# Leading Wellbeing

MENTAL HEALTH CHARITY

**T.A.M.H.I**

(Tackling Awareness of Mental Health Issues)

# Welcome

Welcome to Leading Wellbeing  The focus of this programme is to champion coaches, young volunteers in schools, youth clubs and sports clubs to champion positive mental health and emotional wellbeing.

Tackling Awareness of Mental Health has created an online support for this programme to help coaches deliver sessions,  which contains our innovative fun engaging method that promotes social and emotional learning through Mental Wealth Games.

TAMHI has found that if coaches, leaders and role models in clubs or schools promote mental health and emotional wellbeing through play then the connection with the message is greater with 86% of participants people reporting they have learnt the key wellbeing messages.

This booklet is a tool to support the delivery of either a dedicated wellbeing programme in your group OR a series of sessions spread throughout the year to champion mental health and emotional wellbeing.  The resource is supported by online tools and materials accessible at www.tamhi.org

# Objectives

Here are 5 key objectives for the TAMHI Leading Wellbeing Programme that utilises mental wealth games to support sports leaders in promoting mental health awareness and resilience:

### 1. Enhance Mental Health Awareness

Objective: Equip sports leaders with the knowledge to identify early signs of mental health challenges in athletes and peers.

Outcome: Improve ability to recognise issues like anxiety, depression, and stress, leading to timely interventions.

### 2. Develop Practical Mental Health Skills

Objective: Use mental wealth games to teach sports leaders effective techniques for addressing mental health challenges in team settings.
Outcome: Sports leaders can confidently deliver mental health sessions that help athletes cope with stress and anxiety.

### 3. Promote Problem-Solving & Resilience

Objective: Foster problem-solving skills and resilience in sports leaders, using mental wealth games to encourage proactive thinking.

Outcome: Leaders help athletes develop the mindset to navigate setbacks and persist in the face of challenges, both in and out of sport.

### 4. Combat Bullying and Promote Positive Team Dynamics

Objective: Train sports leaders to recognise bullying behaviors and effectively address them using tools from the mental wealth games.

Outcome: Create a supportive, inclusive team environment where athletes feel safe and valued, reducing the impact of bullying.

### 5. Strengthen Emotional Intelligence and Communication

Objective: Build emotional intelligence in sports leaders, enabling them to communicate effectively with athletes and address mental health concerns empathetically.

Outcome: Leaders improve their ability to listen, understand, and offer appropriate support, contributing to better mental health outcomes for athletes.

These objectives align with the goal of using the TAMHI Leading Wellbeing Programme and mental wealth games to empower sports leaders with the skills and knowledge needed to improve mental health awareness, build resilience, and foster a positive environment in sports.

# Delivery

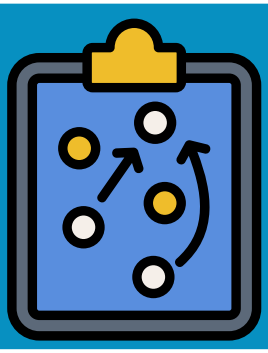
“Complete TAMHI Team Talk Online Course (Theory)”

01

Attend Leading Wellbeing Session (Practical)

02

Create and deliver a session.



03

Assessment

04

5 Support provided to deliver in club setting.

# About leading wellbeing

Leading wellbeing is a fun, creative and innovative way to promote mental health awareness through play and games. Created in 2015 the model uses our Mental Wealth Games approach has proven to increase knowledge about mental health, promote help seeking behaviour and increased confidence and self-esteem of participants.

We have combined the learning from the Mental Wealth Games to create a leadership programme for grassroots coaches and leaders.

We believe in “connect before you correct” and if we have the right people trained in the games and delivery then it has been proven to make a positive difference on not only the person delivering sessions but also the participants taking part.

The model is simple and based on:

·Action: Delivery of a thematic game with a mental health message incorporated within the game.

·Reflection: Reflect on key messages, participations emotions and understanding

·Reinforcement: Distribute credible up to date mental health information to participants to reinforce the learning in the session.

Since 2015 the biggest success of the Mental Wealth Games programme is delivering via Peer Mentors or Coaches/Youth Leaders. Our evidence has shown that young participants in both our schools and club programmes feel more confident asking for help from coaches, youth workers and older peers such as our Wellbeing Ambassadors in schools projects. Young leaders and Coaches who take part in the Mental Wealth Games and then deliver fun, interactive, and meaningful sessions that teach such an important topic have shown to be great role models for their peer groups which has inspired positive changes in behaviour and attitude to mental health and challenging stigma.

**"learning through play is so much better than in a classroom"**

Our programme conforms to the Public Health Agency standards and while we focus in promoting and encouraging help seeking behaviour in the beneficiary groups when issues have presented themselves school, club & youth safeguarding protocols are adhered to.

# Using this Guide

This guide will provide you with the practical information you need to run Leading wellbeing sessiosn  in your setting. The guide will take you through each of the key games, content, and learning points.

It is essential that you watch and understand the Mental Wealth Games Tutorial Videos that all facilitators will have access to via the TAMHI website www.tamhi.org. It also essential that you have a good understanding of mental health and emotional wellbeing by watching our tutorial mental health information sessions.

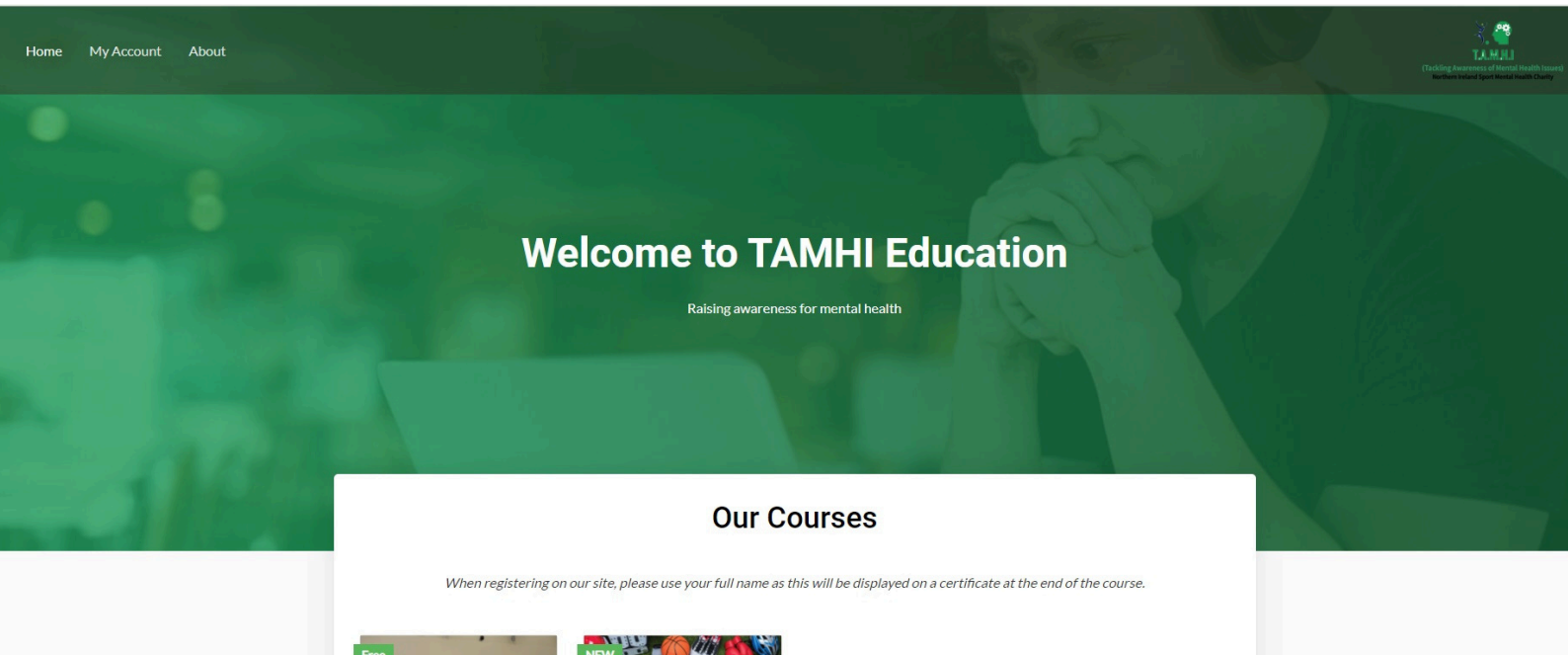
After completing the online training sessions this guide can be used to help you roll out a Mental Wealth Games session in your setting. You can also access support at support@tamhi.org

# Set Up Online

Leading Wellbieng  is supported by a range of online resources located on www.tamhi.org/education

·Access to all digital versions of the Mental Wealth Games and Games.
·View online tutorials of various mental health topics.
·Access online training courses of which certificates of completion are issued.
·Access TAMHI mental health toolkits.

You should be able to register for a learner account using your e-mail address.
Note TAMHI support can help you set up an account if required at: support@tamhi.org



**Welcome & Overview of Programme**

**Online Unit – Leading Wellbeing: TAMHI Team Talk (Theory)**

Time: 1hour
(Note this must be completed before attending the Leading Wellbeing Session)

1. What is Mental Health?
2. Signs to look out for?
3. Looking after your Mental Health?
4. Bullying behaviour
5. Our approach to Mental Health

**Leading Wellbeing: Practical**

Introduction – Leading Wellbeing (15 minutes)

Session One: Knowledge and understanding of mental health. (15 Minutes)
Game: Choice Ball (30 Minutes )

**Break: 15 minutes**

Session Two: Problem Solving & Coping – (15 minutes)
Game: Target your problems (30 minutes)

Session Three: Anti Bullying (15 Minutes)
Game: Got Your Back (30 Minutes)

**Lunch: 30 minutes**

Session 4: Take 5 Steps (15 minutes)
Game: Holding Me Back (30 minutes)

Reflect/Next Steps/Assessment – (30 minutes)

## Welcome & Overview of Programme (15 minutes)

**Objectives:**

Support coaches/mentors with skills to raise awareness of mental health and emotional wellbeing.

Improve mental health literacy.

**Speaker Notes:**

Welcome participants and thank them for their time and commitment to promoting mental health.

Provide an overview of TAMHI (Tackling Awareness of Mental Health Issues) and its mission to improve mental health through sport and physical activity.

Briefly introduce the Wellbeing Champions Programme and how it equips young people and volunteers with skills to support mental health in schools and clubs.

Explain the structure of the day, the importance of interaction and reflection, and encourage participants to actively engage.

**Materials:**

- Printout of the day's agenda.
- TAMHI information sheets (All on www.tamhi.org)

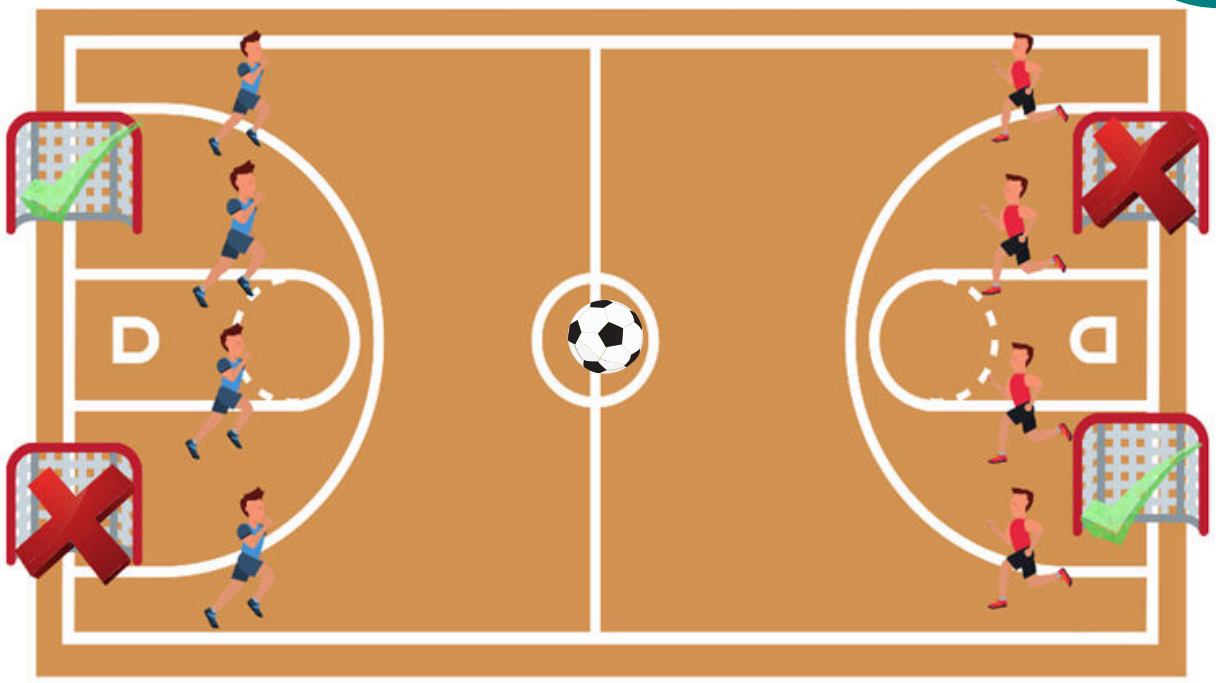
## Session One:
## Knowledge and Understanding of Mental Health

By the end of the session the participants should be able to;

• Recognise that everyone has mental health and that your mental health changes and can be good or bad
• Describe mental health as being the state of your wellbeing or your thoughts, feelings, and emotions

• Recall facts and statistics about mental health including;
-If you feel down for more than 2 weeks you should ring the GP
-1 in 8 young people suffer from mental health issues (Mood or Anxiety disorder)
-1 in 5 adults suffers from mental health issues
-Talking about mental health is a sign of strength
• Identify and discuss what is good/bad for your mental health including;
- healthy eating, helping others, connecting with friends, trying your best, caring about people, asking for help
- bullying, illegal drugs, lashing out, not listening, being cheeky, swearing, discrimination
• Name support services
-e.g., Childline, Lifeline, Samaritans

# Game: Choice Ball



**Equipment required:**

- 4 Pop Up Goals
- Bibs with 2 sets of colours
- A football/ tennis ball/ rugby ball/ Hurling ball
- Two Red Cones (Wrong)
- Two Green Cones (Right)
- Print out to use Words on next page

**Delivery notes:**

- Get 4 Goals
- Place two at each side of an indoor hall or outdoor football pitch
- Put Red Cones in two opposite goals
- Put Green Cones in two opposite goals
- Throw a Football in the middle

**Activity**

- At Each side one goal will be Right/Good and the other Wrong/Bad.
- Leader calls out statements that are either right or wrong in relation to mental health the teams then need to score in the correct net, encourage teamwork to understand the answer. Note use appropriate language for the audience
- Throw ball in middle – first to score in correct net gets the goal.
- After the goal “Reflect/Chat” about “Why” they players though it was Right or Wrong and what it means.

## Impact on Wellbeing

| Positive | | Negative | |
|---|---|---|---|
| **Healthy Diet** | Eating a balanced diet | **Bullying** | Persistently making someone feel bad |
| **Connecting with friends** | Being social; talking and hanging with mates | **Illegal drugs** | Drugs that are illeagal |
| **Helping others** | Being helpfully; doing things for others | **Being cheeky to people** | Lack of respect |
| **Caring about people** | Showing empathy | **Not listening to coaches** | Making it hard for coaches to coach |
| **Listening in training** | Making it easy for a coach to deliver a session | **Lashing out** | Hitting out verbally/ physically |
| **Trying your best** | Doing your best; behaviour and effort | **Swearing** | Foul language |
| **Asking for help** | | **Discrimination** | Making someone feel different due to colour of skin; community status etc |

**Note: You can add extra words yourself and adjust for your audience.**

**Right Statements**

1. 1 in 8 young people suffer from poor mental health issues
2. 1 in 5 adults suffer from mental health issues
3. Talking about mental health is a sign of strength
4. Mental Health affects us all
5. If I feel down for more than 2 weeks, I should see a doctor

**Wrong Statements**

1. People with mental health problems should be locked up
2. Mental Health is a negative thing
3. People with poor mental health cannot work
4. Keeping everything bottled up is fine
5. There is no help for people with mental health

**Note for extra points: ask who can name Support Groups**

- Lifeline
- Doctor
- Childline
- Minding Your Head
- Helplines NI
- Samaritans

## Session Two:
## Problem Solving and Coping

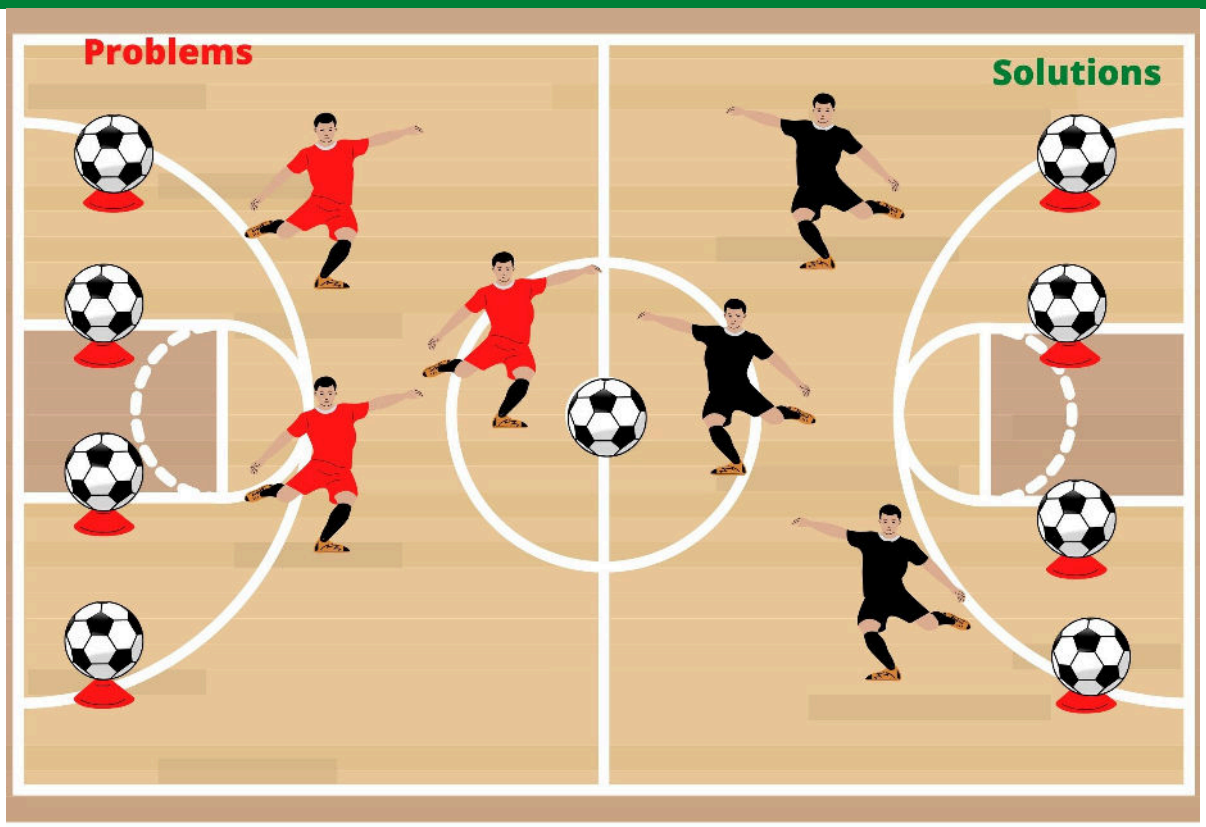
By the end of the session participants should be able to;

• Identify problems they face e.g. school/work stress, relationship breakdown, bullying, gambling, gaming/online addiction

• Explain solutions of how to overcome their problems such as;
- Deal with one problem at a time
- Talk about your problems
- Reflect on how big your problem is

• Discuss coping mechanisms for dealing with problems including;
- Notice negative thoughts
- Positive self-talk
- Take a breath
- Write things down

## Game: Target Your Problems




The outcome of the game is to get the players to think about the problems they face and the solutions that can be put in place to challenge these.

**Delivery notes:**

- Split into two teams
- Put Balls on the cones at the end of the hall.
- Ask players to name a “Problem” – when they identify it, get them to place the ball on top of a cone
- Ask players to name a “Solution” to the identified problem and place the ball on the cone facing the problem
- Do this until 3-5 problems & Solutions have been identified
- Play a 3 v 3 Match to knock down the other teams balls.
- Knock down the other team's balls the first team to knock all the balls down wins
- Player cannot move with the ball but can pivot on the spot- no travelling

**Problems (Big & Small)**

1. **Feeling Sad for no reason (could be a big)**
2. **Games Console Breaking (Small)**
3. **Lost make up (Small)**
4. **Pet has ripped your clothes (Small)**
5. **Exams (Big)**
6. **Peer Pressure (Big Problem)**
7. **Somebody says somthing mean (Small BUT BIG if you let it)**
8. **Bullying (Big Probem)**
9. **Loosing a loved one**

- **Advocate “Ask for help” in every senario.**

## Solutions

1. **Ask for help**
2. **Talk to someone you trust**
3. **Positive Self Talk - replace “I can’t” with “I can Try”**
4. **Writing things down/journals**
5. **Breath and count to 10**
6. **Take time out when you need it**
7. **See your GP IF down for 2 weeks or more**

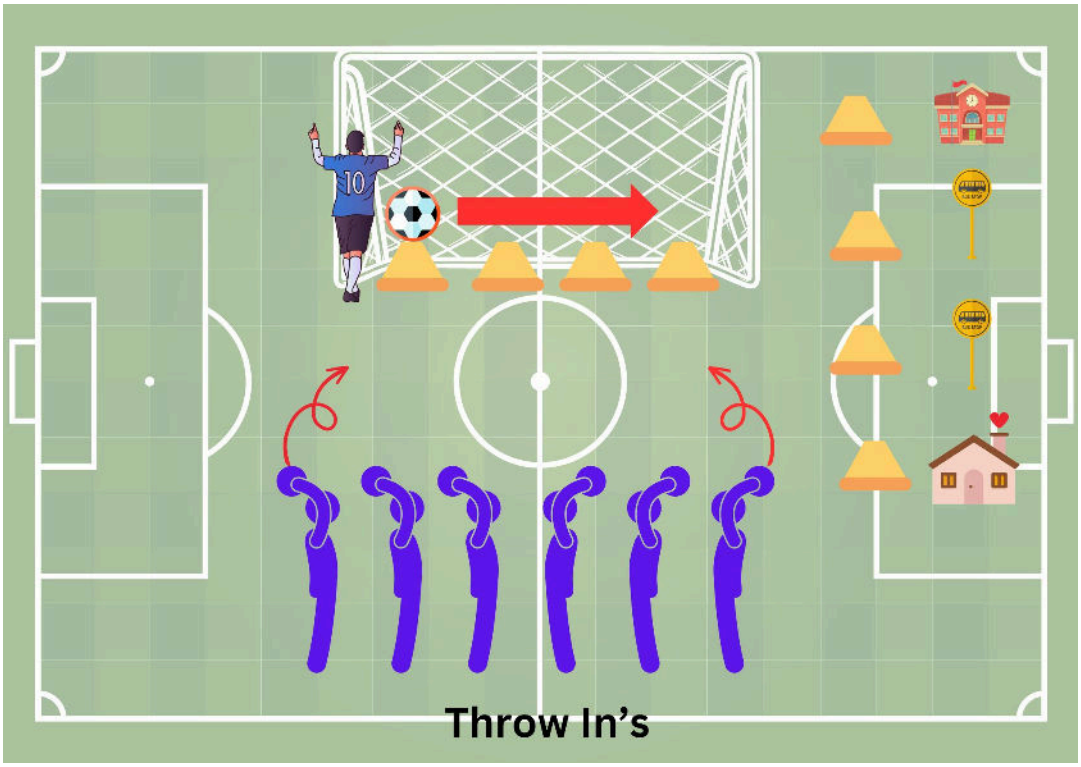
## Session Three: Anti-bullying

By the end of the session participants should be able to;

• Describe the impact of bullying on mental health and wellbeing
• Identify supportive relationships they have in their life
• Recognise how these relationships can provide support

• Explain a fake friend is someone you can't trust and won't provide you support
• Describe the types of bullying and what they are including
-physical (e.g., hitting, kicking, pushing, destroying property
-verbal (e.g., name calling, teasing, insults)
-emotional (e.g., spreading rumours or isolating someone)
-cyber bullying (e.g., abusive texts, imitating others online)

# Session Three: Anti-bullying




- 4 cones - Represent  Point A School/Point B, Bus Stop/ Point C, Street/Point D, Home.
- 1 Ball for nominated person.
- SOFT balls for remaining participants
- Nominate a person who must face away from their team mates and walk from cone to cone (School to home)
- the nominated person (Target) on the coaches instruction must make their way from point A to Point D
- When they sit the ball on the cone at each point, they must stand up straight with GOOD POSTURE.
- The remaining participants must remain behind a dedicated line and throw balls at the nominated person (Target) .
- Ask the person who was being "Targeted" how they felt
- Reflect on 4 types of bullying and what the participants feel about them.
- Talk solutions and help seeking behaviour
- Introduce people to help the nominated person (Target) get from Point A - PointD, this could be the Goal Keepers/coaches.
- The 2nd round should result in the person feeling safer
- Ask how they felt this time
- Ask the people protecting them how they feel - feedback would suggest they will feel good.

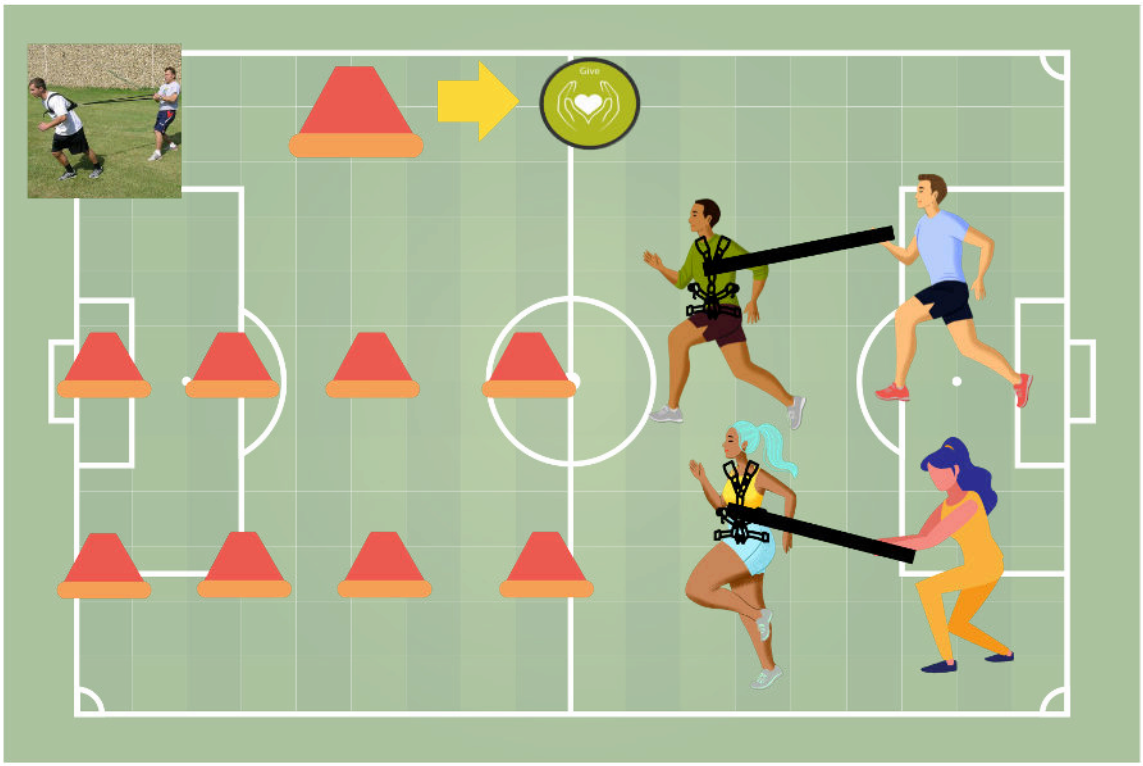
# Session Four: Take 5 Steps

By the end of the session participants should be able to;

• Name the Take 5 steps to wellbeing (take notice, connect, give, learn, be active)
• Describe what each step means including;
-Take notice: Take a moment to pause and look around and think about everyday things in life and how they make you feel
-Connect: Meet with friends, family, colleagues etc. to build supportive relationships
-Give: Do something nice for someone, volunteer your time or thank someone
-Keep learning: Try something new, picking up an old hobby or signing up for a course
-Be active: Go for a walk, cycle, play a game, join a sport

Discuss practical examples of how they can implement Take 5 steps into their own lives

# HOLDING ME BACK




- Split into pairs - one holder, one to be held back e.g. 8 holders, 8 being pulled.
- Identify what holds young people back.
- The person behind them represents their biggest challenge.
- Holders need to hold the person back with all their might.
- The person being held has to get to the last cone.
- The coach times the team being held back.
- The last person to finish is the final time.
- SWAP
- This time allow those who finish to help those struggling.
- Coach brings players into a huddle when they complete the run.
- Talk about the "Stickers" located under the last cone which will be a "Sign to look our for" OR a "Take 5" symbol
- Ask how the participants would notice a sign or adopt a Take 5 Step for Wellbeing in their lives.

**A SPORT**

**Mental Health Awareness signs to look out for**

**Awareness…**

**For the last two weeks or longer are things not right? Is it about…**

**Social Isolation…**

**Withdrawn from friends, family and the community. Lonely. Lost interest or enjoyment in the sport/activity, not coming to training or matches.**

**Physical Health…**

**Not eating or sleeping well, lack of regular exercise. Loss of energy and tired all the time. Unexplained aches and pains; looking run down and not like their normal self**

**Obvious Changes…**

**Sad, moody, worry a lot, teary, restless, on edge or irritable. Weight loss or gain. Increased use of alcohol or substance abuse. Difficultly concentrating or can't make decisions.**

**Reacting in the wrong way…**

**Lashing out verbally and physically, bursts of anger, acting out of character**

**Tough Times…**

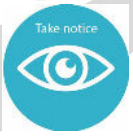
**Issues with school, work, or home life, performance level. Relationship Breakup, major illness, death in family, injury or recent tragic or disturbing personal events.**

**If you notice any of these signs in A SPORT you are involved with then assist people to get help or seek help yourself if you can relate to any of the points above. See doctor, local mental health charity or TEXT SHOUT**

**Connect**

**Spend time with the people you care about and share your feelings if you are having a hard time.**
**It is always good to make new friends; don't be afraid to be friendly and kind to others.**

**Take notice**




**Take notice of how you're feeling and thinking; what is going to help you feel better in this moment?**
**If you're feeling stressed, calm yourself by taking long, deep breaths and noticing what you can smell, touch, taste, hear and see.**

**Be active**

**Find ways you enjoy to keep fit and healthy.**
**Being active can be fun; why not try finding an activity you enjoy doing with friends?**

**Give**

**Give kindness to yourself; what could you do to look after yourself?**
**Give kindness to others; this could be through words or actions, such as compliments or kind deeds.**

**Keep learning**

**You don't have to be great at everything, so have the courage to have a go at something you've always wanted to try.**
**Be brave and try a new sport, hobby, or join a new group – you might love it and make new friends.**

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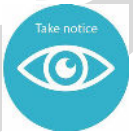


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# TAMHI assessment criteria (Assessor)

- Leadership Assessment Criteria (Score 1-5):
- Vision: Clarity and direction for the team.
- Communication: Effective, transparent exchange of ideas.
- Integrity: Consistency in values and actions.
- Decision-making: Timely, informed, and confident choices.
- Empathy: Understanding and support for team members.

- Teamwork Assessment Criteria (Score 1-5):
- Collaboration: Willingness to work together and share ideas.
- Communication: Clear, respectful, and open exchange of information.
- Support: Providing help and encouragement to teammates.
- Adaptability: Flexibility in roles and tasks.
- Problem-solving: Contributing to finding solutions as a group.

- Problem-Solving Assessment Criteria (Score 1-5):
- Analysis: Ability to identify key issues.
- Creativity: Generating innovative solutions.
- Decision-making: Making clear, effective choices.
- Implementation: Executing solutions efficiently.
- Collaboration: Involving others and valuing input.

- Communication Assessment Criteria (Score 1-5):
- Clarity: Message is clear and easy to understand.
- Active Listening: Fully engages and responds thoughtfully.
- Tone: Appropriate and respectful tone.
- Timeliness: Communicates information promptly.
- Feedback: Provides constructive, actionable feedback.

- Contribution Assessment Criteria (Score 1-5):
- Initiative: Actively offers ideas and solutions.
- Engagement: Consistently participates in discussions and tasks.
- Quality: Delivers valuable, high-quality work.
- Responsibility: Takes ownership of assigned tasks.
- Collaboration: Supports team goals and helps others.

**Max Score: 25 = “100%**

**Pass =**

MENTAL HEALTH CHARITY
T.A.M.H.I

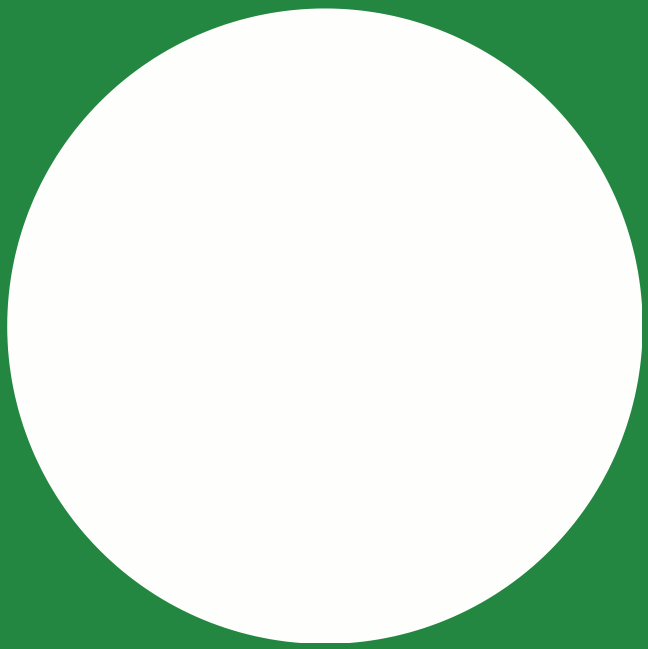
# SCORE MATRIX

| | |
|---|---|
| Name: | |
| Date: | |
| Group: | |
| Reference | |

| | |
|---|---|
| Leadership | |
| Teamwork | |
| Problem Solving | |
| Communication | |
| Contribution | |
| Total: | |

COMMENTS

SCORE:



MENTAL HEALTH CHARITY
T.A.M.H.I

# LEADING WELLBEING: BOOKLET

| | |
|---|---|
| Name: | |
| Date: | |
| Group: | |
| Reference | |

**Learner Assessment Booklet**

1. Pick a key theme and one the games to deliver to a specific group of players (8-30 max).

2. Create a session plan. This can be a team/group plan. This must be submitted to TAMHI.

3. Deliver the session. Agree in advance if TAMHI is assessment is on site OR if video record is being submitted. TAMHI will score

4. Complete LORIC Skills Wheel/Warwick Edinburgh Mental Wellbeing Scale (self reflection)

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- Engagement: Consistently participates in discussions and tasks.
- Quality: Delivers valuable, high-quality work.
- Responsibility: Takes ownership of assigned tasks.
- Collaboration: Supports team goals and helps others.

**Max Score: 25 = “100%**

**Pass =**

Complete and deliver a session to a group of your choice.

# Lesson Plan

**Theme**

**Activity :**

**Talk:**

**Game :**

**Resource:**

Coaching

**What does it take to be a coach?**

# LORIC

## Leadership

Ability to show leadership  either from the front as a coach leading the session, or as part of a team supporting the the delivery. Your ability to engage & motivate the auidance.

## Organisation

Ability to plan sessions, time keeping, contribution to successful delivery of projects.

## Resilience

Personal growth and development.  We will measure the impact on your emotional wellbeing

## Initaitive

Your ability to manage different situations such as challenging behaviour, auidance engagment, sessions going off topic.  Thinking on your feet to enusre the best outcome.

## Communication

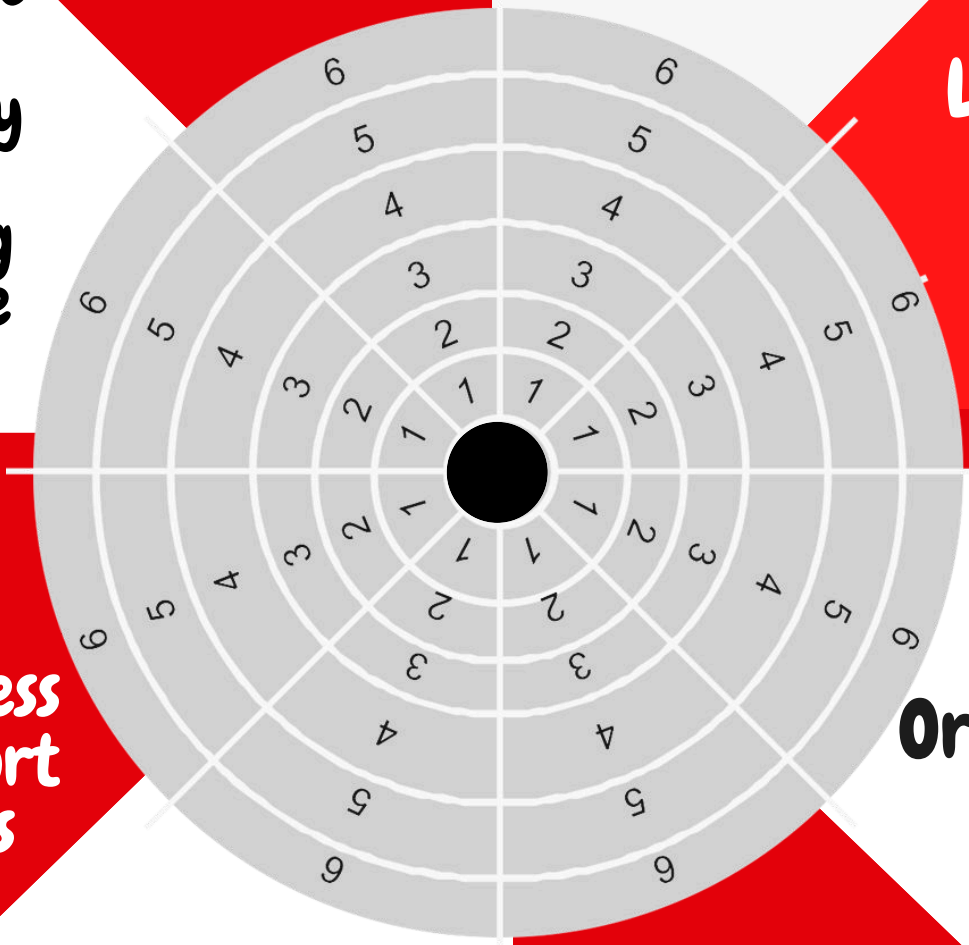
Your ability to communicate key messages about mental health within sessions.  Your ability to connect with your auidance and to connect with your peers and coaches.

# PRE: LORIC Skills Wheel

Mental Health Awareness

Awareness Raising Confidence

Confidence to react possitively to a wellbeing challenge



Leadership Skills

Awareness of Support Services

Organisation Skills

Communication skills

Initiative

1 = Low rating

6= High rating

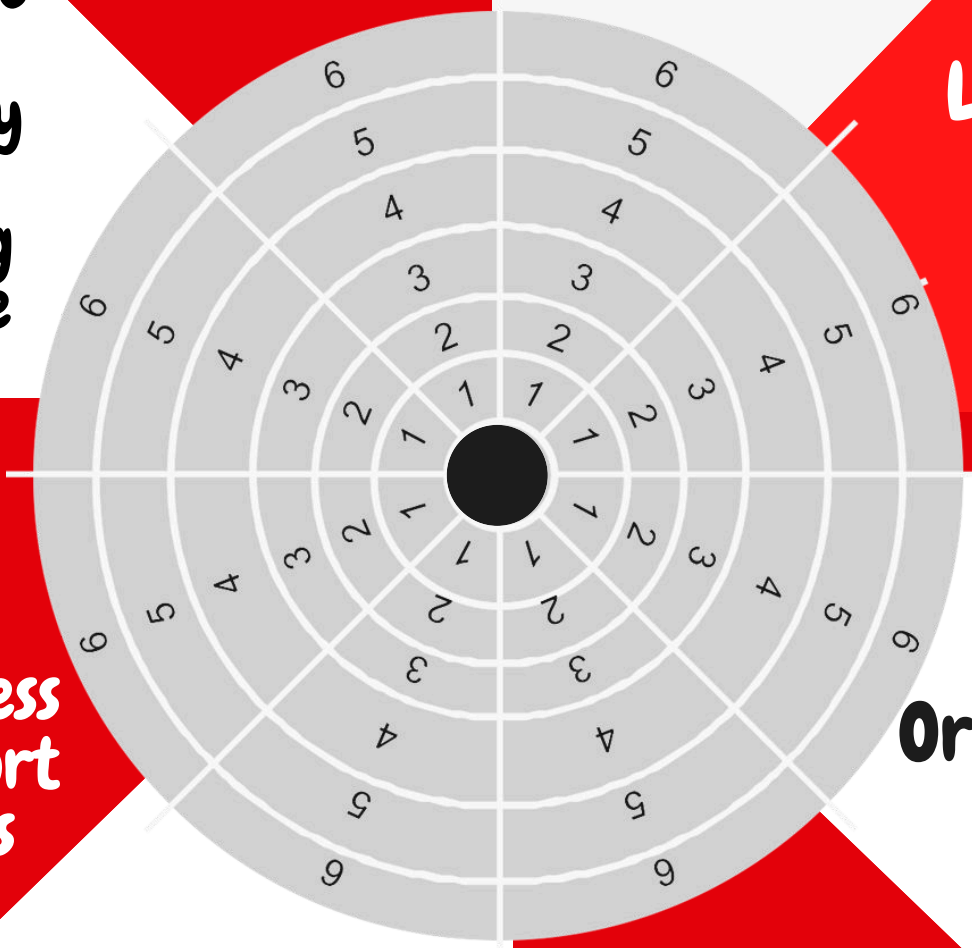
Total Score:

# POST: LORIC Skills Wheel

Mental Health Awareness

Awareness Raising Confidence

Confidence to react possitively to a wellbeing challenge




Leadership Skills

Awareness of Support Services

Organisation Skills

Communication skills

Initiative

1 = Low rating
6= High rating

Total Score:

# PRE:

**Total Score:**

Short Warwick Edinburgh Mental Wellbeing Scale
(S) WEMWBS

Below are some statements about feelings and thoughts.
Please select the answer that best describes your experience of each over the last 2 weeks.

| | None of the Time | Rarely | Some of the Time | Often | All of the Time |
|---|---|---|---|---|---|
| **I've been feeling optimistic about the future** | **1** | **2** | **3** | **4** | **5** |
| **I've been feeling useful** | 1 | 2 | 3 | 4 | 5 |
| **I've been feeling relaxed** | 1 | 2 | 3 | 4 | 5 |
| **I've been dealing with problems well** | 1 | 2 | 3 | 4 | 5 |
| **I've been thinking clearly** | 1 | 2 | 3 | 4 | 5 |
| **I've been feeling close to other people** | 1 | 2 | 3 | 4 | 5 |
| **I've been able to make up my own mind about things** | 1 | 2 | 3 | 4 | 5 |

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# POST:

**Total Score:**

Short Warwick Edinburgh Mental Wellbeing Scale
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| **I've been thinking clearly** | 1 | 2 | 3 | 4 | 5 |
| **I've been feeling close to other people** | 1 | 2 | 3 | 4 | 5 |
| **I've been able to make up my own mind about things** | 1 | 2 | 3 | 4 | 5 |

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