

TOOLKIT

Coaching and Mentoring Health and Wellbeing



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Coaching and Mentoring

Welcome to the Coaching & Mentoring, Embedding Health and Wellbeing Toolkit.

The aim of this document is to provide information and guidance in relation to the coaching and mentoring process and includes resources in relation to embedding health and wellbeing within coaching and mentoring. The toolkit provides techniques, handy tips and templates that can be used or adapted. In addition, contacts and services provided by specialists.

What is Coaching and Mentoring?

Coaching and Mentoring are approaches that can be used to identify and address an individual's learning and development needs. Through one to one support and skilful conversations can enhance an individual's skills, knowledge, behaviours and performance.

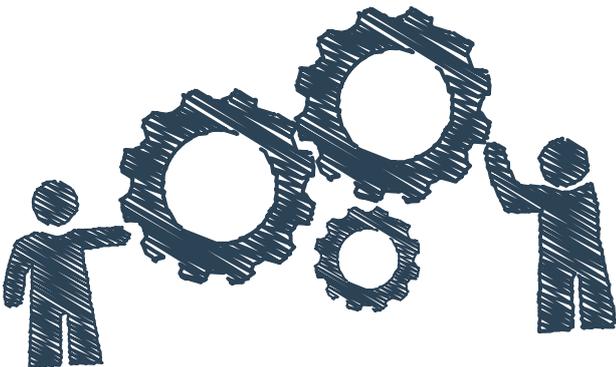
Coaching	Mentoring
Relationship usually has a set duration	Ongoing relationship can last for a long time
Generally more structured in nature meetings are arranged on a regular basis	More informal meetings can take place as and when mentee needs some advice guidance or support
Short term (sometimes time bound) and focused on specific development areas/issues	Mentor is usually more experienced and qualified than the mentee, and can pass on knowledge , experience and open doors to other-wise out of reach opportunities
Coaching is generally not performed on the basis that the coach needs to have direct experience of their individual for-mal occupational role, unless coaching is specific and skills focused.	Mentor is usually (but not always) internal to the organisation
Coaching can be performed by their Tutor	Mentoring is not performed by the students Tutor
Coaching is generally on specific development areas/issues	Focus is on career and personal development
The agenda is focused on achieving specify, immediate goals	The agenda is focused on achieving specify, immediate goals

PARSLOE, E and LEEDHAM, M (2016) Coaching and Mentoring: practical techniques for developing learning and performance, London: Kogan Page



What is coaching?

Coaching is an approach that can be used to identify and address an individual's learning and development needs. Coaching is a way of having conversations with someone else that are safe, supportive and challenging. It can be a thought-provoking and creative process and skilful conversations can enhance an individual's skills, knowledge, behaviours and performance



Common benefits people experience from coaching include:

Improved performance and motivation

Enhanced confidence and 'ownership'

Supports change

Improved relationships

Increased creativity and creative ideas

Enhanced respect, trust, self awareness

Enhanced self-reliance and self-management

Greater flexibility, adaptable to change

What happens during a coaching session?

A skilled coach will use a combination of questioning, listening, observation and feedback to create a conversation with you that is rich in insight and learning. They will encourage you as you do what you need to do to move things forward.

Coaching usually lasts for a defined period and focuses on specific work related skills and goals. Goals will be set at the start of the coaching relationship, in a way that works for you, to give focus. At the end of the relationship, you will evaluate these goals together.

Is coaching confidential?

Coaching is based on trust and openness, and the content of your sessions is confidential unless there is a perceived risk to you or others

What is mentoring?

A mentor is someone who offers you space to think who has already had experience of the area you wish to explore and has knowledge, which may be appropriate to share as you develop and grow



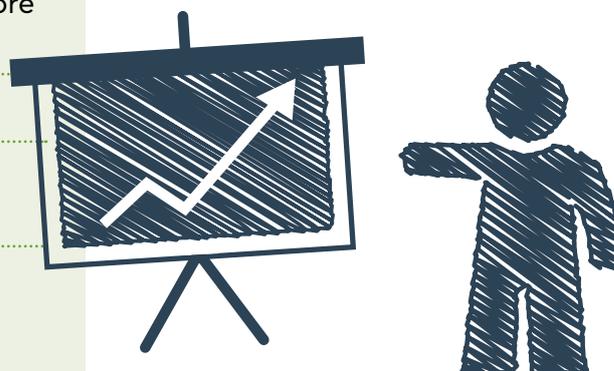
A mentor might:

teach you about specific areas where you need more knowledge

challenge you beyond your comfort zone

focus on your development as an individual and aspirations

give you space to reflect on your own and others' learning approaches.

**What happens during a mentoring session?**

A skilled mentor will use a combination of questioning, listening, observation and feedback to create a conversation with you that is rich in insight and learning. They will encourage you as you do what you need to do to move things forward and share with you their own and others experience.

Mentoring can be an informal conversation or a formal programme. Mentees observe, question, and explore. Mentors demonstrate, explain and model.

At the start of the mentoring relationship, you will need to think about what the gap is that you would like mentoring to fill. It might be

- Understanding
- How to do something

It's useful to set some goals as you begin to work together. This will give focus and ensure that the mentoring serves you and these goals will be reviewed regularly to ensure a continued focus to the meetings.

Mentoring is based on trust and openness, and what you discuss with your mentor is confidential unless there is a perceived risk to you or to others.

Summary

- Coaching is a partnership to help achieve specific goals – it is a short-term intervention, focused on actions.
- Mentoring is a longer-term relationship where the mentor can share their knowledge and experience and the mentee can reflect on their own personal development.
- Both coaching and mentoring provide an opportunity for analysis, reflection, testing of assumptions and actions that ultimately enable the individual to achieve success.
- Both approaches are well suited, where students need to discover the confidence, self-awareness, communication and decision-making skills they need to be effective.

How to coach and mentor: The essentials

Resource: Taking notes

Basic steps required to enable effective coaching and mentoring to take place – from thinking about your own preparedness, to creating the right environment and what you need to achieve from each session.



7 reasons to take accurate notes

It helps ensure you and the other person make informed decisions together

It enables you to record the actions and reactions of the other person

It helps you to track ideas and interventions used

It helps you to prepare for any follow-on meetings with the student you are helping

It helps you to analyse your thinking and reflect on your discussions

It encourages you to learn from experience

It helps you to reflect upon the strategies you've used

Top tips

Stick to the facts

Make sure somebody else could understand your notes if they need be

Have an easy-to-follow format

Use bullet points

Record the date of the next meeting

Remember

Taking notes doesn't need to be hard work.

You just need to have a good system to use – like the What? So what? Now what? Model. It is simple but comprehensive enough to deal with all situations.

What should your notes include?

What was discussed

What work your coachee has completed

How they are progressing towards their goals

Actions to take before the next meeting



Creating the right environment

The physical environment

You should consider these four things before setting up a coaching/mentoring session.

Place: Make sure you meet somewhere you can both be comfortable

Access: Ensure that the meeting place is accessible and meets both of your needs

Safety: Use common sense to make sure your meeting place is appropriate

Location: Make this convenient for both of you, assuming you are meeting face to face



The emotional environment

And here are the emotional factors you should consider:

Feeling safe: You need to create a friendly atmosphere in which your coachee/mentee can talk to you about anything

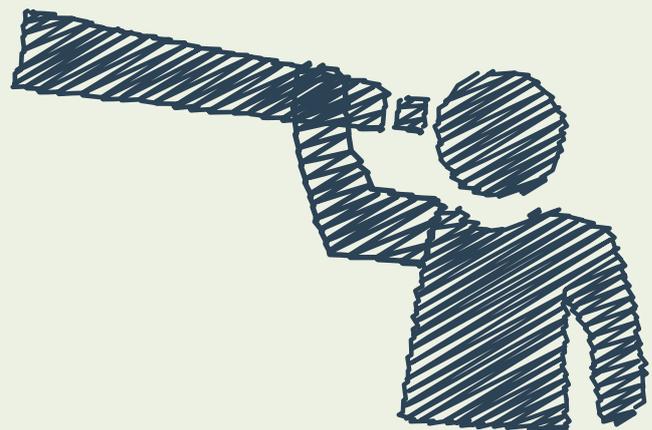
A confidential space: Wherever possible, don't reveal information that your coachee/mentee wouldn't want to be shared

Where you can't be overheard: If your coachee/mentee can be overheard, they are much less likely to speak freely

A neutral place: Ask your coachee/mentee where a suitable meeting place might be

No distractions: Turn off your mobile phone

Rapport: Use your rapport with your colleague to make them feel comfortable during the meeting

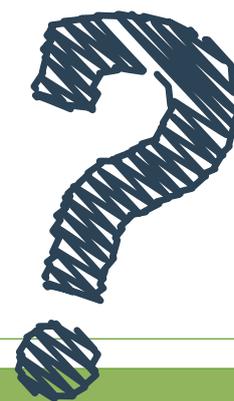


Resource: The What? So what? Now what? Model

It doesn't matter where you are or what you're talking about - following this model will help you have a productive coaching or mentoring discussion

In this chapter of the Toolkit you can find an overview of the model to get you thinking about what makes an effective coaching or mentoring session and how you would run your own sessions. Remember, the person you are working with should decide the pace and agenda of the meeting – not you. Your goal in each session should be to encourage them to give you the right information so you can support them as best you can.

1. WHAT?		
Types of questions	Reason for asking	Impact on Coachee/Mentee
<p>What do you want to focus on (in this conversation)?</p> <p>What makes this important to you now?</p> <p>How will you know that you have achieved what you want?</p> <p>What is happening in this situation?</p> <p>What have you done about it?</p> <p>What is missing?</p> <p>Who does this impact?</p> <p>What action steps have you taken so far?</p>	<p>Establish the purpose of the conversation and why it is important to the coachee / mentee now</p> <p>Explore where the coachee/ mentee ideally and realistically can get to by the end of the session in relation to their goal</p> <p>Check in on current reality</p> <p>Observe patterns and help them to explore the wider context they are a part of and "the bigger picture"</p> <p>Review their sense of what is happening against how others might perceive it</p> <p>Explore the way things are now, their ability, probing to establish why things are the way they are</p> <p>Move the learner on from describing their problem, to understanding their part in it, the assumptions they hold and what is blocking change</p>	<p>Greater awareness of self and their impact on others and overall results</p> <p>Identification of what is within their control at times of Uncertainty</p> <p>What is most important within their agenda</p> <p>Realistic sense of the gap between the present reality and the ultimate goal</p> <p>Greater sense of limitations they have put on themselves and the situation</p>



2. SO WHAT?

After that, you should think about the possible next steps.

- **What are the different ways you could approach this issue?**
- **Which way would give the best result?**

Listening effectively at this stage will encourage creative solutions – helping the other person to feel that they can achieve their goal.

3. NOW WHAT?

Then it's time to take steps to achieve the other person's goal.

- **What steps can they take to achieve their aim?**

The other person should commit to specific, practical, and achievable actions – it's the only way they will move closer to their goal. This commitment will empower them and increase the likelihood of them achieving their goal.

Summary: The What? So what? Now what? Model

- Starting out as a mentor or as a coach it helps to have a structured approach in order to make it as effective as possible and measure progress
- The What? So what? Now what? Model is a three stage process - it provides the headline questions you need to consider together at each stage
- The What? stage explores the purpose of the session – the situation to be addressed
- The So what? stage is where you can evaluate the different options to address the goal your coachee/mentee has identified
- The most suitable steps to realise the goal are then considered in the final Now what? Stage

Genuine listening

To become a highly effective coach or mentor, you need to make sure you attentively and genuinely listen to your coachee/mentee. This means listening to them well enough to really understand them – not just waiting for an opportunity to respond.

Top tips

Don't just listen to what the coachee/mentee is saying - consider their tone and body language as well

Show that you are listening – change your tone and body language. Simple gestures and expressions, such as 'uh huh' can let them know you are listening but want them to continue

Repeat exactly what your coachee/mentee said, or pick out key phrases – this provides the coachee/mentee with an opportunity to clarify themselves

Clarify anything that isn't clear – don't assume you understand them

Mirror the coachee's/mentee's body language (without being mechanical) and talk at the same speed



Ways to cut out internal noise

Reduce environmental distractions

If you are stressed or are likely to be distracted by something else on your mind, consider postponing the session

Keep your goals in mind

Focus only on the subject of the meeting

Things to be aware of

Genuine listening is not easy. Here are some of the things that make it difficult that you need to consider:

We can understand speech rates of up to 800 words per minute, but the average person can only speak at up to 150 words per minute, so our minds often try to fill in the gaps – don't let it!

You may disagree with the person you are helping. Don't let this stop you from listening to their concern

Giving Effective feedback

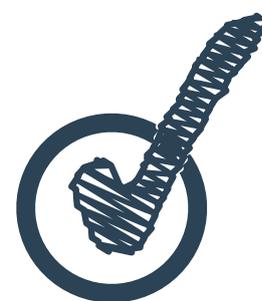
Resource: Effective feedback

If you deliver feedback appropriately, it can empower your coachee/mentee to make real changes. It depends, however, on the feedback meeting these criteria.

Based on observations	Factual	Provided near in time to the behaviour observed	Related to behaviour
Specific	Supportive	Honest	Not analytical

Feedback meeting structure

1. Provide a summary of the feedback
2. Describe the behaviour that has led to the feedback
3. Highlight the consequences of the behaviour
4. Check for understanding and acceptance
5. Support your coachee/mentee to commit to doing things differently
6. Encourage them and support them to take action – which can be reviewed at a later meeting



Summary: Giving feedback

- Effective feedback is a key contributor to your coachee or mentee's development/performance improvement
- Feedback should be a two-way process – receiving feedback will help you develop your coaching or mentoring skills and be valuable as you progress
- When giving feedback, make it clear and evidence based – be specific and deliver it as your observations rather than facts
- Take time at the end of each session to discuss how it went and what to do differently next time

An important part of being a student at College is maintaining health and wellbeing. Many people find it helpful to draw up a health and wellbeing plan for how they can look after themselves. An example can be found in appendix 5 and 7 .

Areas may arise during the coaching and mentoring process with the student/Coachee /mentee in relation to the student's health and wellbeing, including mental health.

This section offers some practical advice you can offer students as well at the different areas of support that you can refer students to

Wellbeing and Mental Health Organisations/Charities

Moodjuice UK

www.moodjuice.scot.nhs.uk/mildmoderate/entry.asp

Moodjuice is an Internet site developed by Choose Life, Falkirk and the Adult Clinical Psychology Service, NHS.

On the site an individual can explore various aspects of life that may cause some distress and on the press of a button can obtain information on organisations, services and other self-help materials such as Self-help Guides that can offer advice, support and information. Within the site, there are 5 areas:

Life skills: www.moodjuice.scot.nhs.uk/mildmoderate/home1.asp

Healthy Living: www.moodjuice.scot.nhs.uk/mildmoderate/home2.asp

Relationships: www.moodjuice.scot.nhs.uk/mildmoderate/home3.asp

Feelings and behaviours: www.moodjuice.scot.nhs.uk/mildmoderate/home4.asp

Finding a meaning: www.moodjuice.scot.nhs.uk/mildmoderate/home5.asp

Some examples covered within the 5 areas:

Anxiety	Assertiveness	Bereavement	Depression	Obsessions & Compulsions
Panic	Post-Traumatic Stress	Shyness & Social Phobias	Sleep Problems	Stress

Moodjuice provide self-help materials – the feature allows you to build a self-help guide that includes only the most appropriate and relevant content. www.moodjuice.scot.nhs.uk/strategies.asp

Togetherall (Formally Big White Wall)

togetherall.com/en-gb/about-us

Services:

Clinically managed on line forums

Resources: mental health and lifestyle

Live therapy sessions



Heads above the Waves (young people)

hatw.co.uk

Heads above the Waves is a not-for-profit organisation that raises awareness of depression and self-harm in young people. They promote positive, creative ways of dealing with the bad days.

Resources: Self-care Spectrum

Things to try – techniques

Time to Change UK (adults and young people)

www.time-to-change.org.uk/about-us

Information on types of mental health problems and resources and further support information

Anxiety and panic attacks	Bipolar disorder	Depression	Eating disorders	Obsessive – compulsive disorder (OCD)
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Young Minds (young people)

youngminds.org.uk/about-us

Young Minds provide training to build your understanding of key mental health issues and give you the confidence to support and make a difference to young people's lives

In addition wealth of resources are available – useful toolkits, publications reports and policy information about children and young people

Every Mind Matters (adults and young people)

www.nhs.uk/oneyou/every-mind-matters

Having good mental health helps us relax more, achieve more and enjoy our lives more. Every Mind Matters have expert advice and practical tips to help you look after your mental health and wellbeing.

Get Your Mind Plan

Answer 5 quick questions to get your free plan with tips to help you deal with stress and anxiety, improve your sleep, boost your mood and feel more in control.

Your body

Making the changes to your lifestyle and making you feel good – every mind matters have lots of tips and resources to use to help you be healthier



APPENDIX 1:

Coaching / Mentoring Contract & Guidance – Coaching Contract

It is both coach and coachee's responsibility to work through this contract together in the introductory session, to ensure mutual understanding of the basis of the coaching relationship, roles and responsibilities.

What you can expect from the coaching process:

In a coaching relationship, the coachee's agenda is at the centre of the relationship and will be worked on jointly by both coach and coachee.

As coach I do not have the answers to your issues, but I am committed to working with you to explore them and help you identify how to move forward.

I will at all times do my best to help you achieve all you want for yourself but there are no guaranteed results; you get out what you put in.

At all times, I will treat you with respect and treat all you tell me in confidence. There may be occasions when something you share with me needs to be shared more widely, but we will discuss this first so that you are comfortable, and wherever possible, you will take the lead in sharing the information with others.

Your commitment to the coaching process:

I agree that the prime purpose of this coaching contract is to support, maintain and enhance my personal development and performance over an agreed period of time.

As the coachee, I will ensure that, to the best of my ability, I have met the agreed objectives and action plan set out at the end of each session.

I understand that taking part in this coaching contract places responsibilities on me. I agree to prepare for each session, to be punctual and to actively participate. I agree to carry out any follow-up actions that I choose to commit to within the coaching sessions as per agreed timescales.

I understand that all that is discussed between us will be treated in absolute confidence, unless we agree that information can be shared with another party.



How the process will work:

We have both agreed the parameters of this relationship and discussed their practical implications for us. We have agreed to meet every weeks for sessions. We have agreed that 1 to 1.5 hours is a suitable length of time for our sessions. We will time these sessions to coincide with specific stages of work or situation, so that constructive feedback can be provided and objectives reviewed.

It is the joint responsibility of both the coach and the coachee to agree the scheduling of these sessions.

Our first coaching session will be on:

Date:	Time:	Place:
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If for any reason a session is cancelled, we will meet again at the next mutually convenient date. The person who has cancelled the session has the responsibility to re-arrange the session. Any changes in circumstance will necessitate the discussion and agreement of a new coaching contract. Either party can request a termination of the agreement if there is a breakdown in the coaching relationship, inadequate commitment to the process or lack of progress being made.

I have read, and agree, this coaching contract.

Signed:

Coachee:	Date:
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Coach:	Date:
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APPENDIX 2: Feedback Form for Coach/Mentor

Coachee/Mentee (Student) Name:	
Coach/Mentor Name:	
<p>This form is to be completed after setting goals for the coaching/mentoring sessions and after any/all sessions. This information will be held by the coach and the student to assess the impact of the coaching. Personal details will not be issued unless prior agreement from the individuals has been gained. Although not mandatory, it will help us to assess and review benefits and impact of coaching.</p>	
Session Date of session:	Review Phase Date of session:
Goals for the Coaching? (If goals change during the course of the sessions please provide details)	Were these goals achieved? Please provide details.
What did you find most beneficial from today's session?	What difference has the session made to you?
Is there anything that could be improved?	Any comment you would like to make?

APPENDIX 3: Final Session Evaluation Form

I would like you to provide feedback from our coaching sessions. This will help me improve the process and improve my skills in relation to supporting others.

How did you find my style?

Did the sessions meet your expectations?

Would you recommend coaching/mentoring to other students?

Please describe how have things changed since undertaking the coaching?

Other parts/elements which I enjoyed or found particularly helpful:

1.

2.

3.

Areas which I did not find helpful or where I was expecting more:

1.

2.

3.

Name of Coachee (Student):

Date:

APPENDIX 4: The Resilience Framework

Basics	Belonging	Learning	Coping	Core Self
<p>Good enough</p> <p>Housing</p> <p>Enough money to live</p> <p>Being safe</p> <p>Access & transport</p> <p>Exercise and fresh air</p> <p>Enough sleep</p> <p>Play & leisure</p> <p>Being free from prejudice and discrimination</p>	<p>Find somewhere for the child/young person to belong</p> <p>Help child/young person understand their place in the world</p> <p>Tap into good influences</p> <p>Keep relationships going</p> <p>The more healthy relationships the better</p> <p>Take what you can from relationships where there is some hope</p> <p>Get together people the child/young person can count on</p> <p>Responsibilities and obligations</p> <p>Focus on good times and places</p> <p>Make sense of where child/young person has come from</p> <p>Predict a good experience of someone or something new</p> <p>Make friends and with other children and young people</p>	<p>Make school/college life work as well as possible</p> <p>Engage mentors for children/young people</p> <p>Map out career or life plan</p> <p>Help the child/young person to organise her/himself</p> <p>Highlight achievements</p> <p>Develop life skills</p>	<p>Understanding boundaries and keeping within them</p> <p>Being brave</p> <p>Solving problems</p> <p>Putting on rose-tinted glasses</p> <p>Fostering their interests</p> <p>Calming down and self soothing</p> <p>Remember tomorrow is another day</p> <p>Lean on others when necessary</p> <p>Have a laugh</p>	<p>Instil a sense of hope</p> <p>Support the child/young person to understand other people's feelings</p> <p>Help the child/young person to know her/himself</p> <p>Foster their talents</p> <p>There are some tried and tested treatments for specific problems, use them</p>
Noble Truths	Accepting Conserving	Commitment	Enlisting	

APPENDIX 5: Wellbeing Plan

Location/Curriculum area:	Status: Not started In progress Completed
Owners:	
Date:	

The Wellbeing Plan Template has been designed as a key tool to enable areas of the curriculum to focus on further supporting their teams and students physical and psychological wellness, which in turn improves commitment, engagement and organisational performance.

Wellbeing Area 1:

Develop mental health awareness and wellbeing understanding among students and employees

- What tools or resources are made available to students and employees to help with their own mental health & wellbeing and that of others?
- How can you improve understanding of mental health problems and mental health stigma within your location?
- How will you ensure communication regarding wellbeing & mental health is kept alive throughout the year within your curriculum area ?
- How will you communicate and check in on students and employees?

Activity	Who	Timescale	Measure

Wellbeing Area 2:

Encourage open conversations about wellbeing & mental health and the support available when students and employees are struggling

- How can you empower students and employees to champion wellbeing in the College and provide peer to peer support?
- How can you normalise conversations about mental health and encourage disclosure?
- Are people aware that they can have a wellbeing plan in place at College to support them?
- Are the individual wellbeing plans reviewed and discussed regularly?

Activity	Who	Timescale	Measure

Wellbeing Area 3:

Provide students and employees with good work and study conditions and ensure they have a healthy work life balance and opportunities for development.

- How can you be more inclusive of those from diverse backgrounds?
- What internal & external support services are available to students and employees in relation to all areas of wellbeing?
- Can work and study conditions be improved
- What development and learning opportunities are available? How are these communicated?
- Can more be done to provide learning opportunities, including areas in relation to health and wellbeing?

Activity	Who	Timescale	Measure

Wellbeing Area 4:

Promote effective people management through line managers.

- How can we ensure our managers are suitably prepared and educated to have effective conversations with their line reports about their wellbeing and mental health?
- What training and support is available for line managers?
- How can we help coach line managers who are performance managing individuals with mental health issues?
- What opportunities can you create to ensure regular situations are presented for managers to have conversations with line reports about their wellbeing?

Activity	Who	Timescale	Measure

Wellbeing Area 5:

Regularly monitor students and employee mental health and wellbeing.

- How can your curriculum area monitor and evaluate employee mental health and wellbeing for those working?
- How can sickness / absence be monitored and addressed more effectively in relation to wellbeing, mental health problems?

Activity	Who	Timescale	Measure

APPENDIX 6:

Feedback Questionnaire – Thrive at College

Curriculum Area :

We are continuously looking for ways to drive our 'Students Experience' in order to create a 'Great Place to study '. One of the areas we are looking at this is in relation to the Colleges overall Wellbeing strategy. This will include Physical and Mental Health, Student Friendly Policies, and general Wellness within the College .

Our three main objectives are:

1. To safeguard and protect the mental health, physical health and general wellness of our students by introducing a comprehensive wellbeing strategy, healthier studying/working environments and promoting good mental health
2. To provide staff with the practical tools and emotional skills required to support students who may have a wellbeing issue such as an Mental Illness or feelings of stress and/or anxiety which are impacting on their studies
3. To increase students knowledge, understanding and awareness of health and wellbeing issues and lifestyle behaviours.

As a student within the college you will be aware of the activities, policies and processes in place already and therefore we would really value your feedback regarding what works well and what doesn't. When we come to create our 'Thrive at College' practices, your feedback will enable us to implement new approaches or initiatives that provide all of our students with support, respect and understanding with any Wellbeing issues they may face.

Thank you

Temperature Check

Do you have a good work life balance currently?

If no, please provide examples of what impacts this and what you would like to change?

Do you feel supported at college with regards to your health & general wellbeing?

If not, what could be done to make you feel supported?

How do you feel most of the time at College work - Comfortable, Stretched or Strained?

What things cause you stress? (Time, workload, family life etc)

Attitudes and Beliefs

**Do you proactively look for signs of poor wellbeing or mental health issues within your team?
What are those signs?**

Do you talk about wellbeing in your 1:1s reviews with your tutor /assessor

How comfortable are you talking about your own wellbeing and mental health to your Line Manager?

Ideas and Solutions

What type of environment best promotes wellbeing?

What does the College do well when it comes to wellbeing at work?

What initiatives/actions could the college introduce to improve wellbeing at work?

Are there any ideas or additional comments you would like us to capture that haven't been mentioned above?

Thank you once again for this feedback!
Please can you send it back to...



APPENDIX 7:

My Wellbeing plan

This tool is can be completed with your mentor to help you thoroughly think through each section in detail.

The Purpose of My Wellbeing Plan

- It will help you to build resilience and maintain good wellbeing.
- It will help you to develop your strengths and empower you to take charge of your health.
- It will help you to identify areas in your life where you can make positive changes.
- It will help you to explore situations and signs for concern, and to take action early.
- It will help you to develop a support plan that can be used in challenging times



Part 1: Who am I

Taking care of me and maintaining wellness

What things do I enjoy doing?

Wellbeing: Wellbeing means different things to different people. Use this space to discover what wellbeing means to you. Examples could include singing, eating, playing sports, keeping active, family time etc

What are my daily needs to keep well?

Examples could include sleep, staying healthy, drinking enough water, spending time outdoors etc

What things make me feel good when I have achieved them

Examples could include meditation, exercise, helping others etc

Who am I when I am well?

Examples could include funny, confident, passionate, introverted/extroverted etc

Values

Anything that we care about deeply is a reflection of our values. Use this space to discover what things you value

Who are the people you value?

Anything that we care about deeply is a reflection of our values. Use this space to discover what things you value. Examples could include parents, children, partner, grandparents etc

What are the things you value?

Examples could include a home, family, food, a bike, games etc

Personal Preferences

There are some things that we all do daily like eating and sleeping, but we also have personal preferences. We might not feel like ourselves until we have had a shower or ate breakfast, or we might like to wind down in the evening by watching your favourite TV show. We are all unique. Completing this table may help remind what you need to do every day.

Every day I need to	Do I need anyone's help	How can I make it enjoyable

Be kind

It can be hard sometimes to want to take care of ourselves. However, it is important to remember that kindness starts within yourself, and without kindness for myself it is very hard to be kind to others.

What can I do to treat myself?

Examples could include taking a long hot bath, eating your favourite meal, taking a nap etc

What things can help me through a difficult situation?

Examples could include listening to music, talking to parents, swimming etc

What are the things that make me feel good when done properly? What can i do to treat myself?

It can be hard sometimes to want to take care of ourselves. However, it is important to remember that kindness starts within yourself, and without kindness for myself it is very hard to be kind to others.

What things can help me through a difficult situation?

Examples could include listening to music, talking to parents, swimming etc

What can I tell myself during these situations?

Examples could include saying 'impossible is nothing, nothing is impossible' or 'never give up' etc

What brings me pleasure and comfort to reduce my stress?

Examples could include exercising, journaling, watching comedy etc

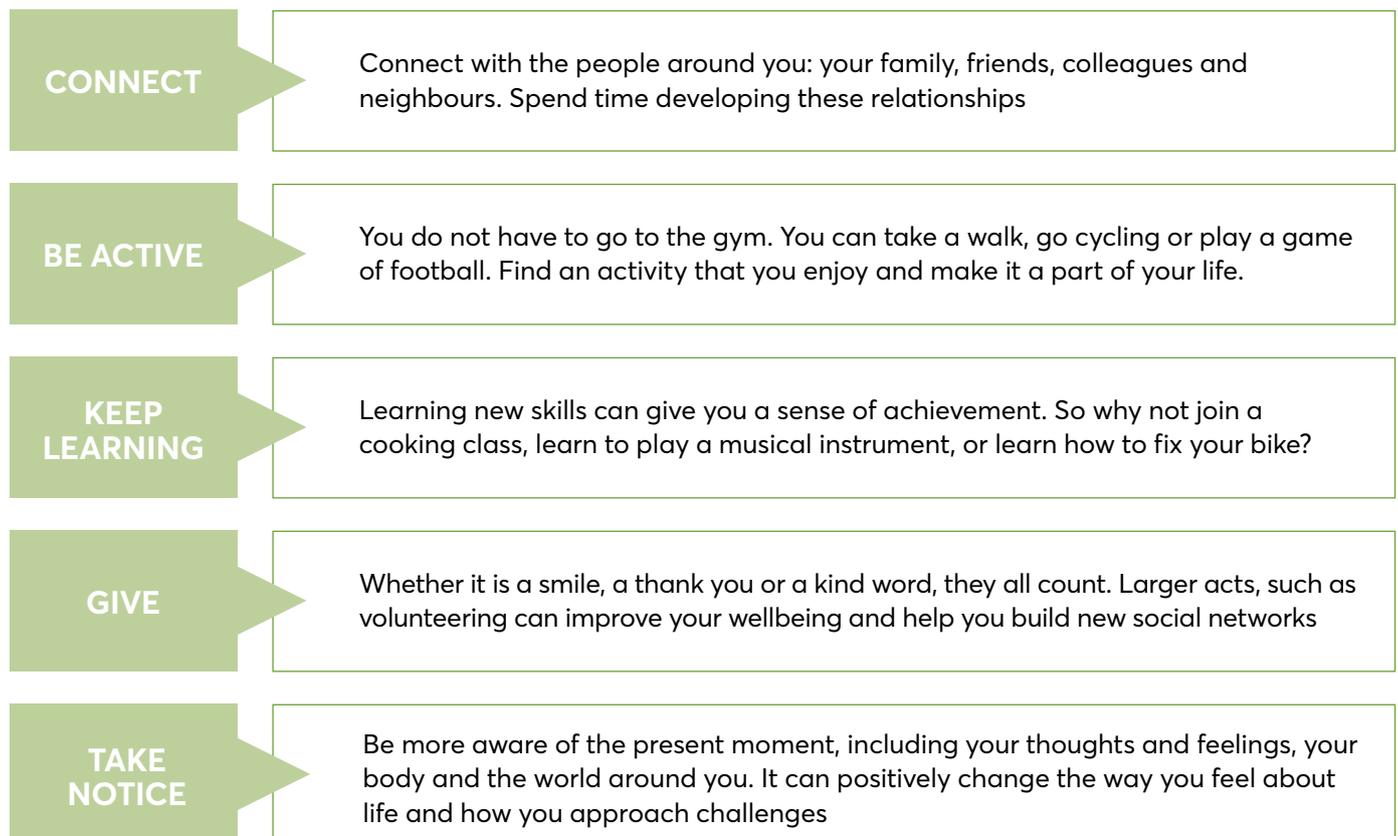


Part 2: Taking care of me

This next section aims to join up the dots that connect our emotional, psychological and physical health to get the best out of life.

Your health and wellbeing play a large part in your emotional state, so it is important to look at our overall health and identify things that impact on it.

Five Ways to Wellbeing', which are evidence-based actions to improve your overall wellbeing.



Sense of wellbeing within me

What things do I need to do each day?

Examples could include walking, cooking dinner, meditation, calling a friend etc

What things do I need to do less often?

Examples could include smoking, drinking alcohol, sleeping less than 8 hours etc

Part 3: Coping with relapse and remaining well

This next section of the plan acknowledges that there may be times in our life that are difficult and challenging

A relapse in mental health can be a normal and a natural part in recovery. There are some things we have control over, and other things we do not.

It is important to focus your attention on things you have control over. By being open to self-discovery, we can really get to know our self and learn about the things that impact us.

Sometimes, despite our best efforts we become unwell. However, noticing things early makes it easier for us to implement our plans and support.

Early indicator signs

Examples could include anniversary dates, particular time periods, being disorganised etc. Use this space to identify events or circumstances that affect how you feel generally.

What are the things that might affect how I'm feeling?

Once you have thought about the things that might affect how you are feeling, it can be helpful to identify if there is anything that would help you take care of yourself. It is important to also identify if you need support from others and what they might need to do.

What do I need to do to take care of myself?**Is there anything I need others to do?**

Once you have thought about the things that might affect how you are feeling, it can be helpful to identify if there is anything that would help you take care of yourself. It is important to also identify if you need support from others and what they might need to do.

Sometimes our body gives us signals that things are not okay with our health. Sometimes these signals are very subtle such as changes in our sleep pattern or appetite. It is important to identify our signals, so that we can do something about them before things get worse.

What signals might I notice if I'm not Okay?

Examples could include trouble sleeping, lost appetite, mood swings, over-eating etc

Unfortunately there can be times, despite our best efforts, when things can get more serious. By identifying these signs as early as possible, it gives us or others the chance to do something about it and help us.

When things get worse how would others know I need their help?

Examples could include being withdrawn, unkempt, crying more often, drinking and smoking more etc

Part 4: Future plans and aspirations

When you are struggling in a difficult period in your life, it can be hard to think about your future plans and aspirations, but they are a really good compass for directing us towards a positive recovery

They can also help us find meaning and purpose in our lives. It is helpful for some people to think of their dreams or plans as a series of small steps.

This makes it feel a little easier to manage and handle expectations. With smaller steps, you can do something now, rather than putting your dreams on hold.

Taking the first step

What are my personal goals, hopes and dreams?

Examples could include having a full time job, losing weight, learning Spanish, visiting India etc

What can get in the way of achieving my goals?

Examples could include addiction, anxiety, fear, low self-esteem, physical health etc.

What first steps could I take?

Examples could include attending employment workshops, researching, getting a trainer etc

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