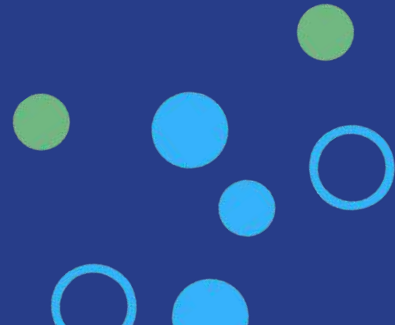




WELCOME



House Keeping...



Ice breaker





BELIEVE
PERFORM



ActiveEssex

Sport and Youth mental health

Oliver Deasy & Adam Morris

The programme

Session 1:

Individual resilience - building strong foundations & emotional wellbeing

Session 2:

Team culture and wellbeing

Sessions will be supported with tools & infographics



Context

Goodchild Report published in 2022 confirmed: Children and young people's Wellbeing has got significantly worse over the last decade.

36,000 children/young people aged 5-16 years in Essex already experiencing Mental health challenges.

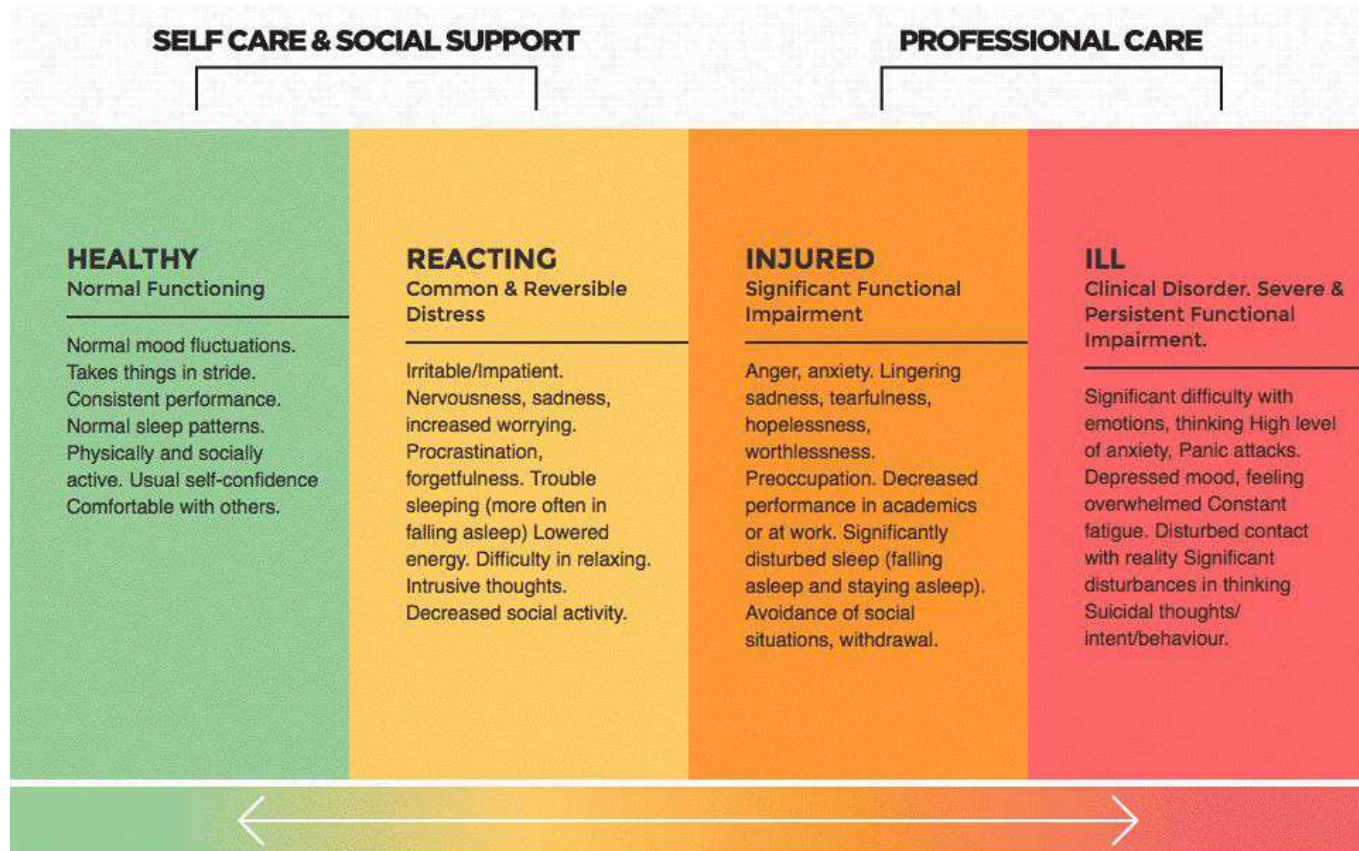
The Project will mainly focus on the prevention of the early stages of mental wellbeing.



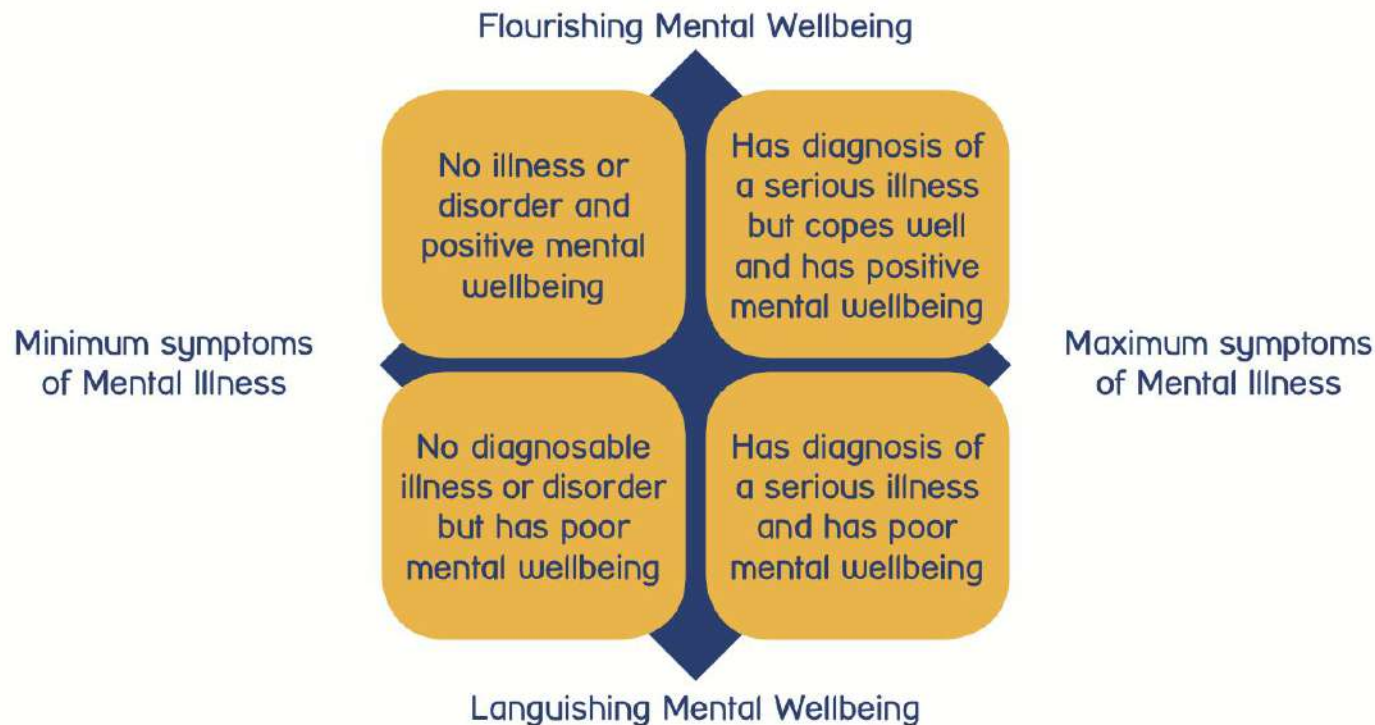
Outcomes

- To ensure that you more ready to cope with your conditions and fit for purpose to support others
- To ensure that you feel more confident in building strong wellbeing foundations among yourself and with the people you support
- To ensure that you are equipped with a range of tools that help you to feel confident in proactively building coping skills that support a thriving state

From surviving to thriving



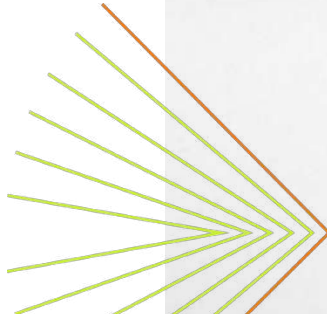
From surviving to thriving



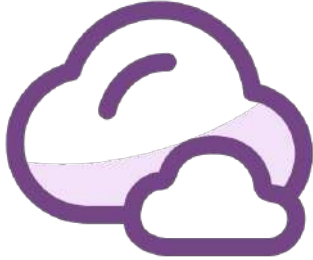
Building strong foundations

Rather than solving the problem which at times can be challenging to do, we can focus on ensuring that ourselves and others are building and maintaining strong wellbeing foundations that contribute to:

1. Positive mental health
2. Feeling confident
3. Feeling supported
4. Feeling in control
5. Experiencing a sense of achievement and pleasure



slido



If a young person is experiencing poor mental health where would you signpost them/or their families to for further support?

① Click **Present with Slido** or install our [Chrome extension](#) to activate this poll while presenting.

Local support is available from:

- your GP
- your local Child and Adolescent Mental health Services (CAMHS)
- hospital A&E in an emergency

National help and support:

- The Mix - confidential support for young people:
[themix.org.uk](https://www.themix.org.uk) & 0808 808 4994
- Childline - counselling service: **[childline.org.uk](https://www.childline.org.uk) & 0800 1111**
- Anna Freud - children and young people's wellbeing resources:
[annafreud.org/resources/children-and-young-peoples-wellbeing](https://www.annafreud.org/resources/children-and-young-peoples-wellbeing)
- Anna Freud Crisis Messenger - 24/7 text message support service for young people. **Text AFC to 85258.**



Resources

Emergency numbers and helplines:

NHS - 111 (for NHS services)
Childline - 0800 1111 (24 hours)
Samaritans - 116 123 (24 hours)
Mind - 03000 123 3393 (9am to 6pm weekdays)
Sane - 0300 304 7000 (4.30pm to 10.30pm every day)
Beat - 0808 801 0711 (Mon-Fri, 12noon to 8pm) 4pm-8pm weekends)
Frank - 0300 123 6600 (24 hours)

Websites:

www.studentminds.org.uk
www.bacp.co.uk/search/therapists
www.mind.org.uk
www.rethink.org
www.youngminds.org.uk
www.minded.org.uk
www.beateatingdisorders.org.uk
www.talktofrank.com
www.anxietyuk.org.uk





BELIEVE
PERFORM

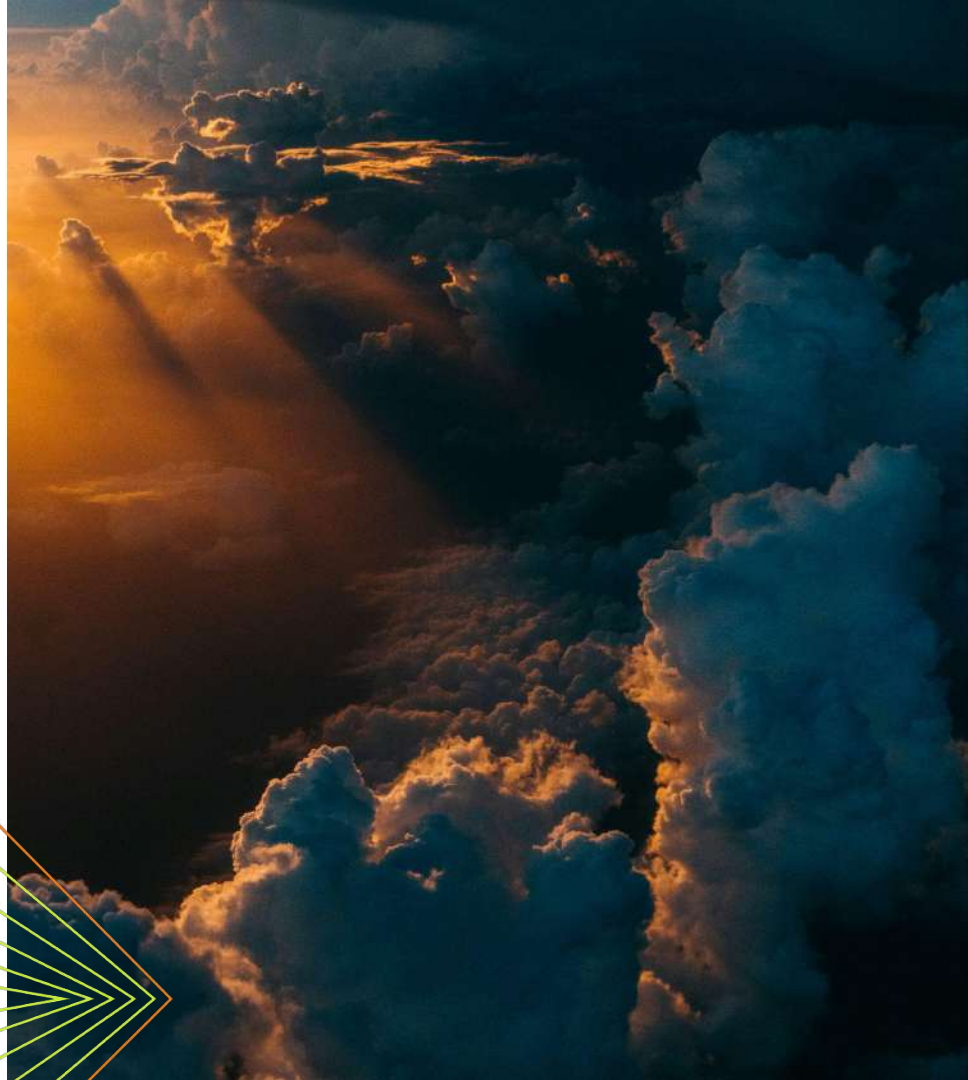
Building strong resilience foundations

Oliver Deasy & Adam Morris



Breakout

What are the conditions that you face?



slido



What are the conditions that you face?

① Click **Present with Slido** or install our [Chrome extension](#) to activate this poll while presenting.

Demands Vs Resources



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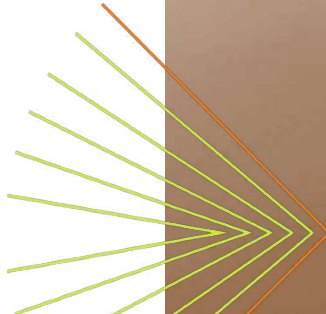


How would you describe resilience?

① Click **Present with Slido** or install our [Chrome extension](#) to activate this poll while presenting.

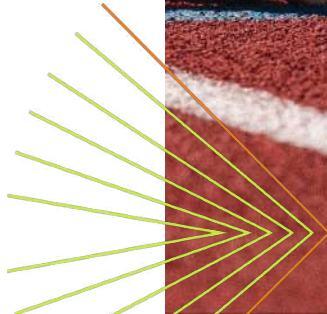
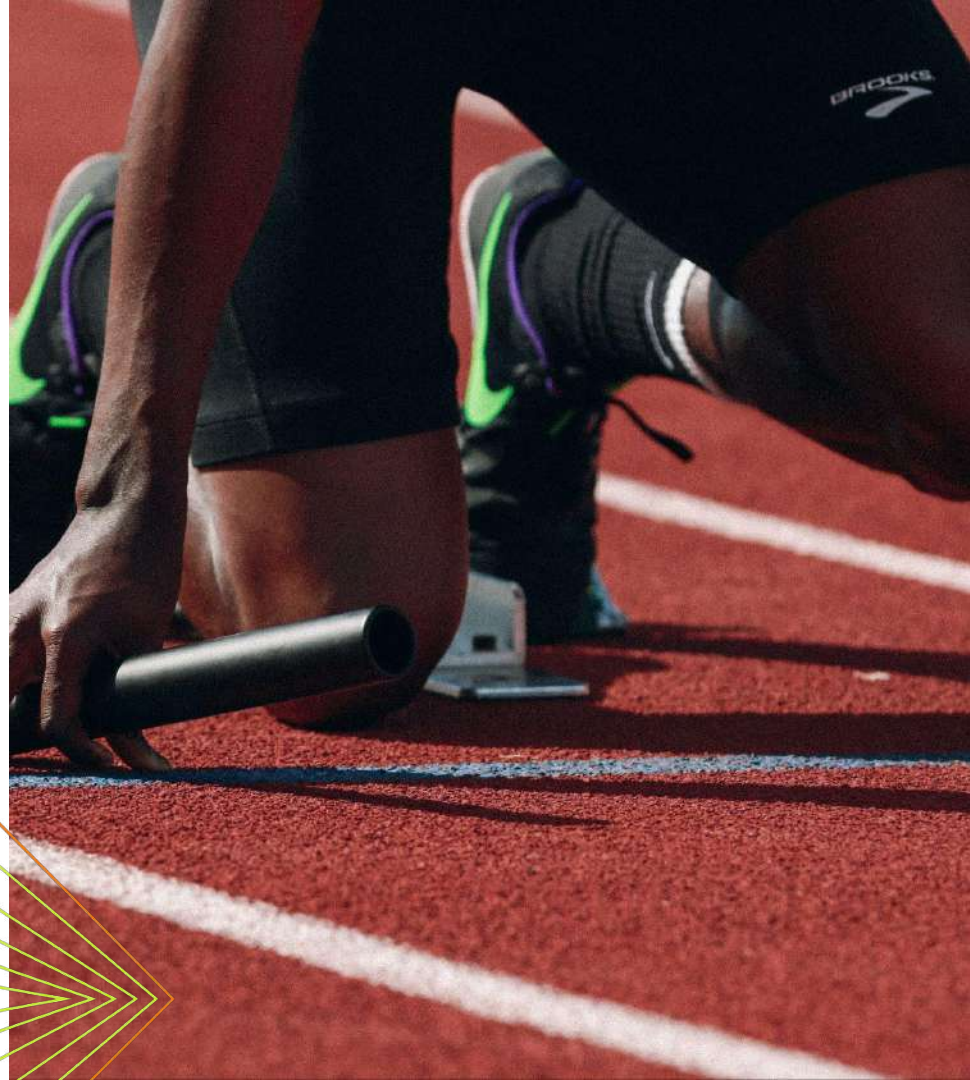
What is resilience?

- “resilience has been described as a process where an individual adapts positively to an adversity”
- “resilience is understood as the capacity of individuals to navigate difficult situations through accessing health-enhancing psychological, social, cultural, and physical resources”
- “resilience may be defined as a positive outcome in the context of risk or adversity, known to be associated with negative outcomes”



A state of readiness

- Resilience is more than just about coping with setbacks
- Resilience is about a state of readiness
- Resilience is about being ready for the challenges and conditions you're likely to face
- It's a skill, a learned ability or developed quality
- There's lots of ingredients that go into your resilience readiness



BUILDING YOUR RESILIENCE TRACK RECORD

This tool is used to help you tap into your resilience recipe. Draw a line that represents the last 2 years and think about moments or periods where you have demonstrated resilience. Spend a couple of moments thinking about these periods and what contributed towards you feeling and being resilient. Go through your timeline and ask yourself the following questions



1. Description

What happened and how did you respond to the situation?



2. Physical

Were there any physical habits that helped you feel resilient?



3. Feelings

How did the situation make you feel?



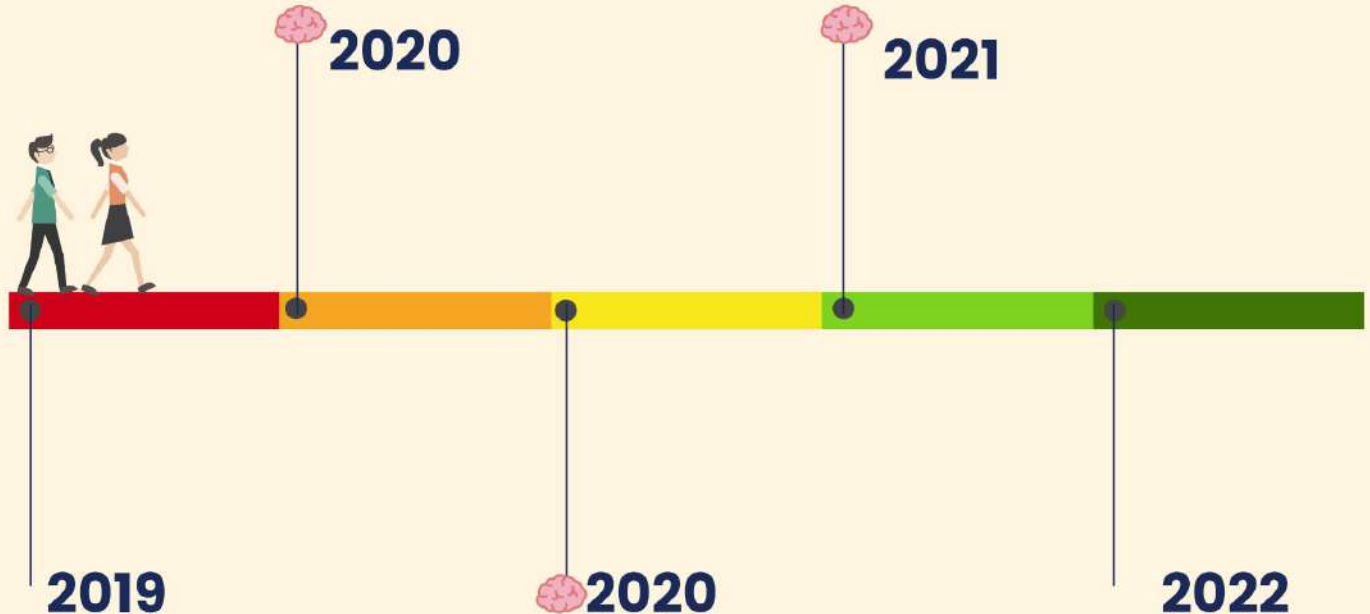
4. Behaviours

What helpful behaviours did you engage with?



5. Support

Did anyone else support or help you?



Our 3 core resources

Resilience is about ensuring that you have the relevant resources in place to cope with your conditions.

There are 3 core resources that people regularly tap into:

- Physical Resources
- Social Resources
- Mental Resources

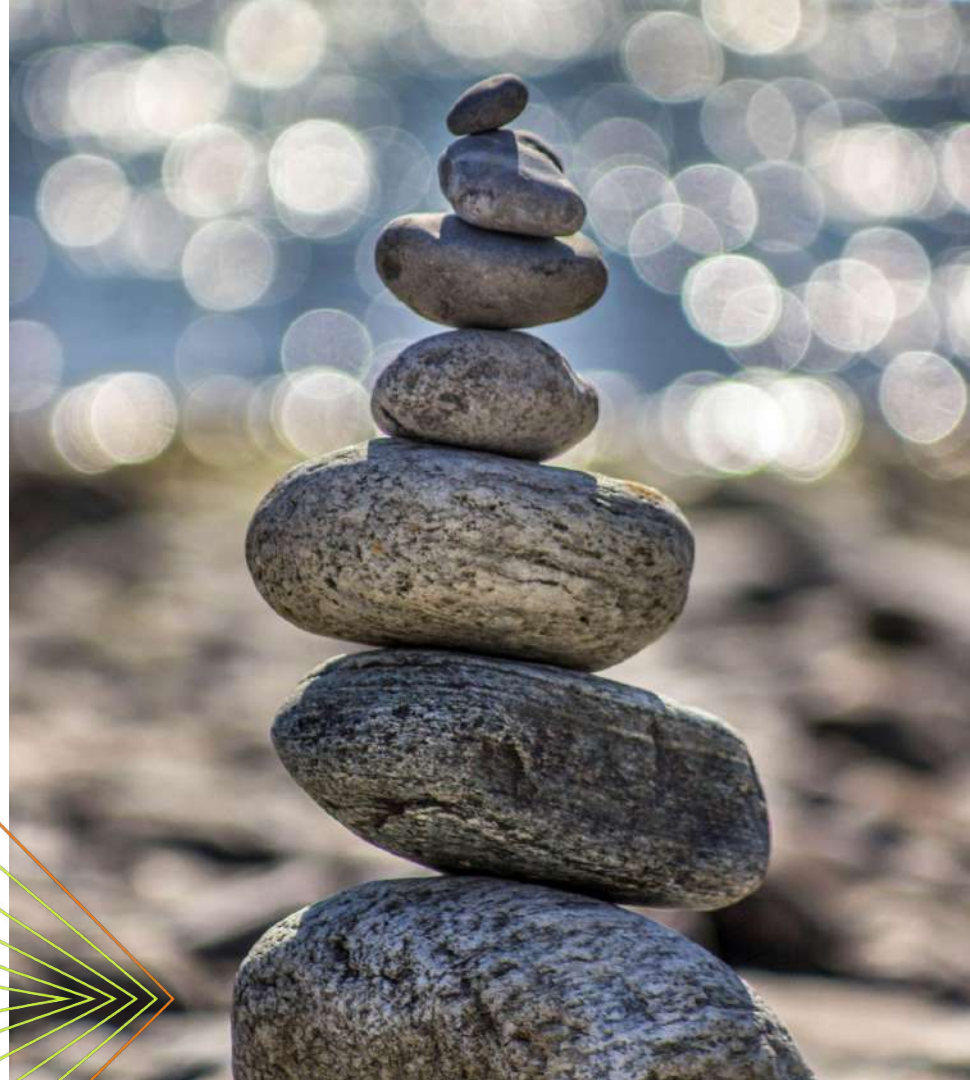
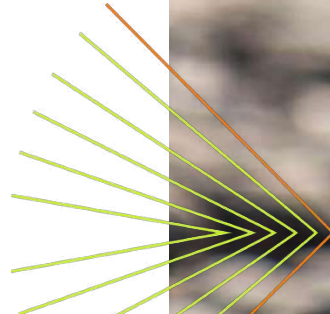


Physical

It's challenging to be resilient when you are physically exhausted

It's a skill that's so much easier to practise when you've got your physical foundations right

- Sleep
- Food and hydration
- Activity
- Rest & Recovery



Sleep & recovery

Get the basics right before focusing on anything else. Your bedroom environment (temperature and darkness), your bed (comfort and correct bedding), and your routines (switching off mentally and physically), are your essential sleep foundations

1. What's your attitude to recovery?
2. Are you valuing the importance of recovery?
3. What is your recovery plan?
4. How will you get recovery into your day and diary?
5. Can recovery be the first thing you get in your diary?



Food, hydration & activity

What you eat and drink affects how you think, feel and behave

1. What's the energy demand?
2. Plan your energy intake
3. Make great choices in the moment



Having healthy snacks will ensure you'll not get stuck in long meetings without energy - E.g. snack on fruit and nuts

Eat for what's coming up, so you've got fuel in place. Eat food made from ingredients that you know what they are



Drink water as soon as you are thirsty - Aim for 2 or more litres throughout the day



Remember, food is fuel, so make the best choices you can to keep your body full of top quality stuff



No food or lots of sugary food cause blood sugar levels to vary - try and avoid this



Want to improve your memory and attention? Tryptophan rich foods will help with that (Seeds & nuts, soya foods, chicken breast)



Gut health is crucial in many ways for your mental and physical performance - an apple a day really could help you out here



Don't eat late in the day if you want to get good quality sleep. Where possible, always eat your last meal of the day at least 3 hours before bedtime



If you're in charge of long meetings, think as much about what's on the menu as you do about what's on the agenda - E.g. fruit not biscuits



Kick start your daily energy with breakfast - E.g. breakfast biscuits, fruit bread, smoothie - find something that works for you



Energy management tool

**BELIEVE
PERFORM**

Tool

The Energy Plan

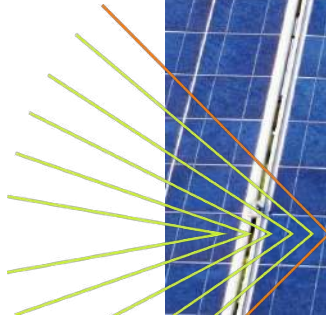
This tool will enable you to assess how well you're managing your energy, for the challenges you face today and for those you see ahead. Use the tool as often as you like, to help you check that you're creating consistently high levels of energy. It is a good idea to complete this tool with colleagues so that you can compare, learn and support each other.

1. Physical energy foundations

In the table below, there are some physical energy foundations. For each, rate according to how much impact it has on your energy levels and therefore how important it is for you to get this right.

Note what happens when it is and is not in good shape

Physical Energy	Importance	When it's low, what's the consequence on your thinking and resilience?	When it's high, what's the consequence on your thinking and resilience?
Sleep (most adults need 7 ½ to 8 hours per night)			
Nutrition (simply eating and drinking healthily)			
Activity and exercise (to help your body actively recover)			



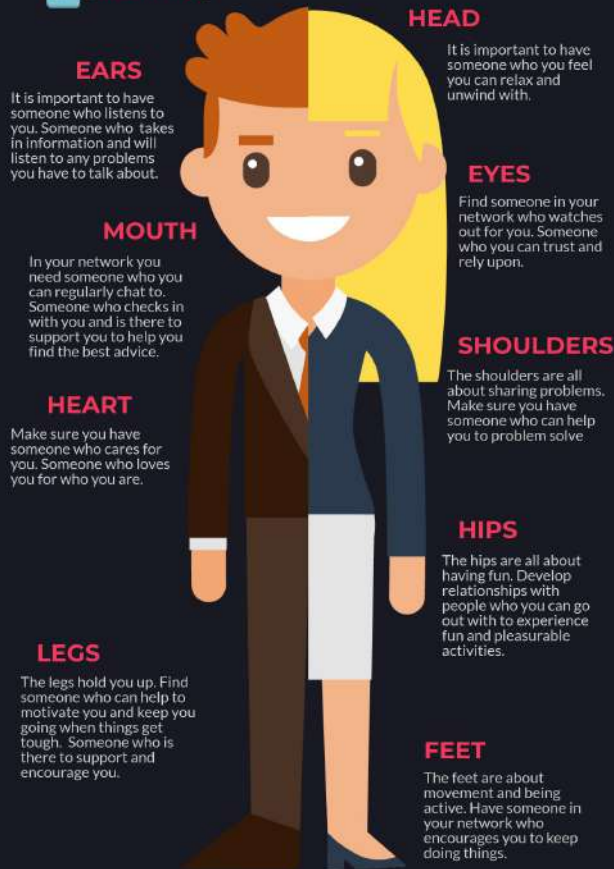
Social

- Resilience is not a solo pursuit
- Social connections are essential because they fulfill our intrinsic need for belonging and support
- People with higher levels of connectedness have increased levels of confidence and decreased levels of stress
- The focus should be on quality over quantity
- **Who is in your support network?**

HOW TO BUILD

A GOOD MENTAL HEALTH SUPPORT NETWORK

 @BELIEVEPHQ

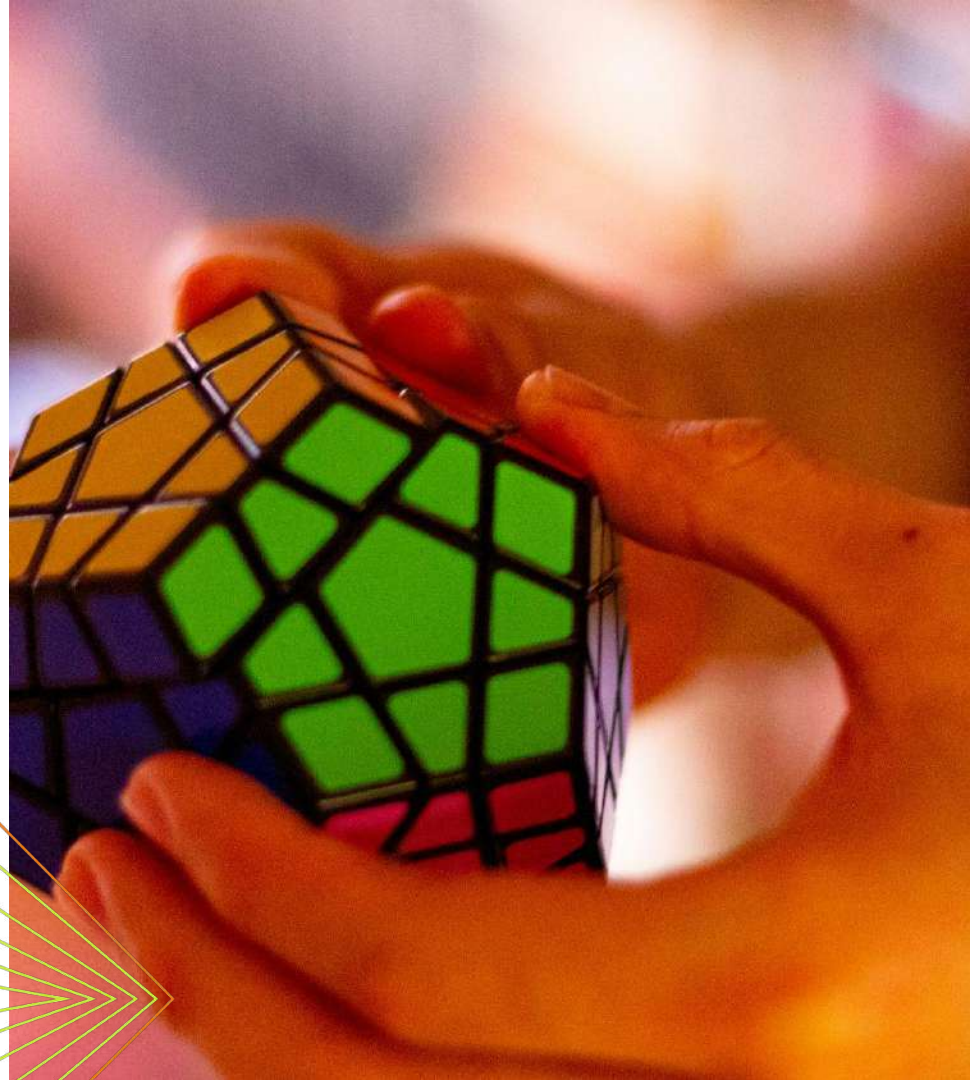


Mental

Mental resources focus on aspects such as your attitude, your mindset, your thoughts, your confidence and your strengths.

Sources of confidence:

1. Mastery experiences
2. Observing Peers
3. Visualisation
4. Feedback
5. Physiological and emotional states



Using our strengths

Human beings are naturally biased towards remembering negative events.

Tapping into strengths on a regular basis provides us with positive emotions which contributes to confidence and resilience

- **What are your top 5 strengths?**
- **If you were to put these into action what would we see you doing more or less of?**





BELIEVE
PERFORM

Emotional wellbeing

Oliver Deasy & Adam Morris

Resilience skills

Resilient people have a wide range of skills that they utilise on a regular basis to ensure that they are ready and able to cope with setbacks.

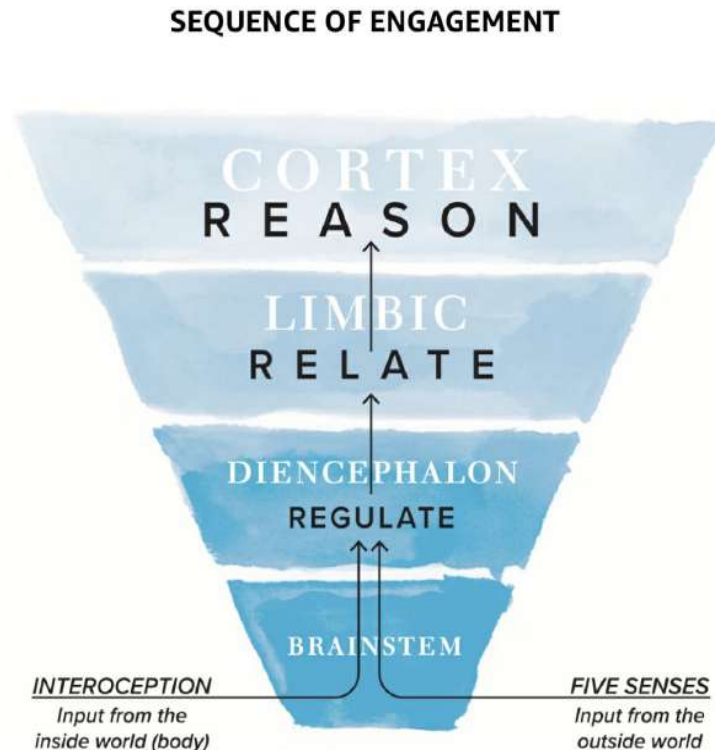
To be resilient we need to be in a state of mind where we are thinking clearly and able to manage our emotions effectively.

The challenges young people face today are varied and there can be many different scenarios that interfere with them tapping into their resilient toolbox



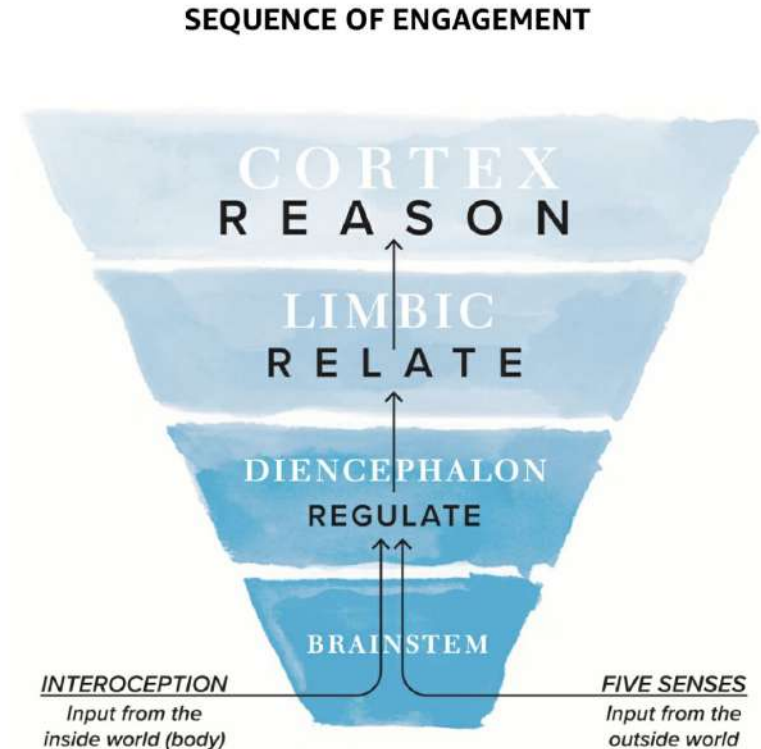
The Neurosequential model

- The brain develops and is organised in a hierarchical way.
- The 'survival brain' is related to threat perception, arousal levels, sleep, appetite and movement.
- The 'emotional brain' is related to emotions and relationships.
- The 'thinking brain' is related to reasoning, creativity, language and learning.
- When a young person is in a state of dysregulation, their 'thinking brain' and 'emotional brain' go offline meaning they doesn't have access to emotion regulation and reasoning capacities.



Working from the bottom up

- You can support young people to feel safe and move towards regulation so their 'emotional brain' and 'thinking brain' come back online by using the Sequence of Engagement.
- The Sequence of Engagement works from the bottom up – first working with the 'survival brain', then the 'emotional brain', and finally the 'thinking brain'.
- A simple way of thinking about this is with the 3 Rs: **Regulate. Relate. Reason.**



What is co regulation?

- You can support young people to move towards regulation through 'co-regulation'.
- The state of your nervous systems impacts other people's nervous systems.
- If as an adult you feel regulated, you're going to help others to feel regulated
- This is why taking care of yourself and meeting your basic needs is really important

Regulate

1. Creating a safe environment
2. Sensory regulation
3. Physical activity and movement
4. Mindfulness

What are some helpful regulation techniques that you have used in the past?



Progressive muscle relaxation

Progressive Muscle Relaxation (PMR) is a relaxation technique that involves tensing and then slowly releasing different muscle groups in the body, starting from the toes and moving up to the head.

This method helps to reduce physical tension and stress, promote relaxation, and enhance overall mental wellbeing.

By systematically focusing on and relaxing each muscle group, PMR can decrease anxiety, improve sleep quality, and increase body awareness.



Relate

- It's only within the context of safe, compassionate relationships that young people are able to thrive.
- The second step in the Sequence of Engagement is RELATE.
- Once someone is regulated, the next step is fostering safe, dependable relationships.



Relate - Compassionate Leadership

Compassionate leadership involves a focus on relationships through careful listening to, understanding, empathising with and supporting other people, enabling those we lead to feel valued, respected and cared for, so they can reach their potential

1. Attending - listening & feedback
2. Understanding
3. Empathising
4. Helping



Useful phrases

Feedback

What I'm hearing you say is...

"It sounds like you're feeling...

Let me make sure I understand this correctly...

So, what you're experiencing is...

I hear you saying that

Empathy

That sounds really tough. I'm sorry you're going through this.

I can imagine how difficult this must be for you.

It's understandable that you would feel this way given the situation.

You are showing a lot of strength by talking about this

Would it be helpful if we explored some strategies together?

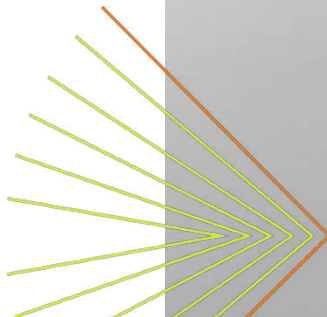


Opportunity for role play

10 minute role play in pairs

Across the 10 minutes try and demonstrate the following 4 skills of compassionate leadership:

1. Attending - listening & feedback
2. Understanding
3. Empathising
4. Helping



Reason - What is emotional awareness?

- Our ability to recognise and make sense of our emotions and the emotions of those around us
- By understanding our emotions better, we're better able to express how we feel and understand how others are feeling
- One of the most effective ways to develop emotional awareness is being able to name our emotions.



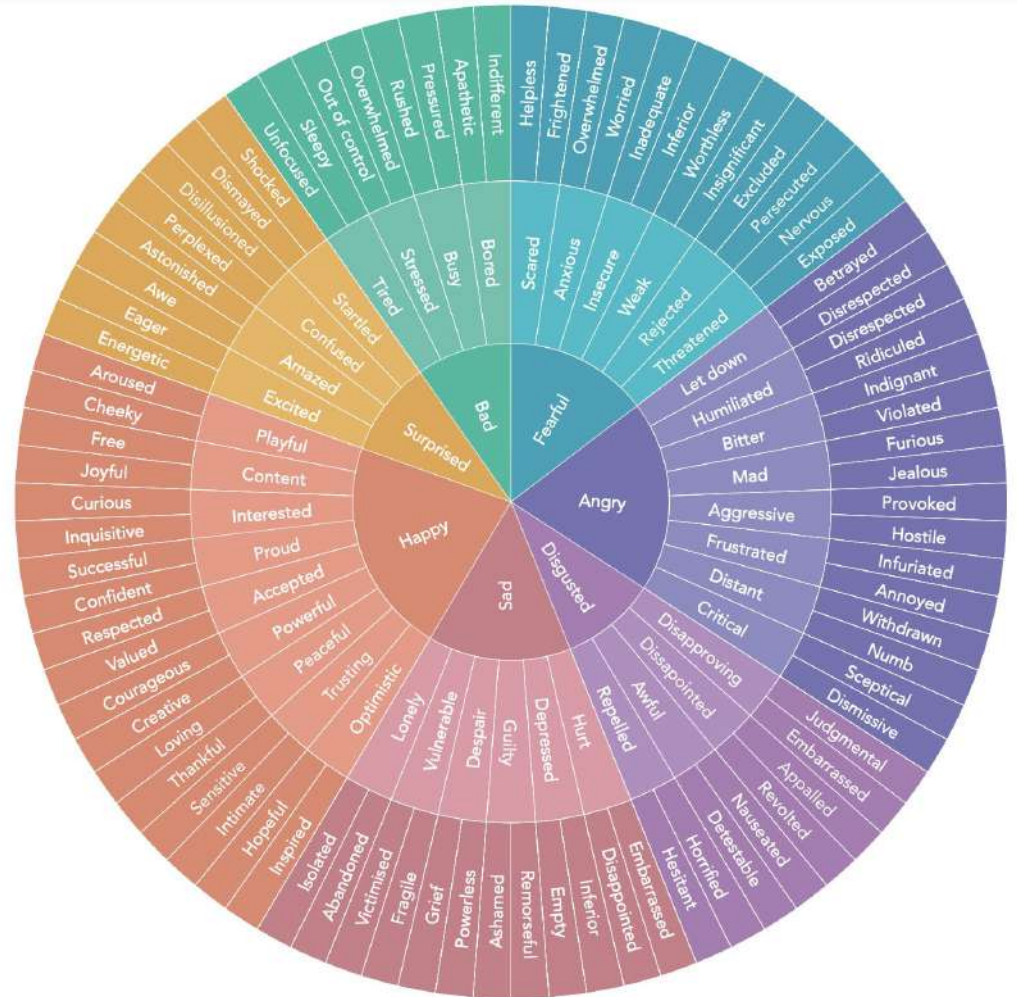
Zones of regulation

There is no 'bad' Zone.

Everyone experiences all of the Zones at different times and in different circumstances.



The feelings wheel



What is emotional regulation?

We experience a wide range of emotions each day. Knowing how to manage our emotions in a healthy way is called **emotional regulation**.

Learning to regulate our emotions is important because our emotions are **connected to our thoughts and behaviours**.

When we're emotionally regulated, we can make choices that are in line with the goals we want to achieve and the people we want to be.

Emotional regulation is a skill which means you can get better at it with practise.

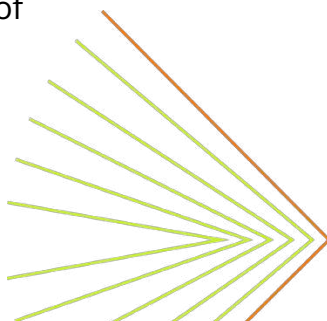


The window of tolerance

The window of tolerance is our comfort zone, where our brains and bodies can effectively handle the challenges and demands of daily life. It is where we're able to function effectively and cope with our emotions in healthy ways.

Everyone's window of tolerance is different based on our genetics and past experiences.

You may have a friend who experiences stress, anxiety and sadness without feeling overwhelmed and going outside their window of tolerance, whereas you may find these same emotions tip you outside your window



WINDOW OF TOLERANCE

The window of tolerance and different states that affect you



HYPERAROUSAL

- Abnormal state of increased responsiveness
- Feeling anxious, angry and out of control
- You may experience wanting to fight or run away

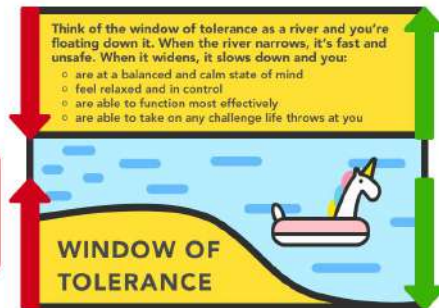


DYSREGULATION

- When you start to deviate outside your window of tolerance you start to feel agitated, anxious, or angry
- You do not feel comfortable but you are not out of control yet

SHRINK
your Window
of Tolerance

Stress and trauma
can cause your
window of
tolerance to
shrink



Meditation,
listening to music,
or engaging in
hobbies can
expand your
window of
tolerance

EXPAND
your Window
of Tolerance



DYSREGULATION

- You start to feel overwhelmed, your body might start shutting down and you could lose track of time
- You don't feel comfortable but you are not out of control yet



HYPOAROUSAL

- Abnormal state of decreased responsiveness
- Feeling emotional numbness, exhaustion, and depression
- You may experience your body shutting down or freeze

Managing emotions

People often find that they need different tools and strategies to regulate their emotions depending on if they're experiencing hyperarousal or hypoarousal.

If we're below our window of tolerance, we need to bring more energy into our system (often known as upregulating) using energising tools such as upbeat music and gentle movement. If we're in a state of hyperarousal, we need calming tools to downregulate our emotional state such as soothing music and deep breathing.



Expanding your window

Are there any things that move you out of your window of tolerance?

What changes occur cognitively, emotionally and behaviourally within each area of the window of tolerance?

What things can you do that will expand your window of tolerance?

What are some good examples of self regulation strategies to help manage hypoarousal & hyperarousal?



What next?

With discipline and consistency ensure that you are building strong wellbeing foundations so that you fit for purpose, ready to cope with your conditions and in the best position to help others thrive

Self practise/self reflection

Find opportunities to embed the tools within your working environment when supporting others

Session 2: Healthy culture & wellbeing



Doodle
Support

Poll-

M&E



Feedback...

