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This example is based on a 7 hour and 45 minute workshop (including breaks), from 09:00 to 16:45 attended by between 15 and 20 participants.

After reading the facilitators' handbook you may wish to use this template to help you plan how you’ll run your workshop.

All text in **purple** links you to more information or resources. If you are reading this guide in print, you will be able to find all resources or links to those resources in the online version of this document at [**mind.org.uk/bluelightSUSO**](http://www.mind.org.uk/bluelightSUSO).

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| **Timing** | **Topic** | **Facilitator activity** | **Participant activity** | **Resources** | **Slide**  **number** |
| 09:00 to 09:15  (15 mins) | Pre-workshop practicalities | Ask participants to complete attendance sheet and write their name on a name badge. | Sign attendance sheet.  Write name on name badge. | * Attendance sheet * Name badges * Pens | 1 |

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| **Timing** | **Topic** | **Facilitator activity** | **Participant activity** | **Resources** | **Slide**  **number** |
| 09:15 to 09:45  (30 mins) | Welcome  Housekeeping  Aims  Group agreement and introductions  Icebreaker | Welcome participants and introduce yourself.  Explain housekeeping info. Highlight that information discussed may be triggering and offer time out if needed.  Aims of session.  Explain a group agreement and ask participants to say what they would like included.  Explain icebreaker. | Listen to facilitator and other participants.  Create the group agreement.  Take part in the icebreaker. | * Flipchart and flipchart pens * Post-it notes * For reference: facilitators' handbook pages 12 to 15 | 2 to 4 |

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| **Timing** | **Topic** | **Facilitator activity** | **Participant activity** | **Resources** | **Slide**  **number** |
| 09:45 to 09:55  (10 mins) | 2.1 The Blue Light Programme and research | Facilitator to introduce the Blue Light Programme research and play one of the variety of films [**here**](https://www.mind.org.uk/news-campaigns/campaigns/bluelight/blue-light-resources/films/?ctaId=/news-campaigns/campaigns/bluelight/blue-light-resources/slices/blue-light-films/), or you may want to use one of your own. | Listen to facilitator and watch the video. | * [**Blue Light films**](https://www.mind.org.uk/news-campaigns/campaigns/bluelight/blue-light-resources/films/?ctaId=/news-campaigns/campaigns/bluelight/blue-light-resources/slices/blue-light-films/) * For reference: facilitators' handbook pages 16 to 18 | 5 to 7 |
| 09:55 to 10:15  (20 mins) | 2.2 Mental health | Give participants Mind’s definition of good mental health and ask them to call out what it looks like in practice.  Introduce the idea of the mental health continuum.  Introduce the Health and Safety Executive’s definition of stress and the stress versus good pressure diagram.  Ask participants to think for themselves, “Where do you feel you are on this scale?" and to discuss this in pairs for five minutes.  If people do not feel comfortable doing this, ask them to instead discuss if they think the diagram is useful. | Call out to say what good mental health looks like in practice.  Listen to facilitator.  Listen to facilitator.  Discuss in pairs where they are on the scale or what they think of the diagram for five minutes. | * Flipchart paper and flipchart pens * For reference: facilitators' handbook pages 18 to 21 | 8 to 12 |
| **Timings** | **Topic** | **Facilitator activity** | **Participant activity** | **Resources** | **Slide**  **number** |
| 10:15 to 10:25  (10 mins) | 2.3 Stigma | Introduce Time to Change’s definition of stigma and play film.  Share Mind’s research on stigma in the emergency services and what this can mean to those of us experiencing a mental health problem.  Take participants through an exercise on what stigma feels like. | Listen to facilitator and watch film.  Take part in the stigma exercise. | * [**Your attitude to mental health can change someone’s life**](https://www.youtube.com/watch?v=Hupsx5Hoylc): film from Time to Change * For reference: facilitators' handbook pages 22 to 24 | 13 to 15 |
| **Timings** | **Topic** | **Facilitator activity** | **Participant activity** | **Resources** | **Slide**  **number** |
| 10:25 to 10:40  (15 mins) | Break | Note you’ll be taking a 15 minute break. | Take a 15 minute break. |  | 16 |

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| **Timings** | **Topic** | **Facilitator activity** | **Participant activity** | **Resources** | **Slide**  **number** |
| 10:40 to 11:15  (35 mins) | 3.1 What do Blue Light Champions do? | Introduce the definition of what a Blue Light Champion is.  Ask participants to shout out what a Blue Light Champion is and what a Blue Light Champion isn’t, and write up on a flipchart.  Give each table a theme of the Blue Light Champion’s role (using the Champion activity flash cards) and ask them to spend 10 minutes talking about what activities they are doing around this and if there are any they would like to do around the theme in the future.  Then after 10 minutes, ask each group to pick one activity from their list that they are keen to take forward – it may be that one participant is already doing this and others would like to replicate it in their organisations.  Then give each table one action plan each and ask them to spend 10 minutes on this.  Ask each group to tell everyone the activity they chose to plan around and anything interesting that came up during the action planning.  Facilitator to note examples of what other Champions are doing. | Listen to facilitator.  Shout out what a Blue Light Champion is and what a Blue Light Champion isn’t, and listen to others.  Take part in activity and complete action plan as a group.  Feed back to the whole group.  Listen to the facilitator. | * Flipchart paper, flipchart pens, pens * Champions flash cards (appendix 4) – you may wish to laminate these to reuse * Champions action plan: to be printed A3 if possible (appendix 3, also found on page 14 of the participants' handbook) * For reference: facilitators' handbook pages 25 to 30 | 17 to 19 |
| **Timings** | **Topic** | **Facilitator activity** | **Participant activity** | **Resources** | **Slide**  **number** |
| 11:15 to 11:25  (10 mins) | Quick break | Note you will now take a 10 minute break. | Take a 10 minute break. |  | 20 |
| **Timings** | **Topic** | **Facilitator activity** | **Participant activity** | **Resources** | **Slide**  **number** |
| 11:25 to 11:40  (15 mins) | 3.2 Being a Blue Light Champion: guest speaker one | Introduce the Blue Light Champion guest speaker and invite them to speak for 5 to 10 minutes about their experiences of being a Champion and answer questions for 5 minutes after, if they feel comfortable.  Check beforehand if you can support the Champion in any way, for example, do they want to sit down or stand up to speak? Or is there anything you can do to make them feel more comfortable?  If you do not have a Champion speaker you may want to play one of the Blue Light Champion films. | Listen to the Blue Light Champion guest speaker and ask questions if they wish to. | * Any resources the guest speaker needs * [**Blue Light Champion films**](https://www.mind.org.uk/news-campaigns/campaigns/bluelight/blue-light-resources/films/?ctaId=/news-campaigns/campaigns/bluelight/blue-light-resources/slices/blue-light-films/) if using * For reference: facilitators' handbook page 31 | 21 to 22 |
| **Timings** | **Topic** | **Facilitator activity** | **Participant activity** | **Resources** | **Slide**  **number** |
| 11:40 to 11:50  (10 mins) | 3.3 Key messages | Highlight the key messages and tips for starting conversations about mental health (found on page 32 of the facilitators' handbook).  You may want to add things you have personally found successful, or that didn’t go so well but you learned from. | Listen to facilitator, share own tips and ask questions if they want to. | * For reference: facilitators' handbook pages 32 to 34 | 23 |

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| **Timings** | | **Topic** | | **Facilitator activity** | | **Participant activity** | | **Resources** | | **Slide**  **number** | |
| 11:50 to 12:10  (20 mins) | | 4.1 Reflection exercise | | Introduce this exercise to help Champions reflect on their own experiences of stress, anxiety, low mood or other mental health problems so they can start to think about whether they might like to share any of their story as a Blue Light Champion.  Guide individuals through the exercise.  Ask participants to discuss how they found the activity in pairs. | | Listen to facilitator.  Take part in the reflection exercise if they feel comfortable.  Speak to a partner about how the activity was (not the content of their thoughts but how they found doing it). | | * Personal reflection (appendix 5) printed for each participant or using the one in their participants' handbook on pages 22 to 23 * Music to play during the exercise * Pens * For reference: facilitators' handbook pages 35 to 40 | | 24 to 26 | |
| **Timings** | | **Topic** | | **Facilitator activity** | | **Participant activity** | | **Resources** | | **Slide**  **number** | |
| 12:10 to 12:25  (15 mins) | | Comfort break | | Be available for questions and to support any participants who wish this following the reflection exercise. | | Take a 15 minute break, and speak to a facilitator if they want, or need to. | |  | | 27 | |
| **Timings** | | **Topic** | | **Facilitator activity** | | **Participant activity** | | **Resources** | | **Slide**  **number** | |
| 12:25 to12:30  (5 mins) | | 4.2 Your story is a gift | | Share the quote “Always remember your story is a gift, so keep it precious”, found on slide 28, and share information on giving it only when participants feel comfortable, to those who deserve to hear it. | | Listen to facilitator. | | * For reference: facilitators' handbook pages 40 to 42 | | 28 to 30 | |
| **Timings** | | **Topic** | | **Facilitator activity** | | **Participant activity** | | **Resources** | | **Slide**  **number** | |
| 12:30 to 12:35  (5 mins) | | 4.3 Preparing to Speak Out | | Go through things to think about when speaking out, and managing your experience (found on page 45 of the facilitators' handbook). | | Listen to facilitator. | | * For reference: facilitators' handbook pages 43 to 46 | | 31 to 33 | |
| **Timings** | | **Topic** | | **Facilitator activity** | | **Participant activity** | | **Resources** | | **Slide**  **number** | |
| 12:35 to 12:50 (15 mins) | | Speaking Out – Champion guest speaker | | Introduce a Blue Light Champion guest speaker (who has volunteered and been supported beforehand) to talk for 5 to 10 minutes about speaking out about their experience of a mental health problem or emotional distress and answer questions for 5 minutes after if they feel comfortable.  Check beforehand if you can support the Champion in any way, for example, do they want to sit down or stand up to speak? Or is there anything you can do to make them feel more comfortable?  If you do not have a Champion speaker you may want to play one of the Blue Light Champion films. | | Listen to Champion and ask questions. | | * Any resources the guest speaker needs * [**Blue Light Champion films**](https://www.mind.org.uk/news-campaigns/campaigns/bluelight/blue-light-resources/films/?ctaId=/news-campaigns/campaigns/bluelight/blue-light-resources/slices/blue-light-films/) if using * For reference: facilitators' handbook page 46 | | 34 | |
| 12:50 to 13:35pm (45 mins) | | Lunch break | | Note you will now a 45 minute lunch break. | | Take a 45 minute lunch break. | |  | | 35 | |
| **Timings** | | **Topic** | | **Facilitator activity** | | **Participant activity** | | **Resources** | | **Slide**  **number** | |
| 13:35 to 13:40 (5 mins) | | Afternoon activity | | You may want to kick off the afternoon with an activity. This could be something grounding like a mindfulness exercise or something energising, depending on what you feel participants need.  There might be something that comes to mind. If not, you’ll find lots of options and things to try online. | | Listen to facilitator.  Take part in activity. | | * Any resources you’ll need for your afternoon activity * For reference: facilitators' handbook page 47 | | 36 | |
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| **Timings** | **Topic** | | **Facilitator activity** | | **Participant activity** | | **Resources** | | **Slide**  **number** | |
| 13:40 to 14:00  (20 mins) | Section 5: Managing conversations | | Read out Carl Rogers' quote of what active listening is. Note some points on active listening.  Play empathy film.  Note that as a Blue Light Champion, you may find colleagues start to share their experience of mental health problems with you.  This may be new to you or you might have lots of experience of managing sensitive conversations.  Give some tips for managing these conversations (found on page 50 of the facilitators' handbook).  Ask participants to get into groups of three and choose someone to take the below roles.  Roles:  A: Talk about an issue you are facing or have faced for three minutes (choosing something you feel comfortable about).  B: Actively listen.  C: Observe – and be ready to give feedback.  After three minutes ask everyone to swap roles in their groups.  After a further three minutes ask participants to swap roles again so everyone will have had a go at each role.  Bring the group back together and ask how participants found the exercise and if they noticed anything new.  You’ll find an alternative activity in the facilitators' handbook of conversation case studies explained on page 52 and the resources found in appendix 8, page 100. | | Listen to facilitator.  Watch film.  Listen to facilitator.  Listen to facilitator and take part in the activity in groups of three. | | * Brené Brown’s video on [**empathy**](https://www.youtube.com/watch?v=1Evwgu369Jw) * For reference: facilitators' handbook pages 48 to 52 | | 37 to 40 | |

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| **Timings** | **Topic** | **Facilitator activity** | **Participant activity** | **Resources** | **Slide**  **number** |
| 14:00 to 14:25  (25 mins) | 6.1 Setting and maintaining boundaries | Talk through what boundaries are and why we need them (found on page 55 of the facilitators' handbook).  Give participants a number (one, two or three) and ask them to gather around a table with others with the same numbers. Then give the 'ones' role boundaries, 'twos' organisational boundaries and 'threes' personal boundaries.  Then ask the groups to work on what the specific boundaries are. Give them 10 minutes to do this and then ask each group to feed back. Note some of the suggestions on page 54 of the facilitators' handbook if they are not mentioned. | Listen to facilitator.  Work in groups to note on flipchart paper what the boundaries are related to what they have, and feed back to the group. | * Flipchart paper and flipchart pens * For reference: facilitators' handbook pages 53 to 56 | 41 to 42 |
| **Timings** | **Topic** | **Facilitator activity** | **Participant activity** | **Resources** | **Slide**  **number** |
| 14:25 to 14:45 (20 mins) | 6.2 Safeguarding | Ask participants: in the context of being a Blue Light Champion, what does safeguarding mean to them?  Read the definition of safeguarding from the Care Quality Commission: "Safeguarding means protecting people's health, wellbeing and human rights, and enabling them to live free from harm, abuse and neglect."  Note the importance of setting clear expectations as a Champion.  Ask participants to work on their table to think about what they would like to get across when introducing themselves as a Champion. Give 10 minutes for this.  If required, note ideas such as:   * what the role is all about * why they became a champion * what they can and can’t help with * limits to confidentiality.   After 10 minutes, ask the groups to come up with how they might say this, thinking about language and authenticity. Note at the end that we will type these up and email them around.  The capacity to keep what people tell you confidential is an essential part of the role. However, there may be occasions when you need to break this confidentiality. Explain these (found on pages 57 to 58 of the facilitators' handbook).  Encourage Champions to find out if their organisation has a safeguarding policy, who to contact if someone is at risk and create a Wellness Action Plan noting how they will look after themselves. | Listen to facilitator and contribute to discussion.  Listen to facilitator and take part in the activity.  Listen to facilitator. | * Flipchart paper and flipchart pens * Wellness Action Plan (facilitators' handbook, appendix 7, and participants' handbook page 39) * For reference: facilitators' handbook pages 57 to 58 | 43 to 45 |
| 14:45 to  15:00  (15 mins) | Break | Note you will now have a 15 minute break. | Take a 15 minute break. |  | 46 |

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| **Timings** | **Topic** | **Facilitator activity** | **Participant activity** | **Resources** | **Slide**  **number** |
| 15:00 to 15:40  (40 mins) | Section 7: Dealing with difficult situations and signposting | Give each group a case study and 15 minutes to work through the questions:   * How does it feel to be in this situation? * What would you do? * Would you involve anyone else? * How would you support yourself after?   Then ask each group to feed back (10 minutes).  Note that if someone needs help or advice that you are not qualified or able to provide, it’s important to signpost them to support. You may find it helpful to have information available about both internal and external sources of help in your area.  Ask attendees to shout out sources of support and then reveal examples on slides 48 and 49.  Flag the signposting to support information on page 45 of the participants' handbook, and that they can use this [**editable version**](https://www.mind.org.uk/media/2416380/blp-signposting-to-support.pdf) to create a list of support or local signposting resources you have created. | Participate in activity.  Feed back to the group.  Shout out potential sources of support that they may signpost to and listen to facilitator. | * Printed case studies (found in the facilitators' handbook appendix 9, page 105) * For reference: facilitators' handbook pages 59 to 65 * Flipchart pens and flipchart paper | 47 to 49 |

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| **Timings** | **Topic** | **Facilitator activity** | **Participant activity** | **Resources** | **Slide**  **number** |
| 15:40 to 16:05  (25 mins) | Section 8: Looking after your wellbeing | Facilitator to note mental wellbeing is just as important as physical wellbeing, and maintaining both is an important part of staying fit and healthy.  Whether you have a mental health problem or not, there may be times or situations in your life that are more difficult than others. Read through the information on looking after your mental health (found on page 67 of the facilitators' handbook).  Emphasise the point to ‘Be kind to yourself – we are all human’.  Ask participants to put their hands up if they have heard of the 'five ways to wellbeing'. Talk through each of them (found on pages 68 to 69 of the facilitators' handbook).  Working on tables:  Hand out one way to wellbeing to each table. Ask participants to imagine they are speaking to a new recruit to their role and they are asking for ways they can look after their wellbeing, for this particular way to wellbeing.  For example, if they have ‘Give’, what could they suggest to the new recruit about things they could do around this?  Give participants 10 minutes to focus as a group on the way to wellbeing they are given and create suggestions on what the individual could do to focus on this way to wellbeing.  Then ask each group to feed back a few things they have come up with. Note that we will type up all the plans and email them around after the workshop. | Listen to facilitator.  Take part in the activity on tables.  Feed back to group. | * Five ways to wellbeing handouts (appendix 6, page 94) – you may wish to laminate these to reuse * Flipchart paper and pens or post-it notes and pens * Looking after your wellbeing z-card * For reference: facilitators' handbook pages 66 to 72 | 50 to 52 |

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| **Timings** | **Topic** | **Facilitator activity** | **Participant activity** | **Resources** | **Slide**  **number** |
| 16:05 to 16:35  (30 mins) | Section 9: Bringing the workshop to a close and next steps | If you are in a position to do so, you may wish to share what participants can expect after today as a Champion. This could be: meetings, further training, newsletters, or opportunities to get involved.  Alternatively you may wish to take this opportunity to find out what the people in the room would find useful.  Ask the group if they have any questions or ideas they’d like to discuss. Allow 10 minutes for questions and if possible be available after the session for one-to-one questions.  Ask participants to share one thing with the group they will take away from today (maybe something they have learnt or are going to try) and one thing they will leave here today (something they previously did that was unhelpful or a concern or question that has now been answered). You may want to use a ball so people can pass it to each other after they have taken their turn.  Tonight do something just for you:  "You may have heard the oxygen mask analogy: if you have taken a flight before you will have heard the safety instructions that you should fit your own oxygen mask before helping others. This is true in life as well.  "In order to help others we must first look after ourselves. There is nothing self-indulgent or selfish about looking after your wellbeing. It’s vital, it helps you do everything you do.  "So tonight do something just for you."  As the facilitator, you may want to start by sharing what you will be doing first. | Listen to facilitator.  Ask questions and listen.  Take part in whole group activity if comfortable. Share with the group – one thing they will take away from today and one thing they will leave here today. | * A ball * For reference: facilitators' handbook pages 73 to 75 | 53 to 55 |
| 16:35 to 16:45  (10 mins) | Thank you and please complete our evaluation form | Thank all the attendees and ask them to complete the evaluation forms. Be available for individual questions. | Complete the evaluation form. | * Evaluation forms (facilitators' handbook pages 113 to 114) | 56 |

