



THE UNIVERSITY
OF BRITISH COLUMBIA



TOOLKIT FOR INDIGENOUS PEER SUPPORT TRAINING

May 2024



University of British Columbia
Counselling Services
Indigenous Mental Health and Wellbeing (IMHW)

INDIGENOUS MENTAL HEALTH AND WELLBEING (IMHW) TOOLKIT FOR INDIGENOUS PEER SUPPORT TRAINING



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LAND ACKNOWLEDGEMENT

Gratefully and respectfully acknowledging that the land on which we gathered to work on the Indigenous Peer Support Program (PSP) training is the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The PSP toolkit was also created on the lands of the Coast Salish peoples, the xwməθkwəyəm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tseil-Waututh) Nations.

BACKGROUND

The Indigenous Mental Health and Wellbeing (IMHW) Peer Support Program (PSP) training was developed as a culturally-centred resource for Indigenous students. Recognizing the importance of community connection and belonging, the goal of the training was twofold: First, through a review of existing peer training, to bring together Indigenous students to gather feedback on relevant curriculum topics and skill-building practices. Second, to create a shareable toolkit for use with Indigenous student groups with a particular interest in life promotion and well-being.

INTRODUCTION¹

The IMHW Peer Support Program training was primarily informed by three resources:

- B.C. Ministry of Mental Health and Addictions and BCcampus (2021), ([Provincial Peer Support Worker Training](#))
- [Thunderbird Partnership Foundation](#) (2021), *Strengthening Our Connections to Promote Life: A Life Promotion Toolkit for Youth*
- Canadian Mental Health Association (2021) [Reenergizing Wellness: A Resource for Peer-Led Wellness Programs in Indigenous Communities](#); a CMHA toolkit adapted by səliłwətał (Tseil-Waututh) Nation and the First Nation Health Authority (FNHA).

Content and activities from these resources, as well as the IMHW team members (counsellors and social workers) were collected and presented to a group of UBC Indigenous students. Students were then invited to provide feedback on elements of the program, including frameworks and approaches, themes, content and activities (e.g., information sharing and skills building), as well as group check-in and grounding activities.

1. The IMHW team gratefully acknowledge that funding was provided for this project by the UBC Indigenous Strategic Initiatives Fund (Stream 2, Transformative Projects).



PROGRAM OVERVIEW

The program was developed as a series of 12 sessions, including 10 workshops, an introduction, and a closing session. The sessions aimed to provide knowledge, skills, and resources to Indigenous students who were engaged in peer support work on campus, interested in peer support work, or already providing peer support in community roles. Broadly, curriculum topics included creating frameworks, understanding worldviews, biases and assumptions, as well as themes of self-determination and cultural humility. Practical skills and knowledge-building sessions included setting boundaries, communication skills, trauma-informed care, mental health crisis supports, building resilience, and goal planning.

The curriculum was developed as a consecutive series with the same participants across all sessions. However, it was also designed to be flexible to fit the changing needs of the UBC community and other potential Indigenous peer groups who might adapt the program. As such, given the UBC semester structure, participants varied across sessions, based on availability. Sessions were designed to also be reordered, adapted, or presented as single session workshops, as needed. All are welcome to adapt this toolkit for community peer programs.

PROCESS

The training process was originally modeled after a talking circle, where participants and facilitators gather in a circle, which symbolizes connectedness, community, and equality. The circle opened with a facilitator offering a land acknowledgement. This was followed by a discussion prompt/icebreaker question and an invitation for participants to share. The circle was also formally 'closed' with group reflections and a gathering of the day's work. However, after the first circle, there was a need for tables as students were writing notes, using the mixed media materials, and/or finishing lunch. A second aspect of the group process was the importance of seeing visuals or resources at the same time. In which case, adaptations were made to the circle format to ensure everyone could see the display screen (PowerPoint slides with session content), which guided and engaged the conversation.

Location: UBC First Nations Longhouse.

Supplies: Mixed media materials (pens, markers, various types of paper) were available for students to brainstorm ideas within sessions, or draw/colour/doodle ideas during the sessions.



PROCESS

Participants: Graduate and undergraduate Indigenous students, representing arts, education, and science studies, participated in the group sessions. The program was funded for ten participants per session; however, the average group was four participants.

Participant Honorarium: Students received an honorarium for each session attended (3 hours/per session).

Food and Refreshments: Lunch was provided by local restaurants and catering companies.

Session Content: As mentioned, the training was developed from three core resources, with a significant focus on the BCcampus, Provincial Peer Support Worker Training (2021). The table highlights session themes (October 2023 – March 2024) and the following pages provide session outlines.

Session	Group Themes
1	Getting Started, “The Foundations” Introductions and to the Group Process
2	Peer Support & Wholeness
3	Unpacking Our Biases & Worldviews
4	Self-Determination & Cultural Humility (with Elder)
5	Connection & Communication: Part I
6	Highlights & Review (Part I)
7	Understanding & Co-Creating Boundaries & Communications: Part 2



PROCESS

Session	Group Themes
8	Healing Centred Connection, Principles in Trauma-Informed Care
9	Curriculum Review , follow up from session 8 with Elder: Healing Centred Connection: Principles in Trauma-Informed Care; Mental health & Crisis Supports; Building Resilience
10	Goal Planning
11	Graphic Recorded Session: <u>Summary Session</u>
12	Closing the Circle (with Elder)



SESSION #1: OPENING THE CIRCLE

Getting Started, The Foundations (BCcampus Training, Module 1); Introductions and the Group Process

LEARNING OUTCOMES

- Understand the IMHW Peer Support Program (PSP) training program and how it was developed
- Establish a *Brave Space* agreement to support learning and sharing in upcoming sessions
- Define Indigenous peer support and how it differs from other approaches
- Recognize the importance of self-care while learning about and providing peer support
- Understand the overarching values of peer support (BCcampus curriculum)

Supplies: Participants were given pens and journals for the session work.

Lunch: Provided while participants gathered in the space.

SESSION OUTLINE

Section Title	Facilitator Notes
Opening: Land Acknowledgement	The facilitator offered a land acknowledgement. Participants were invited to offer land acknowledgements for future sessions. Resource: Musqueam & UBC
Program Orientation	The sessions were created from existing curriculum and resources (Thunderbird Partnership Foundation, the Canadian Mental Health Association, and the B.C. Ministry of Mental Health and Addictions/BCcampus). ...continued on next page





SESSION OUTLINE

Section Title	Facilitator Notes
Program Orientation continued	<p>First, the IMHW sought input from UBC Indigenous Students, with the goal of creating a peer support curriculum informed by values, skills, and practices. Second, drawing from existing programs and practices, the goal was to create a relevant peer support program to support the UBC Indigenous student peer community.</p> <p>The training, comprised of 12 sessions, included 10 workshop/ feedback sessions, an introduction, and a closing session.</p>
Group Introductions	<p>Participants were invited to offer a self-introduction to the group, including name, pronouns, nation, studies background, and reasons for participating in the training.</p>
Group Process: Establishing Safe/Brave Space Part 1: Caring for ourselves and others during the work	<p>Safe Space refers to an environment that is free of discrimination, criticism, harassment, as well as emotional and physical harm.</p> <p>A Brave Space is a safe space where participants share thoughts, opinions, and experiences.</p> <p>Group activity: Participants reflected on guidelines, practices, and agreements that would help them bravely share their thoughts. Examples included confidentiality, assuming good intent, active listening, developing relationships, and responding to a distressed participant, and group norms and practices.</p> <p>Option: Participants submit their ideas in anonymous ways (e.g., mentimeter.com)</p>





SESSION OUTLINE

Section Title	Facilitator Notes
<p>Group Process: Establishing Safe/Brave Space continued</p> <p>Part 1: Caring for ourselves and others during the work</p>	<p>Resources: Thunderbird Foundation, <i>Strengthening Our Connections to Promote Life</i> (p.12) Citybureau.org, <i>Safe-Spaces, Brave Spaces</i> <u>Brave Space Agreement Example</u></p>
<p>Introduction to Grounding/Mindfulness</p> <p>Part 2: Caring for ourselves and others during the work</p>	<p>Throughout this training we will be sharing a variety of grounding activities. Grounding was introduced as a self-soothing skill to help with emotional regulation and with feelings of stress. Grounding activities help to reconnect with the present moment. Participants were invited to share grounding activities in future sessions (see Appendix B).</p>
<p>What is Indigenous Peer Support?</p>	<p>Drawing from the BCcampus online training, engage in conversation around the definitions of Peer Support from an Indigenous perspective (see the 3 core resources).</p>
<p>What framework(s) or models will be useful approaches to Indigenous Peer Support?</p>	<p>Introduction to a few visual sources, including the Medicine Wheel. Participants asked to see all visuals as a group, e.g., in a PowerPoint.</p> <p>See: <u>Thunderbird Foundation</u> for circle/wheel examples.</p>
<p><u>Peer Support Values Values Inventory</u></p>	<p>Introduction to training values and a short discussion:</p> <p>How do these values have relevance for UBC Indigenous student peer support? (BCcampus Peer Support training)</p> <ul style="list-style-type: none"> • Acknowledgement <p>...continued on next page</p>





SESSION OUTLINE

Section Title	Facilitator Notes
<u>Peer Support Values</u> <u>Values Inventory</u> continued	<ul style="list-style-type: none">• Belonging and community• Curiosity• Mutuality• Respect, Dignity, and Equity• Self-determination• Strength-based
Closing the Circle	Invite feedback for future closing circle activities.
Feedback & Takeaways	Invite feedback through the Qualtrics survey.
Post-Session	Email with links to upcoming content and Qualtrics feedback survey.





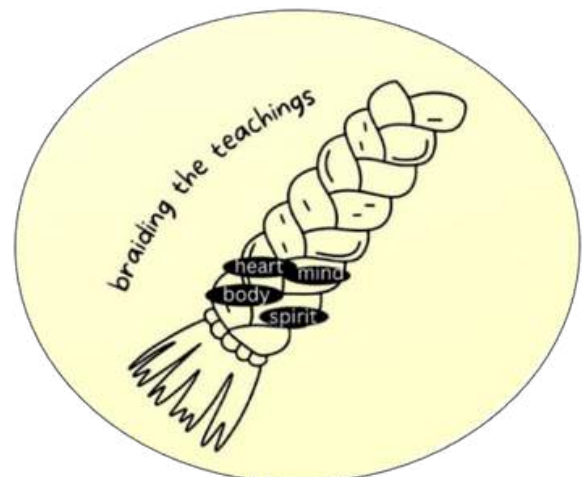
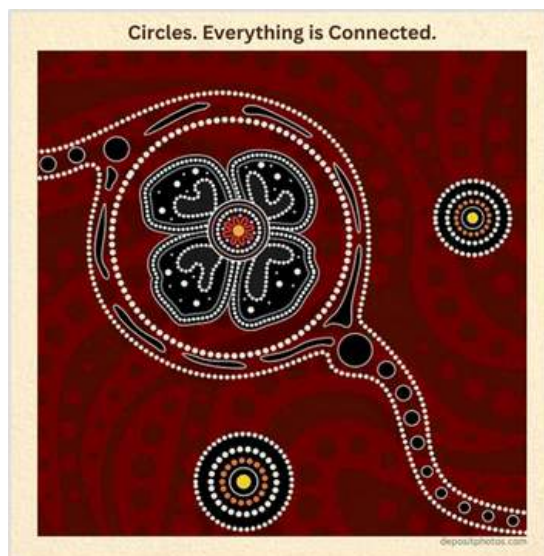
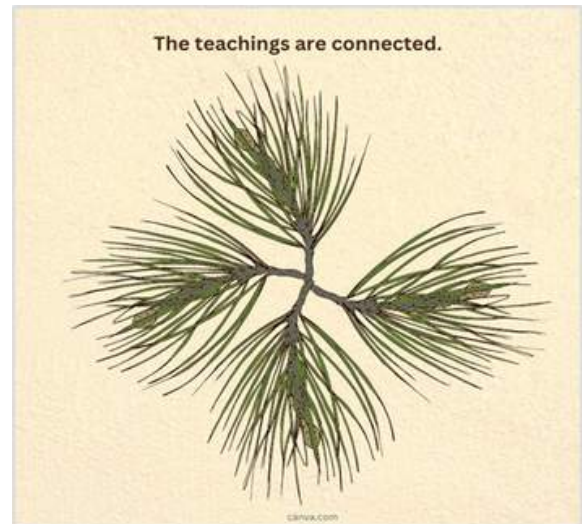
CREATING FRAMEWORKS FOR INDIGENOUS PEER SUPPORT WORK

Visuals, Metaphors, and Teachings (Part I)

A Medicine Wheel, along with the Thunderbird Life Promotion visuals (wheels) were displayed for group reflection and feedback.

Participants suggested trees, braids, and different kinds of circles as visual metaphors to represent holistic Indigenous peer support program approaches.

“River is a metaphor. We flow like water.” ~ student/participant



Graphic created in Canva





PERSONAL VALUES INVENTORY ACTIVITY

Our personal values impact the peer support work.

What fills me?
What brings me joy?

What values are the most important to me?

What drains me?
What would I like to avoid?

What do friends / family / peers think I do well?

When have I been most fulfilled?
What was I doing? When? Where? With whom?

REFLECTION ACTIVITY

How are the curriculum (BCcampus) values relevant and applicable to the Indigenous student Peer Support Program?

Acknowledgement. Belonging and Community. Curiosity. Mutuality. Respect, Dignity, and Equity. Self-Determination. Strength-Based. (BCcampus)



Graphic created in Reesha app





REFLECTION ACTIVITY

CONTINUED

Brave Space Agreement (additions) and Quotes from Session

- “Make space for others to contribute and share.”
- “Gather outside sometimes. It’s important to have access to the outside and to connect with nature.”
- “Being a peer doesn’t mean they have to have everything the same.” (e.g., “in common”)

Grounding

- “Having essential oils to help with senses” (e.g., sage spray to spritz around the room)
- “Gratitude is grounding.”
- “Think about what you can do for your body.” (e.g., nutrition). Food is Good Medicine.



SESSION #2: PEER SUPPORT & WHOLENESS

BCcampus Training, Module 2

LEARNING OUTCOMES

In peer support work:

- Understand the concept of “wholism”
- Reflect on the concept of “strength-based” and “holistic approaches”
- Reflect on personal values and how they impact peer support work

Supplies: Journals and pens

Lunch: Provided while participants gather in the space.

SESSION OUTLINE

Section Title	Facilitator Notes
Land Acknowledgement	Invite participants to offer a land acknowledgement.
Check-in	See Appendix A.
Grounding Activity	See Appendix B.
Brave Space Agreement	Check-in for additions or revisions.
Feedback Review	Share feedback from session #1.
Key Focus: “Wholeness” and Indigenous Peer Support Work	<ul style="list-style-type: none"> • Discussion (follow up from session #1 themes). • Reframing wellbeing from a health care perspective (Medical Model) to an Indigenous, strength-based framework. <p>...continued on next page</p>





SESSION OUTLINE

Section Title	Facilitator Notes
<p>Key Focus: “Wholeness” and Indigenous Peer Support Work continued</p>	<ul style="list-style-type: none"> • The Medical Model of health care often focuses on symptoms, diagnoses, and treatments with Western-based approaches, which may not support the whole person, and which often contrasts with strength-based approaches. • Wholeness in a peer context means recognizing “all parts of self”, e.g., imperfections, brokenness, and strengths. • Recognizing these qualities in peers, as well as various levels of safety and comfort in expressing “whole parts of self.”
<p>Life Application</p>	<p>Role Play: BCcampus curriculum (Module 2) “Martin & Khalil”</p> <p>One example of the negative impact when peers assume a clinician role instead of a peer role.</p>
<p>Key Focus: Envisioning a Holistic Lens and Approach to Indigenous Student Peer Support</p>	<p>This theme was briefly introduced in session #1. Conversation, reflection, and feedback-gathering. See visuals (p.11).</p>
<p>Key Focus: Values Inventory Activity (see page 10)</p>	<p>Recognizing that we bring our values to the work.</p> <p>Values Reflection Activity:</p> <ol style="list-style-type: none"> 1. What is important? Deep down, what matters to me is... 2. Relationships: Which relationships are important to me? 3. Do I have relationships to heal or to build? 4. Purpose: What is my life about? 5. Am I on the right path, or do I need to make change(s)? 6. Feelings: Generally, how do I feel?





SESSION OUTLINE

Section Title	Facilitator Notes
Closing the circle	Invite feedback for future closing circle activities.
Feedback & Takeaways	Invite feedback through the Qualtrics survey.
Post-Session	Email with links to upcoming content and Qualtrics feedback survey.

SESSION #2: PEER SUPPORT & WHOLENESS

Part 2: As with session #1, participants suggested trees, seasons, river/water, and circle metaphors and visuals to represent the approach to peer support work. Each symbol represents the student journey and the teaching that all things are connected.

“A tree - it’s broad - so people can connect with/relate to it more easily and it is accessible to everyone.”

“The tree symbolizes a lot of important aspects of community/life/connection.”

The cedar braid is also featured in the cover drawing, representing the interconnectedness nature of the teachings.



Image: Canva





SESSION #2: PEER SUPPORT & WHOLENESS CONTINUED

“With any education, understanding a concept is the first step.”
(BCcampus, Peer Training, Module 1)



“Wholeness means a coming together of all the parts of ourselves.”
(BCcampus Peer Training, Module 1)

What concepts and metaphors capture the work of your peer group?





SESSION #3: UNPACKING OUR BIASES & WORLDVIEWS

BCcampus Training, Module 3

LEARNING OUTCOMES

- Understand how and why we judge
- Explore worldviews and how they connect to biases and assumptions

Supplies: Journals and pens. Photocopies of the “Molecule” reflection activity.

Lunch: Provided while participants gather in the space.

SESSION OUTLINE

Section Title	Facilitator Notes
Land Acknowledgement	Invite participants to offer a land acknowledgement.
Check-in	See Appendix A, “Rock, Stick, Leaf” icebreaker / check-in.
Grounding Activity	Introduce Therapy Assistance Online (TAO) See Appendix B.
Brave Space Agreement	Check-in for additional feedback.
Feedback Review	Share feedback from session #2.
Key Focus: Unpacking & Challenging Biases	<ul style="list-style-type: none"> • Judgments • “We all judge.” The purpose of making judgements. Working with judgments. • Categories & Containers (organizing data around us) • Connecting and Over-Relating (biases and assumptions) • Introduction to the concept of worldviews and how they are connected to biases & assumptions





SESSION OUTLINE

Section Title	Facilitator Notes
Life Application	<p>Role Play: BCcampus curriculum (Module 3)</p> <p>“Cassandra & Taylor”, which highlights disconnection, misunderstanding, and resentment in peer relationships.</p>
Key Focus: Personal Worldviews	<p>Reflective & Interactive Activity (see page 13). Self-reflection activity, exploring identities and life experiences.</p> <p>Group sharing for the purpose of highlighting shared experiences, and where differences can lead to bias, assumptions, and stereotypes.</p>
Closing the circle	<p>“Everyone has a story: Sonder, each random passerby is living a life as vivid and complex as your own.” (Module 3)</p> <p>Invite feedback for future closing circle activities.</p>
Feedback & Takeaways	<p>Invite feedback through the Qualtrics survey.</p>
Post-Session	<p>Email with links to upcoming content and Qualtrics feedback survey.</p>



SESSION #3: UNPACKING OUR BIASES & WORLDVIEWS CONTINUED

BCcampus Training, Module 3

**“Every person carries in [their] head a mental model of the world
— a subjective representation of external reality.”**

**~ Alvin Toffler
(BCcampus, Module 3)**



Image: Canva





REFLECTION ACTIVITY

BCcampus Training, Module 3

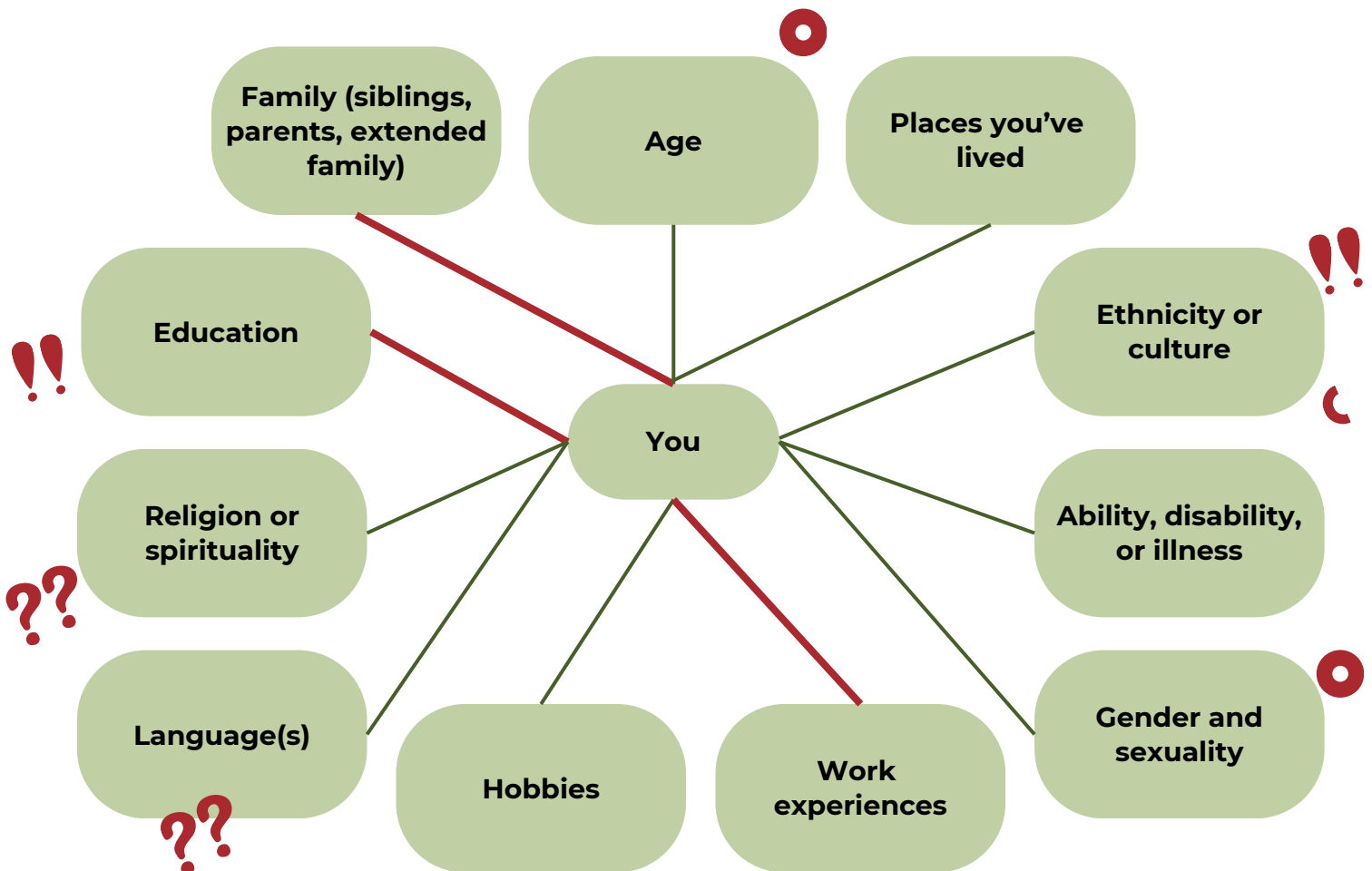
1. Compare your worldview molecule to the molecule of the students sitting closest to you.

- What are the identities or experiences you share?
- What are the identities or experiences you don't share?

2. Choose an identity that you share and brainstorm some of the biases, assumptions, or stereotypes associated with that identity.

3. Considering the identities that you do not share, describe biases, assumptions or miscommunications that might happen if you were providing peer support to this person.

*Adapted from [My Heritage Language](#)





SESSION #4: SELF-DETERMINATION & CULTURAL HUMILITY

BCcampus Training, Module 4 & 5

LEARNING OUTCOMES

- Reflect and explore themes of **self-determination** and how they impact peer support work
- Reflect and explore themes of **cultural humility** and how they impact peer support work
- Gather knowledge and insights from a guest Elder

Supplies: Journals and pens

Lunch: Provided while participants gather in the space.

SESSION OUTLINE

Section Title	Facilitator Notes
Land Acknowledgement	Invite participants to offer a land acknowledgement.
Check-in	Introductions with guest Elder. See also Appendix A.
Grounding Activity	Provided by the Elder. See also Appendix B.
Key Focus: Self-Determination	Review definitions of self-determination and the impact on peer support work (BCcampus, Module 4). Reflection, discussion, and knowledge sharing with the Elder.
Cultural Humility	Review definitions of cultural humility and the impact on peer support work (BCcampus, Module 5). Reflection, discussion, and knowledge sharing with the Elder.





SESSION OUTLINE

Section Title	Facilitator Notes
Closing the circle	Offered by the Elder.
Feedback & Takeaways	Invite feedback through the Qualtrics survey.
Post-Session	Email with links to upcoming content and Qualtrics feedback survey.

"Cultural humility means that we don't approach other cultures from a position of superiority. We recognize there is much we don't know." ... "We must actively choose humility."

(BCcampus, Module 5)

"Cultural humility is a lifelong process of learning that takes mindfulness and self-reflection. It includes mitigating power imbalances and institutional accountability."

(Miyagawa, 2020; BCcampus, Module 5)





SESSION #4: SELF-DETERMINATION & CULTURAL HUMILITY

BCcampus Training, Module 4 & 5

"Self-determination is the right to make one's own decisions and have freedom from coercion."

"We support the facilitation and creation of environment where people can feel free to tap into their inner motivation."



Image: Canva

"Peer support workers don't fix or save. We acknowledge and hold space for resilience and inner wisdom"... "You are the expert on you." (Module 4)

"In order to move toward Self-Determination, basic, universal human needs must be met." (Module 4)

Participants recommended "The Wheel of Needs" as a reflection activity.

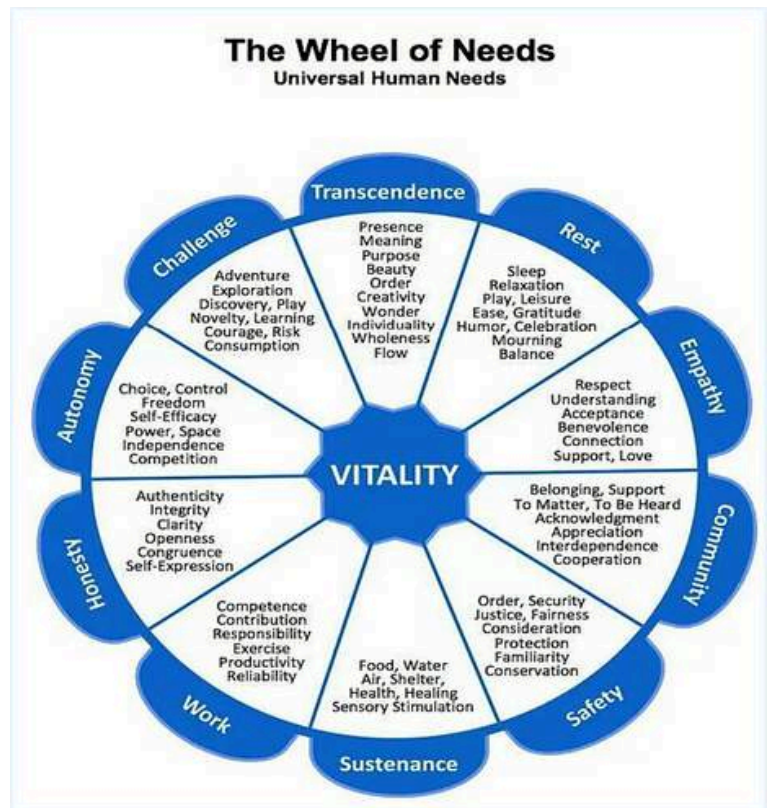


Image: Strawbale Studios





SESSION #5: CONNECTION & COMMUNICATION (PART I)

BCcampus Training, Module 7 (Part I)

LEARNING OUTCOMES

Skills-building and gather feedback on six themes from Module 7:

- Intentional communication (communication at the beginning of peer support relationships)
- Authentic, open, and courageous connection
- Listening to understand
- Compassionate curiosity and asking good questions
- Practicing presence
- Connection, disconnection, and reconnection

Supplies: Journals and pens

Lunch: Provided while participants gather in the space.

SESSION OUTLINE

Section Title	Facilitator Notes
Land Acknowledgement	Invite participants to offer a land acknowledgement
Check-in	See Appendix A
Grounding Activity	Mindful Movement (See Appendix B)
Brave Space Agreement	Check-in for feedback
Feedback Review	Share feedback from session 3 & 4





SESSION OUTLINE

Section Title	Facilitator Notes
<p>Key Focus: Connection & Communications: Skills building and gathering feedback on seven themes from Module 7</p>	<ul style="list-style-type: none"> • Intentional Communication and communication at the beginning of peer support relationships • Authentic, open, and courageous connection • Listening to understand • Compassionate curiosity and asking good questions • Practicing Presence • Connection, disconnection, and reconnection
<p>Life Application</p>	<p>Role Play: BCcampus curriculum (Module 7) “Sam & Jesse” Part 1 & 2 “Connection & Reconnection” when there is miscommunication.</p>
<p>Closing the circle</p>	<p>“Compassionate Curiosity” (See Appendix A).</p> <p>Skills-building and “check-out” activity.</p> <p>“Curiosity isn’t fueled by personal gain but by a genuine interest in connection.”</p>
<p>Feedback & Takeaways</p>	<p>Invite feedback through the Qualtrics survey.</p>
<p>Post-Session</p>	<p>Email with links to upcoming content and Qualtrics feedback survey.</p>

“I define connection as the energy that exists between people when they feel seen, heard, and valued; when they can give and receive without judgment; and when they derive sustenance and strength from the relationship.”

(Brené Brown, 2020) (Module 7)



SESSION #5: CONNECTION & COMMUNICATION (PART I)

“Our worldview, assumptions and biases, our upbringing, along with the cultures and subcultures impact our communication.”

“Unexpressed expectations and unclear boundaries can turn into miscommunication or conflict, or grow into disconnection and resentment.”
(BCcampus, Module 7)



Image: Canva

Compassionate Curiosity in Peer Support (BCcampus, Module 7)

Who benefits from this question?	Is the question supporting the person to engage in self-reflection?	Does this question support connection?
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Practicing presence

“Practicing presence means we’re aware of what’s happening within us, are noticing the other person we’re with and are mindful of our surroundings.”

“When we practice presence, we’re doing our best to honour the people with whom we spend our time.”

(Module 7)



Image: Pixabay



SESSION #6: HIGHLIGHTS & REVIEW

BCcampus Training

LEARNING OUTCOMES

- Review highlights from sessions 1-5
- Gather additional feedback for the program content

Supplies: Journals and pens

Lunch: None provided, Zoom session.

SESSION OUTLINE

Section Title	Facilitator Notes
Land Acknowledgement	Invite participants to offer a land acknowledgement.
Check-in	See Appendix A.
Grounding Activity	<u>Winter Solstice, Elder's Wisdom</u> See also Appendix B.
Brave Space Agreement	Check-in for additions for Zoom or online groups.
Feedback Review	Share feedback from session 5.
Key Focus: Gathering feedback	<ul style="list-style-type: none"> • Highlights review from the previous five sessions • Gathering additional feedback on program content





SESSION OUTLINE

Section Title	Facilitator Notes
Closing the circle	“Movement is Medicine” (Thunderbird Life Promotion Toolkit p.26 & 46).
Feedback & Takeaways	Invite feedback through the Qualtrics survey.
Post-Session	Email with links to upcoming content and Qualtrics feedback survey.

Online spaces need Brave Space Agreement considerations.



Image: Canva

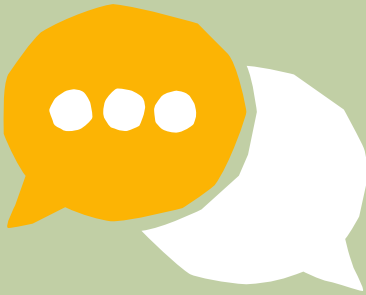
SESSION #6: EMERGING THEMES FROM HIGHLIGHTS REVIEW

Grounding Activities

- “Consistent daily routines help with grounding and wellbeing.”
- “Calm practice is important for wellbeing.”

Communication

- “Be direct. Ask, how can I help?”



Frameworks, models, approaches

- “Connect social justice themes to the peer support work.”
- “We are visual learners. We like visual models.”
- “The student journey is like the seasons...sometimes it's not always a good season, it could be a bad one, but the seasons keep coming.”
- “Embed Indigenous content into the curriculum.”
- “Approach the work with Humility.”
- “Humble means not thinking you are above anyone.”
- “There are ways to maintain your identity while being humble.”

Focus on strengths and resilience

“Actively encourage peers to use their strengths, to ‘go to their strengths’, such as particular skills or study interests. Focusing on strengths ‘gets us out of tunnel vision’, of focusing on deficits and problems; it’s easy to wallow in deficits.”

Consistent Daily Routine
Be Direct
How Can I Help
Paradigms Connect Social Justice
Grounding Activity
Humility
Resilience
Focus On Strengths
Embed Indigenous Content Curriculum
Seasons Journey
Calm Practice



SESSION #7: CONNECTION & COMMUNICATION (PART 2) UNDERSTANDING & CO-CREATING BOUNDARIES & COMMUNICATIONS

BCcampus Training, Module 6 & 7

LEARNING OUTCOMES

Skills building and gather feedback on eight themes from Module 7

- **Boundaries:** In different contexts and social media
- **Communications:** Safety, conflict, obstacles, and digital communication
- **Working with OARS**
 - O – Open-ended Questions
 - A – Affirmations
 - R – Reflections
 - S – Summaries

Supplies: Journals and pens

Lunch: Provided while participants gather in the space.

SESSION OUTLINE

Section Title	Facilitator Notes
Land Acknowledgement	Invite participants to offer a land acknowledgement.
Check-in	See Appendix A.
Grounding Activity	Fidgeting (Thunderbird Foundation p.42) Colouring Pages (See Appendix B).





SESSION OUTLINE

Section Title	Facilitator Notes
Brave Space Agreement	Check-in for feedback.
Feedback Review	Share feedback from session 6.
<p>Key Focus: Skills Building and Gathering Feedback:</p> <p>Boundaries & Communications</p>	<p>Boundaries</p> <ol style="list-style-type: none"> 1. Definitions of boundaries 2. Setting boundaries in different contexts 3. Boundaries and social media <p>Communications</p> <ol style="list-style-type: none"> 4. Safety in Communication 5. Working with Conflict 6. Working with OARS <ul style="list-style-type: none"> • O – Open-ended Questions • A – Affirmations • R – Reflections • S – Summaries 7. Digital Communication 8. Obstacles to Communication
Life Application	Role Play: BCcampus curriculum (Module 6) “Jaymie & Maria” (peer work and social media).
Closing the circle	The importance of having Gentle Teachers (See Appendix B).
Feedback & Takeaways	Invite feedback through the Qualtrics survey.
Post-Session	Email with links to upcoming content and Qualtrics feedback survey.





SESSION #8: PART 1

- HEALING CENTRED CONNECTION, PRINCIPLES IN TRAUMA-INFORMED CARE
- MENTAL HEALTH & CRISIS SUPPORTS
- BUILDING RESLIENCE

BCcampus Training, Module 8, 12, & 14

LEARNING OUTCOMES

- Gather knowledge and insights with a guest Elder.
- The Elder draws from decades of work providing mental health crisis supports and healing, working with trauma-informed care models, and connecting to resilience practices.

Supplies: Journals and pens

Lunch: Provided while participants gather in the space.

SESSION OUTLINE

Section Title	Facilitator Notes
Land Acknowledgement	Invite participants to offer a land acknowledgement.
Check-in and Introductions	See Appendix A.
Grounding Activity	See Appendix B. Grounding activity with the Elder.





SESSION OUTLINE

Section Title	Facilitator Notes
Key Focus: Guest Elder	Gain knowledge and insights from the Elder, who shares their frontline experience providing mental health crisis support, working with trauma-informed care models, and connecting to resilience practices.
Closing the circle	Drum song with the Elder.
Feedback & Takeaways	Invite feedback through the Qualtrics survey.
Post-Session	Email with links to upcoming content and Qualtrics feedback survey.

Conversation Prompts

What is trauma-informed care & practice?
What does "healing" look like in Indigenous communities?
How can we support peers in a mental health crisis?
How can we build personal resilience?



Image: depositphotos.com



SESSION #9: PART 2

- HEALING CENTRED CONNECTION, PRINCIPLES IN TRAUMA-INFORMED CARE
- MENTAL HEALTH & CRISIS SUPPORTS
- BUILDING RESLIENCE

BCcampus Training, Module 8, 12, & 14

LEARNING OUTCOMES

- Follow up discussion and skills building on themes of mental health crisis, working with trauma-informed care models, and connecting to resilience practices.

Supplies: Journals and pens

Lunch: Provided while participants gather in the space.

SESSION OUTLINE

Section Title	Facilitator Notes
Land Acknowledgement	Invite participants to offer a land acknowledgement.
Check-in and Introductions	See Appendix A.
Grounding Activity	See Appendix B.





SESSION OUTLINE

Section Title	Facilitator Notes
Key Focus: Skills, Knowledge, and Practices Understanding Trauma: Safety & Trauma-informed Practices (BCcampus, Module 8)	<ul style="list-style-type: none">• What is trauma? Overview of systemic trauma.• What is trauma-informed care in peer support practices?• Ways to create safety in peer support work
Key Focus: Skills, Knowledge, and Practices Responding to Mental Health Crises (BCcampus, Module 12)	<ul style="list-style-type: none">• Mental health crisis and supporting peers• Skills-building basics and resources• Program protocols for safety
Key Focus: Skills, Knowledge, and Practices Drawing from Strength & Resilience (BCcampus, Module 14)	<ul style="list-style-type: none">• Resilience practices and supporting peers• Activity: Strengths inventory
Closing the circle	See Appendix A (#8) - Meditation
Feedback & Takeaways	Invite feedback through the Qualtrics survey.
Post-Session	Email with links to upcoming content and Qualtrics feedback survey.





SESSION #10: GOAL PLANNING

BCcampus Training, Module 13

LEARNING OUTCOMES

- Generate goals by exploring personal visions, hopes, and dreams
- Recognize the importance of supporting peers to explore their hopes and dreams with a strength-based approach.
- Apply the principle of self-determination when supporting peer goal planning
- Support peers to assess barriers to meeting goals, and to create plans to address barriers and resistance
- Overview of the purpose of program goals

Supplies: Journals and pens

Lunch: Provided while participants gather in the space.

SESSION OUTLINE

Section Title	Facilitator Notes
Land Acknowledgement	Invite participants to offer a land acknowledgement.
Check-in	See Appendix A (#4) "Hobbies & Interests".
Grounding Activity	See Appendix B.
Brave Space Agreement	Check-in for additions or revisions.
Feedback Review	Share feedback from session 9.



SESSION OUTLINE

Section Title	Facilitator Notes
<p>Key Focus: Types of goals</p> <p>Personal Goals & Supporting Peers</p> <ul style="list-style-type: none"> • How can we explore dreams & goals? • The role of self-determination and learned helplessness in goals • Cognitive Behavior Therapy (CBT) <p>Program Goals</p> <ul style="list-style-type: none"> • Program reports & outcomes 	<ul style="list-style-type: none"> • How can we explore dreams and goals? • Supporting peers to explore dreams and goals <ul style="list-style-type: none"> ◦ Types of goals (personal and program goals) ◦ Strength-based goals ◦ Types of motivation (intrinsic & extrinsic) • Cognitive Behaviour Therapy and reducing negative thoughts (see Appendix A - #10) • Program Goals • Overview and purpose
Closing the circle	Positive Affirmations (See Appendix A - #11).
Feedback & Takeaways	Invite feedback through the Qualtrics survey.
Post-Session	Email with links to upcoming content and Qualtrics feedback survey.





SESSION #10 GOAL PLANNING

GOAL PLANNING ACTIVITIES

Dreams, Visions, and Goal Planning

Something I want to accomplish in the next:

Week _____

Month _____

Year _____

Five Years _____



Image: depositphotos.com

“If you have a big goal you can forget to celebrate the little steps along the way.”

“We need to recognize the little steps taken to get to the goal.”

“Recognize how far you’ve already come!”

“The strategies aspect is good because often obstacles are the focus (negativity).”

“It’s helpful to consider having a ‘step by step’ approach and more positive/powerful language.”

“Have flexibility around goals for the program over time.”

Obstacles and Strategies

Things I will need to do to reach my goals:

What can I begin doing tomorrow to work towards my goals?

*Online Activities

Strengths Inventory Activity

Thinking about my personal strengths in each of the Four Directions. They are: _____



Image: Canva





SESSION #11: GRAPHICS RECORDING OF SESSION THEMES

LEARNING OUTCOMES

- Graphic Recorded session, for the purpose of gathering themes, highlights, and visuals from the group’s work.

Supplies: Journals and pens

Lunch: Provided while participants gather in the space.

SESSION OUTLINE

Section Title	Facilitator Notes
Land Acknowledgement	Invite participants to offer a land acknowledgement.
Check-in	See Appendix A.
Grounding Activity	See Appendix B.
Key Focus: Graphic Recording	Michelle Buchholz, Cassyez Consulting joined the circle and created the graphic recording (see cover page for a larger view). The process: Slide deck review of group themes, highlights, and feedback.
Closing the circle	Sharing the first iteration of the graphic recording/drawing.
Post-Session	Email with links to upcoming content and Qualtrics feedback survey.



SESSION #11: GRAPHIC RECORDING OF SESSION THEMES

“Breaking down sometimes is an important part of the journey – softness.”

“Growing up, I was taught to keep mind, body, and spirit in mind while braiding hair.”



“Visuals are helpful to explain concepts.”

“When you see the teachings they’re mostly in a circular fashion.”



SESSION #12: CLOSING THE CIRCLE

“CLOSING IN A GOOD WAY”

- Celebrating the peer support work; acknowledging student contributions with certificates and gifts
- Sharing a cultural meal
- BINGO game
- Cultural activity: Finger Weaving

Supplies: Gifts, Certificates of Completion, BINGO game supplies, and finger weaving materials

Cultural meal: Salmon ‘n Bannock

SESSION OUTLINE

Section Title	Facilitator Notes
Land Acknowledgement	Land acknowledgement offered by an Elder.
Check-in and Introductions	With IMHW staff, students (some students had not met each other/attended different sessions).
Key Focus: Program Wrap-Up Reflection Activity	Group reflections on the peer support work. Prompt: “Rock, Stick, Leaf” Share something about the PSP group work that... Rock: Rocked your world... (in a good way!) Stick: Will stick with you... Leaf: You want to leave with your peers...
Certificates of completion and cultural gift	Acknowledging student participation with certificates and cultural gifts.





SESSION OUTLINE

Section Title	Facilitator Notes
Lunch & Activity	BINGO with prizes.
Cultural Activity	Finger weaving or bring your own craft/cultural activity to work on.



Image: depositphotos.com

“Involve all genders. Include facilitators of various genders to promote participation.”

“Include activities that interest all genders.”

“Find ways to involve all genders in activities and in peer work.”

“What initiatives can be implemented to create belonging?”

REFERENCES

Core Program Resources

BCcampus. (2021). Provincial Peer Support Worker Training Program.
<https://peerconnectbc.ca/courses/peer-support-training/>

Canadian Mental Health Association (North & West Vancouver). (2021).
Reenergizing Wellness.
<https://northwestvancouver.cmha.bc.ca/wp-content/uploads/2023/11/ReenergizingWellness-TrainingManual-May2021.pdf>

Thunderbird Partnership Foundation. Strengthening Our Connections to
Promote Life: A Life Promotion Toolkit for Youth. (2021).
<https://thunderbirdpf.org/life-promotion/>

IMHW Program-Informed Resources

Anishinabek Nation. (2023). Youth Life Promotion Program.
<https://www.anishinabek.ca/youth-life-promotion/>

Canadian Association for Suicide Prevention. (2024). Life Promotion.
<https://suicideprevention.ca/life-promotion/>

Centre for Suicide Prevention. (2019). Community-led life promotion plans for
Indigenous youth and communities.
<https://www.suicideinfo.ca/wp-content/uploads/2019/11/Indigenous-Youth-Life-Promotion-Plan-Guide.pdf>

First Nations Health Authority. (2019). Life Promotion for All My Relations.
<https://www.fnha.ca/about/news-and-events/news/life-promotion-for-all-my-relations-video-short>

Vancouver Island University. (2024). Health and Wellness. Life Promotion.
<https://services.viu.ca/health-and-wellness/life-promotion>

We Matter Campaign. (2024). Toolkit for Indigenous Youth.
<https://wemattercampaign.org/toolkits/youth>

APPENDIX A - ICE BREAKERS, CHECK-IN, & CHECK-OUT ACTIVITIES

1. Roses, Thorns and Buds (this week...)

Rose: Something you liked, enjoyed or made you happy...

Thorn: Something you disliked, annoyed or upset you...

Bud: Something developing or upcoming that you are looking forward to...

2. "Rock, Stick, Leaf"

This week... share something that...

Rock: Rocked your world... (in a good way!)

Stick: Will stick with you...

Leaf: You want to leave with your peers...

3. Positive Affirmations

([Thunderbird Foundation](#) p.40)

Our self-talk and language impact our wellbeing. Positive affirmations are words, phrases, and statements we say to ourselves to help reframe negative thinking. It is a practice for reducing negative self-talk with positive self-talk. "Your thoughts become your reality." (p.40)

4. Hobby Talk: Creation vs. Consumption

Share 3 hobbies or interests:

Share a hobby/interest where you are the 'creator/doer'.

Share a hobby/interest where you are the 'consumer'.

Share a hobby/interest where you are both.

5. Intentional & Compassionate Curiosity Practice ([BCcampus, Module 7](#))

Curiosity...

- Calms the sympathetic nervous response (stress response)
- Supports us to seek out new possibilities, which makes way for HOPE
- Is the antidote to a fixed mindset. It supports us to think differently and shift our perspective.
- Supports us to challenge our assumptions and biases
- Encourages us to get to know people better

Reflection Activity: When supporting peers, what are a few intentional, compassionate, and curious questions?

APPENDIX B - GROUNDING ACTIVITIES & RESOURCES

1. Introduction to Grounding

An introduction to grounding was offered, including self-soothing techniques, and mental and physical grounding techniques. Additional resources available on the [Therapy Assistance Online \(TAO\)](#) website.

2. “5, 4, 3, 2, 1” Exercise

The 54321 (or 5, 4, 3, 2, 1) grounding exercise is for acute stress and to help reduce anxiety: 5 things you can see, 4 things you can touch, 3 things you can hear, 2 things you can smell, and 1 thing you can taste. This helps shift your focus from anxiety-provoking thoughts to the present moment.

3. Fidgeting

Sometimes anxiety involves concentration difficulties, movement, and/or tapping.

- Fidgeting helps the body to use up excess energy, calm anxiety, or reengage focus.
- Fidgeting may include sound or movement, or fidget toys or gadgets. For example, fidgeting can be tapping fingers, pen clicking, or squishing stress balls.
- Fidgeting can also be things like drawing, doodling, writing.” ([Thunderbird Foundation](#) p.42)
- As we move through the peer support training sessions, fidget toys, art or craft projects, or moving your body in ways that support your ability to participate in the sessions are all welcome.

4. Colouring Pages ([free downloads](#)) created by Cree artist Hawlii Pichette

Colouring can help with relaxation, can be used for gentle distraction or refocusing.

5. [Therapy Assistance Online \(TAO\)](#)

TAO is a free resource for UBC students, and is also available to the public when registered. TAO self-guided and paced resources offer skills development and coping strategies for wide range of mental health related issues (e.g., anxiety, depression, stress, and issues such as loneliness).

APPENDIX B - GROUNDING ACTIVITIES & RESOURCES

6. Mindful Movement

An introduction to mindful movement was offered. Practice suggestions included “Flower Arms”, Finger Tapping, and Tall Yoga (seated posture and breathwork). Additional resources (Butterfly Hug)

7. “Movement is Medicine” (Thunderbird Life Promotion Toolkit p.26 & 46)

Recognizing the connection between movement and mind, body, spirit, and encouraging to get started if this is a new practice. Youtube resource links and ideas for movement are provided.

8. Meditation Activity & Lesson (Thunderbird Foundation p.48)

Meditation with a breathing exercise and lesson, emphasizing the importance of breathwork with wellbeing, connection, and healing.

9. Mini-Meditations (UBC Health and Wellness)

Short YouTube videos for meditation and relaxation, filmed at peaceful places around campus.

10. Cognitive Behaviour Therapy (CBT) & Reducing Automatic Negative Thoughts (ANTS)

Automatic thoughts are often defined as “surface-level, non-volitional, stream-of-consciousness cognitions” that “can appear in the form of descriptions, inferences, or situation-specific evaluations”. Negative automatic thoughts can impact mood and wellbeing. CBT is one technique to help reduce ANTs.

11. Positive Affirmations (Thunderbird Foundation p.40)

Our self-talk and language impact our wellbeing. Positive affirmations are words, phrases, and statements we say to ourselves to help reframe negative thinking. It is a practice of reducing negative self-talk with positive self-talk. “Your thought become your reality. (p.40)



Positive Affirmation cards shared with the peer group

12. Gentle Teachers (Thunderbird Foundation p.13)

A reminder about our safe space approach: A “gentle teacher” refers to comfortable learning environments, where there is safety to ask questions, connect, and heal. In this space, curiosity is nurtured, as all perspectives are valued.



For copies of this toolkit, please contact:

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