

# RecEd Connect

## Formal training, skill & experience sharing

### Aims / purpose

#### RECOVERY EDUCATOR DEVELOPMENT

Reflections and problem-solving

Upskilling / skill development for Recovery Educators

#### SECONDARY OUTCOMES – The space is also likely to:

- Keep RecEds up to date (e.g. changes in dc, new courses / co-productions)
- Clarify context for Rec Eds / reinforce expectations
- Create support for RecEds
- Create energy within the team
- Building relationships between RecEds
- Keeping dc team connected with RecEds

### STRUCTURE

3:00 – 3:15 ARRIVAL, WELCOME, STRUCTURE	
<b>BO</b> <b>LVK</b> <b>BO</b>	<ul style="list-style-type: none"><li>• Acknowledgment of Country</li><li>• Welcome, intro us (pronouns) OHS</li><li>• Structure / goals /learning objective<ul style="list-style-type: none"><li>○ have an opportunity to share in different experiences of being a Recovery Educator</li><li>○ to problem solve some facilitation challenges</li><li>○ to learn and practice how to share our stories in a safe, comfortable, and purposeful way</li></ul></li></ul>
3:15 – 4:30 RecEd EXPERIENCE SHARING	
<b>BO</b> (15 mins)	<ul style="list-style-type: none"><li>• Icebreaker/ get to know you – PAIR UP (not sharing with the group)<ul style="list-style-type: none"><li>○ who are you (pronouns, where are you from?),</li><li>○ what have you run? How did it go?</li><li>○ why do you like it?</li></ul></li></ul>
<b>LVK</b>	<ul style="list-style-type: none"><li>• Introduces next activity - RecEd team to present on a particular challenge they had</li></ul>
<b>LVK &amp; BO</b> (15 mins)	<ul style="list-style-type: none"><li>• Participant's agreement (to be used in future meetings)<ul style="list-style-type: none"><li>○ encourage reflective listening (kind listening, body language etc.)</li><li>○ how do we offer new / alternative ideas on different ways of to manage or navigate in a way that is respectful and gentle</li><li>○ balance of voices</li></ul></li></ul>
<b>LVK, NQ,</b> <b>BO</b> (10 mins)	<ul style="list-style-type: none"><li>• LVK, NQ, BO – Share experience of facilitating quiet and loud classrooms</li></ul>

<b>BO</b> (20 mins)	<ul style="list-style-type: none"> <li>• Split everyone into two groups – one group talks about LOUD groups, one about QUIET groups <ul style="list-style-type: none"> <li>○ What strategies are there for managing the challenge of a LOUD/QUIET group</li> <li>○ Encourage everyone to focus on the strategy, using examples for context (but not as the focus)</li> <li>○ Groups to scribe</li> </ul> </li> </ul>
<b>BO</b> (10 mins)	<ul style="list-style-type: none"> <li>• Groups present what they discussed</li> </ul>
<b>LVK</b> (10 mins)	<ul style="list-style-type: none"> <li>• Reflect <ul style="list-style-type: none"> <li>○ What’s the opportunity of a loud / quiet group?</li> <li>○ How do we implement these strategies?</li> </ul> </li> </ul>

**BREAK**  
**4:30 – 4:45**

<b>4:45 – 5:45 TRAINING (DC team members)</b>	
<b>BO</b> (5 mins)	<ul style="list-style-type: none"> <li>• Facilitator to give a quick overview of what we will be talking about: <ul style="list-style-type: none"> <li>○ Safe Story sharing</li> <li>○ Are we ready to share our story</li> <li>○ Looking at how our story can look and be different in different courses/spaces</li> <li>○ How we can structure our story</li> <li>○ We won’t be sharing our story in this space today due to time, but we hope that this will give you some different perspectives on how to share your story</li> </ul> </li> </ul>
<b>SM</b> (BO scribe) (10 mins)	<p><b>ACTIVITY 1 – SAFE STORY SHARING</b></p> <p><b>LEARNING OBJECTIVE:</b> This is an opportunity to look at how we each tell and share our story ‘safely’</p> <ul style="list-style-type: none"> <li>• Facilitator to ask the group: When thinking about what you want to share, what do you need to consider to ensure you feel safe when sharing your story?</li> <li>• Facilitator to share the following if the group haven’t already mentioned:</li> <li>• What we want you to think about is..... <ul style="list-style-type: none"> <li>○ Your safety and the safety of others when telling your story</li> <li>○ Who is it for?</li> <li>○ What to share, what not to share</li> <li>○ Why am I sharing it/what is the purpose?</li> <li>○ Do you need to share the full story? Is that useful?</li> </ul> </li> <li>• Possible option..... <ul style="list-style-type: none"> <li>○ What would you share on your worst day?</li> <li>○ Would you feel comfortable adding 10% more?</li> <li>○ Facilitator to ask: What do you think about that? Adding the extra 10%?</li> </ul> </li> </ul>

<p><b>BO</b> (5 mins)</p>	<p><b>ACTIVITY 2 – ARE YOU READY TO SHARE YOUR STORY?</b></p> <p><b>LEARNING OBJECTIVE:</b> We will come to see that our story won't be the same in each space or on every occasion that we tell it.</p> <ul style="list-style-type: none"> <li>• Bianca to share her experience of signing up to do 'Taking the edge off', but having to reconsider as she was not ready to tell her story.</li> <li>• What do we need to consider? <ul style="list-style-type: none"> <li>○ Are you actually ready to share your story?</li> <li>○ Can you share parts of the story that will be purposeful and not detrimental to your health and wellbeing?</li> <li>○ Do you have to tell that story?</li> <li>○ As a professional, have you had an impactful moment at work that you are not quite ready to share? Or are there elements of that experience that could be shared without that feeling too vulnerable?</li> </ul> </li> </ul> <p>(We want to remind professionals of how helpful your story and experience is. Give example of Taking Charge of Your Health)</p>
<p><b>SM</b> (10 mins)</p>	<p><b>ACTIVITY 3 – LET'S LEARN FROM EACH OTHER</b></p> <p><b>LEARNING OBJECTIVE:</b> By exploring different ways of structuring a story we can consider different ways to bring that story into different courses or parts of courses (or even into various advocacy spaces)</p> <ul style="list-style-type: none"> <li>• Facilitator to share a short story, to provide an example of how to build a story.</li> <li>• After sharing the story, facilitator to ask the group the following questions and get them to share their response with someone next to them: Are you actually ready to share your story? <ul style="list-style-type: none"> <li>○ What elements made up the story?</li> <li>○ Can you think of a story you have shared, and think about the elements that you can apply to that.</li> <li>○ Whole group question, has that changed how you tell your story?</li> </ul> </li> </ul>
<p><b>BO</b> (10 mins)</p>	<p><b>ACTIVITY 4 – WHAT ARE THE BENEFITS OF SHARING YOUR STORY?</b></p> <p><b>LEARNING OBJECTIVE:</b> Explore the benefits to sharing our story</p> <ul style="list-style-type: none"> <li>• Facilitator to ask the group:</li> <li>• What are the benefits of sharing your story?</li> <li>• Get group to share responses and facilitator to scribe</li> <li>• <b>ADDITIONAL EXTRA:</b> Share the following quote Shame dies when stories are told in safe places – Ann Voskamp What is your response to that quote?</li> </ul>

	<p><b>ACTIVITY 5 – LET’S BUILD YOUR STORY</b></p> <p><b>LEARNING OBJECTIVE:</b> By exploring different ways of structuring a story we can consider different ways to bring that story into different courses or parts of courses (or even into various advocacy spaces)</p> <ul style="list-style-type: none"> <li>• Facilitator to share different ways to structure a story  <i>NOTE: We all have different language and preferred methods, here a few examples, what is your preferred style?)</i> <ul style="list-style-type: none"> <li>○ Construct ‘your story’  Beginning – what was the challenge?  Middle – what was the learning?  End – what was the positive outcome,/hope trajectory?</li> <li>○ 1 – a statement about me  2 – but/because/so  3 – and one time / but one time</li> <li>○ Context  Outcome</li> <li>○ Use a Recovery Model e.g. Self -Righting Star (Helen Glover), C.H.I.M.E Model (Slade, et al.) as a framework for constructing the story</li> </ul> </li> <li>• What do we need to consider? <ul style="list-style-type: none"> <li>○ Are we telling OUR story?</li> <li>○ Knowing that we can draw on others stories or examples, but ensuring that we can relate that back to our story/experience.</li> <li>○ Do I have to talk about it?</li> <li>○ Do I have to write it down?</li> <li>○ How does/can it change with experiences?</li> <li>○ How does my story connect or differentiate from other facilitators?</li> <li>○ Adaptability – Being able to read to the room/group to think about which part of my story will be useful for the group of people?</li> <li>○ Knowing the value of both lived and professional story sharing. When pairing up, try and get a lived experience and professional together to practice sharing their stories. Each story holds equal value and power. How do we share our stories without comparing ours to another, because their all valuable.</li> <li>○ How do we humanise the story? How did you/it feel? What were you thinking?</li> </ul> </li> </ul>
	<p><b>ACTIVITY 6 – WRAPPING UP</b></p> <ul style="list-style-type: none"> <li>• What did we create here? What have you got out of this space?</li> <li>• What do I do now? <ul style="list-style-type: none"> <li>○ Practice, speak to someone, get feedback, speak to LCs, GO TO COURSES (In Your Write Mind, FRIDAY!)</li> </ul> </li> </ul>
<p><b>5:45 – 6:00 THANKS, FEEDBACK Redcap</b></p>	
<p><b>LVK</b></p>	<ul style="list-style-type: none"> <li>• Thanks for coming</li> <li>• Encourage everyone to complete RedCap survey</li> <li>• Next steps</li> </ul>

## **POSSIBLE FUTURE TRAINING TOPICS**

- questioning techniques
- navigating challenging conversations
- participant's agreement
- advocacy – how to talk about dc (in courses and BEYOND)
- acknowledgement of country
- differentiating learning
- choosing language