



# Step One Charity Let's Talk

## Highfield Accreditation Programme Summary

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## Contents

<b>Introduction .....</b>	<b>3</b>
<b>Programme objective and content.....</b>	<b>3</b>
<b>Entry requirements .....</b>	<b>3</b>
<b>Geographical coverage .....</b>	<b>3</b>
<b>Delivery guidance.....</b>	<b>3</b>
<b>Quality assurance and standardisation.....</b>	<b>3</b>
<b>Tutor / assessor requirements .....</b>	<b>4</b>
<b>ID requirements .....</b>	<b>4</b>
<b>Programme Content .....</b>	<b>5</b>



## Step One Charity Let's Talk

### Introduction

This summary is designed to outline all information related to this Highfield Accredited Programme for Step One Charity.

This programme is written and owned by Step One Charity and accredited by Highfield.

This is not a regulated qualification, nor is it recognised by the regulators of England, Wales, Northern Ireland or Scotland (Ofqual, Qualifications Wales, CCEA and SQA).

**Under no circumstances should this programme be represented to be a qualification or that it is recognised by any qualification regulator.**

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### Programme objective and content

This programme is aimed at learners who wish to gain an understanding of wellbeing, what good and bad wellbeing looks like, before exploring strategies to help improve and maintain good wellbeing.

It covers what mental health is, how it can change, tips to promote good mental health, building resilience, how to recognise support needs in others and creating a personal working document that supports good mental health.

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### Entry requirements

Learners on this programme are required to be at least 18 years of age and to have completed the pre-course work. The programme will often be delivered to individuals in custody who have been referred by their case workers.

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### Geographical coverage

This learning programme has been developed for learners in the UK

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### Delivery guidance

This programme is made up of 7h 15mins GLH, full details of all content can be found on pages 5-23 of this document.

To effectively deliver this programme, the centre must have the following resources in place:

- TV screen
  - Laptop
  - Flipchart and pens
  - Whiteboard
  - Workbook
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### Quality assurance and standardisation

Internal Quality Assurance activities are to take place and include the following over time:

- annual peer review of tutors
  - yearly standardisation meetings
  - learner evaluation forms
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## **Tutor /assessor requirements**

These requirements will be the responsibility of the centre to enforce.

Tutors/assessors for this programme are required to:

- hold or be working towards a relevant tutor qualification i.e. L3 Education and Training
- have substantial life experience of dealing with poor mental health, or experience working in a mental health role

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## **ID requirements**

It is the responsibility of the centre to have systems in place to ensure that the person attending is indeed the person they are claiming to be.

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# Highfield Accreditation Programme Summary



## Programme Content

Learning Outcome	Activity and Timing	Tutor Instructions	Resources
<p><b>Session 1</b> <b>N/A – Introduction</b></p>	<p>Introduce the session and the workbook</p> <p><i>20 minutes</i></p>	<p><b>Tutor Introduction:</b></p> <p>Let’s Talk is a tool to help us understand what Mental Health and resilience means, and how we can support ourselves and others to maintain good mental health.</p> <p>Tutor to introduce the workbook and the session structure.</p> <p>8 hour session over 2 weeks (example) with self-guided work between sessions.</p> <p>These sessions allow participants to talk about mental health and the support tools we can put in place to help.</p> <p>Tutor to go through the session rules and encourage students to come up with their own rules – example: respect each other’s views, allow people to talk, no mobiles.</p> <p>Tutor to go through housekeeping if face to face and ensure that learners have a contact should they need to take time away. Tutor to make sure they have contact details for all delegates for emergencies or support.</p>	<p>Ensure that all delegates have sight of the workbook, whether as an editable PDF or hard copy.</p> <p>Page 1-2 workbook</p>

## Highfield Accreditation Programme Summary



Learning Outcome	Activity and Timing	Tutor Instructions	Resources
<p><b>1.1 Define Mental Health</b></p>	<p>Discuss and come up with ideas of what mental health is.</p> <p><i>15 minutes</i></p>	<p>Tutor to split the group into two and provide white boards or flip chart to write down words and phrases that describe mental health. If this is a 1:1 session, then facilitate a discussion.</p> <p>Using the workbook or the presentation to go through the celebrities featured – highlighting the point that mental health affects anyone from all walks of life. (pg. 4)</p> <p><i>Mental health includes our emotional, psychological and social well-being. It affects how we think, feel and act. It also helps determine how we handle stress, relate to others and make choices... Everyone has mental health.</i></p> <p><i>The term mental illness covers a very broad range of mental health problems which can involve changes to our thoughts, emotions, behaviours and relationships with others. Mental illnesses are associated with distress and problems functioning in our day-to-day lives (social, work, family etc.) Mental illness is treatable.</i></p> <p>Student exercise: after discussion ask students to individually write down what good mental health looks like in their own words (pg. 5)</p>	<p>Flipchart/whiteboard</p> <p>Page 3-4 workbook</p>

## Highfield Accreditation Programme Summary



Learning Outcome	Activity and Timing	Tutor Instructions	Resources
<b>1.2 Identify factors that can affect it</b>	Group discussion  <i>5 minutes</i>	Facilitate discussion around factors that affect mental health – Using presentation/whiteboard to confirm ideas from delegates:  Discrimination and stigma, isolation, abuse, trauma, neglect, money troubles, unemployment, long-term physical health problems, poverty, drugs, alcohol, death, military combat	Whiteboard
<b>1.3 Indicate understanding of the stigma around mental health and the affects it can have</b>	Video and discussion  <i>10 minutes</i>	Play the video on Mental Health Stigma and ask delegates what they think of the video.  What impact does it have on them?  What impact does it have on their perception of MH?  What impact do you think it has on someone who has poor MH?	Video  <a href="https://www.youtube.com/watch?v=VQoiz4wfV_c">https://www.youtube.com/watch?v=VQoiz4wfV_c</a>
<b>2.1 Outline tips for good mental health and why they are useful</b>	Self-care assessment  <i>30 minutes</i>	<b>Individual activity:</b>  Delegates to complete the self-care assessment. Delegates must decide on ways to improve mental health to share with the group/tutor if they feel comfortable.	Workbook pg. 4 and 5

## Highfield Accreditation Programme Summary



Learning Outcome	Activity and Timing	Tutor Instructions	Resources
<p><b>5.1 Identify activities that promote resilience</b></p>	<p>Mindfulness activity</p> <p><i>20 minutes</i></p>	<p>Start by explaining what mindfulness is; about being present and focusing on your breath, mindfulness is not about ignoring your thoughts, but accepting them and bringing your concentration back to your breathing when you can. Be kind to yourself and don't worry if the mind wanders... it takes practice!</p> <p>Tutor can either use the video provided or if comfortable can run their own mindfulness session.</p> <p>Online: Remind participants that if they feel more comfortable, they can turn sound and video off for the practice.</p> <p>After the practice tutor to ask the following questions:</p> <ul style="list-style-type: none"> <li>- Have you practised mindfulness before?</li> <li>- How did that make you feel?</li> <li>- Did you find it hard to stay with your breathing?</li> <li>- Would you use this again?</li> </ul>	<p><a href="https://www.youtube.com/watch?v=L5tkqaKiryE">https://www.youtube.com/watch?v=L5tkqaKiryE</a></p> <p>Workbook pg. 21</p>



## Highfield Accreditation Programme Summary



Learning Outcome	Activity and Timing	Tutor Instructions	Resources
<p><b>5.1 Identify activities that promote resilience</b></p>	<p>Session end <i>15 minutes</i></p> <p><i>Session 1: 1hr 55</i></p>	<p>Use this time to recap on what has been covered in today's session:</p> <ol style="list-style-type: none"> <li>1. Define mental health</li> <li>2. Identify factors that can affect mental health</li> <li>3. What is Stigma?</li> <li>4. Tips for good mental health</li> <li>5. Mindfulness</li> </ol> <p>Homework: Based on the self-care assessment and activities from today – choose one thing that you are going to consciously do regularly this week to look after your mental health. We will discuss this first thing in the next session.</p> <p><i>(example – I am going to practice mindfulness 3 times this week)</i></p>	

## Highfield Accreditation Programme Summary



Learning Outcome	Activity and Timing	Tutor Instructions	Resources
<p><b>Session 2</b></p> <p><b>2.1 Outline tips for good mental health and why they are useful</b></p> <p><b>2.2 Identify triggers that can cause a deterioration in mental health</b></p>	<p>Recap/Group discussion</p> <p><i>20 minutes</i></p>	<p><b>Group discussion:</b></p> <p>To start the next session, start by recapping on session 1. Ask group one thing they learnt last session.</p> <p>Discuss the activities that individuals chose to focus on over the course of the last week; how did they get on? What barriers did they find which stopped progress?</p> <p>Using a whiteboard/flipchart ask each delegate for one tip they have thought about to improve their mental health. Note: This self-care assessment may have been emotional for some, it is important that the tutor checks in on delegate’s mental health.</p> <p>Tutor to lead a discussion about triggers for MH – having talked about factors that affect poor mental health, what triggers may cause deterioration in mental health?</p>	

## Highfield Accreditation Programme Summary



Learning Outcome	Activity and Timing	Tutor Instructions	Resources
<p><b>5.1 Identify activities that promote resilience</b></p>	<p>Strengths exploration <i>30 minutes</i></p>	<p>Using activity on Page 6, ask participants to work either 1:1 with tutor or with a partner (if a group session) and take time to think about and discuss individual strengths – use this as a positive time to consider the strengths you have, and use your partner/tutor to help you uncover any strengths that you may not think you have.</p> <p>This is individual to you but focus on the positives here. It will motivate you and build on your self-awareness.</p>	<p>Strengths exploration pg. 6-7</p>
<p><b>3.1 Describe resilience building techniques</b></p> <p><b>3.2 Display an understanding of how these techniques can be useful in their own lives</b></p>	<p>Resilience <i>20 minutes</i></p>	<p><b>Group discussion</b></p> <p>When is the best time to think about what to do in a crisis? Hint: it's not while it's happening.</p> <p>Tutor to lead a discussion on resilience, finding out what people think resilience means and do they feel that they are a resilient person?</p> <p>Watch the film 'resilience' by Samaritans and think about each character and how resilient they are. Refer to page 8 in the workbook and go through the tips for resilience as stated.</p> <p>Can you think of anymore?</p>	<p><a href="https://www.youtube.com/watch?v=hHQEUQQHE3o">https://www.youtube.com/watch?v=hHQEUQQHE3o</a></p> <p>Workbook pg. 8</p>

## Highfield Accreditation Programme Summary



Learning Outcome	Activity and Timing	Tutor Instructions	Resources
<b>BREAK</b>			
<b>5.2 Understand how resilience is developed, maintained and strengthened</b>	Tiny Frogs  <i>30 minutes</i>	Tutor to provide the 'Tiny Frogs' story and allow time for the participants to read through the story.  Tutor to discuss the story with the participants, considering what the story is trying to communicate.  Questions to prompt: Can you identify with this story? - Have you ever been in a situation where you have felt that you were not encouraged? How did that feel? - What could be done instead here?  Allow time for participants to re-write the story to make the audience more positive.	Tiny Frog story – supplementary activities Pg. 22
<b>5.1 Identify activities that promote resilience</b>	Identity Page  <i>20 minutes</i>	Provide time to start thinking about participants own positive identities using the identity page in the workbook. Participants can either work with their tutor, alone, or with a partner to think about the following:  A list of activities that lift your mood Songs that help you to relax Drawings/artwork/poems A list of your positive characteristics Reminders of dreams and hopes for the future A list including contact info of special people to call	Workbook pg. 9-10

## Highfield Accreditation Programme Summary



Learning Outcome	Activity and Timing	Tutor Instructions	Resources
	<p>Session close/recap</p> <p><i>10 minutes</i></p> <p><i>Session time:</i></p> <p><i>2 hours 10 minutes</i></p>	<p>Recap on the session and what we have covered.</p> <p>Homework: Based on the self-care assessment and activities from today – choose one thing that you are going to consciously do regularly this week to look after your mental health. We will discuss this first thing in the next session.</p> <p><i>(example – I am going to practice mindfulness 3 times this week)</i></p> <p>We will also be looking at triggers at the start of next session. Make sure you have completed the pre-course activity and bring with you next time - workbook Pg.20.</p>	

## Highfield Accreditation Programme Summary



Learning Outcome	Activity and Timing	Tutor Instructions	Resources
<p><b>Session 3</b></p> <p><b>2.1 Outline tips for good mental health and why they are useful</b></p> <p><b>2.2 Identify triggers that can cause a deterioration in mental health</b></p>	<p>Recap/Introduction</p> <p><i>20 minutes</i></p> <p>Identifying Triggers</p> <p><i>20 minutes</i></p>	<p>To start the next session, start by recapping on session 2. Ask group one thing they learnt last session.</p> <p>Discuss the activities that individuals chose to focus on over the course of the last week; how did they get on? What barriers did they find which stopped progress?</p> <p>Before the course started, participants were asked to complete the identifying triggers worksheet. Tutor to lead a discussion on this – Ask participants to think about what made them feel good, and what didn't make them feel good.</p> <p>Did food/drink make them feel any better or worse?</p> <p>Tutor can use this discussion to start a conversation about the importance of a healthy diet.</p> <p>How much water should you be drinking? (2.5l a day) Keeping hydrated is important for both physical and mental health.</p> <p>What affect does alcohol have on Mental Health?</p> <p>What foods boost your mood? Tutor can refer participants to <a href="https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/">https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/</a></p>	<p>Workbook pg. 20</p> <p>If appropriate, ask participants to consider making one change based on their triggers for the week. Tutor to mention the 'Mood and Food' course run by 'Be Well @ Step One'</p>

## Highfield Accreditation Programme Summary



Learning Outcome	Activity and Timing	Tutor Instructions	Resources
<b>5.1 Identify activities that promote resilience</b>	Mindfulness activity  <i>20 minutes</i>	<p>Remind participants what mindfulness is; about being present and focusing on your breath, mindfulness is not about ignoring your thoughts, but accepting them and bringing your concentration back to your breathing when you can. Be kind to yourself and don't worry if the mind wanders... it takes practice!</p> <p>Tutor can either use the video provided or if comfortable can run their own mindfulness session.</p> <p>Online: Remind participants that if they feel more comfortable, they can turn sound and video off for the practice.</p> <p>After the practice tutor to ask the following questions:</p> <ul style="list-style-type: none"> <li>- How did that make you feel?</li> <li>- Did you find it hard to stay with your breathing?</li> <li>- Would you use this again?</li> </ul>	<p><a href="https://www.youtube.com/watch?v=L5tkqaKiryE">https://www.youtube.com/watch?v=L5tkqaKiryE</a></p> <p>Workbook pg. 21</p>
<b>1.2 Identify factors that can affect it</b>	Group discussion  <i>5 minutes</i>	<p>Refer back to the flipchart/whiteboard/discussion around factors that affect Mental Health – Is there anything they would add further to discussions in session 1 and 2?</p> <p>Discrimination and stigma, isolation, abuse, trauma, neglect, money troubles, unemployment, long-term physical health problems, poverty, drugs, alcohol, death, military combat</p>	



Learning Outcome	Activity and Timing	Tutor Instructions	Resources
<b>BREAK</b>			
<p><b>5.1 Identify activities that promote resilience</b></p>	<p>Live your best life!</p> <p><i>30 minutes</i></p>	<p><b>Tutor led discussion:</b></p> <p><b>“The past few months have seen a lot of change and uncertainly. With lockdown enforced and restrictions imposed, people all over the world we all have had a lot of time to think about what is good our lives and what we might like to change.”</b></p>	<p>Workbook pg. 11-12</p>
<p><b>5.2 Understand how resilience is developed, maintained and strengthened</b></p>		<p>Problem free talk – Ask what the person enjoys doing in their life? Hobbies, interests, pets, friends and family, use this information to identify strengths and examples of resilience that the person may not be aware of.</p> <ul style="list-style-type: none"> <li>a. <b>For you personally, have your best hopes for the future changed?</b> How have they changed? What else? What else? What else?</li> <li>b. <b>If you woke up tomorrow, your best hopes had come true and you were living your best life, what would be different?</b> Who else would notice? What would they notice about you? What would they see you doing differently? Exactly how would they know that any problems were not as apparent or had vanished completely? Get as much detail as possible here to build a strong picture.</li> </ul>	





		<p>c. <b>How far along a scale of 1 – 10 are you towards actually living your best life’?</b> If you are at 4, how did you manage to bring yourself up from a 3? Compliment any success whatever size.</p> <p>d. <b>What are the first small steps that you could begin to take to move you up one step on the scale?</b> At the next number what would be different in your life? Who would notice? What would they notice about you?</p> <p>e. <b>What skills and resources can you identify that you already have that you can use?</b> Use this time to remind the person of skills and resource that were mentioned in the problem free talk. Who can you look to for support if you need it? What support could they give that would be useful?</p>	
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## Highfield Accreditation Programme Summary



Learning Outcome	Activity and Timing	Tutor Instructions	Resources
	<p>Session close/recap</p> <p><i>10 minutes</i></p> <p><i>Session time: 1 hour 45 minutes</i></p>	<p>Recap on the session and what we have covered.</p> <p>Homework: Based on the self-care assessment and activities from today – choose one thing that you are going to consciously do regularly this week to look after your mental health. We will discuss this first thing in the next session.</p> <p><i>(example – I am going to practice mindfulness 3 times this week)</i></p> <p>Homework: Refer participants to pg. 13-15 of the workbook – Gratitude Journal – ask participants to spend the week completing at least 2 of the entries if they can. It’s important to think about what we are grateful for. This focuses on the positives and allows us to reflect on things that are good.</p>	<p>Workbook Pg. 13-15</p>

## Highfield Accreditation Programme Summary



Learning Outcome	Activity and Timing	Tutor Instructions	Resources
<b>Session 4</b>	Recap/Introduction  <i>20 minutes</i>	To start the next session, start by recapping on session 2. Ask group one thing they learnt last session.  Discuss the activities that individuals chose to focus on over the course of the last week; how did they get on? What barriers did they find which stopped progress?  Gratitude Journal – Check in with the participants to find out how they found the Gratitude Journal:  Did you find it easy/hard to think of things you are grateful for? What are you grateful for? (if they'd like to share) Did you find this exercise useful/positive?	
<b>4.1 Outline signs that would allow them to recognise somebody with a need for support</b>	Signs and Symptoms of Stress  <i>20 minutes</i>	Group discussion: If a group split them into 3 and ask each group to consider one of the following signs of stress: - Physical <i>Muscle tension, shallow breathing, increased blood pressure, grinding teeth, difficulty sleeping, upset stomach, dry mouth, loss of appetite, sweaty palms, aches and pains, headaches, fatigue</i> - Emotional <i>Frustration, anger, irritability, mood swings, short tempered, anxiety</i> - Behavioural	



		<p><i>Restlessness, eating too much/too little, concentration/decision making, sexual problems, memory problems, isolation, nightmares, poor communication, misuse of alcohol/drugs</i></p> <p>If this is one to one, tutor to discuss each with the participant in turn and come up with a list.</p> <p>Feedback and questions</p> <ul style="list-style-type: none"> <li>- What would you do if you noticed any of the above in one of your friends/family/colleagues?</li> <li>- How does this link to poor mental health and those signs and symptoms? Are they the same/similar?</li> <li>- Is some stress good for you?</li> </ul> <p>Refer participants to pg. 19 of workbook and discuss how to support someone who you may suspect that they are suffering with poor mental health.</p>	
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## Highfield Accreditation Programme Summary



Learning Outcome	Activity and Timing	Tutor Instructions	Resources
<p><b>1.1 Define Mental Health</b></p> <p><b>1.3 Indicate understanding of the stigma around mental health and the affects it can have</b></p>	<p>'The Darkness' poem</p> <p><i>10 minutes</i></p>	<p>Refer students to the poem in the supplementary information pages. Ask participants to read through the poem and think about the following questions:</p> <ul style="list-style-type: none"> <li>- What is the purpose of this poem?</li> <li>- How did it make you feel?</li> <li>- What does this tell us about stigma?</li> <li>- If you were with the author of this poem, how could you help?</li> </ul> <p>Tutor to ask participants to write their own poem if they wish. Writing poems can be really helpful for mindfulness and to get ideas/thoughts down in a creative way. This is not compulsory but can be enjoyable.</p>	<p>Supplementary activities pg. 23</p>
<p><b>5.1 Identify activities that promote resilience</b></p> <p><b>5.2 Understand how resilience is developed, maintained and strengthened</b></p>	<p>Organise your thoughts</p> <p><i>15 minutes</i></p>	<p>Tutor to introduce the activity on pg. 16</p> <p>This final activity is very emotive and relies on participants thinking of a negative thought or situation. Take time to check in with participants throughout this activity. It may be useful for individuals to complete this on their own or with another trusted individual.</p>	<p>Workbook pg. 16</p>

## Highfield Accreditation Programme Summary



	<p>Session close 20 minutes</p> <p><i>Session time: 1 hour 25 minutes</i></p>	<p>Tutor to recap on the activities and sessions that have taken place over 4 sessions, asking each individual the following questions:</p> <ul style="list-style-type: none"> <li>- What activities did they enjoy?</li> <li>- What activities didn't you enjoy or not find useful?</li> <li>- Are there any activities that you found hard emotionally?</li> <li>- Are there any activities you will repeat or spend more time on in your own time?</li> </ul> <p>This is time to check in with individuals and make sure they have support networks. Suggest that the group meet for a focus session in 2-3 weeks to check in and see what impact the sessions have had.</p> <p>Ask each individual to think of 3 strategies that they are going to try to use and write these down on pg. 18.</p> <p>Refer to page 24 for information on getting help.</p> <p>Evaluation form.</p>	<p>Workbook pg. 18</p>
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**Tutor Reflection/Notes:**