

MODULE 2: THE THREE PILLARS OF RECOVERY (NETWORK, RESILIENCE, AND CHARACTER STRENGTHS)

Network-Social support: Explore building and maintaining a supportive network.

LEARNING GOALS AND OBJECTIVES OF THE ACTIVITY:

Objective n° 1

Maintaining a social support (family, friends and communities)

- Discuss the important role of family, friends, and recovery communities in the field of social support.
- Methodologies for educators how to train individuals fostering positive, supportive relationships with people who understand and respect the recovery journey.
- Educate trainers how to foster individuals to talk about the recovery with family, friends and the recovery community

Objective n° 2

Train adult educators with the techniques how to build and foster positive supportive network

- Mentors will learn the techniques building and maintaining supportive networks in recovery.
- They will be equipped with the tools for strengthening social support system.

Objective n° 3

To provide adult educators with innovative and effective recovery coaching methods in the field of social support.

- Engaging recovery to social and emotional support.
- Through activities participants will learn: How to talk to family/friends about the recovery process
- Identify strategies that meaningfully encourage clients to maintain friendship and family relationships, and find other people in their recovery community, who have acknowledged and understand the recovery process.



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ACTIVITY DESCRIPTION AND MATERIALS

Activity description

1. Target group – adult educators, mentors of change
2. Time – 2 hours

Materials

- Practical guide with interactive images.
- Multimedia content: presentations, videos.
- Bibliography and additional resources for further study of topics.



METHODOLOGY USED FOR THIS ACTIVITY



Case studies

Through real-world case examples and studies including recovery role models, educators have the opportunity to demonstrate how individuals intentionally developed and sustained their support networks, while providing specific strategies and storylines of current or former recipients' lived experiences related to overcoming barriers in recovery and utilizing family, friends, and community support. Educators can share different case examples of how individuals had to navigate tough recovery discussions.



Guided discussion

Participants will engage in group discussion and they will discuss the case study examples, reflect on strategies that may have worked, and think about how they could use those examples within the recovery coaching. Participants will discuss the important role of family, friends, and recovery communities in the field of social support and the issue of building and maintaining a supportive network.



Good practice tools

The participants will recognize the good practice tools through activities focused on the importance of social support systems, specifically friends, family, and recovery communities. These good practice examples will illustrate how social support destroy barriers and supports recovery. Participants will learn from real examples based on good practice how people have been successful in relation to their recovery due to family/friends, peer groups or recovering communities. Participants will also share discuss these examples emphasizing the importance of a robust support system, long-term recovery, and practical tools for their practice.



Role playing

Through these method participants can practice talking about recovery with family, friends, and recovery communities in a safe and supportive environment. The method will help to encourage participants to foster positive, supportive relationships with people who understand and respect their recovery journey.



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ACTIVITY DESCRIPTION

1. Introduction

The coach starts by explaining the importance of a social network to accompany the recovery coaching process. It must actively involve into the subjects and create a comfortable environment that allows the participants

2. Group activity

The coach shows videos about the case studies examples and after that the activity for resolving the case study:

Case study for training:

Profile Name: *Elena Martínez*

Age: 35

Elena is a Mexican-American woman from a traditional family in Arizona. As the oldest daughter, she feels the pressure of family honor and reputation. Elena has battled drug addiction, and while she is in recovery, she feels alienated from her family's culture because of the stigma of addiction within the family and her community.

Elena worries that her family will see her addiction as a sign of personal failure or weakness. She is hesitant to ask for help due to cultural beliefs that suggest relying on others diminishes self-reliance and maintains the message of a perfect family. She is uncertain about being vulnerable with her family and her community out of fear of what they may think. In Elena's Mexican-American community, addiction is often seen as shameful, and talking about getting help for addiction is not culturally appropriate. The pressure to protect her family's reputation creates a juxtaposition because she wants to recover but does not know how to do that without betraying the family.

Coaching main goal:

- to help Elena with her recovery in alignment with her cultural beliefs and help her begin the process of building a support system with her family starting with a few trusted family members.
- help with the resources to find addiction recovery groups that are culturally appropriate.

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ACTIVITY DESCRIPTION

Techniques and tips for coaching:

- identify cultural values and respect the client's cultural background and family expectations.
- building a supportive network through starting with small steps for seeking support in family, friends, and recovery communities.
- help to understand that asking for help is a strength, not a weakness.
- encourage open communication and help to build a trust with your family, friends and recovery communities.
- show the good practice examples for motivation

3. Guided discussion:

Participants in a discussion that answers the following questions:

- What is the role of family and friends during the recovery?
- What challenges might arise when trying to involve family members in the recovery process, and how can these be overcome?
- How can we help individuals build trust with their family or friends during the early stages of recovery?
- How to use the good practice cases for implementation in the coaching methods?
- What role do recovery communities play in someone's long-term success in recovery?

4. Role-playing and simulation

In this activity, participants will take on roles in simulated scenarios where they help clients seek professional advice, access resources, or build support networks. Participants will work in pairs or small groups to practice guiding clients through the steps of identifying appropriate professionals, finding support groups, and encouraging social or community engagement. After each role-play, the group will provide constructive feedback on how well the participant facilitated the recovery process.

ACTIVITY DESCRIPTION

5 .Good practice tools

Introduction (10–15 mins)

Give a brief overview of social support systems (e.g. family, friends, recovery communities, peer groups), and define the concept of good practice tools as practical ways & strategies that have shown to support people in their journey of recovery, including social support from others.

Step 1: (5 minutes) Briefly share a real-life example of someone who successfully weathered a tough experience because the person's family, friends, or recovery community provided them with strong support.

Step 2: Group reflection (5 minutes) In pairs or small groups, ask participants to briefly recognize and discuss the following:

One person (family member, friend, or community member) that helped them or someone they know when they were facing a challenge in recovery;

Ways in which this person helped them overcome barriers. after a few minutes, check in with the larger group and invite a few volunteers to share what they talked about.

Step 3: Action Item (5–10 minutes)

Ask individuals to take 1–2 minutes to write about one actionable way that they can strengthen their own support. This could involve calling a support group, asking a friend for help, engaging a family member, or strengthening connections to a recovery community.

Wrap-Up: Ask participants to share their action items with the group. This could be a way to foster more community and a sense of accountability to strengthen their social supports.