Activate Wellbeing Toolkit
Facilitators Handbook

About this Handbook

This handbook provides you with planning and facilitation tools to effectively lead a group through the Activate Wellbeing Toolkit.

About the AWT

The Activate Wellbeing Toolkit (AWT) is designed to engage staff and faculty at all levels to identify and accelerate action in workplace policies and practices towards stronger mental health and wellbeing for all.

By engaging in the AWT, you can expect to:

- Take a strengths-based approach to facilitate discussions on mental health and wellbeing.
- Increase awareness and knowledge of your workplace's wellbeing journey.
- Identify and celebrate existing efforts that have positively impacted mental health and wellbeing.
- Collaboratively identify one to three concrete actions that promote mental health and wellbeing in your specific context.

The AWT is structured using a customizable PowerPoint slide deck that guides your group first through context setting and then through the five steps of the AWT.

If you are a UBC unit and would like additional planning support, schedule a free consultation by emailing: ubc.wellbeing@ubc.ca.

Facilitation options for AWT Steps

For "Step 1: Team Strengths and Assets Brainstorm"

This is meant to be a quick brainstorming activity to get the groups thinking juices flowing. The list you create does not need to be exhaustive but give a flavor of the things you are doing well. Focus on moving participants through reflection and conversation fairly quickly, e.g., 5 mins each. Use the example sheet to spark ideas.

IN PERSON

Think Pair Share

- Provide the example sheet to participants
- Have participants pair up and assign a focus area to each group (there can be duplication)
- Give participants a few minutes to list strengths/assets for their focus area
- Each group shares back ideas, rest of the group can add any additional ones
- Write ideas on a whiteboard
- Alternatively, have each pair come up with at least two for each focus area

Popcorn

- Provide the example sheet to participants
- Give participants a few moments to think and make their own notes.
- Ask participants to share their ideas by calling them out
- Write ideas on whiteboard / flip chart / post-its

VIRTUAL

Jamboard

- Ahead of time, copy out question onto a Jamboard
- Review the question and example sheet
- Give participants a few moments to think and make own notes
- Have participants write their ideas on sticky notes in the Jamboard
- Review as they are posted

IN PERSON OR VIRTUAL

Slido

- Use word cloud or open text in Slido: slido.com
- Upload the question ahead of time.
- Provide participants with the link and give time for individual reflection.
- Have participants post as their ideas in Slido

For "Step 2: Unit Assessment"

This is an opportunity to further understand strengths and areas for improvement before making decisions about action planning. As you develop a facilitation activity consider anonymity. Honest opinions will result in stronger, supported actions.

IN PERSON

Dotmocracy

- Ahead of time, write each description statement on a large piece of paper, including level of agreement
- Give participants time for individual reflection
- Using sticky dots, have each participant indicate their level of agreement to each question
- Review and discuss as a group asking things like "does anything surprise you?"

IN PERSON OR VIRTUAL

Polling

- Use a polling tool, for example:
  - iClicker Cloud: lthub.ubc.ca/tool-finder/polls-surveys
  - Mentimeter: mentimeter.com
  - Slido: slido.com
- Upload your questions ahead of time
- Give participants time for individual reflection
- Have participants indicate their level of agreement to each question using their phone or computer
- Review and discuss as a group asking things like "does anything surprise you?"

VIRTUAL

Polling

- Use Zoom poll
- Upload your questions ahead of time
- Give participants time for individual reflection
- Have participants indicate their level of agreement to each question as you display it
- Make sure to record the results so that you can review all of them
- Review and discuss as a group asking things like "does anything surprise you?"

After you have completed Step 2: Unit Assessment, consider reviewing the Step 3 Action Planning sheets prior to discussion and decision about where to focus. This could be helpful in orienting the group to actions that each focus area could support.

For "Step 3: Identify Possible Actions"

In this step you will go deeper into the one or two Focus Areas you have identified as where action can be taken. It is helpful for the group to review the Action Planning sheets before starting an activity so that everyone has a sense of what is possible within each focus area.

Additionally, groups may find themselves progressing naturally from identifying possible actions (Step 3) to prioritizing actions (Step 4).

IN PERSON

Think Pair Share

- Provide the Action Planning sheet for your focus area to participants
- Give participants a few moments to read the topic statements and consider which do not feel true
- Have participants pair up and compare
- Each group shares the statements they felt were not true, collectively identify where there is alignment in taking action

VIRTUAL

Breakouts

- Use the Breakouts to divide into smaller groups
- Have each group review the topic statements and consider which do not feel true
- Come back together and have each group share the statements they felt were not true
- Collectively identify where there is alignment in taking action

IN PERSON OR VIRTUAL

Polling

- Use a polling tool, for example:
    - iClicker Cloud: lthub.ubc.ca/tool-finder/polls-surveys
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    - Slido: slido.com
- Upload your questions ahead of time

- Give participants time for individual reflection
- Have participants indicate their level of agreement to each question using their phone or computer

For "Step 4: Prioritize your actions"

The goal of the AWT is not to create a long to-do list but identify 1 to 3 concrete actions to support the mental health and wellbeing of your team. This step helps determine the best actions given the teams capacity, time, and effort required.

IN PERSON

Post-its

- Recreate the impact/effort axis on a whiteboard or large piece of paper
- On post-it notes have participants individually write an action (1 per post-it), then place them where they feel they fit on the axis
- Review as a group to find consensus

VIRTUAL

Jamboard Post-its

- Similar to above, recreate the impact/effort axis on a Jamboard
- Have participants create a post-it each with one action on it, then place them where they feel they fit on the axis
- Review as a group to find consensus

Depending on the number of possible actions that have been identified, a different collaborative prioritization process may be necessary, some examples can be found here:
productcoalition.com/28-collaborative-prioritization-activities-for-your-next-workshop-1cd23db1057c

For "Step 5: Measure Success"

After you have identified 1 to 3 actions, you'll take time to determine how to define and measure success.

IN PERSON

Think Pair Share

- Provide the Measure Success worksheet to participants
- Give participants a few moments to think about what success could look like and how to measure it
- Have participants pair up, compare and write their ideas on post-it notes
- Each group put their post-it notes on a wall or whiteboard, group them and collectively identify where there is alignment in measuring success

VIRTUAL

Breakouts

- Use the Breakouts to divide into smaller groups
- Have each group discuss what success looks like and how to measure it for each of the actions
- Come back together and have each group share their ideas
- Collectively identify where there is alignment in measuring success

Effective Facilitation

What is a facilitator and what do they do?

A facilitator is someone who can enhance a group's ability to:

- communicate with each other
- think together
- make decisions that all understand and will support

all the while ensuring people are able to constructively challenge and debate their opinions.

To do this, an effective facilitator

- Plans for accessibility accommodations to allow for full team participation (e.g., consider visual / auditory / other impairments, schedule breaks)
- Creates the space for open and honest conversations
- Ensures everyone is clear and in agreement on the agenda and objectives of each session
- Clarifies the process / steps
- Asks relevant questions
- Prioritizes and models community agreements established by the group
- Keeps the group on track and monitors the time, offering periodic time checks when needed
- Encourages and explores differences and notes key areas of agreement
- Creates opportunities for "quieter" voices to be heard (using tools such as jamboard, sticky notes, pair-share)
- Helps guide decision-making to reflect what is best for the group, rather than an individual
- Mitigates power dynamics in the room
- Is flexible - willing to renegotiate agenda at any time
- Highlights key areas of discussion and potential next steps (including assigning action items if relevant)

Facilitator Tips

- Confirm if the session(s) are in person, virtual or hybrid so that appropriate tools (e.g. online collaboration tools vs. printouts, catering) are planned
- Begin with a quick check-in or mindful exercise to ground the session hr.ubc.ca/health-and-wellbeing/mental-health/mindfulness-meditation
- Provide ways for folks to share ideas that consider both extroverted and introverted participants (in slidedeck, Jamboard, vocally, in pairs, anonymously, etc.). See Liberating Structures for more ideas. liberatingstructures.com
- Have a co-facilitator. Share note taking / facilitation / chat box monitoring responsibilities. Inject breaks and brief fun activities along the way such as colouring, playing music, stand up breaks, social time, pop quizzes, the MoveU crew, etc.
- Consider what isn't being said in the space through observing tone, body language, group dynamics and underlying tension. Check-in with the group or quietly with individuals if needed.
- Schedule time appropriately and mindfully to avoid feeling like you are rushing the group or contributing to stress and burn out.
- Set clear boundaries and community agreements. See Creating a Safe Space.

How can I enhance wellbeing in the way I facilitate this process?

- Carefully consider how you can enhance wellbeing and reduce barriers to wellbeing. For example, how can you foster social connection? How can you integrate physical activity breaks, outdoor time, or nutritious food offerings? How can you create a safe space for folks to share? Make it fun and enjoyable - a welcome break in their busy day rather than an addition to their workload.

Creating a Safer Space

It may be helpful to talk through some of the questions below with your co-facilitator or other colleagues while planning for the session.

Consider who should be present

- Whose voices are often left out?
- How can we ensure a diversity of perspectives and voices are heard? E.g., do a go-around to hear from everyone and allow people to 'pass' if they'd like.

Consider power dynamics within the group

- How can we make it safe for those who do not hold the power to share their thoughts and ideas? E.g., starting with smaller breakout groups or think-pair-share before the larger group discussion. Also, creating opportunities for anonymity throughout the session.
- What strategies can we employ to encourage folks with the power to share last whenever possible?
- How can we use democratic strategies for decision-making? E.g., move to the side of the room with the proposal you agree with most or rate how you feel about the proposal on a scale of 1 to 5 using your fingers, or for virtual sessions using 'gradients of agreement.'

Consider accessibility and inclusion

- How can we build silence into the discussion to allow participants to process and form their thoughts at different speeds and in different ways? E.g., journaling.
- How can we address any barriers to participation? Consider physical infrastructure, information sharing, etc.
- How and when is it effective to use technology as a tool to promote access and inclusion?
- Is the space set up to promote inclusion and accessibility? E.g., using a circle formation.

Consider identity

- Communication styles vary from person to person due to identity markers like culture. How can we pay attention to how our communication style is landing on another person? How can we effectively shift or modify our approach depending on the unique dynamics of the group?
- How can we let go of your own cultural expectations, biases and rules when facilitating?
- What work can we do prior to the group sessions to notice and unpack any expectations, biases and rules we might be unconsciously carrying into the space?

Create Community Agreements

- Community Agreements are guidelines given to a group of people in order to ensure open, active, inclusive, and respectful dialogue and participation. These agreements also help establish expectations of both the facilitator and the group. Community Agreements are provided in the toolkit or you may consider creating your own. As the facilitator, hold the group accountable to these throughout the process by returning to them when necessary.
- A sample Community Agreement that you can use is included in the AWT slide deck.

Beyond Safe Spaces and Towards Brave Spaces

A "brave space" is explained by Brian Arao and Kristi Clemens (2013) in their book, The Art of Effective Facilitation: Reflections From Social Justice Educators as a space that acknowledges the difference between safety and discomfort. A brave space prioritizes safety but does not avoid discomfort, disagreement and risk taking, which are all required for transformation to take place. They explain that a brave space contains five main elements:

1. "Controversy with civility," where multiple perspectives, viewpoints and opinions are accepted,

2. "Owning intentions and impacts," in which participants take responsibility for what they say, specifically when their

words impact another person's wellbeing (even if they didn't intend to),

3. "Challenge by choice," provides participants with the choice to 'pass' or step in and out of triggering conversation,

4. "Respect," where understanding what respect looks like, sounds like and feels like is a requirement,

5. "No attacks," where participants agree not to intentionally inflict harm on one another.

Brave spaces encourage uncomfortable conversations that move folks outside of their comfort zone, while still fostering a nurturing and safe environment.

Taken from: Safe Spaces and Brave Spaces, NASPA Policy and Practice Series naspa.org

Calling People In

Calling someone in is a tool that we can use to hold people accountable for the impact their words and opinions might have on another person in the group, while giving them the opportunity to learn, grow and do better.

A call-in can look like pulling someone aside in private and can sound like "I was thinking about what you said earlier and I wanted to chat with you about it. Can you tell me more about what you meant?"

After you have listened to the person, you could say: "Can I tell you the thoughts I had when you said it?"

When we model the learning we have done and share what we could do better, we give others permission to change their minds and take accountability for their learning as well.

Resources

Land acknowledgements - Respect, Sincerity, and Responsibility

- UBC offers free training in providing sincere, respectful, and meaningful land acknowledgments wpl.ubc.ca/browse/orientation-and-onboarding/courses/wpl-oo-ilpla

Indigenous Strategic Plan

- ISP Implementation Toolkit: indigenous.ubc.ca/indigenous-engagement/indigenous-strategic-plan

UBC HR Programs and Offerings

- Workplace Wellbeing Resources: wellbeing.ubc.ca/workplace-wellbeing-resources
- Workplace Learning offerings: wpl.ubc.ca
- Okanagan Workplace Health & Wellbeing: hr.ok.ubc.ca/health-wellbeing-2
- General Mental Health Resources: hr.ubc.ca/health-and-wellbeing/mental-health/faculty-and-staff-mental-health-resources
- Helping Faculty and Staff in Distress: hr.ubc.ca/health-and-wellbeing/mental-health/helping-faculty-and-staff-distress

Tools for inclusive processes from the Office of Equity and Inclusion

- Intentional EDI Decision-making tool: equity3.sites.olt.ubc.ca/files/2020/10/Intentional-EDI-Decision-Making_Sep2020.pdf
- Balancing tensions and paradoxes in Equity, Diversity, and Inclusion Planning and Action: equity3.sites.olt.ubc.ca/files/2022/04/Toolkit_TensionsParadoxes.pdf
- UBC Okanagan Equity and Inclusion programs and offerings: equity.ok.ubc.ca

Physical Health and Nutrition

- Recreation at UBCO: recreation.ok.ubc.ca
- Recreation at UBCV: recreation.ubc.ca/get-moving
- UBCV Move U Crew: recreation.ubc.ca/get-moving/move-u-crew
- Nutrition Support: hr.ubc.ca/health-and-wellbeing/physical-wellbeing/nutrition

Websites

- Mental Health Commission of Canada Psychological Health and Safety in the Workplace National Standard: mentalhealthcommission.ca/national-standard
- Anti-Oppression Resource & Training Alliance (AORTA): AORTA.coop
- Anti-Oppressive Facilitation for Democratic Process: arts-campout-2015.sites.olt.ubc.ca/files/2019/02/AORTA_Facilitation-Resource-Sheet-JUNE2017.pdf

Books

- Facilitators Guide to Participatory Decision Making by Sam Kaner
- Gamestorming: A Playbook for Innovators, Rulebreakers, and Changemakers by Dave Gray