), Have a conversation with a Peer, Ask for or offer some support to a Peer, Come back next week to share your experiences with your Peers here!

**Time:**

5 minutes

**Why:**

People start to practice what they have learned about peer support in their lives.

**Main Points:**

* To get good at something everyone needs to practice.
* Ask the group to do at least two peer tasks before next week. The slide gives some examples.
* Make a list of the peers in your life.
* Find a peer to talk to
* Ask for or offer some peer support.
* If you think you don’t have a peer, make sure you connect with someone from here before you leave. Grab a phone number and/or make a time for a coffee.
* Come back next week and share with the group.

Slide 34 – 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 35 – 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**