

# 1

## *SESSION*

### **Welcome and introduction to the training**



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**JCS TRAINING PROGRAMME**

## 1.1 Introduction

This unit will introduce the participants to the training course. The trainer and the participants will get to know each other. The group will jointly establish the shared rules to follow throughout the training. The trainer will inquire into the participant's wishes and needs regarding the training. We will present the concept of peer support (principles, core values, differences between peer support and experts by experience...). We will approach the general concept of recovery- understood broadly as recovery from challenging life situations- and its link to peer support. We will reflect upon the value of lived experience. Additionally, we will consider the desired outcomes of peer support interventions in the peer.

## 1.2 Learning outcomes

- Define what we'd like to achieve with the training
- Establish the ground to working together
- Develop an understanding of peer support
- Recognize there are several types of peer support
- Tell the principles and values of peer support
- Reflect upon the meaning of recovery

## 1.3 Training session plan

### DURATION

2,5 h

### MATERIALS

- Trainer Curriculum
- JCS Manual (it includes worksheets, case scenarios and self-assessment exercises)
- Worksheets and case scenario
- Stationery (paper in different sizes, cardboard, pens, pencils, markers, sticky notes, etc.)
- Flipchart/whiteboard

- Power Point presentations of the contents (optional)
- Computer (optional)
- Projector/TV (optional)

## CONCEPTUAL CONTENTS

ATL Trainer Curriculum, Unit 1, Introduction to Peer Support

JCS Manual, Unit 1, Introduction to Peer Support

## INTRODUCTION

Start the session with a round of introductions. As the trainer, you may be the first one to introduce yourself to the participants. Procure to come up with a relaxed introduction and try to avoid excessive formality. Ask each participant to share their name and say hi to the rest of the group.

Next, ask the participants to split in pairs and tell each other a little about themselves, e.g.

- a.** One thing/activity that you like
- b.** One thing/activity that you dislike
- c.** Why do you want to become a peer supporter?
- d.** One hope/expectation related to this training
- e.** One fear related to this training

Once the participants exchange the information, the group comes back together and each person presents their conversation partner.

Now that the first presentations have been made, introduce the participants to the course. You may present the training program, expected outcomes, discuss the duration and timing of the training, etc. Give the participants the possibility to ask you questions about the course.

Following, move the focus from what the training has to offer the participants to what are the participants' expectations. Ask them about their wishes and needs in terms of participation and learning. You may go back to the information on the hopes and expectations shared by the participants during the presentations and ask them additional questions. The results of this discussion shall give you some ideas on how to adapt the activities throughout the training to better fit the needs of the group.

**DURATION OF THE INTRODUCTION**

40 minutes

**NOTES/OBSERVATIONS**

It's not like you have only one shot at asking the participants about their wishes. In fact, you can repeat this practice at each session to make sure that the training is aligned with participants' needs.

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40 minutes

**NOTES/OBSERVATIONS**

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<b>ACTIVITY 1</b>	Jointly setting the rules
<b>DURATION</b>	30 min
<b>WORKSHEET REFERENCE</b>	N/A
<b>PROCEDURE</b>	<p>Invite the participants to jointly build some basic rules for the training sessions. If the process is participative, it is more likely that the whole group commits to the rules they have co-created. You could ask the participants to propose the rules in plenary, based on their previous group experiences. However, it is likely they won't come up with ideas immediately. If that is the case, you can encourage reflection upon aspects to be covered by the rules asking the group, e.g.:</p> <ul style="list-style-type: none"> <li>- How would you like us (group) to interact/ relate to one another?</li> <li>- How do you wish to be treated by the rest of us?</li> <li>- How do you wish to treat the rest of us?</li> <li>- How do you wish for the group to handle what you share with us?</li> <li>- What situations/attitudes could hamper our learning process?</li> <li>- What situations/attitudes could create a negative atmosphere?</li> <li>- What can each of us do to build and maintain a positive space for sharing and learning from each other?</li> </ul> <p>Based on the answers of the participants, you can write down a "Decalogue of principles" that will govern the relations during the training and within the group. You may hang the Decalogue in a visible place in the training room so that the principles are present throughout the training.</p>

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<b>ACTIVITY 2</b>	Recovery. What does it mean to me?
<b>DURATION</b>	40 min
<b>WORKSHEET REFERENCE</b>	JCS Manual, Unit 1, Worksheet 1 “How I dealt with...”
<b>PROCEDURE</b>	<p>Shortly introduce the concept of recovery to the participants (remember that there will be a separate session on recovery when you get to the Unit 4). Here, we mean recovery as an ongoing journey that makes you keep moving forward, day after day. Recovery from one or more situations and conditions such as homelessness, trauma, mental health issues, physical illness... The importance of hope in the process of recovery- the belief that things can always get better and a meaningful life is possible.</p> <p>In order to try to make this hope palpable within the group, invite the participants to carry out the following exercise.</p> <p>Ask them to think of a challenging situation they faced in the past which they overcame. It doesn't have to relate to the situation of homelessness. It could have to do with a family issue, health issue, romantic relationship, work... or anything else the participants might want to share.</p> <p>Give the participants a few minutes to think about the situation they'd like to share. To help structure this process, we created the worksheet “How I dealt with...” in which the participants are asked to recall the process of solving the problem and reflect upon their feelings and experiences throughout the process.</p> <ul style="list-style-type: none"> <li>- What did you think when the situation happened? How did you feel about it?</li> <li>- What did you do about it when it happened?</li> <li>- Did you need help to solve/ overcome the situation?</li> <li>- Who helped you to overcome it? What did they do to help?</li> <li>- What did you learn from that situation that was useful?</li> <li>- What are your feelings about that situation today?</li> </ul>
<b>ALTERNATIVES/ TIPS</b>	To help the participants with this process of sharing personal experiences, you might participate in this exercise and be the first one to share a difficult situation that once happened to you.

<b>ACTIVITY 3</b>	Introduction to peer support
<b>DURATION</b>	20 min
<b>WORKSHEET REFERENCE</b>	N/A
<b>PROCEDURE</b>	<p>Introduce the participants to peer support and the role of shared experience. Discuss the purposes of peer support. Discuss the implications of helping others. Tell them about different persons involved in the peer support process. Shortly describe different types of peer support in terms of its organization and type of relationship between the Peer Supporter and the Peer.</p>

<b>ACTIVITY 4</b>	Is it working? Considering desirable outcomes
<b>DURATION</b>	20 min
<b>WORKSHEET REFERENCE</b>	JCS Manual, Unit 1, Worksheet 2 “Is it working?”
<b>PROCEDURE</b>	<p>After discussing the purposes and the values of peer support in the previous activity, the participants can determine what kind of outcomes are desirable for peer support interventions.</p> <p>Ask the participants to classify the states of mind/outcomes in people receiving peer support by placing them in the right place in the table on the worksheet.</p> <p>Make it clear to the participants that this is only an informative exercise regarding the desirable effect of peer support. Explain that, in practice, it can be difficult to determine if one or another outcome is the result of the peer support intervention since there are multiple factors concurring at the exerting influence.</p>



<b>ACTIVITY 5</b>	Case scenario analysis
<b>DURATION</b>	30-40 min
<b>WORKSHEET REFERENCE</b>	Story of Paul
<b>PROCEDURE</b>	Read the case scenario to the group or ask one of the participants to read it aloud. Ask participants to respond collectively to the questions or do it in small groups. In this case, then, ask each group to share their conclusions.

<b>CLOSURE OF SESION</b>	At the end of the session, ask reflection questions, such as: “How do you think today’s session brings you closer to becoming a peer supporter? Then invite participants to note what caught their attention, what they have learned and what they want to keep as a point of reference from today’s session, as well as to ask any related questions.
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## 1.4 Bibliography

- Scottish Recovery Network, Fundación INTRAS et al., [Peer2peer. Vocational Training course](#)

# 1 *SESSION*

**worksheets and case scenario**



Accommodating a travelling **life**



## Worksheet 1 – How I dealt with

Think of a concrete problem/difficult situation you had to solve at some point in the past. It could have to do with anything— a family issue, health issue, romantic relationship, work... Once you have selected a situation, try to answer the questions below with relation to it.

**What did you think when the situation happened? How did you feel about it?**

**What did you do about it when it happened?**

**Did you need help to solve/ overcome the situation?**

**Who helped you to overcome it? What did they do to help?**

**What did you learn from that situation that was useful?**

**What are your feelings about that situation today?**



## Worksheet 2 – Is it working?

Fill in the table with the states of mind from the box below

Increased confidence	Sense of equality
Increased feeling of self-determination	Feeling of powerlessness
Increased comfort	Sense of belonging/ shared identity
Sustained lack of other resources to cope	Increased sense of inferiority
Improved self-evaluation	Worsened self-evaluation
Acquiring additional resources to cope	Increased feeling of Failure
Development and sharing of skills	Increased distress
Sustained lack of competence/ skills	Increased sense of dependence

LOOKS LIKE IT'S WORKING!	SOMETHING IS WRONG...

Can you think of other states of mind that could be indicate whether peer support is working or not?  
Write them down

## CASE SCENARIO – Story of Paul

Paul is a 45-year-old man. His childhood was severely impacted by the drug addiction and the violence of both his parents— at the age of 12 Paul was taken into foster care.

Paul was very uncomfortable at the foster home. He had difficulties with studying and accepting rules. Soon, he started to escape from the foster home and to play truant at school. He was a young boy, full of pain and anger; he did not learn how to cope with these difficult emotions.

At the age of 18, Paul moved into an apartment of his own, arranged by the Child Protection Service. He lived there for 2 years, but his psychological problems got worse over that period. Paul developed antisocial attitudes, started using drugs, and began committing crimes- he stole a car and started selling drugs. Eventually, he was sentenced to prison and lost his apartment.

After his release, the social assistance services helped him to rent a new apartment, but he continued to use drugs and to break the rules. He started to accommodate his homeless friends in the apartment. Due to his neighbors' complaints, Paul was first threatened with eviction and was eventually forced to leave the apartment.

After a year of being homeless, he moved to a supported housing unit. Living there was better, although Paul continued to commit crimes and had several short prison sentences— nevertheless, he did not lose the apartment this time.

An important turning point in Paul's life was when he started dating and his spouse got pregnant. This time he wanted to make a difference for the sake of their child. His spouse also struggled with substance abuse, which is why their case was monitored by the social services office.

The child was born healthy and the man moved into his own home with his family. At home, they were supported by a family assistant and Paul tried hard to get a job, but due to his criminal history, it seemed impossible. The worsening of the family conditions led Paul and his wife to start drinking: they used to fight constantly, recreating the same environment that Paul experienced in his childhood. The couple divorced when their son was 2 years old and the Child Protection Services —considering neither of the parents capable to take proper care of the child— took the boy into foster care. This was too much for the parents and they both drifted back to the streets.

### Questions for reflection

What may be the barriers for the people trying to support Paul?

1. What services should be put in place to help Paul once these barriers are overcome?
2. What kind of help is needed on behalf of the professionals?
3. Which could be your role as peer support agent? How could peer support help?
4. Is there anyone else who might need to cooperate, besides the professionals and the peer supporter? In what way?
5. Considering the initial happiness that the family originally brought to Paul, can you think of any way to involve them in the healing process?



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*end of session*

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