

**ALLYSHIP AT SCHOOL**

# Moderator GUIDE

A training program that empowers  
to take meaningful action



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# TABLET OF CONTEND

**01**

**Overview of Allyship at School**

**02**

**Before the workshop**

**03**

**During the workshop**

**04**

**Delivering the workshop**

**05**

**Workshop timing**

**06**

**Speaker notes**

**07**

**Follow-up sessions**

**01**

# OVERVIEW OF ALLYSHIP AT SCHOOL

The School Alliance helps teachers to recognise their privilege and positional power and what concrete actions they can take to show themselves as allies for the promotion and protection of mental health.

Through individual explorations and group discussions, participants build alliances and prepare themselves to act as allies for mental health.

This detailed guide will provide everything you need to know about the program, including additional context on how the program is designed and frequently asked questions that may come up during the session.

It's important you read this guide and speaker notes before running your workshop—and it can also be a reference sheet for you as you deliver the program

## Audience for the program

All teachers will learn something new about allyship, their privilege, their positional power, or specific, data-backed strategies for practicing allyship

## Program structure

The programme is designed for virtual or in-person teams and consists of two main components

### Foundational workshop

Foundational workshop that introduces participants to the practice of allyship.

The program be run in a 3-4hour

This guide will show you how to run the workshop

## Three group follow-up sessions

Three group follow-up sessions to provide participants with accountability and support as they put what they've learned into action. Allyship is a consistent practice and someone doesn't suddenly become an ally after one workshop. The follow-up sessions will encourage accountability and habit building and will give participants the space to continue to explore program

## Materials for workshops

Be sure to use the following materials, specifically designed for workshops.

- Moderator Guide
- Workshop Presentation

02

# WHAT TO DO BEFORE THE WORKSHOP



→ 1. Attend one of our free moderator training sessions. This is the easiest and most efficient way to learn how to launch and run Allyship at School. The 90-minute virtual training will introduce you to key concepts, walk you through the program structure and materials, and provide tips for answering frequently asked questions

→ 2. Decide who is moderating the workshop. The moderator plays a critical role in ensuring an engaging experience for participants. Decide who will be moderating the session—and whether you will have one or two people doing it. See the “During the workshop” section for more guidance



- 3. Download materials needed to run the workshop. To run the session you will need the Workshop Presentation, in addition to this Moderator Guide. The Workshop Presentation is the heart of the program and will lead you and participants through the workshop. It also comes loaded with built-in speaker notes so you know what to say and how to guide participants.  
In the workshop, participants will use a Personal workbook to complete their individual activities and group discussions. It's helpful for you to familiarize yourself with this in advance as well so that you're comfortable with all of the different components of the program.
- 4. If you are going to do it online. Practice using your videoconferencing platform.  
Make sure that your video conferencing software allows you to organise participants into working groups and that you are familiar with the functions of these groups. Ideally, use a programme that allows for pre-assigned groups, and we recommend that you practice using your technology. At this point, you should also check that there are no internal technical requirements for accessing the materials, in particular the Personal Workbook.
- 5. Send a welcome email to all participants.  
Once you know who will be attending the workshop send all participants the email. This email contains important information for participants, including pre-workshop materials, personal workbook and Logistics for the workshop (date, time, login info)

## 03

# WHAT TO DO DURING THE WORKSHOP

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As the moderator, during the workshop you will be responsible for the following:

- Delivering the presentation. Everything you need to do to deliver the program is located in the Workshop Presentation

- Playing the videos. These are located in the Workshop Presentation. It's important to check your sound settings before playing them.
- Create a group or Move participants in and out of group rooms if it is online. This guide will tell you when to place participants in their groups and how long each discussion should last. Make sure you are comfortable opening and closing rooms and delivering messages to the group.
- Answer any questions that may arise. Questions may be clarification questions, or any other issues that arise during the during the session or in working groups.
- Keeping time throughout the workshop. There is a lot of content to cover in the workshop, so it's important to watch your time closely to keep the group moving. The speaker notes provided will tell you how long you should spend on each module and this tool can help you manage the run-of-show.

# 04

# DELIVERING ALLYSHIP AT SCHOOL IN PERSON OR IN A HYBRID ENVIRONMENT

1. Set up one large room that has enough tables to accommodate all participants and a screen for all participants to see the main presentation  
 Ensure that there is enough space in between tables to allow for open conversation in the room



If some of your participants are joining virtually, you can choose either room set up, but be sure to do the following:

- Make sure all virtual participants can see the main presentation
- Put all virtual participants into their own breakout rooms—it is not recommended that you mix in-person and virtual participants in breakout groups

If all participants are in person, you do not need to cap the number of participants. However, we recommend that each breakout group not exceed 6-8 people.

Preparing for the workshop

Moderator prep: We recommend that you review the script beforehand .

Moderator delivery: You will deliver the presentation using the main screen in the room.

If you have participants joining virtually, be sure to project in the video conference meeting room as well.

If some of your participants are virtual, be sure to check-in on the chat for any questions that emerge.

Participant experience: During the individual work during the workshop, participants will engage with the workbook .

For the discussions, they will discuss with their breakout group

## **MANAGING 3 FOLLOW-UP SESSIONS**

After the workshop, you are responsible for coordinating the 3 follow-up sessions. This involves:

1. Schedule 3 follow-up sessions.

The first session should be about 1 month after the workshop, the second 2 months after and third 3 months after the workshop. It's recommended you schedule these in advance to hold the time on participants' calendars.

2. Host follow-up sessions. All the work in the follow-up sessions will occur in breakout groups, so you will have limited moderating. It's encouraged that the breakout groups remain the same throughout both the workshop and follow-up sessions.

# 05

# WORKSHOP TIMING

## Workshop timing

### Define allyship

- Introduction: 10 minutes
- Personal journal exercise: 5 minutes
- Allyship video: 5 minutes
- Allyship breakout discussion: 15 minutes

### Discover your power

- Definition of power: 5 minutes
- Personal journal exercise: 5 minutes
- Power breakout discussion: 15 minutes

### Learn allyship actions

- Strategies video: 5 minutes
- BREAK: 10 MINUTES
- breakout discussion: 15 minutes

### Review the Active Allyship Framework – 10 minutes

- Review the Active Allyship Framework and introduce the follow-up sessions – 5 minutes
- Personal journal exercise – 5 minutes

# 06

# SPEAKER NOTES

## 1. DEFINE ALLYSHIP

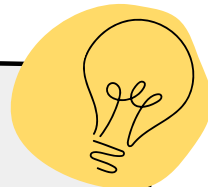
Slides 3-10  
30 minutes- aproximatly

### WHAT YOU'LL SAY

Hello everyone! My name is [INSERT NAME], and I'll be facilitating this program at [INSERT SCHOOL].



#### MODERATOR PERSONALIZATION:



Provide context on this program for your participants—telling them why this is an important program for your school. Consider sharing the following:

- Why are you motivated to bring this to your school?
- Where is the school on your allyship journey?
- Why is this program important to your school?

1



With that, let's dive in.  
[Share screen]  
"Welcome to Allyship at school program!"

We're so glad you're here. During our time together, we invite you to:

- Remove distractions—pause notifications on your phone and computer
- Get comfortable—take a moment to be prepared for this time together
- Find a space where you can talk openly— we'll be in small group discussions throughout the workshop

# 06

# SPEAKER NOTES

## 1. DEFINE ALLYSHIP

### WHAT THEY'LL SEE

### WHAT YOU'LL SAY



This workshop will run for four hours. You will use a Personal Workbook for all workshop activities. Throughout the workshop, we'll let you know when to switch to the workbook.

The first half of this workshop, we're going to focus on developing a shared understanding of allyship. So we'll learn about:

- What allyship is?
- Uncovering mental health issues and challenges in schools
- Unpacking our personal privilege and power

During the second half, we'll jump start your allyship journey by:

- Discovering what power we have to enact change at school
- Learning specific actions to practice allyship
- Closing by reviewing the Active Allyship Framework—a framework that we'll explore throughout the program and that you'll use in the follow-up sessions

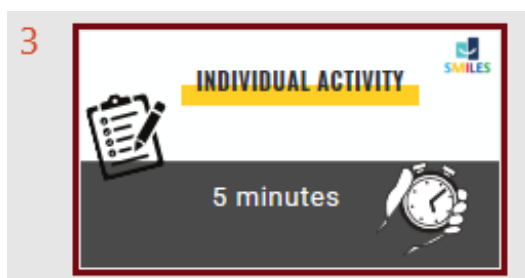
In your follow-up sessions, you'll continue meeting with your small group to explore new allyship strategies and practice filling out your own Active Allyship Framework.

# 06

# SPEAKER NOTES

## 1. DEFINE ALLYSHIP

### WHAT THEY'LL SEE



### WHAT YOU'LL SAY

So to get us going, I would like to invite you to give your opinion on what you think it is to be a partner for the promotion and protection of mental health.

There is no one right answer, it's about looking at different or overlapping ideas of what it is to be an ally.

First, let's start with an exercise. In your personal write for 5 minutes about the following questions:

- What is Allyship for you?
- What do you think would make you a stronger ally?

Then read out some examples].

### WHAT THEY'LL SEE



### WHAT YOU'LL SAY

Most of us probably understand that acting as an ally is important for people with traditionally marginalised identities to feel included and supported.

important for people facing mental health problems to feel included and supported.

- But it's not just about our individual actions: Research shows that allies don't just influence one person at a time.
- They also inspire others to act as agents of change, creating a culture of acceptance and support.
- In short, allies are a powerful force for good.

# 06

# SPEAKER NOTES

## 1. DEFINE ALLYSHIP

### WHAT THEY'LL SEE

### WHAT YOU'LL SAY



It's important to note here that allyship at school helps teachers, pupils and school staff to identify concrete ways of taking action that will have a significant impact on promoting and protecting pupils' emotional and mental health.

You will learn what specific actions they can take to show up as allies in mental health promotion and protection

### WHAT THEY'LL SEE

### WHAT YOU'LL SAY



It is very important to emphasise that the Allyship at school programme requires strategic collaboration between different stakeholders, including schools, health authorities, non-governmental organisations, mental health professionals, parents and communities.

In our programme, we share common steps to practice alliance-building that supports and promotes mental health in schools.

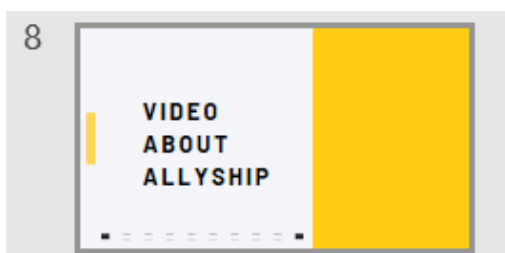
# 06

# SPEAKER NOTES

## 1. DEFINE ALLYSHIP

### WHAT THEY'LL SEE

### WHAT YOU'LL SAY



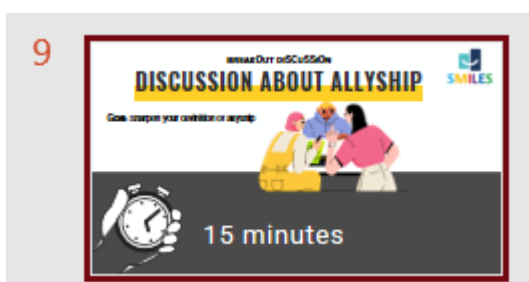
Thank you for taking the time to start reflecting. Now, we'll watch a short video about what allyship is and why it's important.

- As you watch it, think about how this definition differs from yours or how it's similar.
- Then we'll move into breakout groups to talk about this more.

[Pause for a few moments for participants to put answers in the workbook. Then read out some examples].

### WHAT THEY'LL SEE

### WHAT YOU'LL SAY



In a moment, we will work as a group to discuss and answer some questions.

- Throughout the programme, you will meet with this group several times, so you will have plenty of space to share your experiences, discuss what you are learning, and finally talk about how to practice allyship.

The goal of this discussion is to sharpen your definition of allyship

You'll have 15 minutes . The prompts for discussion are in the Personal Workbook.

# 06

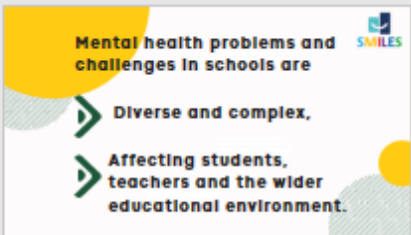
# SPEAKER NOTES

## 2. UNCOVERING MENTAL HEALTH ISSUES IN SCHOOLS


### WHAT THEY'LL SEE

### WHAT YOU'LL SAY

11



12



Students in schools face a range of mental and emotional health problems that can affect their well-being and academic performance. These are not a closed list and are not the same in all schools, but here are some of the main issues related to mental health in schools

### WHAT THEY'LL SEE

### WHAT YOU'LL SAY




Addressing these mental health-related issues and challenges effectively requires a coordinated and sustained effort on the part of the entire educational community, including students, school staff, parents and the wider community. Here are some of the main challenges that schools face in mental health-related issues

Here are some of the main challenges that schools face in mental health-related issues

# 06

# SPEAKER NOTES

## 2. UNCOVERING MENTAL HEALTH ISSUES IN SCHOOLS

### WHAT THEY'LL SEE



### WHAT YOU'LL SAY

Participants will answer the following discussion questions

- Would you include any mental health challenges in schools in addition to the ones presented?
- What strategies do you think could be implemented in schools to address these mental health challenges?

## 3. UNCOVERING MENTAL HEALTH ISSUES IN SCHOOLS

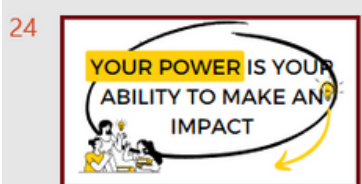
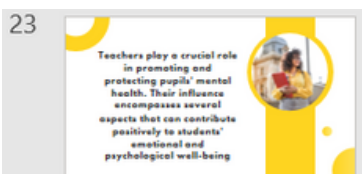
### WHAT THEY'LL SEE



### WHAT YOU'LL SAY

Now, let's jump in and start discovering the power we have in the school.

For the purposes of this workshop we'll be focusing on positional power—the power you have that's based on your role as a teacher



To start, what do we mean by power? For the purposes of this workshop, we'll be defining power as your ability to make an impact at school. When we leverage that power to help others, we can begin showing up as effective allies at school. This often means that, as a teacher, you have the power to make changes and influence the school mental health culture.

# 06

# SPEAKER NOTES

## WHAT THEY'LL SEE

## WHAT YOU'LL SAY

25



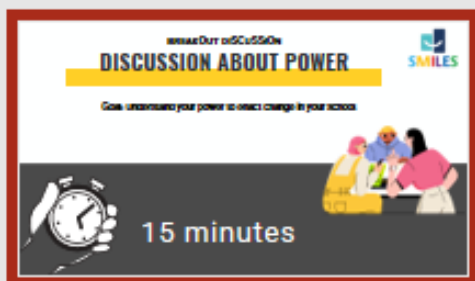
And it's important to remember we all have forms of power.

- Often, we underestimate our power and the impact it can have, especially when we're earlier in our careers or not as senior. But participation across levels of an school can make a big difference. Here are some examples of ways to exercise that power

## WHAT THEY'LL SEE

## WHAT YOU'LL SAY

33



Participation at all levels of the school can make a big difference.

- In fact, research shows that when staff at all levels are invested in organizational change and act as change agents, the new behaviors stand more chance of becoming shared values and parts of the culture

This is a great place to customize examples of power to your particular workplace.

Now, we're going to move into breakout groups to discuss

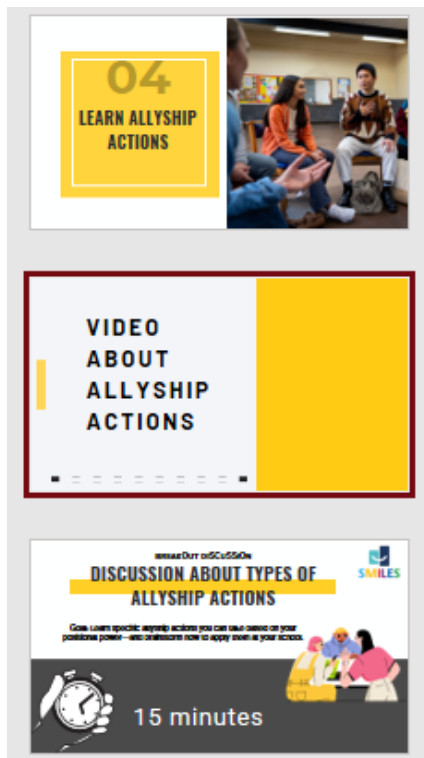
- The goal is to understand your power to enact change in your organization.
- Remember to create space for everyone in your breakout group to share.

# 06

# SPEAKER NOTES

## WHAT THEY'LL SEE

## WHAT YOU'LL SAY



We'll spend the next part of the workshop exploring the specific strategies and actions we can take to practice allyship effectively.

To begin with, we will watch a short video to understand the strategies and actions we will be looking at.

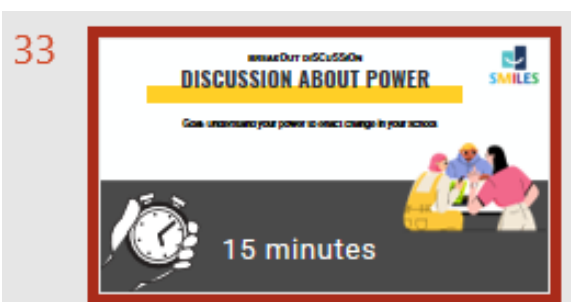
- As you watch the video, think about what other types of partnership action you could take.

Now, we'll move into your breakout groups to discuss.

The goal of the discussion is to uncover what specific allyship actions you can take based on your positional power—and brainstorm how to apply them at your workplace

## WHAT THEY'LL SEE

## WHAT YOU'LL SAY



Now, we're going to move into breakout groups to discuss

- The goal is to understand your power to enact change in your organization.
- Remember to create space for everyone in your breakout group to share.

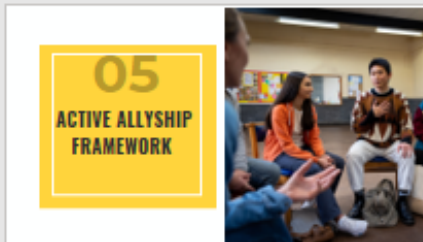
# 06

# SPEAKER NOTES

## WHAT THEY'LL SEE

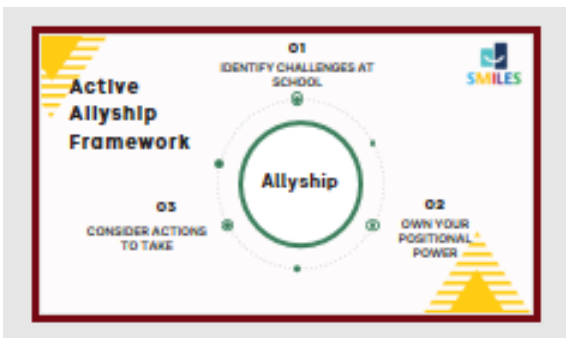
## WHAT YOU'LL SAY

37



Great, welcome back everyone! To close out today's workshop, we'll dig into the Active Allyship Framework.

The Active Partnerships Framework aims to help you connect the dots between these pieces, to think about how best to use your privileges and power to practice partnership.



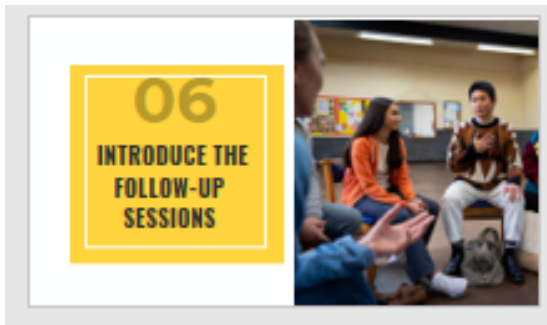
The framework is not linear—you don't have to use it in any particular order—and you don't need to formally run through it before acting as an ally. But it can be a helpful tool for planning or reflection along your allyship journey.

# 07

# FOLLOW-UP SESSIONS. CIRCLES OF INFLUENCES

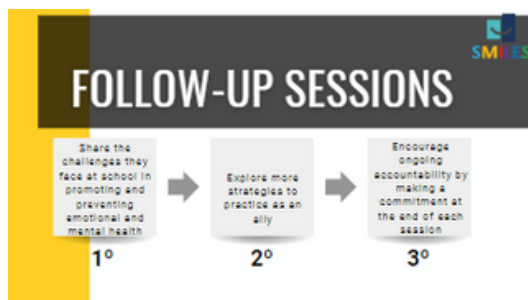
## WHAT THEY'LL SEE

## WHAT YOU'LL SAY



### Continuous Action and Accountability

Follow-up sessions encourage teachers and participants to hold each other accountable as they develop new habits and strategies to address mental health challenges in schools and commit to long-term teamwork for the promotion and protection of mental health in schools

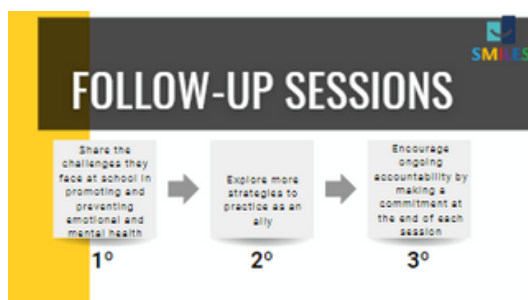


This slide shows the steps in the development of the follow-up sessions.

1. Select the challenge. It may be one of the challenges shown in the presentation or it may be a challenge faced by the school and identified in the group discussion activities.

## WHAT THEY'LL SEE

## WHAT YOU'LL SAY



2. The second step will be to explore new strategies to address this challenge in mental health promotion and protection.

3. Establish a commitment at the end of each session that translates into real actions that you will take as partners to address the challenge.

# 07


# FOLLOW-UP SESSIONS. CIRCLES OF INFLUENCES

## WHAT THEY'LL SEE

## WHAT YOU'LL SAY

Follow-up sessions are circles of influence that create a space where small groups from different functions and levels can come together :

- 1 To discuss how to address the challenges of mental health protection and promotion at school
- 2 Receive peer-to-peer guidance, connect with each other
- 3 Recognise new strategies and combat mental health bias and develop strengths



Follow-up sessions create a space where small groups from different functions and levels can come together, receive peer-to-peer guidance, connect with each other, Recognise new strategies and combat mental health bias and develop strengths

### CONNECTING

Follow-up sessions are circles of influence that create a space in their centre to share their experiences, give and receive advice and address together the challenges of mental health promotion and protection.



One of the two features of the follow up sessions is the Connection, which are circles of influence that create a space in their school to share their experiences, give and receive advice and address together the challenges of mental health promotion and protection.

### MENTORING

Circles encourage members to discuss new ideas and practice new strategies together. Members also benefit from the knowledge and experience of their peers, or even professionals, which can be as effective as traditional mentor-mentee relationships



The other feature is Mentoring; Circles encourage their members to discuss new ideas and practice new strategies together. Members also benefit from the knowledge and experience of their peers, or even professionals.

### Follow-up Sessions Agenda

- 1 Reflect on your challenges
- 2 Explore a new allyship strategy
- 3 Practice using the Active Allyship Framework
- 4 Make your One Commitment




- Welcome to the first of three follow-up sessions.
- Today you will dive into one of the challenges, it can be one of the challenges listed in the presentation or some other important challenge that you have identified in the discussion groups: e.g. 'Insufficient training for school staff'.
- You will spend the whole time in your working group

07

# FOLLOW-UP SESSIONS. CIRCLES OF INFLUENCES

## WHAT THEY'LL SEE

## WHAT YOU'LL SAY

### Follow-up Sessions Agenda



- 1 Reflect on your challenges
- 2 Explore a new allyship strategy
- 3 Practice using the Active Allyship Framework
- 4 Make your One Commitment

This is the agenda for today's sitting. You will begin to reflect on your chosen Challenge, explore and discuss a new partnership strategy/s and practice the Active Partnerships Framework, before making another commitment