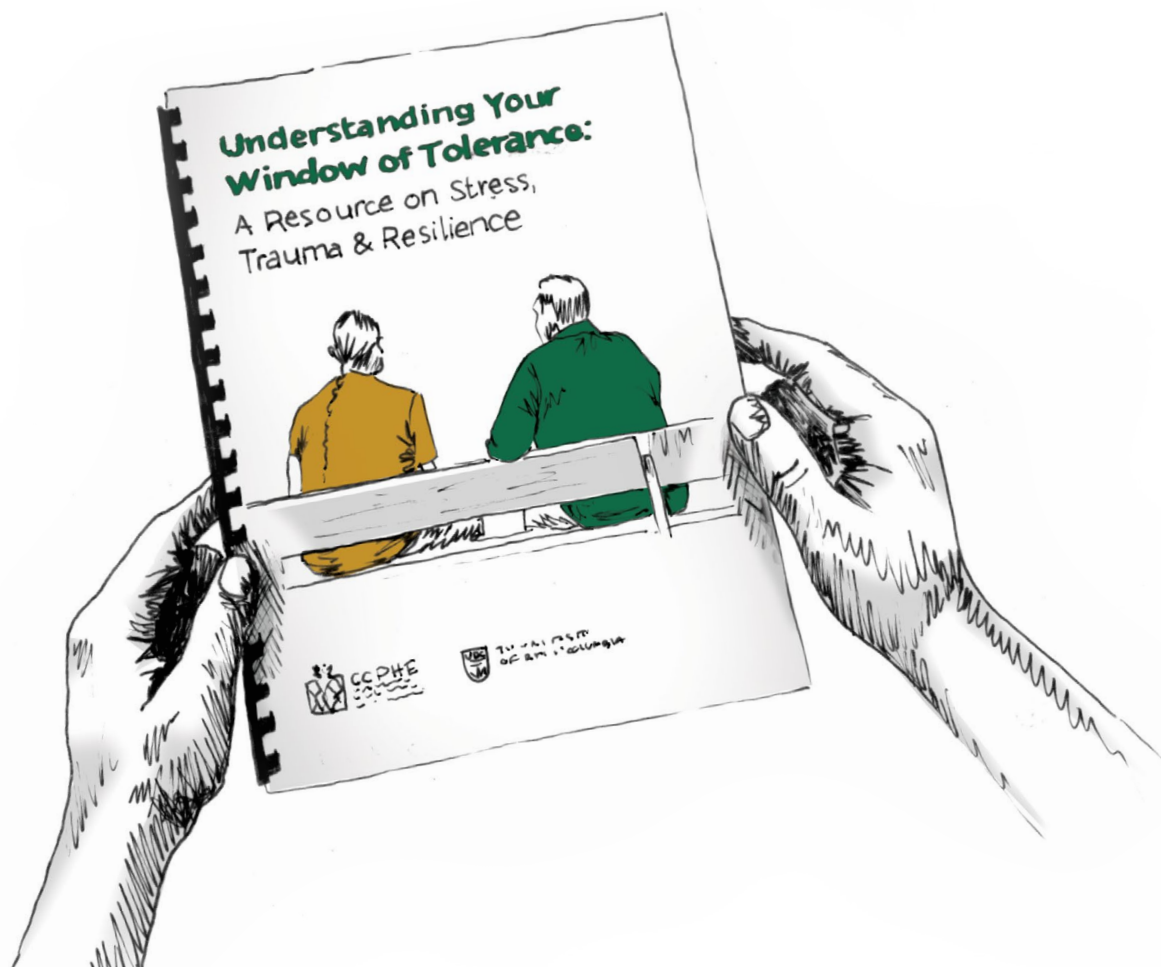


Understanding Your Window of Tolerance:

Workshop Presenter's Guide





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Understanding Your Window of Tolerance: Workshop Presenter's Guide

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Introduction

BACKGROUND

Men who have been incarcerated are more likely to have experienced traumatic events in their lifetime compared to men who have not been incarcerated. The experience of incarceration itself is also increasingly recognized as a form of trauma. Despite this research, trauma is often ignored as men move between correctional centres and the community. This can negatively impact men's mental health, leading to increased substance use and reintegration challenges.

Dealing with traumatic stress and asking for help can be a major challenge for men. Many men are socialized with forms of masculinity that are characterized by being tough, self-reliant, unemotional, and risk-taking. This often leaves men unable to ask for help, engaging instead in high-risk coping behaviours, such as substance use. Stigma associated with trauma, incarceration, and substance use can layer to create additional barriers for men to seek support, leading to feelings of isolation and hopelessness.

Addressing the impact of trauma among men is complex and involves a coordinated approach including tailored trauma treatment services and trauma-informed practice within community, health and correctional organizations. Another component of this approach is promoting trauma literacy among men, with the goal of improving their understanding of trauma and its impacts. Trauma literacy is a way to directly engage men and empower them to better manage their health.

Peer support is an important means of promoting trauma literacy among men who have been incarcerated. Because of stigma or past negative interactions with service providers, a peer might be the first person that men reach out to for help. Peer support offers a person-centred approach, which can reduce some of the barriers that men may experience with help-seeking. Incorporating trauma literacy training into peer support programming will improve peers' capacity to understand the men they support. Understanding how experiencing traumatic events can affect men's mental health, substance use, and reactions to stressful situations will help men support their peers.



PRINTED RESOURCE
(FOR PARTICIPANTS)

PURPOSE OF THE 'UNDERSTANDING YOUR WINDOW OF TOLERANCE' RESOURCE

'Understanding Your Window of Tolerance: A Resource on Stress, Trauma & Resilience' is a resource designed for men who have been incarcerated and are working in peer support roles. **The resource is not intended to train peers to be therapists or counsellors.** It is a way to share health information about stress, trauma and resilience. This knowledge can help men gain a more accurate understanding of their lives, past and present, which can support them to make better decisions. Understanding the impact of traumatic stress and the ways people cope with traumatic stress will help peers better understand where other people are coming from.

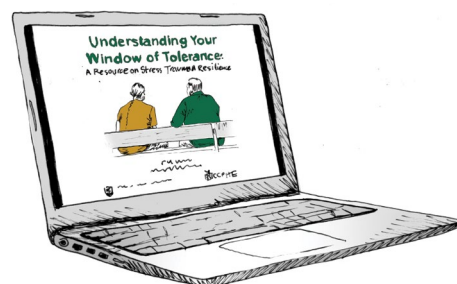
The resource content is designed to be delivered through a three-hour training workshop. This training can be incorporated into peers' preliminary training or be incorporated as supplemental training.

PURPOSE OF THIS PRESENTER'S GUIDE








'Understanding Your Window of Tolerance' is a literacy resource focused on sharing health information but we recognize the topic of trauma can be challenging even in this context. To ensure the safety of participants, the 'Understanding Your Window of Tolerance' training workshop should be presented by someone who has graduate-level training in counselling psychology or social work.

This presenter's guide is meant to accompany the 'Understanding Your Window of Tolerance' training workshop slide deck and printed resource. Presenters should familiarize themselves with the entirety of the printed resource. However, there will not be time in the three-hour workshop to cover all the information contained in the resource. This guide highlights the key objectives and considerations for presenting the content.

WORKSHOP SLIDES
(FOR PRESENTER)



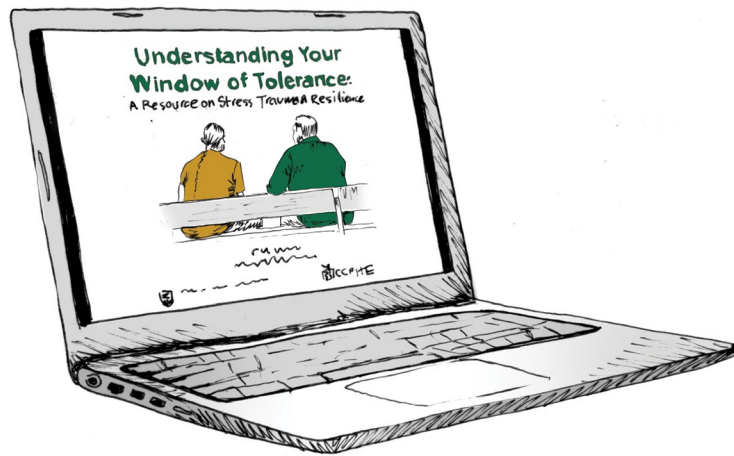
In this guide, you will find a 'Presenter's Toolbox' for each workshop slide. These tools include:

PRESENTER'S TOOLBOX	
 <p>FROM SLIDE</p>	<p>This tool prompts you to read specific content from the slide</p>
 <p>TALKING POINTS</p>	<p>This tool provides suggestions on key points to make while presenting the slide. To ensure you are meeting the objective of the slide, you should still be familiar with all of the content in the associated section in the resource.</p>
 <p>TRANSITION</p>	<p>This tool marks points in the workshop where it is important to draw connections to either the previous or the next slide.</p>
 <p>FORESHADOW</p>	<p>This tool signals when you should allude to upcoming content in the workshop.</p>
 <p>CALLBACK</p>	<p>This tool signals when you should recall content that was previously introduced in the workshop.</p>
 <p>DEFINITION</p>	<p>THIS TOOL highlights terms that should be clearly defined.</p>
 <p>PARTICIPATION</p>	<p>This tool signals when you might want to open the floor to participants for additional comments or questions.</p>

This guide also has '**NOTES FROM PAST PRESENTERS**' throughout. These notes are reflections from counsellors who have presented this content previously and offer extra considerations while delivering the workshop.

Understanding Your Window of Tolerance:

Workshop Presenter's Guide



1. BEFORE WE START



MAIN OBJECTIVE: Welcome participants by orienting them to the space, offering some ground rules, and providing a road map for the day.



PRESENTER'S TOOLBOX

Land Acknowledgment: *If the host organization hasn't already done so, be prepared to acknowledge the Indigenous land on which the workshop is being held.*

Peer Acknowledgment: *Before introducing yourself, acknowledge the expertise of the participants as peers with lived experience.*

 HOUSEKEEPING	<p>Presenter Introduction: <i>Introduce yourself and your relationship to the content, incarceration, and/or peer support work.</i></p> <hr/> <p>Goals & ground rules: <i>Name the general goal of the workshop (below). Presenters may create their own group ground rules based on the context of the workshop (e.g. the technological setup of virtual workshops may impact ground rules around Q&A practicalities).</i></p> <hr/> <p>Practical outline (time, breaks, etc.): <i>Encourage participants to take breaks whenever needed and ask questions throughout. The workshop is intended to last 3 hours and there will be a mid-point break for refreshments.</i></p>
 TALKING POINTS	<p>The goal of this workshop and resource is to share a straightforward understanding of trauma and to provide some skills to practice resilience. Our goal is NOT to go digging into the past.</p> <hr/> <p>Everything in this workshop can help with your peer work, but it will be most effective when also applied to yourself.</p> <hr/> <p>The printed resource in front of you is a comprehensive reference document. You are not expected to memorize it or learn it all at once. You can refer to it whenever you need.</p>



NOTES FROM PAST PRESENTERS

- Encourage participants to not get overwhelmed by the text in the printed resource. If the text seems like too much, they can try going through the resource by just looking at the graphics and gold boxes.
- Remind participants that the workshop will cover all the topics from the resource, but not necessarily in the exact same order.

2. OUTLINE

MAIN OBJECTIVE: Describe the structure of the workshop and provide the broad learning objectives.

OUTLINE
THE SCIENCE OF STRESS AND TRAUMA
LIVING AND COPING WITH TRAUMATIC STRESS
RESILIENCE OVER TRAUMATIC STRESS
PROVIDING TRAUMA-INFORMED PEER SUPPORT
BUILDING A RESILIENCE TOOLKIT

PRESENTER'S TOOLBOX	
 FROM SLIDE	<p>The workshop is split into 5 sections:</p> <ol style="list-style-type: none">1. Traumatic stress, the Window of Tolerance, and the impact of traumatic stress on men's minds, bodies and actions.2. The social factors (such as stigma and manhood) that can impact men's ability to deal with traumatic stress.3. Resilience as a way to manage traumatic stress.4. Trauma-informed peer support work.5. Specific tools that can be used to strengthen resilience.
 TALKING POINTS	<p>Our learning objectives are contained in these sections, which focus on teaching trauma and resilience. The toolkit at the end will focus on actionable skills. In other words, the first part of the workshop will be about knowledge, and the second part of the workshop will be about practice.</p> <p>Some slides will resonate more than others, and that's normal. With trauma, there are different entry points to understanding.</p>

NOTES FROM PAST PRESENTERS

- Highlight that there will be an emphasis on imagery over text during the presentation, but that every image shared is elaborated on in the resource.
- Maintain a spirit of resilience from the get-go – e.g. "It's great that we're all gathered here to gain knowledge and skills."

3. SECTION 1

MAIN OBJECTIVE: Introduce 'stress' as the main concept for this section of the workshop and break it down into four manageable parts.

SECTION 1
STRESS AND WHY IT MATTERS

To understand trauma, we first need to understand stress and its impact on the brain & body.

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PRESENTER'S TOOLBOX



TALKING POINTS

This section is all about stress. To understand trauma, we must first understand stress. We will look at:

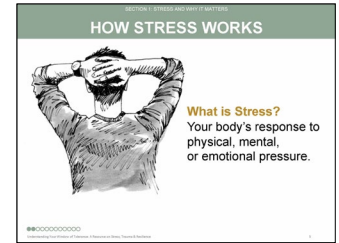
- A. How stress works,
- B. One way to conceptualize stress (through the Window of Tolerance),
- C. The difference between stress and traumatic stress, and
- D. How we process stress.




NOTES FROM PAST PRESENTERS

- Acknowledge that Section 1 is the most 'scientific' with a focus on how the brain and body process traumatic stress. The workshop gets less clinical, and more practical, as it goes. Some past participants have appreciate being reminded that they do not need to memorize all the scientific stuff in order to practice using the tools.

4. HOW STRESS WORKS

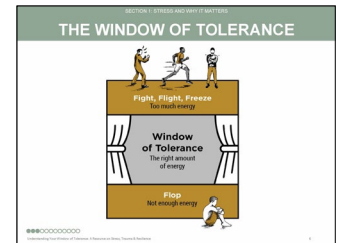
MAIN OBJECTIVE: Introduce a working definition of stress.







PRESENTER'S TOOLBOX	
 FROM SLIDE	Stress is your body's response to physical, mental, and/or emotional pressure.
 TALKING POINTS	Stress serves an important purpose because it alerts us to things out of the ordinary, like the 'Check Engine' light in a car.
	Simply put: Some everyday stress is normal. You can't and wouldn't want to remove it from your life, because it can help you take action. However, when stress becomes too big it can overwhelm your system.
 TRANSITION	Set up the idea of the Window of Tolerance before clicking into the next slide. One visual tool for tracking your stress is called The Window of Tolerance.

5. WINDOW OF TOLERANCE

MAIN OBJECTIVE: Introduce the Window of Tolerance and explain how we experience stress within it.

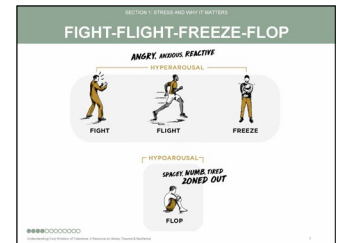





PRESENTER'S TOOLBOX

 <p>TALKING POINTS</p>	<p>You can think of the Window of Tolerance as a visual representation of your energy levels.</p> <hr/> <p>When your energy is at a mid-level, you are in or near the centre of your Window of Tolerance. Not overwhelmed or overactivated (UP), and not tired or checked out (DOWN). It's a mix of alert and calm, and it's where we'd like to be.</p> <hr/> <p>No one ever is perfectly in the centre of their Window of Tolerance all the time; our energy or stress levels are fluctuating all the time.</p>
 <p>PARTICIPATION</p>	<p>Can you picture approximately where you are in your Window of Tolerance right now? Sometimes pausing briefly and taking a breath helps us visualize our stress level.</p>
 <p>FORESHADOW</p>	<p>The Window of Tolerance is the visual or the framework that we like to use to explain a lot of the concepts related to trauma and resilience. We will reference the Window of Tolerance throughout the rest of the workshop.</p>
 <p>TRANSITION</p>	<p>What happens when you move too far up or down, outside of your Window of Tolerance? We call it going into Fight-Flight-Freeze-Flop and we'll talk about it more in the next slide.</p>

6. FIGHT-FLIGHT-FREEZE-FLOP

MAIN OBJECTIVE: Define each of Fight-Flight-Freeze-Flop and why we have these built-in stress responses.



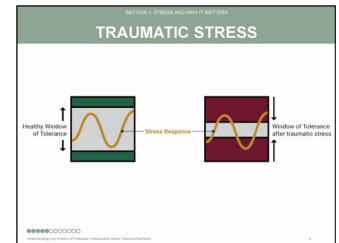
PRESENTER'S TOOLBOX	
 FROM SLIDE	<p>Fight-Flight-Freeze is what happens when you go UP out of your Window of Tolerance with too much energy aka 'hyperarousal.'</p>
	<p>Flop is what happens when you go DOWN out of your Window of Tolerance without enough energy aka 'hypoarousal.'</p>
 TALKING POINTS	<p>These reactions are not a choice or a failure. Fight-Flight-Freeze-Flop is a biological switch that gets flipped to help you survive and protect you from danger.</p>
	<p>The goal of today: to unpack how trauma impacts our Window of Tolerance and, more importantly, to go over what we can do to respond in a good way.</p>
	<p>It would be impossible to always remain perfectly centred in our Window of Tolerance or to never leave our Window of Tolerance. The general goal of managing stress is to know when we're approaching the edge of the Window of Tolerance.</p>
 FORESHADOW	<p>One way to think about the toolkit section of the resource, which we will discuss at the end of this workshop, is that each tool has the potential to help you stay within your Window.</p>

NOTES FROM PAST PRESENTERS





- Many participants have likely heard of Fight-Flight-Freeze, but fewer will be familiar with Flop. You can explicitly say that Flop is a lesser-known mode of stress.
- Reiterate that Flop is not synonymous with 'giving up' or 'weakness.' It is a biological override response (just like Fight-Flight-Freeze) that can prevent you from feeling pain when it is too intense.
- Describe these processes through the lens of resilience (i.e. with practice, these aren't places we need to stay).

7. TRAUMATIC STRESS

MAIN OBJECTIVE: To provide a simple distinction between stress and traumatic stress.



PRESENTER'S TOOLBOX

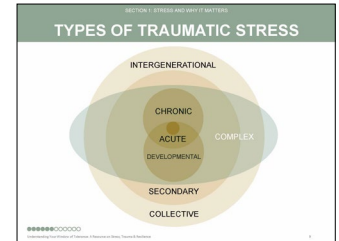
 <p>DEFINITION</p>	<p>TRAUMATIC STRESS: Anything that overwhelms our ability to cope. We can describe this as experiences that are 'too much, too soon, or too fast' for our nervous system to handle. When our nervous system is overwhelmed or 'flooded,' stress can become traumatic stress.</p>
 <p>FROM SLIDE</p>	<p>On the left is a depiction of a healthy Window of Tolerance.</p> <p>On the right, is a depiction of a Window of Tolerance impacted by traumatic stress. The Window is much narrower, which means that even a 'normal' amount of stress (the yellow line) can take us outside of the Window.</p>
 <p>TALKING POINTS</p>	<p>Even with a healthy Window of Tolerance, we can still be thrown into Fight-Flight-Freeze-Flop. But it will take more to throw us out of the Window, and we can re-centre ourselves in the Window much more quickly.</p> <p>When our Window of Tolerance is narrow, we will find ourselves in Fight-Flight-Freeze-Flop much more often. This can cause us to use coping methods to re-centre ourselves that can be harmful (like substance use).</p>
 <p>FORESHADOW</p>	<p>The first part of this workshop will be about the things that can narrow our Window of Tolerance, then we'll talk about the skills we can use to widen the Window and stay centred for longer. This is what we call 'resilience' or, the ways in which we proactively respond to traumatic stress.</p>

NOTES FROM PAST PRESENTERS

- This slide will likely be the first discussion of the concept of resilience (other than the introduction) in the workshop. You might want to pause here to ask if there are any questions about resilience and/or if any participants have context-specific ways of understanding resilience. A short resilience discussion may also contribute to the group cohesion, as participants collectively generate ideas for what resilience means to them. This may be important as you transition into one of the more trauma-heavy slides of the workshop.

8. TYPES OF TRAUMATIC STRESS

MAIN OBJECTIVE: Provide a resilience-oriented overview of intersecting forms of trauma.



PRESENTER'S TOOLBOX



ACUTE: A particular event that most people would recognize as severe (e.g. car accident).

CHRONIC: Prolonged exposure to harmful situations and people (e.g. on-going domestic violence). These situations may have come to feel "normal," even though they aren't, because you got used to experiencing them.

DEVELOPMENTAL: Chronic trauma that occurs during childhood. We'll talk about the unique impact that can have on a person in the next slide.

SECONDARY: Internalized suffering of others. This can occur when the boundary between 'what happened to them' and 'what happened to me' becomes blurred.

INTERGENERATIONAL: When trauma that is passed down from one generation to another (e.g. colonialism and residential schools in Canada).



COLLECTIVE: Massive group trauma, cause by major events like war or genocide.

COMPLEX: When different types of trauma overlap (e.g. experiencing violence, incarceration, racism, and ACEs in your lifetime).



Secondary trauma is a potential risk while working as a peer. That is why it is important to establish healthy boundaries in your work. We'll discuss how to do that later in the workshop.

8. TYPES OF TRAUMATIC STRESS CONTINUED

 <p>TALKING POINTS</p>	<p>All these different types of traumatic stress have the potential to narrow our Window of Tolerance, but it's not guaranteed that they will.</p>
	<p>One of the ways that trauma can be complex is that people can respond to the same trauma in different ways. This can be important to keep in mind when working with peers.</p>
	<p>Trauma comes in many interconnected forms. Sometimes this can be normalizing, but it can also feel overwhelming.</p>
 <p>TRANSITION</p>	<p>Men who have been to prison tend to have experienced complex trauma, where many forms overlap. The following slides [10-11] cover some of the more common types of trauma that men who have been incarcerated tend to experience. Not everyone will have experienced these 4, some will have less, more or different forms of trauma. But these are notable and common and that is why they are being highlighted, particularly ACEs.</p>

NOTES FROM PAST PRESENTERS



- Leave lots of room to validate the potential heaviness of this slide and encourage questions.
- This slide is certainly an opportunity to reiterate that while we can't change the past (trauma), we can change how we feel about the past (resilience).

9. CAUSES OF TRAUMATIC STRESS PART 1 (ACES)

MAIN OBJECTIVE: Define Adverse Childhood Experiences and introduce some of the long-term impacts of experiencing ACEs.



PRESENTER'S TOOLBOX

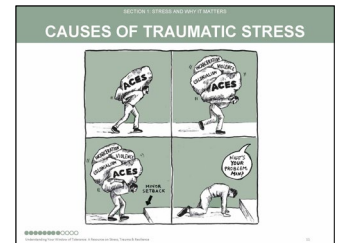
 <p>DEFINITION</p>	<p>ADVERSE CHILDHOOD EXPERIENCES: Childhood (between age 0-17) events that are traumatic or potentially traumatic that have long term impacts on your health in adulthood.</p>
 <p>TALKING POINTS</p>	<p>Most of the population has experienced at least one ACE in their lifetime. People who have been to prison have experienced 4 or more types of ACEs, on average.</p> <hr/> <p>Research shows trends, it doesn't speak for everyone specifically.</p> <hr/> <p>Because ACEs occur while you are still developing, they can change the way your brain processes information.</p> <hr/> <p>Like revving a car engine for days on end, ACEs can lead to long-lasting wear and tear on the body.</p> <hr/> <p>Knowing about ACEs helps us a) understand our trauma, and b) meet it with the most appropriate resilience skills.</p> <hr/> <p>For some people, learning about the impact of ACEs can be a turning point in making sense of your past. Although this can be hard, learning about ACEs can also lead us to seek additional support.</p>

NOTES FROM PAST PRESENTERS





- Like the previous slide, this one contains some potentially overwhelming information. It is important for you as the presenter to:
 - A. Maintain awareness of the room;
 - B. Slow down or pause, if needed;
 - C. Provide space for questions, and;
 - D. Offer a grounding tool, if needed

10. CAUSES OF TRAUMATIC STRESS PART 2

MAIN OBJECTIVE: Highlight some of the other forms of trauma experienced by men who have been incarcerated and how they layer on top of each other.



PRESENTER'S TOOLBOX

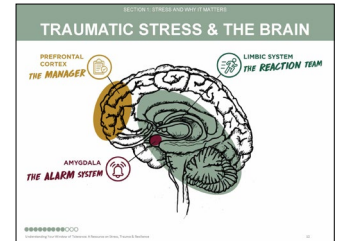
 <p>FROM SLIDE</p>	<p>Touch on each of these forms of trauma:</p> <ul style="list-style-type: none"> • experiencing violence, • colonization and racism, and • incarceration (as appropriate)
 <p>TALKING POINTS</p>	<p>This is a painfully accurate and important visual representation of the weight of complex traumatic stress.</p> <p>One of the things about with mental health struggles is that they are often 'invisible.'</p>
 <p>FORESHADOW</p>	<p>Peer support is not about taking on other peoples' weight for them, but it could be about helping people see what weight is not theirs to carry and to help share some skills for managing the rest.</p>
 <p>TRANSITION</p>	<p>Now that we've discussed what traumatic stress is and the different types of trauma, we can move into discussing how traumatic stress works as a process in the brain. Remember: you do not need to memorize all the brain science in order to be effective peer support or to practice resilience for yourself.</p>

NOTES FROM PAST PRESENTERS

- Highlight the importance of education and skill-building as you near the end of the 'heavier' portion of the workshop.
- It may or may not be appropriate to spend time on each of these additional forms of trauma, particularly incarceration as a form of trauma if presenting to groups currently incarcerated.

11. TRAUMATIC STRESS & THE BRAIN

MAIN OBJECTIVE: Provide a plain language overview of the neuroscience of traumatic stress.



PRESENTER'S TOOLBOX





1. We'll start with this small RED area [Amygdala] here:
 - The amygdala is the alarm system that lies under the surface of our awareness, constantly surveying sights, sounds, & sensations.
 - This alarm system is not something we choose to activate, it happens automatically. In the same way if we stepped on something sharp, our leg would reflexively pull away automatically.
 - This automatic response is meant to protect us when we are in danger.
2. If the amygdala rings the alarm, the message is first sent to our reaction centre, the GREEN area [Limbic System] here:
 - This area is responsible for controlling emotional behaviours and memory.
 - If the amygdala sets off an alarm, the limbic system automatically engages your Fight-Flight-Freeze-Flop mode.
 - The amygdala and limbic system communicate directly, unless this yellow area gets involved.
3. The YELLOW area [Prefrontal Cortex] gets the final call as to how we'll respond:
 - This area acts as our 'manager,' meaning that it takes in all the information from the alarm and reaction systems and attempts to respond in a way that's more appropriate for the current situation.
 - This might involve regulating emotions by initiating voluntary (instead of automatic) behaviours to help us cope. This is how we stay in our Window of Tolerance.
 - Loading our prefrontal cortex with new tools and skills to cope, can help build a healthy buffer around past trauma.



Window of Tolerance: This is the process that causes your stress levels to rise and fall and can send you out of your Window if your prefrontal cortex isn't engaged to respond to the situation.

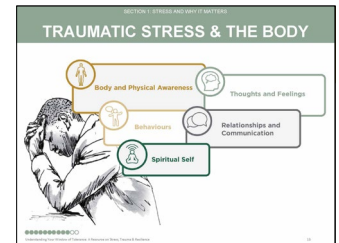
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11. TRAUMATIC STRESS AND THE BRAIN CONTINUED




 <p>TALKING POINTS</p>	<p>You don't need to know any of the brain terms, unless they are of interest to you.</p> <p>All of this happens in a split second! And it's a safety system that is trying to protect us.</p> <p>However, traumatic stress can result in this system being overly sensitive. The technical term for this is 'hypervigilant,' which basically just means that everything is working overtime. The alarm keeps going off, even when there isn't a threat to our safety.</p> <p>And, in a way, it's doing this because it's trying to make up for not protecting us during previous traumatic events. So it's always on the ready.</p> <p>This also means that the prefrontal cortex (Manager) doesn't often have a chance to intervene and help us assess and respond to the situation. The amygdala and limbic system are doing all the work.</p> <p>"The Boy Who Cried Wolf" Analogy: The brain becomes exhausted from all the internal alarm bells and can stop being able to detect false from real danger.</p>
 <p>FORESHADOW</p>	<p>The goal of learning how this process works is to bring our 'managers' more online to respond to stress because only reacting to stress can have an impact on our minds and bodies. The Resilience Toolbox at the end of the resource can help you with this.</p>

12. TRAUMATIC STRESS & THE BODY

MAIN OBJECTIVE: Provide an overview of the wide range of ways that trauma can show up in our bodies.



PRESENTER'S TOOLBOX

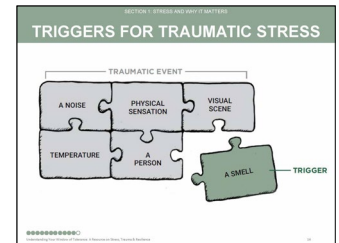
 <p>FROM SLIDE</p>	<p>When the brain is doing what we discussed in the past slide, these are some of the areas that can be impacted:</p> <ul style="list-style-type: none"> • Body and Physical Awareness • Thoughts and Feelings • Behaviours • Relationships and Communication • Spiritual self
 <p>TALKING POINTS</p>	<p>Knowing all the different ways the impact of traumatic stress can show up in ourselves can help us unbundle our trauma and pair certain responses with different tools from our toolbox.</p>
 <p>PARTICIPATION</p>	<p>Take a look at page 15 in your resource. There are detailed lists of different ways trauma can show up in these five areas. Read through the examples and see if anything resonates with you.</p>

NOTES FROM PAST PRESENTERS



- This could be an appropriate slide to mention and define 'PTSD,' which many participants may have heard of but not be aware of what it means. 'Post-traumatic Stress Disorder' is a specific medical diagnosis given by doctors. It is important to unpack the term as an attempt to categorize mental and emotional suffering in the same way we categorize other illnesses. Not having a PTSD diagnosis does not mean someone has not experienced the impact of trauma. This resource is focused on a broader concept of trauma and how to cope.

13. TRIGGERS FOR TRAUMATIC STRESS

MAIN OBJECTIVE: Introduce and define triggers as part of the process of trauma.



PRESENTER'S TOOLBOX

 <p>DEFINITION</p>	<p>TRIGGER: An involuntary and unwanted recall of a past traumatic experience.</p>
 <p>TALKING POINTS</p>	<p>Triggers can send you out of your Window of Tolerance, even if it doesn't seem like something stressful is happening to you.</p> <p>Triggers can be unconscious or outside of your awareness, which makes them even more important to reflect upon when you're safely inside your Window of Tolerance.</p>

NOTES FROM PAST PRESENTERS

- This might also be an appropriate slide to explain 'trauma time' (i.e. how the past isn't really the past when we experience a trauma trigger, because everything is being (re)experienced in the present).




14. TAKEAWAYS

MAIN OBJECTIVE:

Highlight learning objectives and take questions.

TAKEAWAYS
1) We can use visual models like the Window of Tolerance to help us understand traumatic stress.
2) Reactions to traumatic stress are automatic and designed to keep you alive.
3) When we better understand the mechanics of traumatic stress, we can make healthier decisions for ourselves.
4) Trauma isn't just about digging through the past. There are actions we can take in the present.

PRESENTER'S TOOLBOX

 <p>TALKING POINTS</p>	<p>We can use visual models like the Window of Tolerance to help us understand traumatic stress.</p> <hr/> <p>Reactions to traumatic stress are automatic and designed to keep you alive.</p> <hr/> <p>When we better understand the mechanics of traumatic stress, we can make healthier decisions for ourselves.</p> <hr/> <p>Learning about trauma doesn't necessarily mean digging through the past. There are actions we can take in the present to help us cope in the future.</p>
 <p>PARTICIPATION</p>	<p>Are there any questions about what we've discussed so far? Do you see information from this section informing your work as a peer?</p>
 <p>TRANSITION</p>	<p>Section 1 focused more on the science of trauma – how trauma affects us internally. The next section focuses on how trauma shows up and is impacted by social factors – the external impacts of trauma.</p>

NOTES FROM PAST PRESENTERS

- In past workshops, participants have been strong at naming ways in which this section applies to incarcerated men, specifically.
- When taking questions/comments, it can be helpful to validate the participant for sharing while also connecting what they share with the material (e.g. 'Great question. That sounds like an example of your response system overriding your reaction system').
- Sometimes it can also be helpful to scroll back to certain slides, if/when the participants' questions pertain to them. This can be a great way to lock in the learning.



15. SECTION 2

MAIN OBJECTIVE: Highlight the shift from internal to external experiences of trauma.

SECTION 2
LIVING WITH TRAUMATIC STRESS

Traumatic stress and how you cope is shaped by the world around you.

PRESENTER'S TOOLBOX

 <p>TRANSITION</p>	<p>Now that we know a bit about how stress and trauma function internally, let's look at how social context can impact how we experience trauma.</p>
 <p>TALKING POINTS</p>	<p>This section is a bridge from trauma to resilience. Before we can apply our resiliency skills, we must understand where and why we are applying them.</p> <p>Trauma has a 'bi-directional' nature; our inner world can impact our outer world and our outer world can impact our inner world.</p>

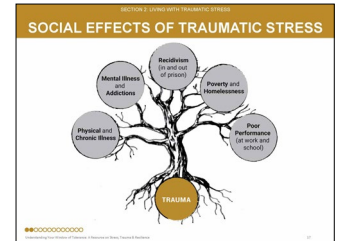
NOTES FROM PAST PRESENTERS

- Reiterate that the workshop will be getting more and more practical as you move through the material.

16. SOCIAL EFFECT OF TRAUMATIC STRESS PART 1

MAIN OBJECTIVE:

Introduce the many ways trauma manifests socially.



PRESENTER'S TOOLBOX



FROM SLIDE

Here we see trauma at the root of several different potential outcomes:
list from slide



TALKING POINTS

Trauma doesn't guarantee these outcomes (we want to change this assumption). But it does increase the possibility of them.

- Every tree has roots, but no two trees are the same.

The more you learn about trauma, and how it works in your life, the more you can take steps towards coping with it.

NOTES FROM PAST PRESENTERS




- This slide is on the emotionally heavier side. It is important to be honest about these manifestations of trauma, while also highlighting they are not guaranteed outcomes, and that there are skills that you will introduce to counter them.

17. SOCIAL EFFECT OF TRAUMATIC STRESS PART 2

MAIN OBJECTIVE: Explain how the impacts of trauma are often misunderstood or mislabelled in stigmatizing ways.



PRESENTER'S TOOLBOX

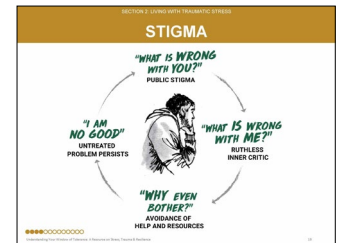
 <p>FROM SLIDE</p>	<p>This visual is a good example of one of the ways we can counter old trauma narratives.</p>
 <p>TALKING POINTS</p>	<p>What we're aiming for – in ourselves and in our peer work – is a shift from asking people what's wrong with them to asking what happened to them.</p> <p>We don't necessarily need to know someone's full trauma history to do this. It's more of a stance or perspective. For example, if I was working with someone who is struggling with addiction, it would be important for me not to see them as their addiction, but as someone who may be hurting on the inside and may not have any healthier way to cope.</p> <p>What helps us shift this perspective is empathy, presence, and non-judgment.</p>
 <p>CALLBACK</p>	<p>Thinking back to that drawing of the guy carrying those boulders on his back [slide 11] – the speech bubble at the end said, 'What's wrong with you, man?' That's an example of the stigmatizing labels we see on the left side of the screen here.</p>

NOTES FROM PAST PRESENTERS



- The understanding of this slide is fundamental, and the focus should be on reframing 'What's wrong?' to 'What happened?' Spend a generous amount of time on it and check in with participants to ensure it's understood.
- You could choose to introduce the Thought Log tool here. You could do this by saying that there are ways to track our 'self-talk' to help ensure that the way you talk to yourself does not include internalized stigmatization. One of these ways is a Thought Log, which will be discussed in the toolkit section.

18. STIGMA

MAIN OBJECTIVE: Explain stigma and how it can be harmful to men who have experienced trauma.



PRESENTER'S TOOLBOX

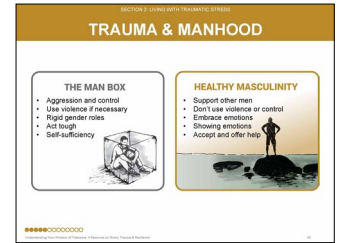
 DEFINITION	<p>STIGMA: A set of negative attitudes or beliefs about a person or group of people, based on misconceptions.</p>
 TALKING POINTS	<p>The other problem with these stigmatizing labels is that we can internalize them and begin to believe them about ourselves.</p> <p>The visual on the slide shows how stigma can become internalized.</p> <p>If we can notice this pattern, we can interrupt it in ourselves and with our peers.</p>

NOTES FROM PAST PRESENTERS




- You have the option to touch on controllable v. non-controllable aspects of our lives. There will always be some things that we cannot control. However, how you talk to yourself is always in your control. Finding new ways to interrupt old narratives is what you want to focus on.

19. TRAUMA & MANHOOD PART 1

MAIN OBJECTIVE: Describe how men are socialized to be masculine and differentiate between healthy and unhealthy forms of masculinity.



PRESENTER'S TOOLBOX

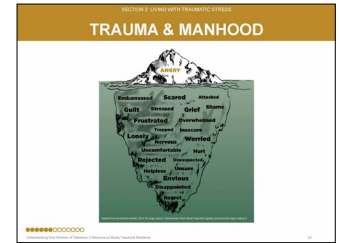
 TRANSITION	<p>This slide is about some of the elements of masculinity that can make it hard to interrupt the trauma and stigma cycles on the previous two slides.</p>
 TALKING POINTS	<p>In some research, they refer to 'unhealthy' (or 'rigid') masculinity as 'The Man Box.' The Man Box is a reference to how restrictive the things listed here can be for our health</p> <p>The Man Box is where we get stuck when we internalize all the social stigma associated with trauma and masculinity.</p> <p>This does not mean that masculinity is bad. It also doesn't mean that all masculinity must be the same. There is no 'cookie cutter' masculinity. It is important to be authentic, but it's also important to be aware of the parts of masculinity, as they pertain to trauma, that might be holding you back.</p>
 PARTICIPATION	<p>Do these examples of the Man Box and Healthy Masculinity make sense to you?</p> <p>This is not an exhaustive list. Are there any traits of healthy masculinity that we've missed? Are there any other things you'd add to these lists?</p>

NOTES FROM PAST PRESENTERS





- The Man Box and Healthy Masculinity examples may resonate with participants, but it's okay if they don't. Asking participants to contribute their own examples demonstrates that there are many different forms of healthy masculinity.

20. TRAUMA & MANHOOD PART 2

MAIN OBJECTIVE: Expand on the social construct of masculinity and how it impacts the way men experience emotions.



PRESENTER'S TOOLBOX

 <p>FROM SLIDE</p>	<p>The way we express emotions can be like an iceberg. The parts above water are what we're aware of, but most of what's going on is beneath the surface. For many men, anger is the only thing that is getting expressed above the surface. But there is much more contributing to that anger underneath: <i>list a few from the slide.</i></p>
 <p>TALKING POINTS</p>	<p>We will never be fully aware of every underlying emotion in every moment. That's not the goal. The important thing to know is that, when it comes to trauma, what's in our conscious awareness is not always the full story.</p>
 <p>CALLBACK</p>	<p>This iceberg is another way of thinking about the shift from 'What's wrong?' to 'What happened?' from a few slides back. Instead of jumping to the label someone as just an 'angry guy,' you can ask yourself if there is more to his story.</p> <ul style="list-style-type: none">• You do not necessarily need to know a peer's full life story. The mindset shift alone is often enough, and it may take pressure off you both (so you don't have to worry if you're overstepping, and so he doesn't have to feel pressured to share).
 <p>FORESHADOW</p>	<p>In our Awareness Tools section, we will go over ways to track the relationship between your thoughts and their possible underlying emotions.</p>

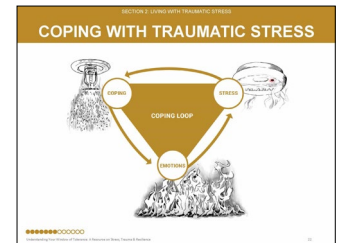
NOTES FROM PAST PRESENTERS

- Participants have found these concepts helpful for learning to not take things personally in their peer support work. For example, understanding that the expression of anger doesn't necessarily have something to do with you, it is more about the other man's difficulty expressing the thoughts and feelings under the surface.





21. COPING WITH TRAUMATIC STRESS

MAIN OBJECTIVE:

Introduce and explain the Coping Loop.



PRESENTER'S TOOLBOX

 <p>FROM SLIDE</p>	<p>This Coping Loop diagram can help us visualize the way emotions can set off a pattern of events in the same way a fire sets off a smoke detector, which sets off a sprinkler system.</p>
 <p>TALKING POINTS</p>	<p>Here's how it works:</p> <ul style="list-style-type: none"> • At the bottom, we have emotions – like anger, sadness, and joy. • Now, let's say you were starting to feel some sadness. For the reasons we've talked about in the previous slides, that may not be an emotion that's been socially acceptable for you to feel or express (even though it's as common a biological response as a sneeze), so you might start to stress about it. • Stress is a signal, like a smoke detector. • Then, because we don't like feeling stressed, we will do something to quiet down the smoke detector – to 'put out the flames' of emotion – which is where the sprinkler system comes in. <p>The same emotion can elicit very different behavioural responses in different people. There is no 'one size fits all' approach to how the Coping Loop looks for everyone.</p>
 <p>PARTICIPATION</p>	<p>Are the visuals and the terms for each corner making sense to everyone?</p>
 <p>CALLBACK</p>	<p>When we are in our Window of Tolerance, we can flow freely around this loop.</p>

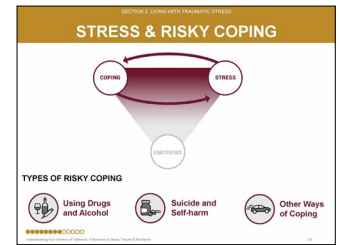
NOTES FROM PAST PRESENTERS

- If there's one visual conceptualization we want the participants to go away with, it's the Window of Tolerance. Therefore, if participants find the Coping Loop confusing or unclear, it will not impact the remainder of the workshop if you do not refer back to it (but please do continue referring to the Window of Tolerance).

22. STRESS & RISKY COPING PART 1

MAIN OBJECTIVE:

Explain how the Coping Loop can become stuck and describe the risks of living with an unhealthy Coping Loop.



PRESENTER'S TOOLBOX



Now that we have a basic understanding of how the Coping Loop works, we're going to look at how we can move from unhealthy to healthy coping. Let's start by looking at an example of an unhealthy Coping Loop.

An unhealthy Coping Loop means being over-reliant on things that harm us and being disconnected from our emotions. Therefore, learning more about emotions can help break the pattern of an unhealthy Coping Loop.

Trauma is, in large part, an emotional issue and emotions drive so much of who we are. Trauma can twist your emotions and make them harder to understand. While this is not your fault, it can increase the desire to mask emotions with unhealthy coping strategies – like drugs and alcohol – which temporarily relieve the trauma symptoms but do not help the underlying emotion. Which is why, on this slide, the 'emotion' corner is faded.



Remember the iceberg image? Many of your emotions exist beneath the surface and can be hard to reach.




NOTES FROM PAST PRESENTERS

- You might offer the following examples of underlying messages associated with the three risky coping examples on the slide: 'I want to feel better' (substances are an example of an unhealthy way to achieve this), 'I want out' (self-harm is an example of an unhealthy escape), 'I want to avoid' (avoidance of hard thoughts/feelings can drive unhealthy behaviours).
- Normalize how common it is to be living on the top two corners of the triangle, no matter who you are.

23. STRESS & RISKY COPING PART 2

MAIN OBJECTIVE: Provide more detail on how substance use is used as a coping mechanism.



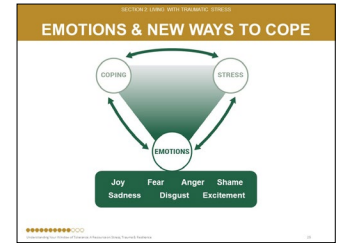
PRESENTER'S TOOLBOX	
 <p>FROM SLIDE</p>	<p>The steps of this spiralling staircase say: Guilt, Pain, Cravings, More Drugs, Guilt, Pain, Cravings, etc. and represents the vicious cycle that can be created from substance use as a means of coping.</p>
 <p>TALKING POINTS</p>	<p>Using drugs and alcohol isn't always a bad thing but can become a problem if it starts impacting your life and you can't stop.</p> <p>Drugs and alcohol can seem like a good way to cope with stress because they work quickly. But the relief is temporary and can often just make the stress worse.</p>
 <p>FORESHADOW</p>	<p>We don't want to take away any coping strategy, without adding a new and healthier one. This is why the latter part of this workshop will be focused on building new and healthier ways to respond to stress and emotion.</p>

NOTES FROM PAST PRESENTERS




- Participants have wanted to share personal stories of addiction-specific unhealthy coping during this slide in past workshops. While it is important to acknowledge and validate the participants who feel the need to share, keep in mind that this workshop is not intended to be group therapy. One way to keep the workshop on track is to try and connect participants' comments back into the resource material and gently move on to the next slide.

24. EMOTIONS & NEW WAYS TO COPE

MAIN OBJECTIVE: Draw the connection between increasing access to a full range of emotions and improving the ability to cope in healthy ways.



PRESENTER'S TOOLBOX

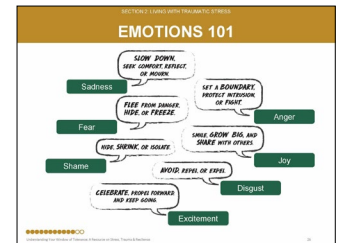
 <p>TALKING POINTS</p>	<p>Understanding the function of our emotions, being aware of them as they arise, and feeling them in manageable doses helps us reduce the reliance on our stress and coping systems.</p> <hr/> <p>As the slide shows, ideally, we want some movement between each corner of the Coping Loop, so that we don't stay stuck.</p> <hr/> <p>When it comes to emotions, another way to think of this is like releasing tension from a two-litre plastic pop bottle that's been shaken up. You can literally feel the pressuring in the bottle and you know that if you pop the lid carelessly the contents will explode. However, if you respond differently to the tension by slowly and carefully unscrewing the lid, little by little – what happens? The pressure slowly releases under your control and there is no big explosion. That's an analogy for what our goal is with emotions: reducing stress while staying safe and in control.</p>
 <p>CALLBACK</p>	<p>Having a healthy Coping Loop helps us both expand and stay within our Window of Tolerance.</p>
 <p>TRANSITION</p>	<p>All emotions carry a message. Our next slide is all about what message each emotion is trying to convey.</p>

NOTES FROM PAST PRESENTERS



- Position emotional awareness as a potential 'release valve' for stress, noting that this does not always require sharing your emotional experience with others. Sometimes internal noticing and naming is enough to relieve stress.

25. EMOTIONS 101

MAIN OBJECTIVE: Understand each of the core emotions as carriers of useful information between our brain and body.



PRESENTER'S TOOLBOX

 <p>FROM SLIDE</p>	<p>These are our core emotions and each one carries a different message.</p>
 <p>TALKING POINTS</p>	<p>Our emotions tend to live mostly in the body. Therefore, these messages don't always come through as clear thoughts, like 'set a boundary now.' Instead, the messages often guide us, like a map.</p> <p>Just because emotions carry messages does not mean that we always need to follow the messages.</p> <p>Traumatic experiences can rearrange our emotional landscape, so if we're always following emotional messages that come from trauma, it could be like following a map that has some missing information.</p> <p>What we're trying to do is pay more attention to our emotions, so that we can start to differentiate between reacting (a trauma response) and responding (a resilience skill). Doing this helps us rewrite our own internal map that follows our healthy coping skills over our old trauma responses.</p>




26. TAKEAWAYS

MAIN OBJECTIVE:

Highlight learning objectives and take questions.

TAKEAWAYS
1) Shifting from "What's wrong?" to "What happened?" is an important first step.
2) Some models of masculinity can make it more challenging to cope with traumatic stress.
3) There are many ways to cope with traumatic stress, all with positive and negative aspects. Some are worse for you in the long run (e.g. drugs & alcohol).
4) The more we can understand our emotional needs, the more we can avoid "Band-Aid solutions".

PRESENTER'S TOOLBOX

 <p>TALKING POINTS</p>	<p>Shifting from 'What's wrong?' to 'What happened?' is an important first step.</p> <hr/> <p>Some models of masculinity can make it more challenging to cope with traumatic stress (remember the Man Box).</p> <hr/> <p>There are many ways to cope with traumatic stress, all with positive and negative aspects. Some are worse for you in the long run (e.g. drugs and alcohol).</p> <hr/> <p>The more we can understand our emotional needs, the more we can avoid 'Band-Aid solutions' (quick-fix soothing solutions vs. long-term changing of patterns).</p>
 <p>TRANSITION</p>	<p>That wraps up the stress and trauma sections of the workshop. From here on out, we will be focusing on ways to strengthen resilience and how that applies to trauma-informed peer work. Then we will go over some practical tools, with steps for how to try them.</p>
 <p>PARTICIPATION</p>	<p>Are there any questions about this first half of the workshop before we take a break?</p>

COPING & RESILIENCE HALFTIME BREAK

Take a break and shift from discussing trauma to resilience.



NOTES FROM PAST PRESENTERS

- The first half of the workshop is dense and contains the most trauma-focused information. The halfway point is an important time for participants to take a break and get their energy levels back up. So where appropriate, encourage participants to get up and move around. If you are able to provide refreshments, this is an important time for participants to have some food and recharge.
- If you are doing a virtual workshop and the participants are required to leave their cameras on during the break (this has happened previously when presenting to correctional centres), considering leaving your camera on during the break as well.

28. SECTION 3




MAIN OBJECTIVE:

Introduce the next section and define the concept of resilience

SECTION 3
STRENGTHENING RESILIENCE

Resilience is the skillset we practice to build new and lasting habits.

PRESENTER'S TOOLBOX

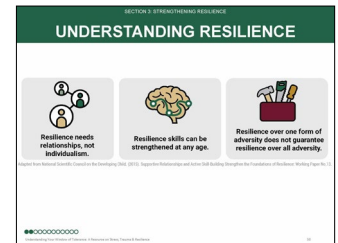
 PARTICIPATION	Are there any questions from the previous sections?
 DEFINITION	RESILIENCE: The ability to manage challenges and stress in your life in healthy ways.
 TALKING POINTS	Resilience is the skillset we practice to build new and lasting habits.
	In other words, resilience is the outcome of the work you do with the tools we'll share at the end of the workshop.

NOTES FROM PAST PRESENTERS

- Make it explicit that you are now shifting fully into discussing resilience and how it can be developed and strengthened. This can serve as a nice energy boost after the stress and trauma sections.

29. UNDERSTANDING RESILIENCE

MAIN OBJECTIVE: Begin to unpack the concept of resilience by sharing three important resiliency factors.



PRESENTER'S TOOLBOX



1. Resilience needs relationships, not individualism.
 - You don't need a huge network of relationships. It starts with one or two – which is why peer work is important.
2. Resilience skills can be strengthened at any age.
 - This is a reference to the concept of 'neuroplasticity,' which we'll talk more about in the next slide.
3. Resilience over one form of adversity does not guarantee resilience over all adversity.
 - There are different tools for different jobs.



Each of the three images on this slide has a benefit and cost, it's important to acknowledge both. For example, to embrace resilience we may have to move away from some old beliefs, like individualism.

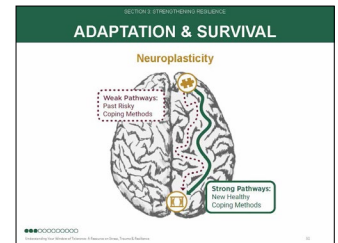


There are many ways to practice resilience. That's why we broke the resilience toolbox into different sections. You don't need to master every tool right away, but having options helps us pick the most appropriate resilience tool for the moment.

30. ADAPTATION & SURVIVAL

MAIN OBJECTIVE:

Introduce neuroplasticity in a simple way.



PRESENTER'S TOOLBOX



DEFINITION

NEUROPLASTICITY: Your brain's ability to adapt to changes in your environment by forming new neural connections (or pathways) over time.



TALKING POINTS

Neuroplasticity means that the brain can always create new pathways.

Neuroplasticity is the term we use to describe how our brains can be rewired with practice to function differently. When our healthy pathways get stronger, our unhealthy pathways slowly weaken. In time, our healthy patterns become the 'new normal.'

Pathways in your brain are like paths on a trail. In one direction, the trail might be well-worn, making it easier to travel down. In the other direction, the trail might be grown over with brush. Going that way would require some extra effort, initially. However, the more you choose to go that way, the trail will become easier to access. Meanwhile, brush will slowly grow over the other trail because it's getting chosen less frequently.

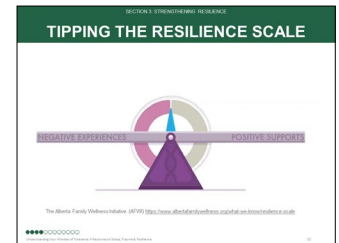


TRANSITION




Putting neuroplasticity into action by using the resilience toolkit will allow you to 'tip the scales' of resilience.

31. TIPPING THE RESILIENCE SCALE PART 1

MAIN OBJECTIVE: Provide a visualization of the different factors that influence an individual’s resilience.



PRESENTER’S TOOLBOX

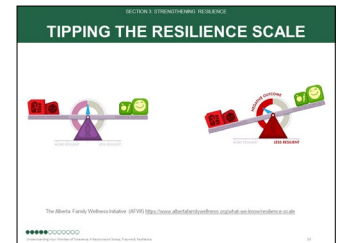
 <p>FROM SLIDE</p>	<p><i>Play animation:</i> Your resilience scale is made up of three parts:</p> <ul style="list-style-type: none"> • Negative experiences • Positive supports • Resilience skills <p>When positive supports outweigh negative experiences, you are more resilient.</p>
 <p>TALKING POINTS</p>	<p>Everyone responds to traumatic stress differently and what can negatively impact one person might have no impact on another. This is partly to do with how resilient you are.</p> <p>We don’t want to remove an unhealthy coping skill without adding something healthier first. This short animation shows how adding positive supports can overpower negative experiences.</p>
 <p>PARTICIPATION</p>	<p>Does anyone have examples of either positive supports or negative experiences that might tip your resilience scale?</p>

NOTES FROM PAST PRESENTERS





- Participants have sometimes offered examples of positive supports or negative experiences, more specific to their incarceration experiences, so pause to see if anyone would like to add examples.

32. TIPPING THE RESILIENCE SCALE PART 2

MAIN OBJECTIVE: Focus on the fulcrum of the resilience scale to explain how we can build and strengthen our resilience skills to help tip the scale.



PRESENTER'S TOOLBOX

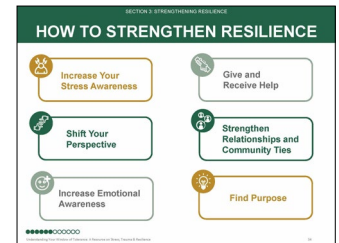
 FROM SLIDE	<p><i>Play first animation</i></p> <ul style="list-style-type: none"> • Notice how shifting the position of the fulcrum (aka our resilience skills) changes the balance of the scale. • When we have more resilience skills, the hard stuff “bounces off” us <hr/> <p><i>Play second animation</i></p> <ul style="list-style-type: none"> • Notice what it takes to actually move the fulcrum to be more resilient. This shows the importance of community (including peer support) in improving your resilience.
 TALKING POINTS	<p>While you aren't always necessarily in control of how the positive supports or negative experiences will stack up on the scale, you are able to shift the fulcrum in the middle by practicing and strengthening your resilience skills.</p>
 CALLBACK	<p>Trauma requires healthy relationships to heal. Healthy masculinity (asking for and receiving help) and factors of resilience (relationships, not rugged individualism) contribute to your ability to move your resiliency fulcrum.</p>
 PARTICIPATION	<p>Any questions/clarifications on the concept of resilience?</p>

NOTES FROM PAST PRESENTERS





- This is a good place to pause for questions/clarifications on the concept of resilience, as the next slide shifts into strengthening resilience. Now that participants know what resilience is, you can discuss what actions can be taken to strengthen resilience.

33. HOW TO STRENGTHEN RESILIENCE

MAIN OBJECTIVE: Review six strategies for strengthening resilience in your day to day life.



PRESENTER'S TOOLBOX

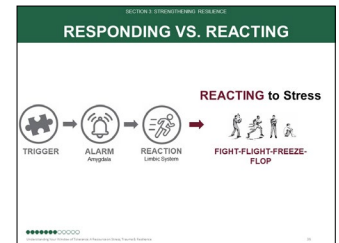
 <p>FROM SLIDE</p>	<p>These are six broad strategies that you can consider practicing to strengthen your resilience:</p> <ul style="list-style-type: none"> • Increase your self-awareness • Give and receive help • Shift your perspective • Strengthen relationships and community ties • Increase emotional awareness • Find purpose
 <p>TALKING POINTS</p>	<p>These are very broad strategies for strengthening resilience. How you do this in your own life should be specific to you.</p> <p>These six aspects of resilience are less about a step-by-step approach to strengthening resilience and more of a broad discussion of bigger shifts in outlook.</p>
 <p>PARTICIPATION</p>	<p>Can you think of any examples of how you might put these strategies into practice?</p>
 <p>TRANSITION</p>	<p>While these are all important strategies, the following slides will focus specifically on the first one: increasing self-awareness.</p>

NOTES FROM PAST PRESENTERS





- The printed resource contains much more detail on each of these six strategies so refer participants to the resource during this discussion.
- Encourage participants to consider the areas of life where they can build resilience.

34. RESPONDING VS. REACTING

MAIN OBJECTIVE: Revisit the processes of responding and reacting to stress now that we know more about healthy vs. unhealthy coping strategies and their outcomes.



PRESENTER'S TOOLBOX

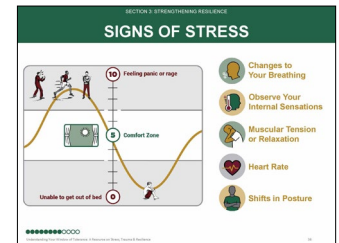
 CALLBACK	<p>This slide reviews several topics that we've already discussed but are important for increasing our stress awareness</p>
 FROM SLIDE	<p><i>Click through the slide</i></p> <ul style="list-style-type: none"> • Reacting to stress sends us out of our Window of Tolerance into Fight-Flight-Freeze-Flop • Responding to stress happens when our prefrontal cortex ('Manager') can intervene and help us problem solve to stay in our Window of Tolerance.
 TALKING POINTS	<p>We want to practice our awareness of where we are in our Window of Tolerance. This can help us notice when we are getting close to reacting, instead of responding.</p> <p>When you can regulate your thoughts and feelings, you can still experience ups and downs related to stress without being pushed out of your Window of Tolerance</p>
 FORESHADOW	<p>Self-regulation is like driving a car, knowing how and when to hit the brakes or the gas. Self-regulation means learning when and how to use the tools from your Resilience Toolbox.</p>

NOTES FROM PAST PRESENTERS

- Responding vs. reacting is one of the major themes in the workshop and this is a good place to remind participants of the Window of Tolerance and the processes of stress covered in Section 1.

35. SIGNS OF STRESS

MAIN OBJECTIVE: Highlight some of the physical sensations that can be paired with changes in stress level.



PRESENTER'S TOOLBOX



These are some of the physical changes that might start happening as your stress levels change.

- Changes to your breathing
- Internal sensations
- Muscular tension or relaxation
- Heart rate
- Shifts in posture



The first step is simply noticing any one of these areas.

- Which one(s) do you notice easily? Which don't you notice easily?
- It's important to practice non-judgement towards yourself here as you get used to noticing signs of stress.

Our goal is to take in as much body 'data' as possible, while remaining within our Window of Tolerance. Doing so acts like a compass, pointing us in the direction of getting our needs met.

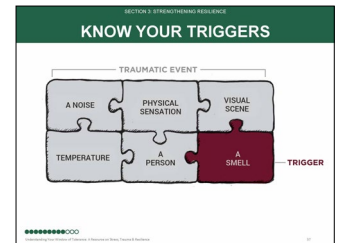
Noticing your signs of stress shouldn't be a source of additional stress or emotional weight. These signs are cues to use resilience tools.

Sometimes the difference between using an unhealthy or a healthy coping behaviour is a split second of awareness. So even just setting the intention to increase your stress awareness can buy you that extra split second before you're thrown out of your Window.

36. KNOW YOUR TRIGGERS

MAIN OBJECTIVE:

Reiterate what a trigger is and how it works



PRESENTER'S TOOLBOX



As you can see in this visual, a traumatic event can sometimes be broken into multiple triggers, related to multiple senses. When you're within your Window of Tolerance, you can reflect on your triggers from a grounded perspective, which helps you not be as impacted by them in the future.

Knowing your triggers helps put the 'trauma puzzle' together.

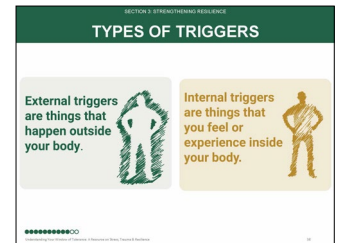
Increasing your self-awareness can help you get out in front of your triggers. It doesn't mean you won't feel triggered, but it does mean you will increase your likelihood of responding instead of reacting.

NOTES FROM PAST PRESENTERS

- This slide is about looking at triggers through a lens of resilience.

37. TYPES OF TRIGGERS PART 1

MAIN OBJECTIVE: Introduce two broad categories of triggers, and explain how they interact.



PRESENTER'S TOOLBOX



TALKING POINTS

A great way to get more specific about your triggers is to become more aware of the difference between external and internal triggers.

These two types of triggers influence each other bi-directionally – meaning an external stimulus (e.g. a person) can cause an internal trigger (e.g. physical sensation), and vice versa.

- How might we engage with our external environment when we feel triggered internally? Conversely, how might an external trigger impact us internally?

NOTES FROM PAST PRESENTERS

- In keeping with our theme of awareness over perfection, you can remind the participants that getting out in front of triggers by (re)considering how they might respond to them is the goal here (i.e. increased awareness), as opposed to coming up with the 'right' way to respond.

38. TYPES OF TRIGGERS PART 2

MAIN OBJECTIVE:

Introduce how to track triggers

SECTION 3: STRENGTHENING RESILIENCE

TYPES OF TRIGGERS

What Are Your Triggers?

1. What types of situations are you in?
2. What is happening around you?
3. What kind of emotions are you feeling?
4. What thoughts are you experiencing?
5. What does your body feel like?

PRESENTER'S TOOLBOX



FROM SLIDE

To get more specific about your triggers, ask yourself these questions while you're within your Window of Tolerance:

- When triggered, what types of situations are you in?
- When triggered, what is happening around you?
- When triggered, what kind of emotions are you feeling?
- When triggered, what thoughts are you experiencing?
- When triggered, what does your body feel like?



TALKING POINTS

Exploring and reflecting on your triggers when you are not actually feeling the trigger can contribute to feelings of safety and agency.

There isn't always the luxury of time in the moment, so we try to get 'reps' of this awareness in advance. The more healthy reps you can do while you're within your Window of Tolerance, the more likely you will be to apply that same healthy awareness the next time you find yourself outside of your Window.

39. TAKEAWAYS

MAIN OBJECTIVE:

Highlight learning objectives and take questions.

TAKEAWAYS
1) Resilience is like fitness: it can be strengthened at any age, but it takes reps.
2) Resilience helps us in the short-term AND the long-term.
3) You don't need to be always perfectly centered in your Window of Tolerance, sometimes you just need to buy yourself a second.
4) Everyone has different signs of stress, so understanding your own signs can help you prepare to respond.

PRESENTER'S TOOLBOX



TALKING POINTS

Resilience is like fitness: it can be strengthened at any age, but it takes reps.

Resilience helps us in the short-term AND the long-term.

You don't need to be always perfectly centred in your Window of Tolerance, sometimes you just need to buy yourself a little bit of extra time (even just a split second).

Everyone has different signs of stress, so understanding your own signs can help you prepare to respond.



40. SECTION 4

MAIN OBJECTIVE: Apply the trauma and resilience knowledge from this workshop to the context of peer support work.

SECTION 4
TRAUMA-INFORMED PEER SUPPORT

Trauma-informed peer support is about making the people you work with feel safe and heard.

PRESENTER'S TOOLBOX

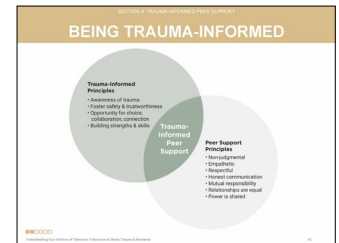
 <p>FROM SLIDE</p>	Trauma-informed peer support is about making the people you work with feel safe and heard.
 <p>TALKING POINTS</p>	<p>Helping people feel safe and heard are our simple objectives with trauma-informed peer support.</p> <p>And even though we've learned that trauma itself is quite complex, the trauma-informed tools we use should be straightforward. Recovering from trauma is all about setting small, safe, and supported steps in new and healthy directions.</p>

NOTES FROM PAST PRESENTERS




- Here you can reiterate that the participants are more of the experts in these final sections, as they know the peer support contexts they work within better than you do. Therefore, input and feedback are particularly welcomed.

41. BEING TRAUMA INFORMED

MAIN OBJECTIVE: Describe what it means to be ‘trauma-informed’ in peer support work.



PRESENTER'S TOOLBOX

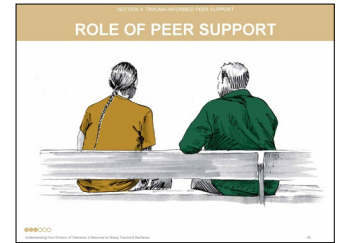
 <p>FROM SLIDE</p>	<p>These are 4 principles of trauma-informed care and when you combine these with the principles of peer support, you can engage in trauma-informed peer support.</p>
 <p>TALKING POINTS</p>	<p>Being trauma-informed in your peer work means applying the knowledge you've gained from this workshop into your interactions with your peers.</p> <p>Being trauma-informed is to assume that the peers you support have a history of trauma. This way we don't have to know exactly what has happened in someone's past or be a mind reader. We can just apply our trauma knowledge to everyone.</p>
 <p>CALLBACK</p>	<p>Reframing your interactions with peers as asking 'what happened' instead of 'what's wrong?' is a trauma-informed approach. It's best to lead with empathy and non-judgement.</p>



NOTES FROM PAST PRESENTERS

- Participants may want to discuss details about how their own peer support program operates. Emphasize that the intention is not for this workshop to replace any other training participants have received, but to be integrated with it. Each peer support program will have its own approach and that you are just looking to incorporate a trauma-informed lens to the approach.

42. ROLE OF PEER SUPPORT

MAIN OBJECTIVE: Highlight some of the key aspects as well as limitation of a peer support role.



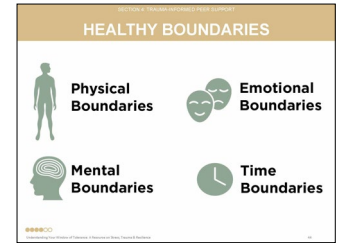
PRESENTER'S TOOLBOX	
 <p>TALKING POINTS</p>	<p>Although you now hold some knowledge about trauma and resilience, it is not your role to be a counsellor or therapist to your peers.</p> <hr/> <p>One major impact of trauma is feeling isolated or alone by those experiences. As a peer, you might be the first meaningful connection someone has had in a while. This can help undo some of that feeling of isolation or aloneness, which can help your peers become more resilient.</p> <hr/> <p>We're not meant to face trauma alone.</p> <ol style="list-style-type: none">1. 'Aloneness' can be another layer of trauma.2. 'Undoing aloneness' (by making connections with others) is the best way to start moving forward. What we're doing today is an example of undoing aloneness. <hr/> <p>Remember, it is not your responsibility to 'fix' your peers or resolve their trauma. Instead, you can use your knowledge to empower your peers to make healthier decisions.</p>
 <p>TRANSITION</p>	<p>Holding a balance between safe connections with peers and healthy boundaries with peers is an essential part of trauma-informed peer support.</p>

NOTES FROM PAST PRESENTERS




- Remind participants that it is important to have conversations with their organizations so they are clear on what their role entails and what is expected of them as peer support.
- At this point, participants may feel both excited and (potentially) overwhelmed. This section should be about reiterating that peer work is done in a series of safe and slow steps. No one will ever be expected to recall or apply everything that's been covered in this workshop.

43. HEALTHY BOUNDARIES

MAIN OBJECTIVE: Define healthy boundaries and explain why boundaries are important for effective peer support.



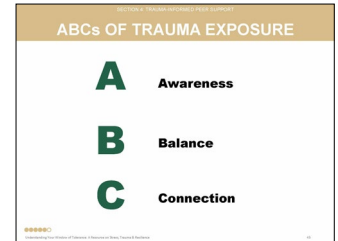
PRESENTER'S TOOLBOX

 <p>FROM SLIDE</p>	<p>There are four broad types of boundaries that you should consider in your peer support work:</p> <ol style="list-style-type: none"> 1. Physical 2. Emotional 3. Mental 4. Time
 <p>TALKING POINTS</p>	<p>Physical boundaries include personal space and physical contact. How can you create a peer work environment that feels safe to you?</p> <hr/> <p>Emotional boundaries focus on separating your feelings from your peer's feelings. You don't have to sacrifice your own needs to do peer work. Check in with yourself and ask how much emotional capacity you have to work with that day.</p> <hr/> <p>Mental boundaries refer your thoughts and opinions. Remember, when it comes to peer work, 'being with' does not mean 'agreeing with.' You can support a peer emotionally without having to agree with all of their worldviews.</p> <hr/> <p>Time boundaries refer to how you use your time. Helping can feel good, but overcommitment can lead to burnout. This boundary is important to discuss with your organization so you don't feel overwhelmed.</p>
 <p>PARTICIPATION</p>	<p>Does anyone have examples of how they have established any of these boundaries?</p>





44. ABCs OF TRAUMA EXPOSURE

MAIN OBJECTIVE:

Highlight some of the steps that peers can take to minimize the impact of trauma exposure through their work.



PRESENTER'S TOOLBOX




 CALLBACK	<p>One type of trauma we discussed in section 1 is secondary trauma. This can come from having close contact with other people who have experienced trauma. This is a risk in peer support.</p>
 FROM SLIDE	<p>The ABCs of managing this risk are Awareness, Balance, and Connection.</p>
 TALKING POINTS	<p>A FOR AWARENESS: Pay attention to your own needs, emotions and resources. There is nothing wrong with putting yourself first. In fact, it's essential to maintain the energy required to do effective peer work.</p> <p>B FOR BALANCE: Find a balance between peer work, time for yourself, and rest. You can even apply this to the Resilience Toolbox. You won't learn them all in one day. Give this information time to digest.</p> <p>C FOR CONNECTION: In addition to staying connected to yourself, it is important to maintain connections with other people and community.</p>
 CALLBACK	<p>Remember that one resilience strategy is to strengthen relationships and community ties. Like we said, this doesn't need to be a big circle of support.</p> <p>Maintaining healthy connections is an antidote to self-judgement and shame.</p>

45. TAKEAWAYS

MAIN OBJECTIVE:

Highlight learning objectives and take questions.

TAKEAWAYS
1) Your stories and experiences are important tools for building connection and trust with peers.
2) Understanding how trauma can affect people will make you a more empathetic peer.
3) When you are grounded, you can help ground those around you.

PRESENTER'S TOOLBOX	
 TALKING POINTS	Your stories and experiences are important tools for building connection and trust with peers.
	Understanding how trauma can affect people will make you a more empathetic peer.
	When you are grounded, you can help ground those around you.
 PARTICIPATION	Would anyone like to name something that particularly resonated with them?
 TRANSITION	Now that you've learned a little bit about trauma, resilience, and how that can inform your peer work, let's shift to looking at some skills we can use to put that knowledge into practice.

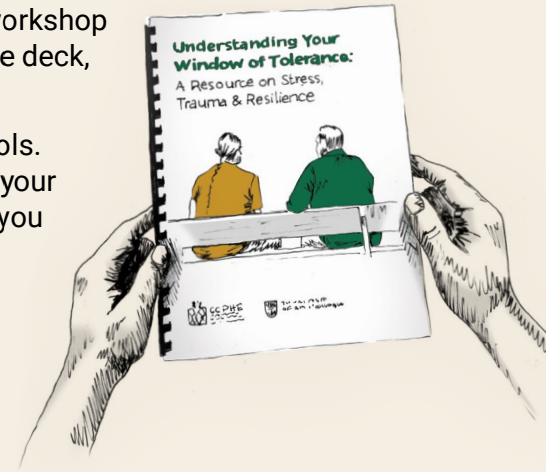
NOTES FROM PAST PRESENTERS

- Asking participants to name something from the workshop that resonated with them before moving into the toolbox section allows the group to review the material in their own words, which can deepen the learning and contribute to a healthy group dynamic.

RESILIENCE TOOLBOX

The Resilience Toolbox section marks a shift in the style of the workshop. You can now ask participants to re-orient their focus to the printed resource (all participants should have a copy before the workshop begins). A slide for each tool has been included in the slide deck, but it is not necessary to go through each slide.

Before the workshop, try taking yourself through all the tools. Doing so will allow you to speak to the participants about your own experience of building your toolkit. Overall, it is up to you to determine which tools are best to share, based on the context of your workshop and the participants in front of you. Just as you will encourage participants to build their own custom toolkit, you can determine how to present these tools.



TYPES OF TOOLS

The skills have been broken into three different categories:



1. GROUNDING TOOLS: Somatic skills suggested for use when someone feels they are leaving their Window of Tolerance.

- Focus On Breathing
- Box Breathing
- The Body's Five Senses
- Grounding With Movement
- Muscle Relaxation

2. AWARENESS TOOLS: Cognitive skills suggested for use when someone is stuck in a negative thought pattern. These tools are best practiced when someone is still within their Window of Tolerance.

- Reframe Your Thoughts
- Thought Log
- Fork In The Road

3. RELATIONAL TOOLS: Interpersonal skills suggested for use in forging safe relationships with others, especially while doing peer support work.

- Getting The Go-Ahead
- Slow Down To Move Forward

PRESENTING THE TOOLS

Introduce the Resilience Toolbox as a practical set of skills that men can use to cope with traumatic stress. The Resilience Toolbox is an opportunity to put the concept of ‘respond, don’t react’ into practice.

Provide an overview of the different types of tools and briefly touch on the individual tools. There will likely not be enough time to go through each tool in detail, but ensure that you highlight at least one tool from each section (and more if there is time). Encourage participants to notice any of the tools that stand out to them. At the end, ask participants to think of one tool that they feel most likely to try. Asking this might make participants more likely to implement the tool.

Remind participants that they don’t need to learn all the tools right away and emphasize the idea of practice. Participants will need to practice using the tools to become proficient with them. This will take time, but eventually using the tools will feel natural and automatic (especially the grounding tools).

This may be the most interactive portion of the workshop, so encourage questions, examples, and feedback from participants throughout.

The tools provided here are just examples of different skills that men can develop to improve their resilience. We encourage you to make this portion of the workshop your own, and to highlight the tools that fit into your own practice.



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