

# FACILITATOR GUIDE



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# TABLE OF CONTENTS

<b>FACILITATOR GUIDE</b>	0
About This Project	1
Acknowledgements	2
Training and Development Team	2
Health Canada	2
Project Timelines	3
Proposal	3
Session development	3
Winnipeg meeting	3
Training Roll Out	3
Living on after 2015	4
Before you start In Person Delivery	5
Introducing yourself	5
Setting Up your training day	5
PURPOSE OF THE course workbook	6
establishing ground rules	6
DROPBOX	<b>Error! Bookmark not defined.</b>
Linking your videos	7
Attendance Sheets	7
PARTICIPANT Evaluation	7
PREPARING CERTIFICATES	8
When you are done	8
Virtual delivery	9
Training Timetable	10
Supplies List	12
Opening The session	13
Facilitation Notes	14

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# FACILITATOR GUIDE

## About This Project

The NAYSPS Learning Module (formerly known as The NAYSPS Toolkit) is a series of Fact Sheets to equip frontline workers with some of the tools they need to prevent suicide and suicidal behavior among First Nation and Inuit youth in Canadian communities.

The learning modules have been loaded on to preprinted USB memory cards, for ease of distribution and use in communities. The Learning Module is designed to enable workers to build on the tools provided to provide culturally appropriate, community-based presentations on suicide prevention. The Learning Module was developed through close collaboration with First Nations and Inuit partners, an Aboriginal mental health expert, and includes input from FNIHB Regional Coordinators and First Nations and Inuit front-line workers.

There are two separate tool kits, one for First Nations communities and one for Inuit communities (4 languages). The decision to develop two similar toolkits that recognize the difference between the target populations was made due to feedback received from the consultations that were undertaken during the development process. The differences in the toolkits will provide the front-line workers with the best appropriate information for the communities that they serve.

In May 2014, YSAC was approached to develop a training series from the existing Fact Sheets. This manual is for Facilitator's of that Suicide Dialogue and Training Series.

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# FACILITATOR GUIDE

## Acknowledgements

### TRAINING AND DEVELOPMENT TEAM

This Training Manual was developed through the dedication and creativity of a large team of staff from various YSAC centres that included:

MELVIN TAYPOTAT  
LEADING THUNDERBIRD  
LODGE



KIMBERLEY GOODFEATHER  
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HANNAH BREAKER SIKSIKA  
MEDICINE LOGE



JESSICA KEATING  
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GINA WILDCAT  
YOUNG SPIRIT WINDS



PATSY WOLFE  
YOUNG SPIRIT WINDS



### HEALTH CANADA

Health Canada and many dedicated frontline workers participated in the development of the Fact Sheets. We are grateful for all the effort put forth. Please see Fact Sheets for full acknowledgement.

# FACILITATOR GUIDE

## Project Timelines

### PROPOSAL

In May 2014, YSAC submitted a proposal to become the lead organization in rolling out the NAYSPS Learning Module (formerly known as The NAYSPS Toolkit). The proposal was accepted in June 2014 and formally funded in October 2014.

### SESSION DEVELOPMENT

Beginning in June 2014, YSAC Directors submitted names of staff to become involved with this project. Staff were chosen based on previous training and certification, specific areas of expertise, and strong facilitation skills. The training team met by conference call in October 2014 and chose specific units to review for designing into training modules.

### WINNIPEG MEETING

The training team met together in Winnipeg on November 13 & 14, 2014. The purpose of the meeting was to present individual modules to each other and fine tune any activities, language and audio-visual aids. The team used a round robin presentation format in order to garner multiple levels of feedback.

### TRAINING ROLL OUT

Between December 2014 and March 2015, more than 1000 helpers in over 40 communities participated in a meaningful conversation about suicide prevention using this Manual and these Fact Sheets. Facilitators acted as a guide for that conversation.

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# FACILITATOR GUIDE

## Living on after 2015

One of the exciting parts about this project is that the work that has gone into the development of the training materials will be formally integrated into existing training mechanisms so that First Nation communities and YSAC centres can continue to benefit from the materials after the formal training project has been completed. In order to make this happen this suicide module will be integrated into the existing YSAC Mental Health Training Series entitled *Building Concurrent Capable Centres*. Additionally, the modules will be loaded onto a web-based training site.

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# FACILITATOR GUIDE

## Before you start In Person Delivery

Know that facilitating this training is based on SHARED expertise and a community of inquiry.

### INTRODUCING YOURSELF

Opening the training - if you are non-First Nation - be vulnerable.

### SETTING UP YOUR TRAINING DAY

YSAC receives training requests from communities/organizations through its website at: [www.lifeissacred.ca](http://www.lifeissacred.ca). Every effort is made to arrange the closest Facilitator to the requesting organization/community. If you are contacted to provide Facilitation services to a community/organization, your dates of availability will be first confirmed. If you are available on the requested training dates, YSAC will connect you by email with the contact for the host community/organization.

The host will do much of the marketing and set-up within the community which includes determining training location/venue; arranging lunches on both days of training in addition to morning/afternoon snacks and refreshments. The host will also arrange to have a Mental Health and/or Cultural Support Worker in attendance during the training. The host will also look after inviting the participants to attend (recommend a maximum of 25 participants). You can also find out from the host if they want and have someone begin and end the training with a smudge and/or prayer. It is up to the host to look after any tobacco offerings/cultural protocols/honorariums for the Cultural Support Worker.

In your role as Facilitator, you will work with the host to draft the agenda for the two days to determine training start/end times, find out availability of internet, what equipment and supplies are available, i.e. projector, screen, TV, speaker, flipchart paper, markers, tape, etc. Your role as Facilitator is to be on time, prepared, flexible, adaptable, present and engaging for the group you are working with.

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# FACILITATOR GUIDE

## PURPOSE OF THE COURSE WORKBOOK

Course workbooks are provided to every participant who takes the training. The workbook is a tool that the participant can take home after the training to refer to: the information contained in each module presented, the notes they have written in them and the ideas they may have recorded during the training.

As learners, people absorb and retain information in different ways. They will experience reading along with PowerPoint presentation, watching videos, participating in verbal discussions, and writing in their workbooks. This all helps them to process and further solidify the information they are taking in.

*The primary goal of the Workbook is – as a future resource - and a knowledge retention tool.*

## ESTABLISHING GROUND RULES

Every community/organization is different, as are their needs, strengths and challenges. Flexibility and adaptability are key to providing training that feels safe, is relatively stress free and meets the needs of most participants.

At the outset of your meeting, it is good to clarify some ground rules in which they can all agree to, such as: Daily Start/End times, length of breaks, length of lunch, use of cell phones, confidentiality, point out who the mental health/cultural supports are, where smoking areas are, location of washrooms, etc. It is also a good time to remind participants that they must be in full attendance for both days of training to get their Certificate.

## LIFE IS SACRED WEBSITE / DROPBOX

Ensure your Presentation is the latest version by visiting the Life is Sacred website at: [www.lifeissacred.ca](http://www.lifeissacred.ca), going into the Facilitators portal and downloading the presentation. You may also be able to access the latest version by Dropbox or if the presentation was sent to you via WeTransfer. It is important to have several copies of the presentation available, whether on your laptop's desktop, on USB or via Dropbox just in case one does not work.

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# FACILITATOR GUIDE

## LINKING YOUR VIDEOS

It is important to go through your full PowerPoint on the laptop you are using and open and play all the videos. Videos need to be previewed to ensure the laptop is equipped with the players needed as sometimes you will need to relink your videos to make them automatically pop up.

When you are working in Microsoft PowerPoint, you can attach material that is stored outside of the PowerPoint presentation by using hyperlinks. In our presentations, the hyperlinks are located within the pictures that signify a movie is on that slide.

To check your links: Right click on the picture, choose edit hyperlink, choose first button (existing file or web page) then navigate to where your movies are stored (should still be in Dropbox under suicide folder), press OK.

## ATTENDANCE SHEETS

Ensure to have an Attendance Sheet available for the training that the participants can complete either upon entering the room each morning or that you can send around for them to fill in once seated on the first day. Advise them to print their name legibly as the list will be used for completion of their Certificate. The Attendance Sheet should minimally have the following Headings:

Name (Print)	Email Address	Day 1 (AM Attendance)	Day 2 (AM Attendance)

## PARTICIPANT EVALUATION

It is very important that everyone who participates in the training completes an evaluation. This allows us to continually review the efficacy of content and provide feedback to facilitators.

It is important to advise participants the first question asked is whether their answers can be used in the research and evaluation of the training that YSAC undertakes periodically.

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# FACILITATOR GUIDE

Most participants have access to cell phones or computers to complete the evaluation survey by using the provided QR code.

You may want to have a few copies of the printed course evaluation on hand in case some participants do not have access to technology. If manual evaluations are used, Facilitators will need to manually input the evaluations into the survey link provided.

<https://www.surveymonkey.com/r/SVKFH56>



## PREPARING CERTIFICATES

Certificates can either be:

- a) Given out at the end of the workshop (if prepared in advance and the participant was in attendance for the full training); or
- b) Emailed to each participant after the training by using the email list on the attendance sheet.

*Note: A Life is Sacred Suicide Prevention/Life Promotion Certificate provides 8 credit hours towards certification through ICBOC.*

## WHEN YOU ARE DONE

After you return to your office from the training, complete your own Facilitator Self Evaluation to maintain your status as a YSAC Life is Sacred Facilitator. The Self Evaluation is found in the Life is Sacred website Facilitator Portal.

*Note: You will also be asked to submit the participant certificate list at the end of the Facilitator Self Evaluation form.*

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# FACILITATOR GUIDE

## VIRTUAL DELIVERY

This training is not offered in a virtual format at this time.

# FACILITATOR GUIDE

## Training Timetable

This timetable does not have specific start and end times since you may be starting and ending at different times of day. Please use it as a rough guide only and use your strong facilitation skills to determine where to adjust timelines to finish the training within the established timelines (i.e. if you have to finish in 1.5 days or if you have 2 full days).

TRAINING MODULE	MAIN POINT OF THIS SECTION	SUPPLIES	TIMING
1) Introduction/ About Suicide	Participants will be able to define a continuum (range) of suicidal gestures.	Seeking Bimaadiziwin video LIS Suicide Prevention Fact Sheets USB	60 min
2) Myths and Facts	Participants have an increased understanding of the myths around suicide and some tools and information to correct those myths.	No supplies (if using raised hands) or True/False paddles or Myths & Facts Cards	20 min
3) Decreasing Stigma	Participants understand attitude has a direct effect on ability to help someone with suicidal thoughts or intent.	Blank paper with tape or labels if using label exercise Markers Tape	20 min
4) Colonization	Participants will understand the historical impact of colonization as a contributing factor in suicide.	Flipchart Paper Markers & Tape Surviving the Survivor video	90 min
5) Risk Factors	Participants will be able to name at least 7 factors that create risk for suicide.	Flipchart paper Markers and/or Post it Notes	45 min
6) Warning Signs	Participants will be able to recognize warning signs for suicide in their community.	Flipchart paper Markers Tape	30 min
7) Media Guidelines	Participants will understand the role media plays in increasing suicide.	Dr. Phil video	20 min

## FACILITATOR GUIDE

	Participants will understand the definition of suicide contagion.		
8) Engaging Youth	Participants will be able to name at least 5 ways to engage youth.	Thunderbird video	20 min
9) When And Why Youth Seek Help	Participants will understand youth are more likely to seek help when approached in a nonjudgmental way.	None	20 min
10) Protective Factors	Participants can define what a protective factor is and name some.	Flip Chart Paper Markers & Tape	30 min
11) Getting Help	Participants will be equipped to take proactive and appropriate measures to deal with suicidal individuals.	Teen Suicide Prevention video Resource Lists or wallet size Contact Card	20 min
12) Helper Self Care	Participants will understand the importance of self-care when working in the suicide prevention area.	Self-Care video Copies of My Weekly Wellness Goals	30 min
Conclusion Evaluation	30 min		
Workshop Length	435 min		

Lunch Breaks (2 x 60 min)	120 min
Breaks (1 morning, 1 afternoon = 2 x 15 min)	30 min
Workshop and Break Length	<b>585 min/60 min = 9.75 hours</b>

**Day 1: 6.75 hrs**

**(8:30 – 12:00 & 1:00 – 4:30) = 7 hours**

**Day 2: 3 hrs**

**(9:00 – 12:00) = 3 hours**

**TOTAL 9.75 hrs**

**10 hours**

# FACILITATOR GUIDE

## Supplies List

When working with the host in setting up training, ensure the training room will have:

- ✓ Enough tables chairs for participants (can set up tables in U shape or as individual tables)
- ✓ Projection screen or large TV with HDMI cable to connect to the projector
- ✓ Table to set the projector on (with extension cords)
- ✓ Internet (to open the Life is Sacred PowerPoint Presentation if not on your desktop or separate USB)
- ✓ Flipchart Paper

As a Facilitator, it is good to ensure you are prepared for the training by bringing with you:

- A couple of Ice Breaker exercises with required supplies (if time allows)
- Laptop (with appropriate USB hookups)
- Projector (with HDMI cable)
- Speaker (for videos)
- Extension Cord (in case one is not provided)
- Flipchart paper (if host does not provide)
- Markers
- Post- it Notes
- Name Tags
- LIS Course Workbooks for every participant
- Copies of LIS Fact Sheet for every participant (on USB's or printed copies)
- LIS or Centre Pens
- Swag for each participant (i.e. stress balls or Centre swag)
- Evaluations – have a few printed copies on hand in case someone does not have access to a cell phone or computer using the QR Code provided at the end of their Workbook

Optional:

- Smudge and/or prayer to start relation-based introductions if no cultural person is available and the host/participants are wanting that (you may have to go outside if weather permits, and venue does not allow smudge)
  - Your business card, treatment centre promo pamphlet
  - Other suicide resource material you may wish to share
  - A few prizes for ice breakers, or first one back from breaks etc.
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# FACILITATOR GUIDE

## Opening The session

As a Facilitator you will have some indication of any recent suicides in the community from the host, but it will be important to also take a pulse about who is in the room as a participant may have experienced a recent loss and may be still grieving. It is good to ensure there are Mental Health and/or Cultural Support personnel in the room if someone becomes triggered.

# FACILITATOR GUIDE

## Facilitation Notes

1. Smudge and Opening Prayer
    - a) Will smudge be available and allowed in the building – if so, who will offer undertake the smudge?
    - b) Has anyone been asked (with tobacco/cigarette) to provide the Opening and Closing Prayer?
  2. Introduction
    - a) Have Participants introduce themselves (their name, their position, and where they work; and/or what community they are from if different communities are in the room).
    - b) Introduce the Facilitator(s) or have them introduce themselves so the group gets to know them before starting.
    - c) Be sure to point out who are the Mental Health/Cultural supports in case participants require support.
  3. Logistics
    - Provide location of washrooms
    - Smoking areas
    - Coffee/refreshments
  4. Set Ground Rules
    - Review timelines at start and end of each day in case things change
    - Agree to length of break times and lunch break
    - Cell phone use during the workshop (on silence)
    - Confidentiality and respect for what participants share
  5. Name Tags, Attendance Sheet & Attendance
    - For the first day it is good to have everyone wear name tags in visible locations so everyone can get to know each other and remember names
    - Remind participants to complete the attendance form daily
    - Remind participants they need to be in full attendance to receive a Certificate (remind them they get 8 credit hours towards certification through ICBOC)
  6. Trigger Warnings
    - Advise the participants that the first day could be mentally heavy and draining
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# FACILITATOR GUIDE

- Advise them of who the Mental Health/Cultural Supports are in the room that can assist them if triggered by the video/training content
  - Ask participants when leaving the room to give a thumbs up to indicate they are ok, otherwise someone will be coming to check on them
  - Advise them at the end of Day 1 training that they are to do something for Self-Care that evening and when starting Day 2, everyone is to share at check-in what they did for Self-Care the evening before.
7. Dealing with side conversations and attention seekers
- Sometimes side conversations can take away from the presentation making concentration for others in the room difficult or making it difficult for the Facilitator to continue. Take a moment to ask those in conversation if anything is wrong or if they have something they would like to share. This is often a gentle way to draw them back into the main discussion.
  - Sometimes you may have a participant who likes to share their view or opinion on every facet of the training or finds the training is a chance to talk excessively about their own experiences. This can be interesting for others and is often a good chance to hear about their personal experiences, however, if it continues or takes away from others having a turn to share – gently thank them for sharing, and remind them that you have to continue on to meet timelines – that others need time to share – to speak with you at break, during lunch, or after the training day so you can continue on with the training.
  - Tact, diplomacy, mediation skills, thoughtfulness, gentleness and kindness go a long way in keeping the balance of listening, learning, and participating for everyone in the room. Facilitating is a great way to finesse your people skills and find innovative ways to continue to the training to get the outcomes you need or want.
8. Enjoy the training
- As a Facilitator you will meet many people, hear many stories, and see lots of places. Be as much in the moment as you can.
  - You may stress in staying within timelines, but with practice, using your intuition and planning skills, you will learn that you can expand on certain units, or decrease on certain units to meet your timelines. The timelines provided are just a framework – with some experience and practices, your best judgement will get you through the training within established timelines.
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## FACILITATOR GUIDE

- Enjoy the process as each Facilitation opportunity will give you insight into others, and insight into your own thoughts, biases and ideas on how to present the next time, and each time thereafter. YOU GOT THIS!!!