

Facilitator Playbook

This playbook assumes the half-day (4-hour) version. The 90-minute briefing variant is at the end. Everything in *italics* in your speaker notes is said out loud; everything else is direction. STAND is a practice framework — protect the practice time above all else.

BEFORE THE SESSION

- Send the pre-work (file 18) at least three days ahead. Participants who arrive without it can still run the session, but the baseline exercise is thinner.
- Print scenario cards (file 11) and quick-reference cards (file 09). Digital versions do not get picked up on shift.
- Read the failure-modes table below. Every one of them shows up in some session.
- Know your local resource landscape before you teach N — participants will test you on what's actually available in their jurisdiction at 2 a.m.
- Decide how you will handle disclosures: some participants have their own crisis history. Have the wellbeing note (below) ready in your own words.
- Check the current quarter and pull that quarter's activity set from file 10.

HALF-DAY RUN OF SHOW

Time	Segment	What happens
0:00–0:15	Open + baseline	The Last-Call Ledger (icebreaker, file 10). Participants privately write the last call that stayed with them. No sharing yet — it primes everything.
0:15–0:30	Frame STAND	Teach the five moves at headline level only. The depth lands after they've tried it. Poster (file 13) goes on the wall now.
0:30–1:00	S	Teach scene-reading + self-regulation. Drill: 90-second scene scans from photos or described scenes, then each participant builds their truck-to-door routine in the workbook.
1:00–1:30	T	Teach tone as equipment. Pairs drill opening lines: same words, three tones, partner reports what each tone 'said'. Cut-your-opening-in-half exercise.
1:30–1:40	Break	Ten minutes. Poster stays up; most hallway conversations happen at the poster.
1:40–2:15	A	Reflection & validation as assessment. Run the quarter's listening activity (file 10). Debrief on what information rapport bought.
2:15–2:50	N	Map the real option landscape for THIS jurisdiction on the whiteboard — including the 2 a.m. column. Teach least-restrictive-most-connected. The gaps go in planners.
2:50–3:20	D + scenarios	Teach the dignified close. Then triads run scenario cards (file 11): responder, actor, observer with Peer Feedback Form.

3:20–3:50	Capstone	The STAND Commitment walk (file 04) in pairs. Partner completes Peer Feedback Form. Facilitator floats — coach the move, not the story.
3:50–4:00	Close	Certificates, evaluation forms, and one sentence each: the move that changes on my next shift. Point everyone at the online course's Maya scenario for reinforcement.

90-MINUTE BRIEFING VARIANT

Time	Segment	What happens
0:00–0:10	Open + frame	Last-Call Ledger, then STAND headlines only.
0:10–0:45	S + T compressed	Regulation routine build (10 min) then tone drill in pairs (15 min). Skip the scan drill; assign it as post-work.
0:45–1:15	A + N compressed	One reflection drill, then the jurisdiction option map. The map is the non-negotiable — never cut it.
1:15–1:30	D + commit	Teach the close, then each participant writes one commitment (workbook final page). Full capstone becomes post-work.

FAILURE MODES YOU WILL SEE IN THE ROOM

What you see	What it usually is	What to do
The war-story spiral — every exercise becomes someone's greatest-hits reel	Usually anxiety about being assessed, dressed as experience	Honor it once, then redirect: 'Run that exact call through the five moves for us.' The framework converts stories into practice.
'This won't work with real people'	Almost always a jurisdiction-resources objection wearing a skills costume	Split it: 'Which move won't work — or which option doesn't exist here?' Skills objections get a scenario; resource gaps go on the planner's gap page.
The silent senior officer	Watching to see if this is real before spending credibility on it	Give them the observer role with the Peer Feedback Form first — evaluation is a comfortable on-ramp. Most convert by the capstone.
A participant goes quiet or leaves during S or the sustainment block	Content is touching their own history	Follow the wellbeing note. Never process someone's personal crisis in the room; check in at break, privately.
Cynicism about follow-up ('nobody reconnects in 72 hours here')	Often true — and the most valuable data in the room	Don't defend the ideal. Capture it as a named gap with a named owner. A gap on paper with an owner is progress.

HANDLING THE HARD MOMENTS

When a participant discloses their own mental-health crisis

Thank them briefly and without ceremony, keep the room's attention on the skill, and check in privately at the next break. Have your local EAP/peer-support contact ready. Do not turn the session into group therapy — that breaks trust with everyone.

When the room turns on local leadership

Legitimate frustration is fuel if you point it at the planner's gap page: name the gap, name the owner, name the ask. Do not let it become forty minutes of venting — you'll lose the practice time that would actually change their calls.

When someone role-plays the actor card as a cartoon

It's usually discomfort, not disrespect. Reset the stakes: 'Play it like the person you remember, not the person you invent.' If it persists, rotate them to observer.

SAFETY & WELLBEING NOTE

This workshop touches suicide, trauma, and responder mental health. Open the day by naming that plainly, give explicit permission to step out, and post the 988 Suicide & Crisis Lifeline (call/text 988) plus your agency's peer-support contact somewhere visible. Facilitators debrief too — book your own fifteen minutes with a colleague after each delivery.