

Using CARE© to make physical activities inclusive



This table shows you how to use CARE in your sessions. Use it alongside the [Promoting good mental health through coaching animation](#).

These suggestions benefit everyone in the session, not just people experiencing mental health problems.

| CARE | Considerations | How to do it |
|-------------------------------------|--|--|
| Coaching and customer skills | <p>Think about the customer's (or participant's) experience before, during and after your session.</p> <p>It's important to keep to the boundaries and limitations of your role. But use your coaching and customer skills to provide a positive experience.</p> | <ul style="list-style-type: none">● Make yourself or another member of the team available at the start and end of sessions to talk to participants.● Ask for feedback from each session to understand what people did and didn't like.● Use your coaching skills to be person-centred to understand the participant's needs and motivations.● Follow up with participants that haven't attended sessions for several weeks to see if they're OK. This helps to re-engage them and reduce relapse. |
| Awareness | <p>Understanding the person and what is usual for them is really important. This will help you to notice changes and be able to ask the right questions to show you are mindful of their mental health.</p> | <ul style="list-style-type: none">● Pay attention to what makes people engage in your sessions.● Use your observation and listening skills to notice changes in people's behaviour.● Ask the person how they would like to be supported if they are having an off day or are unwell. It is important you ask them for the support they may need instead of making assumptions. |

| CARE | Considerations | How to do it |
|----------------|--|--|
| Respect | We should be respectful of everyone in our sessions, respecting their individuality, confidentiality and right to privacy. | <ul style="list-style-type: none"> ● Avoid asking intrusive or personal questions. ● Treat everyone fairly and don't single people out. ● Make yourself available to listen before, during and after sessions but within the boundaries of your role. ● Personal information is confidential and should not be disclosed. If you have concerns about a person's welfare make sure you seek safeguarding support (see Guide 9: Safeguarding and mental health for information on setting boundaries and how and when to break confidentiality). |
| Empathy | Put yourself in the participant's shoes and consider how you'd want people to treat you if you were unwell or in distress. | <ul style="list-style-type: none"> ● Learn about mental health from reliable sources or upskill yourself through training (see Upskilling the workforce in Guide 4). ● Be familiar with the culture and religion of the people you're working with. ● Listen, seek understanding and be empathetic without being patronising. ● Don't try to solve people's problems or feel pressured to find answers. ● See the person not their diagnosis – “labels are for jam jars” is an appropriate approach. |

Promoting Good Mental Health Through Coaching



What a coach can do?

Coaching and customer skills

C



Be welcoming



Talk about mental health



Offer alternatives



Get feedback

Awareness

A



Ask people how they are feeling



Pay attention



Use your observation and listening skills



Ask how they would like to be supported

Respect

R



Avoid intrusive questions



Treat everyone fairly



Make yourself available to listen



Treat information in confidence

Empathy

E



Learn from reliable sources



Listen and seek understanding



Don't feel pressured to find answers



See the individual, not their diagnosis



mind.org.uk
nhs.uk/oneyou

Check out our animation

ukcoaching.org/mentalhealth