

Delivering a sport and physical activity service

A toolkit for mental health providers



Introduction

We're Mind. We provide advice and support to anyone experiencing a mental health problem. We campaign to improve services, raise awareness and promote understanding. We work in partnership with over 140 local Minds across England and Wales, delivering high quality services to anyone who needs them. We won't give up until everyone experiencing a mental health problem gets both support and respect.

Being physically active is key to supporting your mental health. Research shows that being active can reduce your risk of depression by up to 30%.¹ It can also reduce anxiety and stress, combat low mood and increase self-esteem.

That's why we set up the Get Set to Go programme. Thanks to support from Sport England and the National Lottery, Get Set to Go is changing lives. In the heart of communities, our local Minds are providing bespoke Get Set to Go sports programmes to get people moving. These programmes are removing the barriers to physical activity that people with mental health problems often face.

Delivering a sport and physical activity service can add significant value to your organisation. From reaching new audiences to diversifying income streams, a physical activity service can help you reach your strategic objectives.

This toolkit provides guidance and tips on selecting, funding, organising and promoting a sport and physical activity service. It shares learning and best practice from our Get Set to Go programme, using real examples and tested resources.

We have divided this toolkit into 12 guides, each covering a different topic so you can easily access the information you need.

We hope you'll find the toolkit useful. For further information please visit mind.org.uk/sport

¹ Department of Health (2011) *Start Active, Stay Active*. Available here: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216370/dh_128210.pdf

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Guide 1: How can physical activity support mental health?

This guide covers

- Defining physical activity.
- The impact being active has on your physical and mental health.
- Mind's Get Set to Go programme.

What does being physically active mean?

- **Physical activity.** This can describe anything that involves moving the body.
- **Exercise.** Activities people do deliberately for fitness or training, rather than something that's part of a daily routine.
- **Sport.** Sport usually refers to physical activities people do on their own or in a team for competition or fun. People working in the sport and leisure industries use the word in its broadest sense, including activities such as tennis, athletics, swimming, keep-fit or Zumba classes. Sports like snooker or darts are more about skill than any physical exertion (Sport England, the national body responsible for increasing access to sport, has an extensive list of sports on its website).

Why is it so important for people with mental health problems to do sport and physical activity?

Having a mental health problem can put people at a higher risk of developing a serious physical health problem.

People with mental health problems are:

- Twice as likely to die from heart disease.²
- Four times as likely to die from respiratory disease.³
- On average, likely to die between 10 and 17 years earlier than the general population, if they have schizophrenia or bipolar disorder (this may be due to a number of factors including poor diet, exercise and social conditions. People may also be slower to seek help, and doctors can sometimes fail to spot physical health problems in people with severe mental health problems).⁴

2 Harris E and Barraclough B (1998) *Excess mortality of mental disorder*, British Journal of Psychiatry

3 Phelan M and others (2001) *Physical health of people with severe mental illness*, British Medical

4 Mind. *Physical Activity, Sport and Mental Health*. Available at: <http://www.mind.org.uk/information-support/tips-for-everyday-living/physical-activity-sport-and-exercise/#.WHeRDnapQ01>

- If someone has a long-term physical health condition it can also put them at risk of developing a mental health problem such as anxiety or depression.⁵ For some people, the impact on their mental health could become more of a problem than the physical condition itself. Exercise programmes and treatments like cognitive behavioural therapy (CBT) and mindfulness have been shown to improve anxiety and depression, and quality of life for people with chronic illnesses.⁶

What are the physical health benefits of being active?⁷

Physical activity has a wide range of health benefits – for mind, body, and for social and emotional wellbeing. As well as improving overall physical fitness, being more active can have the following physical benefits:

- **Reduced risk of some diseases.** For example, health experts suggest that being more active can reduce your risk of having a stroke or developing heart disease by 10%, and type 2 diabetes by 30–40%.
- **Reduced risk of physical health problems as bodies adapt to stress.** As people become fitter, their bodies can better regulate cortisol ('stress hormone') levels.
- **Healthier organs.** For instance, a stronger heart will help people lower their cholesterol and blood pressure.
- **Healthier bones.** Weight-bearing exercises strengthen bones and help build muscle, which can reduce chances of developing osteoporosis. Healthier weight. If people are overweight, becoming more active can help them reduce body fat.
- **More energy.** As people adapt to increased activity levels they get a natural energy boost, which can make them feel less tired. Researchers say that even low intensity levels of activity can be beneficial if someone usually feels very fatigued.
- **Improved sleep.** Many people find they are able to sleep better at night after having been more active during the day.

5 Naylor C, Parsonage M, McDaid D, Knapp M, Fossy M, Galea A. (2012). *Long term conditions and mental health – the cost of co-morbidities*. London: The King's Fund and Centre for Mental Health

6 Mind. *Physical Activity, Sport and Mental Health*. Available at: <http://www.mind.org.uk/information-support/tips-for-everyday-living/physical-activity-sport-and-exercise/#.WHeRDnapQ01> (Accessed January 2017)

7 Mind, *Physical Activity, Sport and Mental Health*. Available at: http://www.mind.org.uk/information-support/tips-for-everyday-living/physical-activity-sport-and-exercise/health-benefits/#.WHeT_3apQ00

What are the benefits to mental health?⁸

- **Reduced anxiety and happier moods.** When someone exercises, their brain chemistry changes through the release of endorphins (sometimes called 'feel good' hormones), which can reduce anxiety and lift mood.
- **Reduced feelings of stress.** Exercise can reduce feelings of stress and tension as the body becomes better able to control cortisol levels.
- **Clearer thinking.** Some people find that exercise helps to break up racing thoughts – as the body tires so does the mind.
- **Increased self-esteem.** The sense of achievement a person gets from increasing their fitness or learning a new skill can help people feel better about themselves and lift their mood. Improved self-esteem also has a protective effect that increases life satisfaction and can make people more resilient and less stressed.
- **Reduced risk of depression.** Increasing activity levels from doing nothing to exercising at least three times a week can reduce a person's risk of depression by up to 30%.

What is Mind's Get Set to Go programme?

Mind's Get Set to Go programme works to improve people's mental health through sport and physical activity. With support from Sport England and the National Lottery, local Minds provide tailored sports and physical activity programmes, designed to overcome common barriers faced by people with mental health problems.

Local Minds recruit and train volunteers to provide one to one support for participants taking part in the sessions. They also encourage people with mental health problems to take part in activities in their local communities.

Alongside this, Mind has delivered national campaigns to encourage people with mental health problems to get involved in sports and physical activity.

In the first two years of the programme:

- Over **2,400** people engaged in physical activity and information sessions.
- **142** local community organisations received tailored mental health awareness for sport and physical activity training.
- **4,399** people joined the Elefriends online peer support community, where users share the impact sport and activity has had on their mental health and provide encouragement to one another.
- **78,534** people learnt more about the impact getting active can have on their mental health through engaging with our online content.

⁸ Mind, *Physical Activity, Sport and Mental Health*. Available at: http://www.mind.org.uk/information-support/tips-for-everyday-living/physical-activity-sport-and-exercise/health-benefits/#.WHeT_3apQ00

Guide 2: How can providing a physical activity service add value to my organisation?

This guide covers

- The value a physical activity service can add to your organisation.
- The value it can add the experience of your participants.
- How it enhances your offer to volunteers.

We believe sport and physical activity has an important role to play in building resilience, in enabling and supporting mental health recovery and in tackling stigma. A sport and physical activity service is a non-clinical intervention which demonstrates clinical outcomes, which are reinforced by a growing evidence base.

Delivering a physical activity service can add value to your organisation by:

- Helping you meet your strategic objectives and engage new audiences. Whether your objectives relate to helping people play an equal part in society, helping people stay well, diversifying audiences, providing choice or improving services and support, physical activity programmes can help you reach your targets. A physical activity service can also help you reach people who may not traditionally engage with mental health service providers.
- Helping you build relationships outside of traditional mental health networks, and helping you to diversify income streams. Putting on a physical activity service will give you the opportunity to engage with commissioners from the public health sector, and to contribute to wider agendas. Sport has a huge reach and the potential to generate fundraising through corporate sponsorship and community fundraising activities is huge. You can also deliver training to the sport and physical activity sector (for instance Mental Health Awareness or Workplace Wellbeing training).
- Looking at the outcomes from our Get Set to Go programme, we know that physical activity improves both physical and mental health for participants. Being physically active can change people's lives, and can contribute to wider outcomes for society through community development.
- Physical activity services provide a new platform to showcase your organisation and the impact you make, for instance through engaging the media from a sports angle.

A physical activity service can be developed to support your organisation's strategy, structure and finances. It can be embedded within existing services and adapted to be delivered in existing venues.

Further information about the social value of sport can be found in the research section of the [Sport England](#) website.

A physical activity service can enhance your offer to participants

- It can appeal to new audiences who may not have thought about their mental health before. People who may be attracted to a football group or a yoga group rather than your traditional offering, but who could still really benefit from becoming involved with a mental health organisation.
- It can provide a stepping stone for participants to become active within mainstream community settings, and therefore reduce their social isolation.
- It can help alleviate the symptoms of common long-term physical health conditions such as arthritis and high blood pressure, and could therefore lessen the burden on the NHS.
- Your activity's primary focus doesn't have to be mental health, so it might be more appealing to participants who are looking for some 'lighter touch' support.

A physical activity service can enhance your offer to volunteers

- It can give volunteers an opportunity to develop a different set of skills.
- It can empower your volunteers to take up opportunities and paid work in sport and physical activity.
- It can give volunteers the chance to try a number of different activities themselves for free, or at a subsidised rate.
- It could present opportunities to gain recognised qualifications.

Case study: Why we wanted to deliver Get Set to Go, Middlesbrough and Stockton Mind

Using sport as a means to help people improve their mental health was something we had been thinking about for some time. We knew that sport had a wide appeal and could produce meaningful and powerful outcomes for people, so setting up a Get Set to Go physical activity programme tied in well with our aim to offer a wide range of services to support people in different ways.

Delivering Get Set to Go has helped us in four key ways:

- Working with people with mental health problems who had not used our services before.
- Forming relationships and networks within the sports community (which has helped us in other areas of our work too).
- Helping the organisation think about the benefits of this type of project.
- Being able to provide different options for people at key stages of their recovery journey such as progression from therapies to Get Set to Go.

You can find out more about how being active can support good mental health by visiting the sport and physical activity pages on the [Mind website](#) and the Mental Health Charter for Sport and Recreation pages on the [Sport and Recreation Alliance website](#).

You can find out some useful facts about mental health on the [NHS confederation website](#).

Guide 3: How do I decide which type of physical activity service is right for my organisation?

This guide covers

- The different types of physical activity services you could deliver.
- The cost and resource implications associated with different types of physical activity services.

There are a number of ways your organisation could provide a sport and physical activity services for people with mental health problems. Options include:

- Ongoing activities, such as weekly cycling or football groups.
- Signposting and information services. For instance, providing information about local sport and physical activity sessions, and helping people access them.
- One-off sporting or activity events.
- Fundraising events.
- Group-based activities.
- One to one peer support.
- Peer support groups.

The table opposite gives an indication of the level of financial investment and staffing required for different physical activity programmes. Further information is available in guide 8: *What steps should I take when designing my session?*

Investment needed	Under £1,000	Under £10,000	Under £100,000
Type of service	Short intervention to get people active and move to a community group, such as a mental wellbeing running group.	Series of physical activity groups or tasters leading to community groups, such as a multi-activity programme with various target groups.	A dedicated service to help people with mental health problems get involved in sport and physical activity services in their local area, such as the Get Set to Go programme.
Duration	12 weeks	Less than 12 months	2 years
Approximate number of participants	8 to 12	50 to 90	150 to 200
Human resources required	<ul style="list-style-type: none"> • Coordinator two hours per week • Administrative support • Volunteers 	<ul style="list-style-type: none"> • Sessional coordinators • Administrative support • Volunteers 	<ul style="list-style-type: none"> • Project Coordinator or Volunteer Coordinator (full time) • Project Officer/ Administrative Support (part time) • Trainers (sessional) • Volunteers
Other costs	<ul style="list-style-type: none"> • Training volunteers (induction, CPD courses) • Management charges • Equipment • Marketing and promotion 		

If you decide to recruit a member of staff to coordinate or deliver your physical activity service it's important to ensure they have a good balance of mental health and sports knowledge, along with project management skills. An example job description from the Get Set to Go programme is included in this guide's resources section, below.

Resources

Example Sports Coordinator role description

The role

To develop and deliver the Get Set to Go programme, which aims to remove the barriers that people with mental health problems can face when wanting to become more active. Through the role you will engage with a wide range of stakeholders. You will also develop a team of volunteers to support participants and help them to gain confidence and to get involved in sport and physical activity sessions.

Main responsibilities

1. To set up the Get Set to Go programme, working with key stakeholders from the health and physical activity sectors.
2. To manage the development and delivery of the programme, including:
 - a. Engaging new participants by working with referral partners and developing effective marketing tools.
 - b. Supporting participants and volunteers so they receive a high quality experience.
 - c. Overseeing the organisation and delivery of physical activity sessions.
 - d. Recruiting, training and managing a team of volunteers to provide both group and to-to-one support to participants.
 - e. Developing relationships with local key stakeholders to embed the programme within local health and physical activity structures to provide exit routes for both volunteers and participants.
3. To actively promote the service to prospective beneficiaries from all sections of the community and to referring stakeholders through producing a wide range of communications including direct mailings, social media, development of flyers, attendance at open days, events and press releases suitable for the audience.
4. To contribute to the development of the service and securing of funding to maintain the programme beyond the 18-month pilot stage.
5. To deliver a range of presentations including workshops, information sessions and Mental Health Awareness for Sport and Physical Activity (MHASPA) training promoting the service and the benefits of being active for mental health.
6. To monitor the project delivery and provide quarterly output and outcome data to Mind, contributing to the national programme report.
7. To liaise with the national evaluation partner and provide data and support where appropriate.
8. To contribute towards national and regional campaigns to get more people active promoting the service through key media and communications activities.

9. To represent the organisation at external meetings and events as agreed including attending quarterly networking meetings, delivered by Mind and attended by all local Mind sports coordinators.
10. To be responsible for the health and safety and safeguarding of the service participants and volunteers through developing risk assessments and working within the services policies and procedures.
11. To undertake training relevant to this post.
12. To participate constructively in team meetings and to engage positively in monthly support and supervision.
13. To work in accordance with the organisation's policies and procedures.
14. To act at all times in a manner consistent with the organisation's code of conduct.

Person specification

This document sets out the skills and experience required for this post and will be used for shortlisting and interviewing candidates.

<i>Requirements</i>	<i>Essential/ desirable</i>
Qualifications	
• Sports coaching or leadership qualifications, such as NGB coaching award, fitness instructor certificate, leader or activator award.	Desirable
• Tutoring or training qualifications, such as PTTLs, CTS, teacher training qualification or equivalent.	Desirable
Experience	
• Excellent project coordination skills, with a track record of delivering against targets and objectives.	Essential
• Personal experience of mental health problems or experience of working with people with mental health problems.	Essential
• Engaging and working productively with a wide range of both internal and external stakeholders.	Essential
• Recruiting, training, managing and motivating volunteers.	Essential
• Delivering effective training to a variety of audiences.	Essential
• Developing and delivering funded projects.	Essential
• Report writing.	Desirable
• Reaching communities that have not historically engaged in mental health services.	Desirable

Requirements

*Essential/
desirable*

Knowledge

- An understanding of the positive impact that physical activity can have on mental health and the structures that exist within the sport and physical activity sector that can support the project. Essential
- An excellent understanding of the issues and effects of mental health problems. Essential
- A working knowledge of monitoring and evaluation methods, and measuring outcomes. Essential
- A working knowledge of safeguarding considerations. Essential
- Marketing, website and social media administration experience. Desirable

Guide 4: How do I identify and engage my key stakeholders?

This guide covers

- Who you should involve when planning your service.
- Key stakeholders in the sport and physical activity sector, and the support they could offer your service.
- Tips on engaging key stakeholders, and learning about their needs and priorities.

Who should I involve when planning my service?

When designing your service you will need to think about the different people who can influence your service, or be impacted by it. These are your stakeholders. The stakeholder engagement process should start with your participants – they are your key stakeholders and should be given opportunities to shape the service you deliver. Ideas for engaging your participants can be found in the box below. By engaging your participants early in the design of your service, you'll be far more likely to create something that works.

In these early planning stages you should consider convening a programme steering group made up of people who belong to your target audience. This group can help you foresee challenges before they arise, and help you address them when they do. It's also a great way of ensuring that people with experience of mental health problems are a key part of the service development.

Involving people with mental health problems in the development of your sessions

At Mind we actively seek opportunities for people with experience of mental health problems to get involved in and guide our work. The following steps inform our engagement activities.

Plan how you will engage people over the course of your service – what methods will you use to ensure people with experience of mental health problems are involved at every stage of development?

Recruit from the communities you are trying to engage through your sessions. If you don't already work within these communities, you may need to partner with an organisation that does.

Expectations – be clear about what being involved in the engagement process can offer participants.

This means clearly communicating:

- The purpose and scope of the engagement process.
- The type of support and resources you can provide to help people engage.
- The time commitment expected.

Support to ensure the experience is meaningful and any barriers to taking part are addressed.

Plan again – each engagement method (whether they are focus groups or working groups) will require different resources and need to be planned individually.

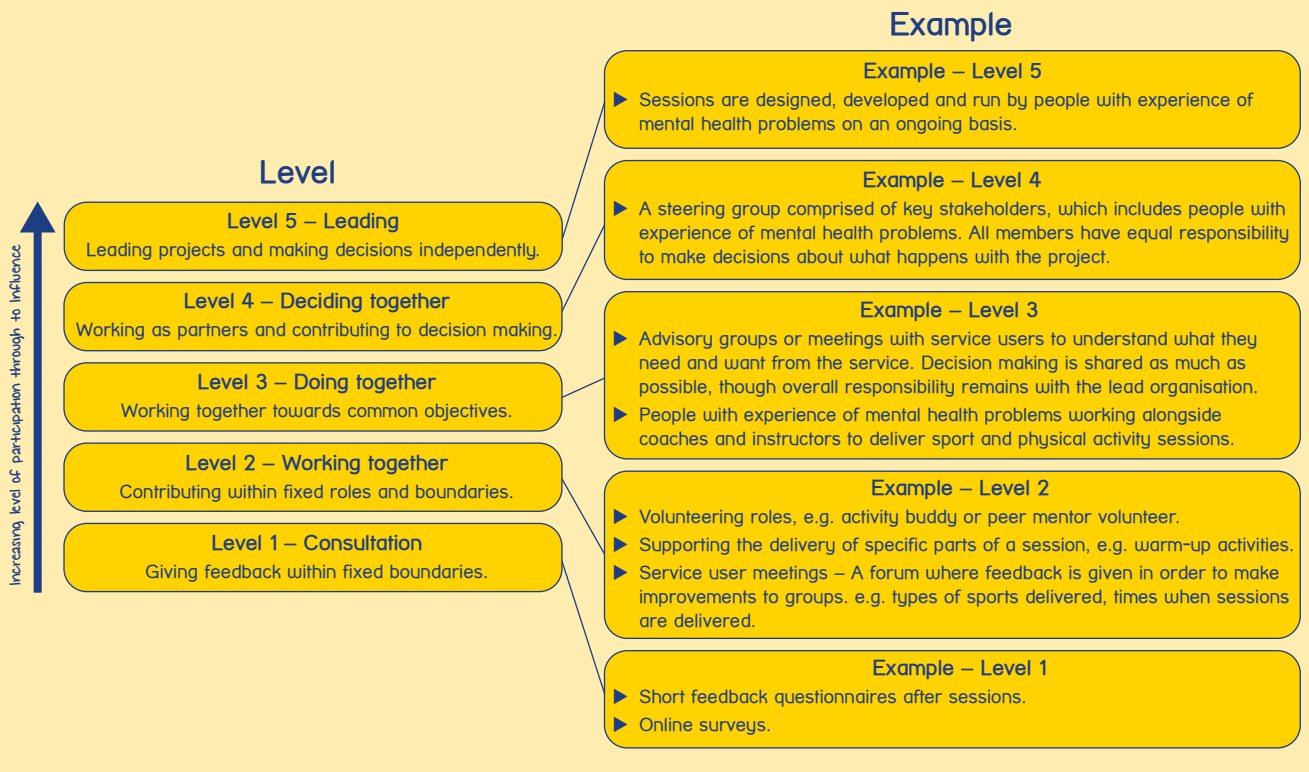
Evaluate the engagement process to improve the ways you engage people and share learning.

Change – be receptive to new ideas.

Time for feedback – tell people how their engagement has impacted the final work to demonstrate that you value their input.

Levels of engagement

It is important to consider what level of influence the people you are engaging with may have on the project in question. You should also consider the time and skill required from the staff managing the engagement process, and what experience the people taking part in the process should have. This can be broken down into different levels.



Once you have a clearer understanding of what your participants want, it's time to engage with colleagues and other organisations that could support you to meet your outcomes. Start within your existing networks. Work with colleagues to ensure your sessions complement and, where possible, integrate with other services. Next, work outwards to external partners. Guidance on carrying out a stakeholder analysis can be found on the [Knowhow Nonprofit](#) website.

Advice on developing the outcomes you want to achieve can be found in guide 5: *How do I demonstrate the impact of my physical activity offer?*

Building relationships with your local sport and physical activity sector

Building relationships with your local sport and physical activity sector is a great way of widening your reach and ensuring that you deliver quality activities which complement existing community sport sessions.

The Get Set to Go programme has revealed a number of benefits to working in partnership with the sport and physical activity sector, which include:

- Developing cross-referral routes between organisations.
- Helping to raise the profile of both organisations among new audiences.
- Demonstrating your commitment to coordinate your activities with partner organisations. Funders are increasingly looking for funding bids from consortia that can demonstrate a wider range of experiences and skills.
- Providing support through sharing resources such as staff expertise, venues or equipment.

Who are the key stakeholders within the sport and physical activity sector?

Organisation	Description	Potential support they can offer	Key staff role*
County Sports Partnerships (CSPs) (England only)	<ul style="list-style-type: none"> • Networks of local agencies committed to working together to increase participation in sport and physical activity. • Partners include National Governing Bodies of Sport and their clubs, school sport partnerships, local authorities, sport and leisure facilities, clinical commissioning groups (CCGs) and many other sport and non-sporting organisations. • Led by a strategic board supported by a central team of professional staff who provide leadership, co-ordination and structures which allow people and organisations to work more effectively together at a sub-regional level. • Find your local County Sports Partnership by visiting the CSP network website. 	<ul style="list-style-type: none"> • Providing training courses including sports coaching, safeguarding and CPD courses. • Helping you to find coaches, officials and volunteers. • Supporting you to access sports clubs and existing programmes. • Promoting your activities and events. • Helping you find and access facilities and venues. • Linking you to sports and physical activity and health networks. • Providing you with advice on funding and helping you with applications. • Sharing good practice, information and advice. 	Inclusion, Equity and Health Leads.

*Job titles may differ depending on organisation and region.

Organisation	Description	Potential support they can offer	Key staff role*
Local Authority Sports Development	<ul style="list-style-type: none"> Improving access to sport and physical activity, developing communities through the use of sport and physical activity, and addressing wider social inclusion agendas. 	As above.	Sport Development Officer.
Regional National Governing Body (NGB) staff	<ul style="list-style-type: none"> The independent, self-appointed body that governs particular sports through common consent. Typically regional staff will support a number of clubs and county networks to increase the quantity and quality of sports provision. 	As above.	Regional Manager/ Health/Equity Lead.
Local leisure centres and facilities	<ul style="list-style-type: none"> Providing the space and equipment for a wide range of sport and physical activities. Offering a wide range of taught or coached programmes for groups of all ages. Many leisure centres are now managed by leisure trusts. If you are working across a wide area you may need to engage with a number of leisure trusts or providers. 	<ul style="list-style-type: none"> Helping you access facilities and equipment. Providing details of their facility's sessions and existing programmes and how participants can get involved (including open days and events). Providing coaches for taster sessions. Providing details of the clubs hosted at the facility. 	Sports Development Manager/ General Manager.

*Job titles may differ depending on organisation and region.

Organisation	Description	Potential support they can offer	Key staff role*
Local sports clubs, groups and associations	<ul style="list-style-type: none"> • The majority of sports clubs and groups are amateur and are affiliated to the relevant NGB of their sport. • They are usually led by volunteers and have committees responsible for their governance. • Many amateur clubs offer both grassroots sport (entry level) through to competitive opportunities in leagues and competitions. The small number of professional clubs often have a community section which is registered as a charity separate to the professional club, such as Arsenal in the Community. 	<ul style="list-style-type: none"> • Details of their club sessions and existing programmes and how participants can get involved. • Providing coaches for taster sessions. • Access to facilities if they have one – for example, a cricket club. 	Development officer/club secretary.
Sport England	<ul style="list-style-type: none"> • Non-departmental public body under the Department for Culture, Media and Sport tasked with helping people and communities across the country create sporting habits for life. • Investing in organisations and projects that will get more people playing sport and creating opportunities for people to excel at their chosen sport. • 2016–21 strategy, '<i>Towards an Active Nation</i>', highlights mental wellbeing as a key outcome. 	<ul style="list-style-type: none"> • Providing funding through a range of investment streams. • Tools, guidance and insight packs on topics ranging from developing and marketing your programme, engaging with commissioners, engaging with women and girls, and the socioeconomic benefits of sport and physical activity. 	Local Government Relationship Manager.

*Job titles may differ depending on organisation and region.

Organisation	Description	Potential support they can offer	Key staff role*
The English Federation of Disability Sport (EFDS)	<ul style="list-style-type: none"> Working to enable organisations to support disabled individuals and people with long term health conditions to be and stay active. Supporting a wide range of people, including leisure facilities, local and national organisations to include disabled people more effectively and provide. Providing insight, training, inclusion programmes and resources, and use their knowledge and expertise to help others deliver more inclusive and accessible programmes. 	<ul style="list-style-type: none"> Plethora of guidance documents to help you engage your participants and market your programme. Helping you broker relationships with key local stakeholders via their advisor network. 	Regional Engagement Advisors.
Spotted	<ul style="list-style-type: none"> National membership organisation aiming to transform the lives of disadvantaged young people aged 11 to 25. Supporting community and voluntary sports groups delivering sport for development and help them to grow and sustain their activity. 	<ul style="list-style-type: none"> Support from volunteer mentors. Funding resources and support. Impact measurement tools. The opportunity to attend regional networking events. 	Regional Managers.

*Job titles may differ depending on organisation and region.

There are also a number of other stakeholders in the health, voluntary and public sectors that can support the delivery of your sessions.

Voluntary and community sector	<ul style="list-style-type: none"> • Local Minds • Samaritans • Rethink Mental Illness • Homeless charities • Mindfulness practitioners • Holistic therapies • Physical activity providers • Faith groups • Community groups
Primary care	<ul style="list-style-type: none"> • GPs • Nurses • Pharmacies • Health visitors
Talking therapies	<ul style="list-style-type: none"> • Improving Access to Psychological Therapies (IAPT) • Counselling services • Psychotherapists • Cognitive Behavioural Therapists (CBT)
Secondary care	<ul style="list-style-type: none"> • Mental health community teams • Mental health inpatient (wards and hospitals) • Private mental health providers • Children and Adolescent Mental Health Services (CAMHS)
Social care	<ul style="list-style-type: none"> • Housing associations • Social services
Statutory sector and policy makers	<ul style="list-style-type: none"> • Public health teams • Local authorities • Clinical commissioning groups (CCGs) • Mental health commissioning teams
Education	<ul style="list-style-type: none"> • Nurseries • Schools • Colleges • Adult education • Universities

How do I plan my approach when engaging external stakeholders?

Once you have identified the external stakeholders that you want to engage with, it's important to ascertain their priorities and how your proposed service could help them. Consider:

- The aims of your organisation and what you plan to achieve through delivering physical activity.
- The stakeholder's priorities and how your service can support them.
- A clear idea of the type of support you would like in return.
- An easy way for them to contact you to discuss next steps.

What to consider when approaching external stakeholders

<ul style="list-style-type: none">• What are the key priorities of the organisation you are approaching?• How can your service meet those priorities?	<ul style="list-style-type: none">• Look at their website and see what information they've got publicly available about their strategy and organisational priorities. Map your priorities against theirs.
<ul style="list-style-type: none">• What is their existing commitment to mental health?	<ul style="list-style-type: none">• Are they already involved in delivering a mental health focused programme?• Have they signed the Mental Health Charter for Sport and Recreation?
<ul style="list-style-type: none">• What practical support can you offer them?	<ul style="list-style-type: none">• Aligning brands to support one another's causes.• Promoting their involvement in your programme via your communication channels.• Developing case studies and personal stories to show how their involvement has supported your programme.• Supporting them to engage your participants and gain an insight into their barriers and motivations to be more active.• Training to help their staff and volunteers gain a deeper understanding of mental health problems.
<ul style="list-style-type: none">• What support would you like from them?	<ul style="list-style-type: none">• Providing coaches to run activities.• Providing space to run activities.• Promoting your service on their website.• Brokering new partnerships.
<ul style="list-style-type: none">• How can you make it easier for stakeholders to engage with your service?	<ul style="list-style-type: none">• A quick and easy referral processes.• A named point of contact.

After talking to commissioners when putting together our proposal, we decided to build extra support for people who receive exercise on prescription referrals from their GP. This ensured they were supported when they attended their first few sessions and helped tackle the high dropout rate.

Operations Director, Camden Mind

Stakeholder engagement – top tips from Get Set to Go

- Opt for face-to-face or phone meetings rather than emails to help you build rapport.
- Hold meetings in your office. This can help to challenge misconceptions around your services and client group.
- Don't be reluctant to visit stakeholders to help save them time.
- Invite participants or volunteers who are comfortable sharing their personal journeys to join your meetings and bring their real-life experience to your discussions.
- Don't be afraid to name drop. If you are asking a stakeholder to provide a venue for your activities and you have already received an offer of a free or subsidised venue from another organisation then mention this. Alternatively, if you know that the stakeholder you are speaking to has already offered this type of support in the past then it's worth mentioning it again.

Case study: Lancashire Sport Partnership and Lancashire Mind

Lancashire Sport Partnership (LSP) and Lancashire Mind had existing links through the voluntary sector before the Get Set to Go funding from Sport England was announced. LSP supported Lancashire Mind to make its application to run a Get Set to Go programme. Since the success of that application they have worked in partnership, with LSP providing the following support to help the development and delivery of the project:

- Advice and guidance on sport within the community.
- Signposting and making introductions to appropriate partner organisations.
- Co-delivering the Mental Health for Sport and Physical Activity (MHASPA) training locally.
- Promoting and marketing the project, its activities and training.
- Identifying opportunities for Lancashire Mind to link into wider projects and activities in the county.
- Supporting Lancashire Mind to attract additional funding to develop and deliver additional sport and physical activity projects.

The relationship between LSP and Lancashire Mind has helped both parties to widen their network and to engage different audiences, partners and stakeholders.

The two organisations now plan to continue to co-deliver the MHASPA training and to use their networks to attract organisations to that package, and to develop physical activity and sport projects which have links to older people and employment opportunities.

Guide 5: How do I demonstrate the impact of my physical activity service?

This guide covers

- How to define your outcomes.
- Key Sport and Health sector strategies you may want to consider.
- The tools you can use to measure changes in activity levels and mental health and wellbeing.

Evaluating your physical activity programme enables you to continuously improve the service you are providing. By demonstrating the positive benefits of the service you can attract more people to your sessions. Demonstrating the impact of your programme can also make the case for further funding to local, regional and national funding bodies.

If you consider how you will measure the effectiveness of your physical activity sessions during the planning phase, you can ensure that you are measuring the impact of your sessions for participants as soon as they start engaging with them.

The Get Set to Go evaluation

The Get Set to Go programme is being independently evaluated by the University of Northampton's Institute of Health and Wellbeing.

The evaluation team are using robust questionnaires to measure changes in physical activity and exercise behaviour, motivation, mental wellbeing and social support. The research objectives are to understand:

- The relationship between sport and mental health recovery.
- The effectiveness of the peer navigator model for encouraging sustained sports participation.
- The effectiveness of the national communications campaign.
- The impact of online peer support on mental health.
- The impact of online peer support on sports participation.

The evaluators at Northampton recruited a team of peer researchers who all have personal experience of mental health problems. The peer researchers are supporting focus groups, conducting phone interviews and assisting with the wider research. You can download the summary report from the sport and physical activity pages on the [Mind](#) website.

Final research findings will be published in autumn 2017, but to date the research has shown:

- One-third of participants were inactive when they joined Get Set to Go.
- After taking part in a Get Set to Go programme, all participants had increased the amount of time they spent raising their heart rates.
- Participants felt that they now face fewer barriers to engaging in sport and physical activity sessions.
- Participants reported increased feelings of mental wellbeing.

Defining your outcomes – what do I want to achieve?

Once you have consulted with key stakeholders it is time to decide what you want to achieve from your programme – what are your intended outcomes? Remember many programmes have unintended outcomes too, and it's important to be open to spotting and reflecting on these as well.

It is also important to build on the existing evidence base, and make sure that your evaluation is proportionate to the size of your project. If research has been undertaken on a similar programme it may be useful to look at the outcomes that were measured, but reduce the number of outcomes you record if your programme is of a smaller scale. When looking for existing evidence a good place to start is the research section of the [Sport England](#) website and the [Sport and Recreation Alliance – Mental Health Charter for Sport and Recreation evidence hub](#).

To understand your outcomes and the steps needed to achieve them you may want to develop a Theory of Change model, which is a planning tool that helps you to map out:

- The current situation and need for your intervention.
- The activities you will deliver in response to this need.
- The short to medium-term outcomes that will result from these activities
- The ultimate long-term aim or goals of the project that will flow from these outcomes.

A few resources to help you get started can be found on the [NPC](#) and [Nesta](#) websites.

Think about how you can incorporate the priorities of your stakeholders and funders when you are developing your outcomes. This will help to build their interest in the success of your physical activity sessions. Tips on how you can identify stakeholder priorities are available in guide 4: *How do I identify and engage my key stakeholders?*

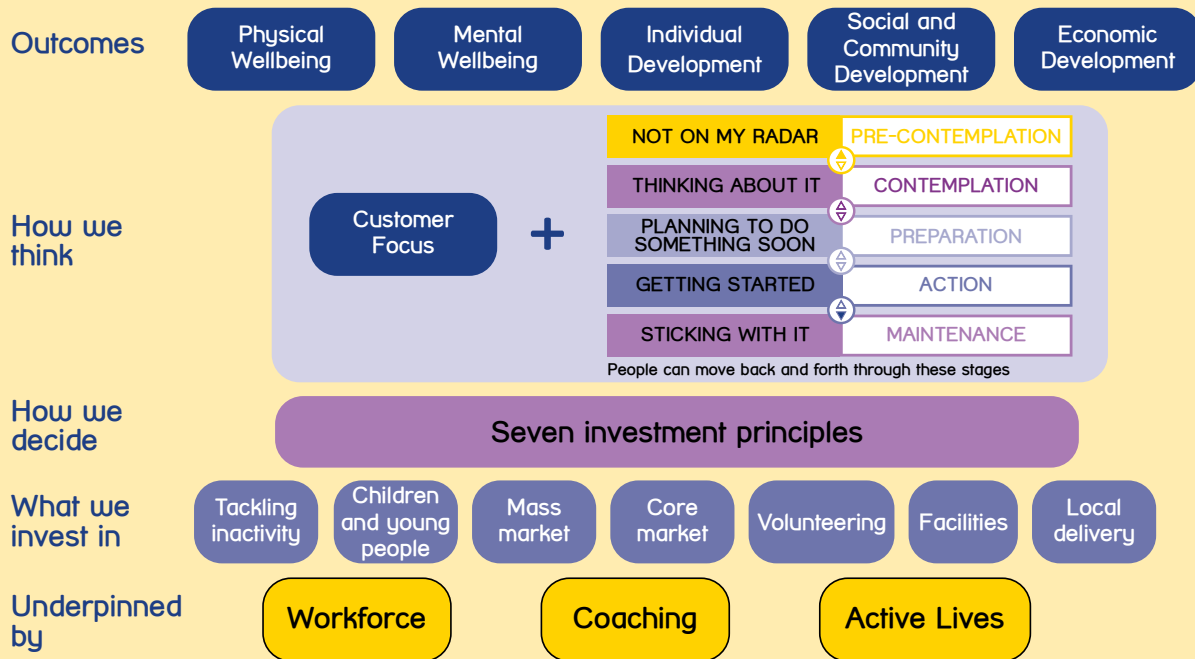
Key strategies to consult when developing your outcomes include:

- Your local Health and Wellbeing strategy. A map of the Health and Wellbeing priorities across England can be found on the Local Government Association website.
- Sport England strategy 2016–21 – [Towards An Active Nation](#)
- Department for Culture, Media and Sport (DCMS) 2016–21 strategy – [Sporting Future](#)
- Your regional County Sports Partnership strategy
- Individual National Governing Body (NGB) strategies for those sports providers you aim to work with are available from the [Sport England](#) website.

National physical activity strategies

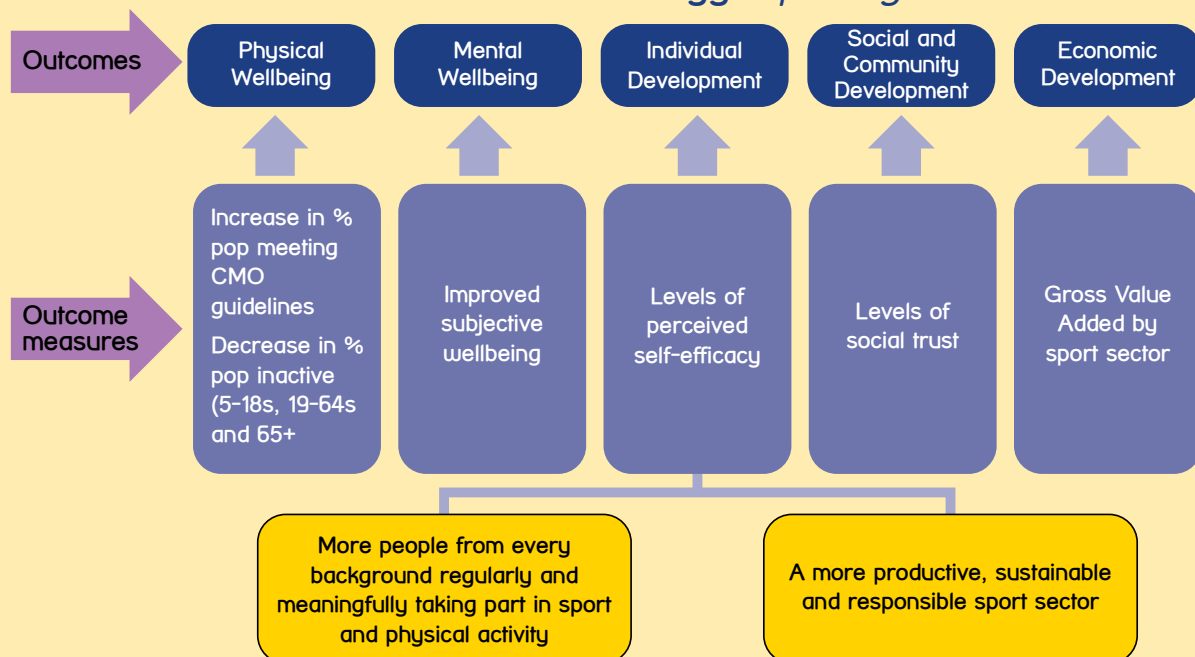
- Both government and Sport England strategies highlight mental wellbeing as one of five outcomes that will be measured to demonstrate impact.
- It is the first time that mental wellbeing as an outcome has independently been cited as a priority in a national sport/physical activity strategy.

Sport England Strategy: *Toward An Active Nation*



Sport England Towards an Active Nation 2016-21

Government Strategy: *Sporting Future*



How do I design the evaluation?

During the planning phase you may find it useful to write an evaluation brief to help you define what you want to find out and how the information will be used.

You should consider the following points:

- What information do you really need? Only collect the information you will use – a large evaluation questionnaire can be a major barrier to participation, especially when people first join.
- Incorporate both qualitative and quantitative data into your evaluation. Include open questions or arrange focus groups or interviews with people.
- Ensure your data collection is accessible and inclusive. Use paper forms and online surveys to ensure you're reaching a wide variety of people. Translate forms or use a translator if necessary.
- How can you measure the impact your sessions are having on participants, and if that impact is sustained in the long-term? Is it possible to collect information from people before and after the intervention, or at regular time periods such as 0, 3, 6 and 12 months?
- What resource and capacity do you have to collect, input and analyse data?
- Make the data collection process as painless as possible. Could people do it as part of a social event or over a cup of tea? Could you offer incentives such as free prize draws?
- Think about how you can capture the insight and learning from your programme as part of your evaluation. Is it possible to build feedback sessions or focus groups into the programme to find out more about how it has impacted upon participants, volunteers and key partners?
- Think about how you will share your findings to different audiences. A person looking to join your sessions will most likely have different priorities to a local commissioner, so it's important to highlight the information that will resonate most strongly with each group. Any materials you produce should be engaging and easy to read. They could involve a mix of reports, eye-catching infographics and presentations.
- It is essential that data collected is treated ethically – can participants be anonymised? Ensure that data is protected in line with the Data Protection Act and your organisation's Data Protection policy.

Keep people informed about how you will be using the data they have provided, and how the findings from your research will benefit them. This will help people feel like they're part of the programme, and will provide a personal reason for continuing to engage with the research.

Useful resources

Sport England has developed a guide to conducting research that will help you think about:

- The type of research you might want to conduct and the methodologies you might want to employ.
- How to define your research objectives and write an evaluation brief.
- How to engage stakeholders at each stage of your programme.

Find out more on the research pages on the [Sport England](#) website.

The [Knowhow Nonprofit](#) website also has a range of tools and resources to help you plan and cost your evaluation.

The sport development charity Sported have created a range of tools on their [Impact Practice Learner Journey](#) webpages to help you understand the need for your programme, and to develop an approach for measuring your impact.

TOP TIP: Ask universities for Masters or PhD students who can help you measure the impact of your sessions. This can reduce your costs and increase your capacity to develop a more robust evaluation, while helping the academic team to engage your client group and gain experience. You can search for universities delivering mental health or physical activity related courses on the [UCAS website](#).

How do I choose the right tools and methods to measure the impact of my sessions?

At this stage you also need to decide on the types of questions you need to ask to measure your progress towards achieving your outcomes.

It is best practice to use validated tools to measure changes in mental health and wellbeing, a selection of which are listed in the box below. It's not advisable to use all of them, but choose the most appropriate ones to help you measure the changes you are hoping to observe.

The National Obesity Observatory (NOO) has developed a standard evaluation framework for physical activity interventions that outlines which information to collect when evaluating a physical activity intervention. You can download the framework from the [NOO](#) website.

What is the minimum data I need to collect as part of a physical activity programme?

This will depend on the funder's requirements, but we suggest as a minimum measuring mental wellbeing using the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS – see the box below) along with physical activity levels using the International Physical Activity Questionnaire (IPAQ). This allows comparison against other data sets and programme evaluations, such as the Get Set to Go evaluation.

Is there anything else I could measure?

Validated tools for measuring mental health outcomes

The **Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)** is the most commonly used tool across mental health, sport and physical programmes. It is available in both a short and long form. WEMWBS monitors mental wellbeing among the general population. It also enables the evaluation of projects, programmes and policies that aim to improve mental wellbeing.

Wellbeing is only one component of measuring change in mental health. There is a wide range of measures to capture this – the choice of measures really depends on the research topics. Some frequently used tools are:

- **Patient Health Questionnaire (PHQ9)** – the sector standard for measuring depression. This tool includes a statement on suicidal thoughts and thoughts of self-harm, and as such you will need to put a standardised process in place to check responses to this question and escalate participants for further support if necessary.
- **Generalized Anxiety Disorder 7-item scale (GAD-7)** – the sector standard for measuring anxiety.
- **Rosenberg Self-esteem Scale** – robust tool for measuring self-esteem.
- **Schwarzer-Jerusalem Mental Health Self-efficacy Scale** – robust measure of empowerment (key component in MH recovery).
- **Mental Health Recovery Star™** – a self-report tool for allowing people to self-assess changes on key dimensions of MH recovery (not robust for making cross-participant comparisons but very popular as a case worker tool).
- **Mental Health Knowledge Schedule (MAKS)** – popular tool for measuring mental health knowledge.
- **Reported and Intended Behaviour Scale (RIBS)** – popular tool for measuring stigma-related behaviour.
- **Lubben Social Network Scale** – a measure to assess the level of perceived social support received from family and friends.

For information and resources on the validated tools used to measure mental health outcomes for children and young people, please visit the **Child Outcomes Research Consortium** website.

To help you continually improve the experience for participants and understand your successes and challenges you might also record:

- The key successes and challenges of the service in any given period.
- Participant demographic data such as gender, age, ethnicity, type of mental health problem, physical health conditions etc.
- How people are hearing about your service, so you can work out which marketing materials or channels have been most effective.
- Individual development outside of the programme. For instance, have people joined their local leisure centre or gained employment since they started attending your programme?

An example registration form developed by Get Set to Go is included in the resource section at the end of this guide.

Resources

Example registration form

Regular physical activity is fun and healthy, and increasingly more people are starting to become more active every day. Being more active is very safe for most people. However, some people should check with their doctor before they start becoming much more physically active.

If you are planning to become much more physically active than you are now, start by answering the seven questions below, which will tell you if you should check with your doctor before you start. If you are over 69 years of age, and you are not used to being very active, check with your doctor.

Tell us about you

Your name

Email Telephone

Postcode I prefer you to contact me via phone email

(Physical activity readiness questionnaire – PAR-Q)

About your physical health

Please read the following questions carefully and answer each one honestly: tick YES or NO.

Yes	No	
		Has your doctor ever said that you have a heart condition and that you should only do physical activity recommended by a doctor?
		Do you feel pain in your chest when you do physical activity?
		In the past month, have you had chest pain when you were not doing physical activity?
		Do you lose your balance because of dizziness or do you ever lose consciousness?
		Do you have a bone or joint problem (such as bone, hip, or knee) that could be made worse by a change in your physical activity?
		Do you know of any other reason why you should not do physical activity?

Additional physical health questions

Do you have any other long term illness, health problems or disability that limits your daily activities, including: asthma heart condition diabetes epilepsy high blood pressure

Other please state _____

If yes, please tell us more _____

Are you new to or returning to exercise after a time of inactivity? Yes No

Do you have bone or joint problems that could be made worse by a change in your physical activity Yes No

Have you undergone surgery in the last 6 months? Yes No

If applicable are you pregnant or have you recently had a baby? Yes No

Has a doctor or health professional ever advised you against physical activity? Yes No

About your mental health

Do you consider yourself to have a mental health problem? Yes No Prefer not to say

Are you taking any prescribed medication which may affect your physical abilities (for example makes you tired, dehydrated, affects your concentration)? Yes No

If you answer 'Yes' please provide details here _____

About your interests in sport and physical activity

In a typical week, on how many days have you done a total of 30 minutes or more of sport or physical activity for recreation (enjoyment)? This may include sport, exercise, walking or cycling for recreation but should not include housework, commuting to work or physical activity which is part of your job.

None One Two Three Four Five Six Seven

The physical activities/sports I currently participate in are (tell us here)

The activities that I am most interested in participating in are:

1st _____

2nd _____

3rd _____

About your interests in sport and physical activity (continued)

Which areas of the region would you be able to travel to?

- Locality A
- Locality B
- Locality C

Are there any other areas where you might need support, such as travelling to sessions

Emergency contact details

Contact name.....

Relationship to you.....

Telephone.....

Declaration

- I understand that if I have answered 'yes' to one or more of the health-related questions that I may be advised to seek further medical advice before starting a new physical activity programme.
- I agree to tell the activity leader if there is a change to my health or medical conditions.
- I understand that I participate in the programme at my own risk.

Data Protection and Confidentiality Statement

Mind respects your privacy and values the trust that you place in us when giving us personal information. Mind complies with the Data Protection Act 1998 and applies strict confidentiality and privacy standards surrounding all our participant's personal information.

Any information that you chose to give Mind will be stored and used by Mind to provide you with the service you have requested: only provide personal information that you consent to us using for this purpose. Please be aware that this programme involves Mind disclosing the information to other providers so that they can support Mind in providing this service.

We will process this information in line with Mind's Privacy Policy that can be found at mind.org.uk/legal-info/privacy-policy/. If you want to find out more about how we look after personal information, or want to contact us about this in any way, please get in touch using this link.

For staff to complete

Date of first session

Activity session

PAR-Q checked Referral made to GP Yes/No

Signed

About you

The next few questions will help us to find out if we are supporting people with mental health problems from all communities and backgrounds. If you would prefer not to share this information with us please tick 'I would prefer not to say'.

Gender: Male Female Another (please specify)
I would prefer not to say

Age: 16–25 years 26–39 years 40–65 years 65+years
I would prefer not to say

About your mental health diagnosis: Depression Anxiety Stress
Bipolar Personality Disorder Post traumatic stress disorder (PTSD)
Schizophrenia Psychosis Multiple diagnosis Other
I would prefer not to say

Ethnicity:

White: British Irish Eastern European Any other White background

Mixed: White and Black Caribbean White and Black African

White and Asian Any other mixed background

Asian or Asian British: Indian Pakistani Bangladeshi

Any other Asian background

Black or Black British: African Caribbean Any other Black background

Other ethnic group: Arab Gypsies and Travellers Chinese

Another ethnic background (please specify)

I would prefer not to say

Do you consider yourself to have a disability?* Yes No (a condition that affects your daily life on an ongoing basis and is likely to last more than 12 months)

I would prefer not to say

Please tick if the following apply to you. Are you: a mental health service user

a refugee or asylum seeker gay lesbian bisexual or other

currently residing in a secure hospital

currently or previously identified as transgender I would prefer not to say

Office use only:

Date joined Date inputted

Guide 6: How do I engage participants in my service?

This guide covers

- An overview of typical behaviours and attitudes people display when trying to become more physically active.
- How to address the common barriers to becoming more active that people with mental health problems can face.
- Tips on maximising the experience for your participants.
- Tips on designing an effective referral pathway.
- Key audiences to focus on.

It's important to ensure that your sessions serve the needs and aspirations of your participants.

I've always loved football but never had the confidence to join a team. I went along to the training session full of anxiety, but it was fantastic. They made me feel welcome and encouraged me, even though I was extremely unfit and not much cop. I've since lost weight and become much fitter, and even scored my first ever goal. I've come a long way since being left out of the school team. My proudest possessions are now my football boots and the medals I've won. I can't begin to explain how much this has helped my confidence and self-esteem.

Get Set to Go participant, Mind in Croydon

How can I make it easy for people to join my sessions?

There are two main pathways that people can take to join your service:

- **Referral:** where individuals are signposted via a partner organisation or another service within your organisation.
- **Self-referral:** where people can join without the need to be referred.

Both pathways are highlighted in the diagram on page 50. Each has its advantages and disadvantages, and may be adopted depending on the audience you are trying to reach and the restrictions from funders and partners. To make sure you engage a wide range of participants, it's best to use a mixture of referral and non-referral pathways.

When planning these pathways, engage referral partners to help you design them. This will help them gain a better understanding of who the sessions are aimed at and ensure that your referral processes complement their own.

Make sure all marketing information (whether that's non-referral or referral) clearly explains the aims of the service, and what participants should gain from it. It is a good idea to have this information available on your website.

It is also a good idea to provide some key information about the service in the referral form. This should help referral partners decide whether it is right for the participant at this stage in their journey. Include information like the type of support you can offer participants and ask for details about any physical and mental health conditions.

An example referral form can be found at the end of this guide.

Becoming more active – people's behaviours

Sport England has conducted a lot of research into the process a person will consciously go through when they are trying to change a behaviour, or build a new habit. It has developed a 'Stages of Change model', in partnership with the Cabinet Office (2014), to visualise the steps people need to take to create a new habit.



People can move back and forth through these stages

Becoming more physically active is a conscious effort and lapsing, even from the maintenance stage, is quite normal.

It's important to have an awareness of behaviour change, especially for staff who are leading sessions who can then intervene to support participants to stay active long term.

It's difficult to influence the pre-contemplation stage unless you have the resources to reach your local community. However you may be able to intervene by adopting the marketing strategies (outlined in the 'How do I market my sessions?' guide).

It might be useful to conceptualise the participant journey through your programme using the stages of change as a framework.

What are the common barriers that people face when trying to be active? How can you help participants to overcome them?

Mind's research shows that nearly 70 per cent of people with mental health problems feel that their mental health makes taking part in sport too difficult.⁹

Case study: Lancashire Mind participant

James has been receiving help from mental health services since his teens. He's always enjoyed being active during periods of wellness, but says his lack of confidence has been a major barrier for him getting involved; in the past he has feared judgement and feels that people generally define him by his mental health condition.

Since he's been coming to the Get Set to Go taster sessions James has been taking part in a local free leisure programme and is going for a swim once or twice a week. James has signed up for more activity sessions and is thinking about becoming a volunteer on the programme.

I have never been treated more normally, I've felt really inspired by the programme and have written my own A to Z of wellbeing – my own list of things I need to do to feel happy.

Get Set to Go Participant

⁹ Mind (2015). <http://www.mind.org.uk/news-campaigns/news/people-with-mental-health-problems-put-off-of-sport-because-they-are-not-gym-body-ready/#.WAiqnYg800>

Barriers to exercise faced by people with mental health problems, and ways you can help

Physical

Barrier	Solutions
Medication may make participants feel particularly tired	Offer sessions at a range of different times; encourage participants to consider when they feel most energetic and to sign up to sessions taking place at those times (where possible).
Medication can cause increased sensitivity to the sun	Provide sun cream and encourage participants to use it.
Medication can increase thirst levels	Make sure water is provided and encourage participants to take breaks.
Participants may have other health conditions or disabilities	Ensure coaches are aware of any disabilities or health conditions of participants in the session, and that a Physical Activity Readiness Questionnaire (PAR-Q) or health questionnaire is completed. Coaches should be aware of participants needs and differentiate the session accordingly.
Having to travel long distances to access the service	If no local service is available, could you provide travel support? Work with partners to provide sessions in a range of community venues.
Medication and other mental health problems such as hearing voices or ruminating thoughts can make it difficult for participants to concentrate	Provide shorter, fun, have-a-go type sessions and regular breaks. Limit the demands you make on participants. Keep instructions clear and concise and avoid jargon!

Technical

Barrier	Solutions
Not understanding the rules, or feeling intimidated by technical instruction	Offer short taster sessions, make sure the rules are made clear and keep them relaxed
Coaches and officials may not understand participants' needs	Make sure appropriate training for sports coaches and officials is made available

Psychological

Barrier	Solutions
Participants may feel anxious about trying a new experience	Get them to 'buddy' with an experienced participant or a volunteer with personal experience of mental health problems. Provide positive case studies showing examples of other people who have gone through the same experience, such as those on Mind's Get Set to Go website (getsetto.mind.org.uk). Encourage them to use the Elefriends peer support site elefriends.org.uk
Participants may find decision making difficult	Encourage them to see taking part in a sport and physical activity service as a good opportunity to practice decision making skills
Participants will likely have bad days	Ensure coaches are trained in what to do in a crisis. Provide a quiet room or space. Make sure another coach or volunteer is available to take over the session if needed.

You can find more ideas on how you can work with your participants to overcome these barriers on [Mind's website](#).

How can I maximise the experience for each individual?

Try offering a person-centred approach: start with the needs of each individual participant and design their experience from there (see guide 3: *How do I decide which type of physical activity service is right for my organisation?*)

Spending time with a participant enables you to assess their wider support needs, and identify any potential barriers to them becoming active. Adopt a 'motivational interviewing' approach.

What is motivational interviewing?

Motivational interviewing is a conversational technique used to help others make meaningful change in their lives. By helping individuals find their own internal motivation, motivational interviewing can spur individuals to make lasting changes in their lives in a way that is more effective than other strategies.

Further information can be found at motivationalinterviewing.org

This approach can be time consuming so you may want to ask for this information in group settings. Key questions may include:

- Why did you decide to join the programme?
- What would you like to get out of the programme?
- Are there any changes you'd like to see in the next few weeks/months?
- What do you find hard about getting active?
- What type of support would you like?

Remember that the outcomes participants hope to achieve may not be sport or physical activity-related. Aspirations, goals and challenges may change and it's important that your service is able to respond to these changes.

The Sport England Behaviour Insight team use the acronym EAST to capture the key elements to make your sessions more attractive.¹⁰

E – Easy for me to attend. I have information about the session and know what I need to bring with me.

A – Attractive to people like me. I know it's for me and there will be like-minded people I can relate to, for example a beginners' group for people just starting out.

S – Social within my context and territories. It's somewhere I feel comfortable attending, for example in the local park. It's designed for people at a similar life stage or with similar interests, for example mums and buggies; twilight years.

T – Timely. The session is being run at a time of day that suits me and fits with my life stage. For people with mental health problems, think about factors such as the effects of medication and the episodic nature of mental health. Participants may not turn up for a few weeks, and may prefer sessions that start later in the day.

Ideas on how you can implement **EAST** within your own work can be found on the [Nesta](#) website.

¹⁰ Multiple authors - The Behavioural Insights Team (2014) *EAST: Four simple ways to apply behavioural insights*. Available here: http://38r8om2xjhh125mw24492dir.wpengine.netdna-cdn.com/wp-content/uploads/2015/07/BIT-Publication-EAST_FA_WEB.pdf

Keeping participants engaged – top tips

Before sessions	During sessions	Between sessions
<ul style="list-style-type: none"> • Set the tone of the session – be welcoming and non-judgemental. Let participants know it's okay not to attend every time. • Provide information about the session. What will participants be doing? Where will they be going? What do they need to bring? What should they wear? Who will they meet? What will it cost? • Manage expectations – be clear about the scope of the programme and the level of support you can provide. This may also include agreeing some standards, such as giving notice if a session has to be cancelled/participant can't make the session. • Highlight the different routes/skills participants can gain from the programme, such as training to be a volunteer; coaching qualifications etc. • Identify and welcome people who closely support participants– for instance a support worker, family member or carer. 	<ul style="list-style-type: none"> • Activities should be fun, achievable, and social. • Always relate the activity back to the aspirations of the individual. Rewards can be a great way of recognising achievement, however research from Get Set to Go shows that people are more likely to continue if they see the value and benefit of the programme for themselves. • Try to build any mental health component (such as a CBT session) before or after the physical activity component, rather than integrating the two. This can help people leave their mental health diagnoses 'in their kitbag' and focus on enjoying the activity. 	<ul style="list-style-type: none"> • Organise get-togethers and celebration events to encourage people to have fun and look at what they've achieved as part of the programme. • Develop simple systems for gathering regular feedback to improve the participants' experience, such as short customer satisfaction surveys or comments boxes. • Provide information sheets to recap on the activities you have done, introduce new activities or signpost to further resources such as videos or training plans. • Check in with participants and volunteers who have not attended sessions for a while via texts or emails, and let them know they're still welcome. • Signpost to online support, such as the Elefriends (see below) the online peer support community and wider support through the Mind network and other providers.
All		
<ul style="list-style-type: none"> • Keep providing positive feedback and be welcoming – encourage that person to come back. • Wherever possible ensure that sessions occur at the same time and place each week with the same session leader. 		

There are lots of easily accessible resources online

Elefriends is an online peer support community for anyone aged 18+ who wants to talk about their mental health. It's a safe place to be heard, listen to others and share experiences.


The community members, or 'elefriends', talk about all kinds of things. From chatting about their day to talking about new medication or what's on their mind.

On Elefriends you can:

- Write posts and comment on others' posts.
- Post images.
- Support other elefriends with likes, 'thinking of you' and 'I hear you' buttons.
- Add a 'theme' to your post, so others can easily find discussions around similar content like 'Being Active' and 'Being Creative'.
- Give and get help on-the-go with our mobile apps for android and iPhone.

Online support is a great way of reaching people at every stage of the behaviour change journey. It provides encouragement and inspiration at every stage and can help people share their own successes and inspire others.

There are some great resources available on Elefriends to support people in their journey to being more active. During the 2016 Olympics, elefriends were set a series of challenges to encourage them to try something new and be more active. Badges (like medals) were available to download for completing these challenges and helped to make the 'Be Active' theme the most popular during this two-week period.



greenscribler
1 hr ago


****Dance challenge****

At 6:30 I'm going to put on a song I like and dance like no one is watching.

All Eles are welcome to join in :)

Elefriends post tagged with 'Be Active'

Theme: Being active



Our experience with Elefriends shows that online activity can translate into positive offline action – in a 2016 survey, over one-third of Elefriends said that they had tried a new physical activity.

Motivational content from Elefriends includes:

- **Being Active** – looking at how people with mental health problems can overcome the key barriers they face when trying to take part in physical activity.
- **Stories from the herd** features real people talking about the steps they have taken to be more active and the benefits they've experienced.
- **Staying motivated** looks at hints and tips on how to keep motivated and maintain an active lifestyle.

You can find out more about Elefriends on the [Elefriends](#) website.

You can also find out about other sources of peer support on [Mind's](#) website.

The **Get Set to Go training plan** was developed to help participants think about what they wanted to get from the programme, and to identify the type of support they might need to help them reach their goals.

The plan was very much a participant resource, which they could share and review with volunteers and staff throughout their journey. The plan supported participants to:

- Set short, medium and long-term SMART goals. SMART goals are:
 - **Specific** – giving a clear idea of what needs to be accomplished
 - **Measurable** – presenting clear steps on how the goal can be achieved and describing what achievement looks like.
 - **Attainable** – they are achievable within the timeframe of the programme.
 - **Relevant** – the goals match the individual's reasons for engaging with the sessions and they can be achieved through the intervention.
 - **Time-related** – each goal has a timeframe.
- identify the barriers to reaching those goals and how they might overcome those hurdles.
- identify the support they may need to stay well and enjoy working towards the Get Set to Go goals.
- a 'Wellbeing Kitbag' to highlight how an individual's mental health might change through the course of the programme and they type of support they might need.

The plan included space to keep notes and jot down any questions or topics that participants might have wanted to discuss with staff. There were also useful tips and ideas on how participants could increase and sustain their activity levels, and ideas of where participants could find additional support, including online support.

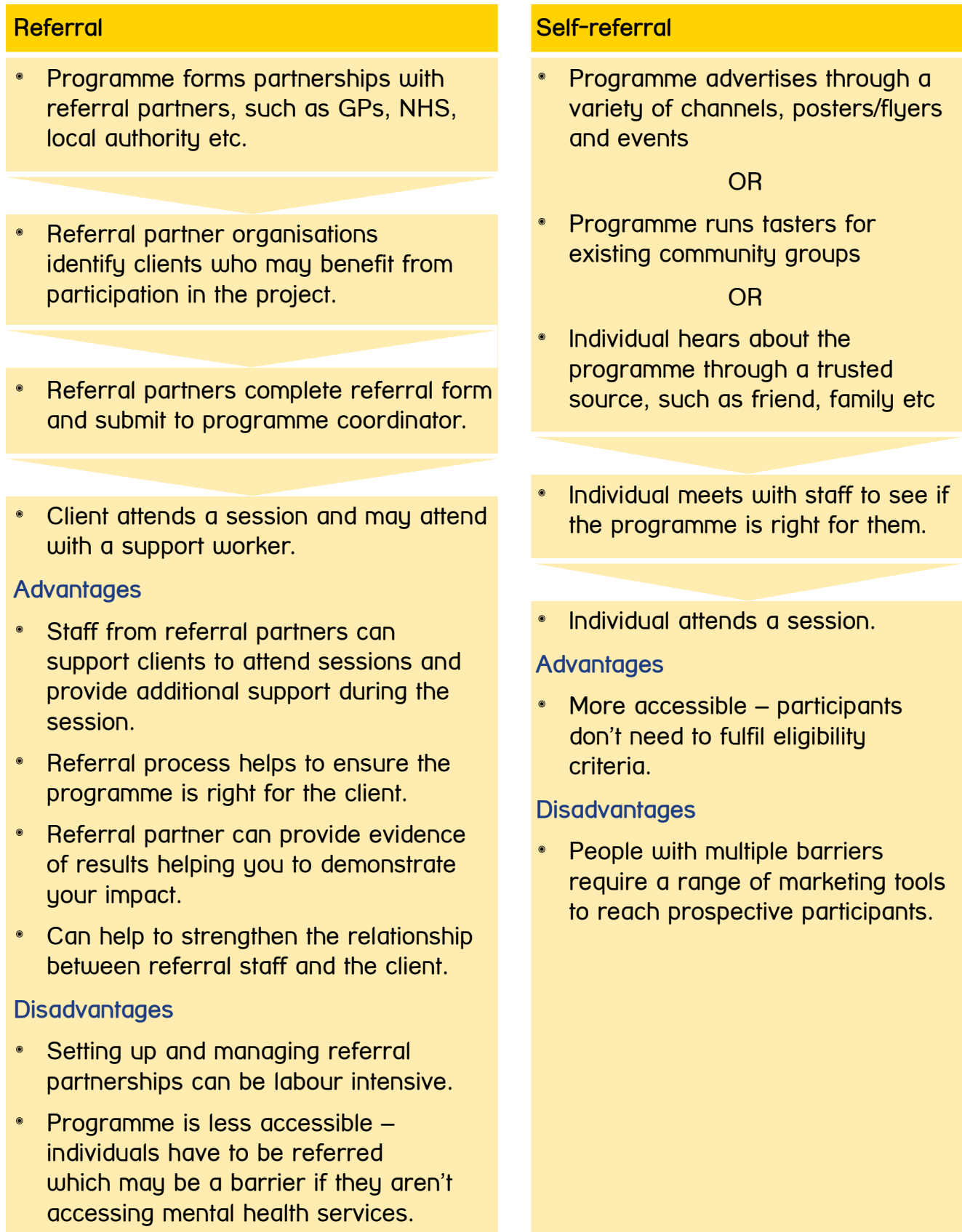
The **Get Set to Go** website addresses the barriers people with mental health problems experience in getting active using case studies, films and blogs to inspire people to get started. It shows how people have overcome barriers and kick-started their passion for sport or physical activity. Visitors can share their own motivational images and messages via social media on the pages.

We have been delivering physical activity sessions since 2006. We had seen how poor physical health is very common in people with mental health problems. This is also compounded by some of the side-effects of psychiatric medication, which can cause people to gain weight and feel lethargic.

We now run two programmes – Active Minds and Get Set to Go – to provide tailored support to help people be more active. In addition to real increases in people's mental wellbeing and activity levels, we have also seen how success in one part of peoples' lives changes their self-image and encourages and motivates them to improve in other areas. People are getting back to work and education, developing new positive relationships, and making better lifestyle choices.

Chief Executive, Mind in Croydon

Common referral pathways¹¹



¹¹ Adapted from Time to Change (2011). Setting up a football and mental health project: A best practice guide for starting new projects.

How can I engage inactive audiences?

Sport England has developed guidance on how organisations can engage inactive people, which draws upon insight from the Get Healthy, Get Active programme. It has also developed a set of principles to help organisations think about how they can design projects and services that deliver maximum impact. You can find these resources on the health and inactivity pages on the [Sport England](#) website.

People with severe mental health problems can often find it really difficult to remain active, and can require a high level of support.¹² To make sure they're able to participate you should consider the following:

- What type of support you have made available – it's important that there is a member of staff present with the appropriate level of mental health training and experience, such as a support worker, occupational therapist or mental health nurse.
- What size group you have – limit the group size so it's easier to provide support to individuals ensuring that the sessions are person-centred and, where necessary, that individual risk assessments reflect the type of activity and the environment in which the session is taking place.
- Invite support workers and carers to get involved – this will give them the opportunity to experience the sessions for themselves and gain a better understanding of your service. It also means there is more support available within the group.

12 Farholm A and Sørensen M (2016). *Motivation for physical activity and exercise in severe mental illness: A systematic review of cross-sectional studies*. Available at: <https://www.ncbi.nlm.nih.gov/pubmed/26833453>

Bristol Active Life Project

The Bristol Active Life Project (BALP) is a partnership between Avon and Wiltshire Mental Health Partnership NHS Trust (AWP), Second Step, Bristol City Council and local voluntary sector organisations. BALP also works in partnership with leisure services including Sport and Leisure Management Limited, Hengrove Park Leisure Centre, Empire Boxing and Walking for Health.

The partnership offers activity sessions across Bristol for people who have experienced or are living with a long-term mental health problems.

BALP groups are facilitated by a coach or walk leader, and AWP mental health active life staff are present at each session. AWP staff provide the mental health expertise and support participants both in and around sessions. In many cases, coaches have also undergone mental health awareness training. On average, there are eight participants in a group; however for popular activities like football this number can increase to 14.

Learning from BALP shows:

- Sessions should be flexible enough to identify each participant's needs and support them to take part at their own pace, regardless of ability.
- Sessions should be unpressured, non-judgemental and welcoming.
- Staff should work with participants to set realistic goals.
- Positive encouragement is highly valued.
- Consistency is important – regular sessions at the same time and venue with the same members of staff who have had the time to build trust with participants.
- How a session is delivered is more important than what type of activity is being delivered.

Find out more about BALP on [Bristol City Council's website](#).

Children and young people

Half of all lifetime cases of psychiatric disorders start by the age of 14, and three quarters by age 24.¹³

One in 10 children and young people experience mental health problems¹⁴ – that's approximately three children in every class of 30. We have listed two resources you can use to support engagement with children and young people below:

- [Sport England's insight into young people's motivations, behaviours and attitudes towards sport.](#)

¹³ Association for Young People's Health (2015) *Key Data on Adolescence 10th Edition (1997-2015)* Available at <http://www.youngpeopleshealth.org.uk/key-data-on-adolescence>

¹⁴ Green, H., McGinnity, A., Meltzer, H., et al. (2005) *Mental health of children and young people in Great Britain 2004*. Available at: <http://content.digital.nhs.uk/pubs/mentalhealth04>

- [British Heart Foundation National Centre for Physical Activity and Health \(BHFNC\) resources and applications.](#)

Black, Asian and minority ethnic (BAME) communities

Sporting Equals is an organisation that promotes ethnic diversity in sport and physical activity. It has conducted research into how organisations can effectively engage BAME communities. You can request access to this research via the [Sporting Equals](#) website.

Women

Statistically, women are less likely to participate in sport and physical activity than men. Insight and resources are available from the [This Girl Can](#) campaign and [Women in Sport](#).

People living with disabilities and long-term conditions

Almost 1 in 5 people in England have a long-standing limiting disability or illness, and 14% of disabled people state that they have a mental health condition.¹⁵ The Richmond Group of Charities – a coalition of health and social care charities working to improve the care and support of people with long-term conditions – has developed insight into how people living with long-term health conditions view physical activity. You can read more on the [Richmond Group's](#) website.

The English Federation of Disability Sport (EFDS) has a range of resources to help you to design more inclusive sessions, and to promote your activities to people with disabilities and long-term health conditions. You can access these on the [EFDS](#) website.

Older people

One in five people aged over 55¹⁶ experience depression and poor mental health. This figure rises to two in five for people living in care homes.¹⁷

Keeping active later in life can help to maintain independence and social relationships.¹⁸

¹⁵ Sport England (2016) *Mapping Disability: the facts*. Available here: <https://www.sportengland.org/our-work/disability-sport/mapping-disability/>

¹⁶ Beekman, A.T., Copeland, J.R. & Prince, M.J. (1999). *Review of community prevalence of depression in later life*. *Br J Psychiatry*, p174, 307–311.

¹⁷ McDougall, F.A., Matthews, F.E., Kvaal, K., Dewey, M.E. & Brayne, C. (2007). *Prevalence and symptomatology of depression in older people living in institutions in England and Wales*. *Age Ageing*, p36, 562–568.

¹⁸ Taylor AH, Cable NT, Faulkner G, Hillsdon M, Narici M, Van Der Bij AK (2004). *Physical activity and older adults: A review of health benefits and the effectiveness of interventions*. *Journal of Sports Sciences*, Vol 22, Issue 8, p703-725.

It can also reduce risk of depression¹⁹ and cognitive decline.²⁰

Sport England has researched the motivators and barriers to older people keeping active. You can find out more about this on [Sport England's](#) website.

Other resources you may find useful include:

- The Ageing Well/Community Sport initiative from Age Concern Northern Ireland.
- The information about older adults on the BHF National Centre website.

I'm starting to feel more flexible, which has helped my arthritis. Now I have more stamina to exercise longer and my high blood pressure is also starting to lower. I love boxing so much I have signed up to a Crisis boxing session.

Get Set to Go participant, Tyneside Mind

19 U.S. Department of Health and Human Services (2008). *Physical Activity Guidelines Advisory Committee. Physical activity guidelines advisory committee report*. Available here: <https://health.gov/paguidelines/report/>

20 Sofi F, Valecchi D, Bacci D, Abbate R, Gensini GF, Casini A, Macchi C (2010). *Physical activity and risk of cognitive decline: A meta-analysis of prospective studies*. *J Intern Med* p;269(1):107-117.

Resources

Example referral form

Short programme description

Who is the programme designed for?

Include information on:

- Target age range.
- Target community (if applicable).
- The challenges for the participant that you will address, such as social isolation, lack of confidence etc.
- The support and resources you can provide.
- The settings in which activities take place, such as leisure centres, parks, schools etc.

To ensure that the service meets the needs of your participant, please consider the following questions before making the referral. Please note that we will not be able to accept referrals that have incomplete information.

- Is the client ready to engage with the project?
- Do other issues need to be addressed first?
- Does the client have the time to engage with the project?
- If the client has physical health issues, please provide any relevant details that may impact their ability to engage in physical activity.
- Are there any safeguarding issues of which we should be aware?

Client Information

Full name:	
Date of birth:	
Home address:	
Postcode:	
Telephone numbers:	

Email:	
GP name:	
GP address:	
Emergency contact details:	

Why would the participant like to attend? Is there anything they would like to get out of engaging with the programme?

General

Why would the client like to attend? Is there anything they would like to get out of engaging with the programme?

Physical activity and sport

What activities or sports is the participant interested in?

Health

Please give a description and history of the participant's mental health

--

Are there any known physical health issues? If so, please give details on how they might impact on the individual's ability to engage with the programme.

--

Safeguarding

Is the participant prescribed any medication? If so, please give details on how this might impact on the individual's ability to engage with the programme.

--

Is there a known risk to self or others? If so, please provide relevant information.

--

Referrer details

Name:	
Organisation/ department:	
Address and postcode:	
Telephone number:	
Email:	

By submitting this application, I affirm that the facts set forth in it are true, complete and without any false statements, omissions, or other misrepresentations.

Name (printed):

Signature:

Date:

Referrer

Would you like us to contact the client direct or would you, as the referrer, like to be involved in the first meeting?

Thank you for completing this referral form and for your interest in this project.

Please return this form to:

Name:

Address:

Telephone:

Email:

Website:

Guide 7: How do I engage volunteers?

This guide covers

- The types of roles you could offer volunteers.
- Tips to help you recruit great volunteers.
- Suggested topics to cover in your volunteer training.
- Ideas to help you ensure that volunteers get the most from their experience.

Recruiting volunteers to help run your sessions is a great way of offering people opportunities to develop their skills and provide you with greater capacity to support your service. Volunteers with experience of mental health problems often have a greater understanding of the challenges your participants face, so can help advise on how to tackle particular issues. For people with mental health problems, volunteering can be a brilliant way of developing social and leadership skills.

I do get quite a sense of wellbeing from being able to help out effectively. It gives me confidence, it gives me purpose and new skills, and helps me practise socialising too. It makes me interact with the world in a better way, a more successful way.

Get Set to Go Volunteer

Which roles can I offer volunteers?

Activity volunteer – this role supports the coach or leader to deliver sessions by helping with admin, setting up equipment and supporting participants. They may also plan and deliver sessions if they have the right skills and experience.

Activity buddy – this role acts as a ‘friendly face’, and accompanies participants to sessions within the programme and wider community. They help participants overcome challenges and build their confidence around getting active.

Peer mentoring volunteer – this is a similar role to Activity Buddy, but the volunteer has their own experience of mental health problems. The volunteer can use their experience to support the participant. This is a form of peer support, more information on which can be found on [Mind's website](#).

Seeing a peer navigator has got me through a really hard time. Talking to her has helped me a lot. She's understanding, supportive and cheers me up – thank you!

Get Set to Go participant, Mind in Croydon

How do I attract great volunteers?

It's important to attract volunteers who are a good fit for the role, and who will also benefit from being involved.

Top tips include:

- Be clear about:
 - The skills and experience you are looking for.
 - Approximate time commitment.
 - Activity locations.
 - The support you can offer.
- Highlight the support volunteers will receive: induction, training and supervision sessions.
- Highlight the benefits of volunteering: the chance to learn new skills, meet new friends, access to your resources and social activities.
- Expenses: if you can afford to cover these, say what you'll pay.
- Share stories from your existing volunteers in your recruitment material – include quotes or full case studies so people can see the positive impact of volunteering.

Join In, a national sports volunteering charity, has developed insight into why people volunteer. You can download it from the Making Time pages on the [Join In](#) website.

If you already have an existing volunteer programme then start there. Your volunteers might be interested in trying something new and developing a different set of skills. Where possible, it is also useful to integrate your volunteer training with other volunteer programmes in your organisation.

It's best practice to write a volunteer role description to help potential volunteers decide if they are right for the position. An example can be found at the end of this guide. Remember – this is not a contract.

- Information on the national and regional sites to advertise volunteering opportunities can be found on the volunteering section of the [Knowhow Nonprofit](#) website.
- The Volunteering Explained page on the [Sport England](#) website also addresses some of the common questions asked when setting up a volunteer programme.

What else do I need to consider?

- Should the role be paid? If you think the role requires a contractual commitment, it might not be suitable as a voluntary role.
- If your organisation doesn't have a dedicated volunteer support role, what is your capacity to recruit, train and manage volunteers?
- Do you have a budget for volunteer expenses?
- For volunteers who are receiving benefits, provide clear information and guidance on what they can/can't claim for as a volunteer. Find out more through the government's '[Volunteering while getting benefits](#)' guide.
- Make sure you safeguard both the volunteers you recruit, and the participants they'll be working with. A safeguarding checklist can be found at the end of this guide. Further information on safeguarding volunteers and the criteria for the Disclosure and Barring Service (DBS) checks can be found on the Safeguarding and Volunteers page on the [Knowhow Nonprofit](#) website.
- What support is available for volunteers during evenings or out-of-hours?
- Like participants, volunteers with personal experience may have to take time off if they're experiencing a period of poor mental health. Be prepared to be able to cover potential absences.
- Do you have the capacity to offer volunteer support for participants on a one-to-one basis? Insight from Mind's Get Set to Go programme shows that it can take time to match a volunteer and participant based on their interests and the types of activities they want to try. Volunteers may require additional training and support when working with participants with complex needs or severe mental health problems.
- Do you have the capacity for regular supervision sessions to ensure your volunteers feel supported and get the most from their experience? Supervision topics may include:
 - Achievements and challenges since the last meeting
 - Review of goals and what the volunteer would like to get out of their experience
 - Areas of concern, including discussing any boundary or safeguarding issues
 - Issues around engaging a participant within the peer mentoring relationship, such as a potential lack of motivation to engage, which could be a result of poor mental health
 - Skills development or training needs
 - Discuss any questions regarding key policies, such as lone working, safeguarding etc.

What does peer support look like?

Peer support – when people use their own experiences to help each other – can be a really useful way of engaging participants in your sport and physical activity service. You can engage volunteers with personal experience of mental health problems for the following forms of peer support:

- Community groups.
- Mentoring.
- Befriending.
- Self-help groups.
- Online communities.
- Support groups.

To make sure it's effective, safe, good quality and truly peer-led, you should embed the following principles.

Principles for good quality peer support	What does this mean?	Putting this into practice
Peer-led	People with experience of mental health problems input into design, development and delivery. Their experience is an asset.	Recruiting staff and volunteers with experience of mental health problems. Developing evaluation tools in collaboration with people who have direct experience of mental health problems.
Mutuality	There is a mutual sharing of experience and of goals. Everyone is able to benefit from giving and receiving support based on their own experience.	Providing appropriate training for volunteers, such as active listening skills. Supervision and catch-up sessions between staff and volunteers.
Valuing skills	The skills and qualities to facilitate effective peer support are valued and developed.	As above

Principles for good quality peer support	What does this mean?	Putting this into practice
Hope	<p>There is a focus on moving towards the future.</p> <p>Positive experiences are shared.</p>	<p>Individual goal setting and planning.</p> <p>Focus on setting short and long-term objectives.</p> <p>Identifying strengths to draw on/develop.</p>
Empowerment	<p>People are supported to have a voice and to make decisions for their own future.</p>	<p>Set out the scope and boundaries of the peer support relationship from the outset.</p> <p>Providing appropriate training for volunteers, such as facilitation and active listening skills.</p>
Relationships	<p>People respect one another and build strong, honest relationships based on trust.</p>	<p>Training and supervision offered to develop key skills and provide support.</p>
Social skills	<p>People have the opportunity to build personal networks, experience friendship and increase their social capital.</p>	<p>Provide routes to participation in activities in the wider community.</p> <p>Provide opportunities to take part in social activities together.</p>
Reducing stigma	<p>Recognition of the value of working together and of the shared challenges of having a mental health problem.</p>	<p>Recruiting people who understand mental health discrimination.</p> <p>Recruiting people with the skills to support others to gain the confidence to be more open to express their needs.</p>
Safeguarding	<p>A safe environment where people understand their role and accountability.</p>	<p>Rigorous and robust recruitment procedures.</p> <p>Ensure everyone has a working knowledge of safeguarding policies and procedures.</p> <p>Providing a code of conduct for participants and clear complaints/conflict resolution procedure.</p> <p>Ongoing supervision and support.</p>

What kind of training should I offer to volunteers?

This depends on the nature of the role, and your organisational policies and procedures. As a guide, you might want to include:

- Introduction and overview to the programme.
- Benefits of physical activity on mental health:
 - Why being active is important for mental health.
 - What are the common barriers?
 - How can these be overcome.
- Agree on key qualities needed in the role.
- Effective communication:
 - Active listening.
 - Asking open questions.
 - Importance of positive feedback.
- Goal setting and behaviour change:
 - How to find out what the participant wants from the programme.
 - SMART goals.
- Evaluation and outcomes (if applicable):
 - The information you are collecting to demonstrate the impact of your programme.
 - Why you're collecting this information.
 - How volunteers can get involved.
- Setting clear boundaries and keeping safe:
 - Defining abuse and vulnerability.
 - Types of abuse – categories and indicators.
 - How to record and report instances of abuse.
 - Keeping yourself safe – lone working, awareness of risks.
 - Key first points of contact.
 - Overview of relevant sections of organisation policies and procedures, including what to do in an crisis or emergency.

What kind of training should I offer to volunteers?

- Confidentiality and data protection:
 - Overview of relevant sections of your organisation's policies and the Data Protection Act.
 - Consequences of breaking confidentiality or of data breaches.
 - Circumstances when we would break confidentiality without consent and why.
- Other relevant policies and procedures including social media

Format – our learning from Get Set to Go has highlighted the importance of:

- a. Making it interactive – mix of videos/case studies/activities/e-learning

Creating dialogue and debate through the use of open questions and providing an opportunity to ask questions and share experiences.

- b. Including the voice of experience – could training be co-delivered with existing volunteers?

- c. Delivering sessions at a range of times to meet the needs of volunteers who work, those with families and other commitments. Many local Minds have scheduled regular sessions at a range of times to meet the needs of prospective volunteers.

How to keep volunteers interested and engaged

- Look out for opportunities to get motivated volunteers involved in more of your work. For instance, giving them the opportunity to get involved in some of the marketing and promotion. Offer opportunities that fit with volunteers' motivation, interests and goals for volunteering.
- Have a clear pathway which outlines the different volunteer opportunities available, both within your organisation and within partner organisations.
- Shout about their successes – include volunteer case studies and quotes in your internal/external communications. Ask volunteers if they would be happy sharing their experience on film as a short video or case study to use in your recruitment and training collateral.
- Keep volunteers in the loop through newsletters and other communications – this can help to maintain links if there are few volunteering opportunities available at any one time.
- Positive encouragement and saying thank you – you can never do it enough!
- Recognise their contribution publicly – this could take the form of an award ceremony or highlighting an individual's work in your organisation's newsletter/marketing.

- What incentives can you offer – freebies? Training? Event invites? Free gym membership?
- Hold exit interviews with volunteers that leave the programme or organisation to find out what changes could be made to improve the volunteering experience. An example feedback form can be found at the end of this guide.
- Further guidance on finding, recruiting and managing volunteers can be downloaded from the following organisations.
 - [National Council for Voluntary Organisations \(NCVO\)](#)
 - [Volunteer Scotland](#)
 - [Volunteering Wales](#)
 - [Volunteering Matters](#)
 - [Do-it.org](#)

Case Study: Steven, Middlesbrough and Stockton Mind

Steven has a personality disorder, anxiety, low mood and OCD. After several years in secondary mental health services, Steven became socially isolated and, in his own words, “felt like giving up.”

He sought help from Middlesbrough and Stockton Mind, who matched him up with a volunteer mentor. With his mentor’s support, Steven got involved in a local environmental project. His positive experiences here helped him to reflect on the progress that he’d made, and how he could use this to help others.

From there, Steven became involved in the Get Set to Go project where he was able to progress from participant to volunteer, and to test out his skills in a supportive environment. The positive feedback he got from staff and service users gave him confidence, and enabled him to make the step from informal helper to official volunteer. The positive impact on his self-esteem was evident to all those around him.

Steven has now taken responsibility for facilitating a weekly group bowls session as part of Mind’s Get Set to Go programme with Tees Active in Stockton. Allan McDermott, Sports Academy Manager at Tees Active, said:

“Steven’s involvement has really helped us to develop this session. Because of his background he has an understanding and empathy with service users that makes them feel at ease. It’s a brilliant example of how we can work in partnership and encourage different sectors of the community to access our facilities.”

Steven’s mental health has now improved significantly. He is able to see a clear future for himself, and is excited about what each day brings.

Resources

Below is an example job description we created for local Minds. This one is for Dudley Mind but can be easily adapted and developed for your own use by amending the relevant information.

Example volunteer peer navigator: role description

What is Get Set to Go?

We're often told that physical exercise is good for us, but we understand that having a mental health problem can reduce our desire to get up and go, especially when we're not well.

Mind's new sport programme Get Set to Go, aims to remove the barriers to sport participation, so those of us with a mental health problem feel more confident about getting active and see it as an important part of a healthy lifestyle.

Dudley Mind is one of eight local Minds across England that will start providing Get Set to Go sessions this spring. The programme is being supported by Sport England and the National Lottery.

What are the benefits of volunteering on Get Set to Go?

We really want you to get the most out of your experience. By volunteering on the programme you will have opportunities to:

- Gain training to offer high quality peer support to help people with mental health problems overcome barriers to getting active.
- Develop new practical skills and have the opportunity to gain sports-related qualifications.
- Attend training and events provided by Mind and external providers.
- Try a range of activities in a fun and welcoming environment.
- Volunteer for other services offered by Mind.
- [Insert any subsidised leisure memberships or other incentives].

What will I be doing?

- As a volunteer peer navigator, you'll provide one-to-one support to a range of people with mental health problems to help them participate in weekly sessions that focus on a particular sport or physical activity. In this role you will receive support from the Sport Coordinator at Dudley Mind, who is responsible for running Get Set to Go in your area.

You will help support people so they are more confident being active or using leisure and sports facilities in your community, either on a one-to-one basis or as part of a group. The relationship between the peer navigator and participant is an equal one, working together to build a relationship that benefits you both.

You will also have opportunities to use your knowledge and experience as a volunteer peer navigator to help us shape key aspects of the programme, which may include assisting with the production of training materials and the broader marketing and promotion of Get Set to Go.

As a volunteer peer navigator you will need to:

- Create a mutually helpful and supportive relationship between the volunteer peer navigator and participant that will be of benefit to both. Build the confidence of individuals by encouraging and motivating them to overcome any barriers to getting active and taking part in sport.
- Support people to attend sport-related activity sessions together in the community, specifically within the following geographical areas (insert bulleted list of areas)
- Work with Get Set to Go participants to help them achieve realistic goals and identify how they can stay active in the future.
- Encourage participants to consider their health and wellbeing more broadly, for example improving their diet, smoking cessation, sleep hygiene and developing social networks that can benefit their mental wellbeing.
- Give information about local services that can offer support to participants with needs not related to sport.
- Support the sports coordinator as requested.
- Work within agreed boundaries.
- Be a positive role model.

As a volunteer of Dudley Mind you will also be asked to:

- Complete Dudley Mind's volunteer induction programme and attend any other training necessary for the role.
- Attend regular supervision with the sports coordinator.
- Provide feedback and attend relevant meetings (where able).
- Work in a professional, confidential and non-discriminatory manner at all times and promote equal opportunities for all.
- Work in accordance with Dudley Mind's policies and procedures and maintain accurate records when required.

Disclosure: This role is subject to satisfactory references, Mind's policies on the Protection of Children and Young People and Vulnerable Adults and an Enhanced Disclosure and Barring Service (DBS) check and subsequent re-checks.

Practical considerations

- We welcome applications from people with personal experience of mental health problems.
- The application process could take a number of months due to the DBS check that must be completed before you can start to engage on a one-to-one basis with participants. Please only make an application if you are prepared and able to wait this length of time before you can start volunteering.
- The minimum time we ask that you to support a client is XXX weeks, so please only apply if you are able to volunteer for at least XXX months after the application process has been completed.
- We have a limited expenses budget, so we will be able to pay expenses that we deem as reasonable. Please speak to XXX for further details.
- Please note: The service, and therefore the role support is only available during office hours (9am to 5pm, Monday to Friday)

How much time do I need to commit?

Hours are flexible although we do ask that you commit to X hours per week OR one weekly session.

What knowledge and experience will I need?

To help you make your decision we have listed the experience, knowledge and qualities that will help you to make the most of the role in the table below. Some are felt to be essential and are marked with an E (essential), others are great to have, but you can develop as a volunteer peer navigator and are marked with a D (desirable).

Don't worry if you don't already possess everything on the list: a number of the items will be included in the volunteer training and you will develop others as you gain experience in the role.

Criteria	Standard	E/D	Measured by
Qualifications	None required.		
Experience	Experience of using physical activity to improve physical and/or mental wellbeing.	E	Application form/ interview
	Experience of a mental health problem, either personally or from a close relative or friend.	D	Interview

Criteria	Standard	E/D	Measured by
Experience (continued)	Experience of working with people with mental health problems.	D	Application form/ interview
	Experience of providing one-to-one peer support.	D	Application form/ interview
Knowledge	Knowledge of the health benefits of physical activity.	E	Application form/ interview
	Knowledge of mental health problems.	D	Application form/ interview/training
Skills	Ability to communicate with both men and women of different ages and backgrounds in a friendly and supportive manner.	E	Interview/training
	Ability to provide positive feedback.	E	Interview/training
	Good time management skills and reliability.	E	References/training
	Ability to maintain professional boundaries and confidentiality.	E	References/training
Attitude	Open and non-judgemental attitude.	E	Interview/training
	Positive, patient and tolerant approach towards supporting people with mental health problems.	E	Interview/training
	Commitment to Dudley Mind's aims and objectives.	D	Interview/training

Who do I need to contact if I have any questions?

If you have any questions or would like further information then please contact [XXX](#), the Sport Coordinator at Dudley Mind on [TEL](#) or [EMAIL](#)

Safer Recruitment of volunteers peer navigators - A checklist from the Get Set to Go Programme

Safer recruitment of staff and volunteers is not just about DBS (Disclosure and Barring Service) checking. A DBS may form one part of your safer recruitment practices. The following checklist will help support safer recruitment of volunteers for your programme.

- Write a clear role description (what tasks the volunteer will do) and a role profile (what skills the person will be expected to have). This will help you to determine whether the post is regulated and is subject to a DBS check.
- Use an application form to assess the volunteer's suitability for the role. This makes it easier to compare the experience of potential volunteers and helps you to collate the important information you need to ask.
- Make it clear that your local organisation has a commitment to safeguarding and protecting vulnerable people. This should be included in the volunteer pack.
- Conduct a face-to-face interview with pre-planned and clear questions.
- Include a question on the application form and during interview about whether the applicant has any criminal convictions, cautions, other legal restrictions or pending cases that might affect their suitability to work with vulnerable adults.
- Check the volunteer's identity by asking them to bring photographic ID such as a photo driving license or passport.
- Check that the volunteer holds any relevant qualifications they say they have by asking them to bring the certificates with them to interview – for example, sports coaching qualifications, first aid certificates, etc.
- Take up a minimum of two references. These should be from a previous employer, volunteer manager or from a school/college/university tutor. Ask specifically about an individual's suitability to work with vulnerable adults.
- Provide a copy of your organisation's safeguarding procedures and employee/volunteer code of conduct/behaviour (what is and is not acceptable behaviour in relation to working with vulnerable adults), and ask them to sign when they have read it.
- Agree who will line manage the volunteer and agree the boundaries for their role. Read the DBS Guide to Eligibility – Supervision Guidance for more information.
- It may be your organisation's standard policy to apply for a DBS check, or you may deem the work of the volunteer to be 'regulated activity' – in which case you will need to apply for a DBS check. Read the DBS Guide to Eligibility for further information. Alternatively ask the volunteer to complete a self-disclosure form.
- Safeguarding vulnerable adults training should be provided to the volunteer before they start volunteering with you.

If you have any concerns about a volunteer's suitability to volunteer with vulnerable people you have a duty to follow this up with additional training or checks as required.

Additional information:

- DBS Guide to Eligibility
- Supervision guidance
- Adult workforce guidance
- DBS Direct
- Regulated activity adults guidance
- NCVO website

Example volunteer feedback form

Thank you for volunteering for **XXX**. We are really interested to hear how you think we can improve the experience for volunteers and appreciate any feedback you might have.

To help, we'd be really grateful if you could answer the following quick questions.

Why did you decide to volunteer for XXX ?
Did your volunteering experience meet your expectations? If so, how did it meet them?
Was there anything you felt could be improved?
Were there any further training/development opportunities we could have offered to support you in the role?
Has volunteering for XXX been useful in any other part of your life?
Are there any changes/improvements you would like to see made to the volunteering programme? Please be specific.
How likely are you to recommend the XXX volunteer role to others? (1 being 'not at all likely' and 10 being 'very likely')
1 2 3 4 5 6 7 8 9 10
Is there anything else you'd like to add?

Guide 8: What steps should I take when designing my sessions?

This guide covers

- Building your service around your participants.
- Setting objectives.
- The venue and equipment.
- Choosing the best person to lead the session.
- Coaching and training.
- Practical tips for adapting existing sessions to make them more inclusive.
- Planning to reduce and avoid risk.
- Supporting people to build their confidence to engage in community-based activities.
- Working with the local physical activity sector to raise awareness of mental health considerations.

By thinking carefully about the outcomes you want to achieve from each session, and working with participants and volunteers to design them, you can make sure you're providing a good experience for all involved.

Which objectives should I set for each session?

Setting objectives will help you meet the needs and aspirations of your participants.

Ask yourself the following questions.

- Who am I trying to reach through the services? Are you looking to engage specific demographics such as inactive people, older people or children and young people, for example?
- What type of session should I deliver for this audience? Should it be beginner, intermediate or advanced?
- Will the session be open to everyone, regardless of whether they have experience of a mental health problem?
- Is your session going to be a 'one-off' taster, hosted by a local provider? Or are you planning a series of sessions?
- Where would you like participants to progress to after your sessions have finished?

In all cases its best practice to work with participants and volunteers to develop the sessions. It's also helpful to engage with external stakeholders when thinking about

the journey you want your participants to take when your programme ends. More information about this can be found in guide 4: *How do I identify and engage my key stakeholders?*

Here are some questions you could ask to help you identify what your volunteers and participants would like to see in your service:

Audience	Questions you might want to ask
Participants	<ul style="list-style-type: none">• What are your personal barriers and motivators (these do not have to be sport specific)?• Are you already active? If so, how? What do you like/dislike about the activity?• What do you see as the main barriers to being active?• What does your ideal activity session look like? Can you describe it?• What kind of support might help you overcome these barriers?• What type of activities might you like to try?• What else would you like to see as part of the session, such as social element?• What else would appeal to you? Why is it appealing?• Where should this take place (geographical location, type of venue, etc)?• Who would you like the sessions to be led by?• How would you like the sessions to be delivered? What difference would this make?
Volunteers	<ul style="list-style-type: none">• What does being active mean to you?• What would encourage you to volunteer for a physical activity programme?• What would be the barriers to volunteering?• What type of support would you want?• How do you think it would differ from the current volunteering opportunities offered by your organisation?

What equipment/venue considerations will I need to make?

- Do you need a specific sport venue or could the activity be done anywhere?
- Do you need a specific playing surface? For example 3G, grass, sports hall, sprung floor multi-purpose hall, sports hall, badminton courts or grass?
- Do you need any specific markings? For example, tennis courts.
- Do you need a quiet area for participants who want to take time out?

Your local County Sports Partnership (CSPs) and sports development team should be able to help with locating a good venue.

Consider the equipment you might need.

- Do you have equipment or can the coach or venue supply this?
- Can you borrow equipment from a local club, school or CSP?
- Do you need your own equipment? If so, could you access a small grant to purchase the things you need?

Who should lead the session?

The experience from the Get Set to Go programme is that the ability of staff and volunteers to build relationships with participants was ultimately more important than having a qualified coach. For some activities you will need a qualified coach.

The table below outlines the different types of session you might deliver, and will help you identify when you might need a qualified coach.

Session name	Broad definition	Involvement from the leader	Recommended qualifications	Liability and insurance
Coached or taught session	A coach leads a structured session which includes a warm up and a main activity. The main activity focuses on developing skills and techniques.	High level.	NGB Level 2 or above in sport or physical activity.	Usually covered by the coach or provider's own insurance. If the coach is also a member of staff for your organisation you should check your insurance covers them if they do not have their own public liability insurance.
Facilitated have-a-go session	Facilitated have-a-go sessions are designed for people to try different sports or physical activities. Sessions can be multi-sport or focus on one activity. They are facilitated i.e. the environment is set up, the leader may provide information and encouragement, but would not provide coaching or advice on technique.	Medium level.	The leader would ideally hold a leadership qualification, for instance: Sports Leaders Award; Street Games Doorstep Sport qualification; or health or leisure related qualification.	We would recommend checking that your insurers will provide cover for non-coaching staff to lead such sessions.

Session name	Broad definition	Involvement from the leader	Recommended qualifications	Liability and insurance
A sports taster session (coaching or have a go)	A sports taster session is usually a one-off, one hour (or shorter) session, designed to give the participant an introductory flavour of the activity. They provide a great opportunity to engage new participants without them feeling like they have to commit. If you don't have the capacity to put on a course of sessions, running tasters is a good way of encouraging your participants to look at what else is available in the community.	If coaching taking place – high level. If participation is just facilitated – medium level.	See coaching. See facilitated involvement.	See coaching. See facilitated involvement.
Pay and play/turn up and play	Participants turn up and take part. They are usually aware of the rules and play with no support from organisers.	Low level. The playing environment is usually set up in advance.	None.	Usually at the individual's own risk (pay and play squash leagues/badminton, etc).

Depending on their level of experience of working with people with mental health problems, coaches and venue staff may benefit from mental health awareness training.

Where possible we recommend working with existing qualified coaches or investing in coaching qualifications for your staff and volunteers. If you're struggling to find someone, your local County Sports Partnership or sports development team should be able to help you. They can also support you to access funding opportunities and training courses to develop your coaches.

Training available to help your staff and volunteers develop their coaching skills

Sport England has information on the type of training available to anyone interested in becoming a coach, or improving their skills. They also provide information on the funding available to support people to develop their skills. Find out more on the 'Volunteers and Coaches' section of the Sport England [Sport England](#) website.

Here are two short courses that you might want to consider.

- **Mental Health Awareness for Sport and Physical Activity (MHASPA)** – a three-hour workshop delivered by Mind to help staff in the sport sector:
 - Understand common misconceptions about mental health and how stigma and discrimination impacts on people with mental health problems.
 - Identify the positive impact that being active has on physical and mental health.
 - Appreciate the barriers that stop people with mental health problems getting active.
 - Talk confidently about mental health and know where to signpost people who need support.
 - Identify practical actions for making your service more inclusive and accessible for everyone.

It was really great to cover such topics with Mind, and to be able to gain a good understanding for my new provision. I am really passionate about offering a safe and relaxed environment for people to take part in activity together and improve their mental wellbeing.

Community Sports Activator, Bedford Borough Council

- **Inclusive Community Training** – a three-hour workshop to help community groups and organisations gain practical skills in running inclusive physical activity sessions. It is delivered through the English Federation of Disability Sport (EFDS) and is designed to help delegates:
 - explore creative ideas to support disabled people and people with mental health problems to access physical activity and sport.
 - learn about local sport opportunities for participants, leaders, volunteers and coaches.

What makes a good coach?

A good coach will help their participants become physically active and stay engaged.

The CARE[®] model

What is the CARE[®] model?

At Mind we use the acronym CARE to summarise our approach to inclusive coaching in a sports and physical activity setting.

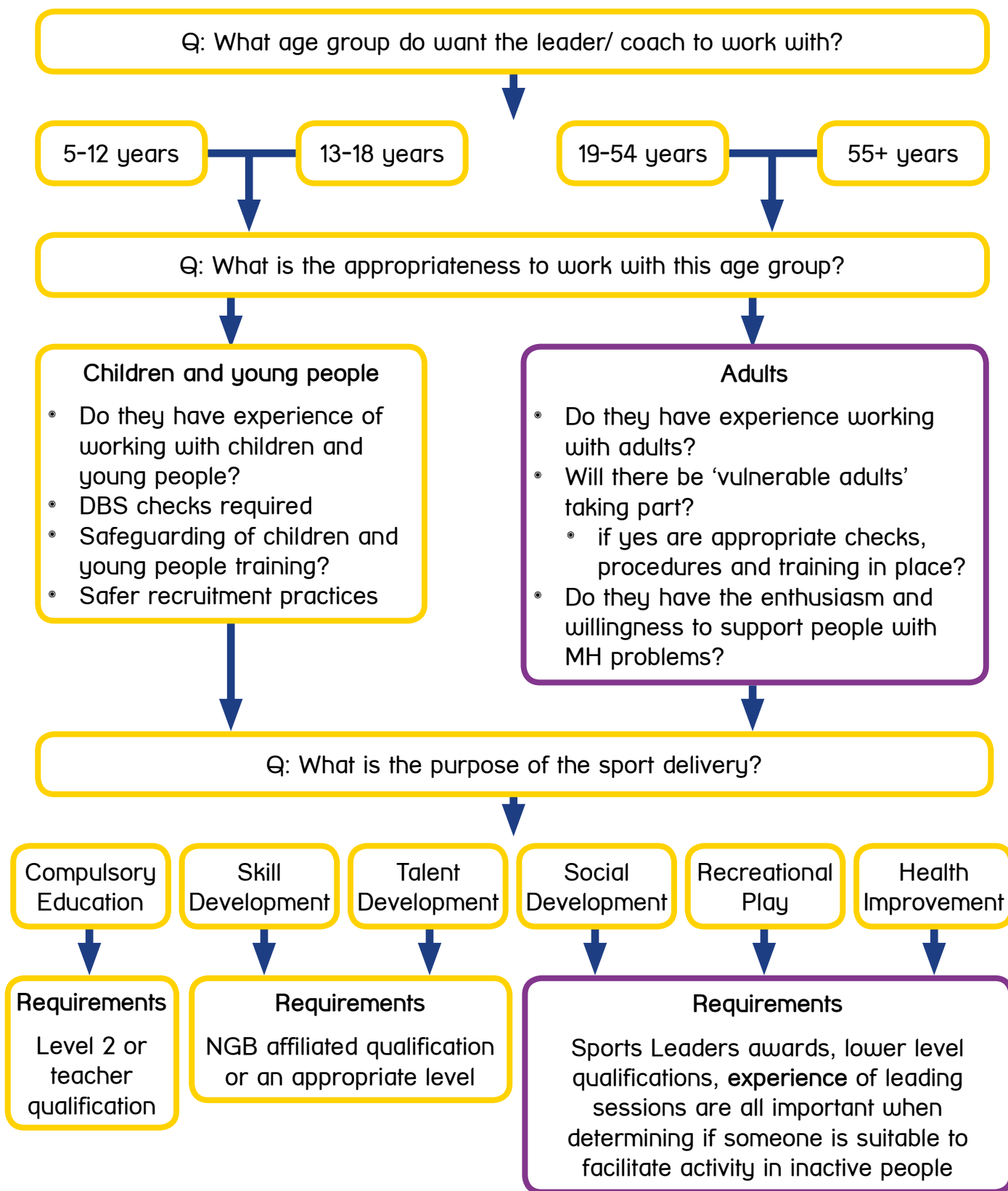
- **Coaching and customer skills** – a good coach (or instructor) can coach anyone. You don't need to make technical adaptations for people with mental health problems, but you do need to see the individual and respond to their needs and motivations.
- **Awareness** – understanding the individual is really important. What are their motivations and aspirations? What does their usual behaviour look like and, if it changes, what type of support do they want?
- **Respect** – a good coach will respect all participants and not single people out. It's important not to ask intrusive questions, and to make yourself available should people need to talk in confidence. The Time to Change campaign website has some quick tips on how you can start conversations about mental health.
- **Empathy** – a good coach listens to participants without being patronising or trying to solve their problems.

When a coach takes this approach they are always looking to improve the experience for participants and developing new ways to keep them engaged at every stage in their journey.

- **Preparation** – how can you support people from registration to their first session? Could you offer regular welcome sessions or introduce new people to the rest of the group?
- **Action** – support and encouragement are key – recognise achievements and offer space away from the activity if needed. Listen to what motivates your participants and use this feedback to improve their experience.
- **Relapse** – if a participant doesn't attend sessions for a number of weeks then contact them to see how they are. Offer gentle encouragement for them to return or signpost them to alternative activities.

Below are two tools you can use to help you recruit the right coaches.

Qualifications and experience decision tree:



Skills and competences matrix:

Does the individual have the right skills and experience to lead the sessions?

	Yes	No
<p>Is the individual motivated to work in this setting and with this audience? <i>(Do they have the right values and attitudes?)</i></p>		
<p>Do they have the ability to engage and enthuse the audience? <i>(Do they have previous experience with age group or knowledge of motivations, triggers & barriers to including people with mental health problems?)</i></p>		
<p>Do they have knowledge of the activity? <i>(Do they have experience of coaching, leading, playing, facilitating that specific activity?)</i></p>		
<p>Are they able to prepare and maintain the environment for the activity? <i>(Do they understand dynamic risk assessment?)</i></p>		
<p>Are they able to respond to an accident/incident appropriately? <i>(Do they have this knowledge & experience from within or beyond sport?)</i></p>		
<p>Are they aware of their limits of competency and boundaries? <i>(Do they understand the boundaries of their current qualifications, awards, professional & voluntary experience?)</i></p>		
<p>Are they aware of who to report to and who reports to them? <i>(Do they understand what/who they oversee and who will support them if further experience+/- depth of knowledge are required?)</i></p>		

I already run physical activity sessions – how can I make them more inclusive?

A few ideas for adapting existing sessions to be more inclusive are set out below. The majority of these adaptations will benefit everyone – only a few adaptations need to be made specifically for people with mental health problems.

<p>When briefing other coaches/venues</p>	<ul style="list-style-type: none"> • Explain that due to the nature of mental health problems, people’s attendance levels will likely vary. • Medication can affect sleep – sessions scheduled for late morning or early afternoon may be better attended. • Encourage support workers, carers or volunteers to take part and gain experience of the activity. This will make it easier to promote it to others. • Highlight the importance of consistency (such as same staff; same timings) and difficulties associated with change.
<p>Before the session</p>	<ul style="list-style-type: none"> • Provide awareness training for coaches and other staff. • Some medication can increase an individual’s sensitivity to sunlight. Make use of shaded space or remind people to use sunscreen. • Offer plenty of drinks breaks and have water available. A physical symptom of anxiety is sweating and overheating, and dehydration can be a side-effect of some medication.
<p>During the session</p>	<ul style="list-style-type: none"> • Language can be tricky. Some people may be open about their diagnosis, whereas others may just say that they are ‘unwell’. Find out how people refer to their mental health and use their terminology. A language and terminology guide can be found on the Mental Health Charter for Sport and Recreation page on the Sport and Recreation Alliance website. • Have a plan in case people need a break. Is there a quiet or safe space people can use if they need to? • If someone does leave the session early, check they are okay. • Make arrangements for someone to cover if you are needed in an emergency.
<p>After the session</p>	<ul style="list-style-type: none"> • If someone is anxious, make sure you follow up with them at the next session. Ask if there’s any support you can provide.

How do I reduce risk?

Carry out a risk assessment for each of your activities, which reflects your organisation's policies and procedures. Where possible involve the coaches and volunteers in writing the risk assessment and consider a range of different scenarios. Coaches should also be expected to risk assess dynamically throughout the session. Risk assessments should be 'live' documents which are regularly updated.

A template is available at the end of this guide. Risks to consider are:

- Playing surfaces.
- Equipment.
- First aid provision.
- Participant and volunteer health considerations (physical and mental health).

Participant health and wellbeing – make sure all participants have completed a registration form and Participant Activity Readiness Questionnaire (PAR-Q). Examples of both forms can be found in the resource section in guide 5: *How do I demonstrate the impact of my physical activity offer?*

Are your facilitators covered by your insurance? We recommend speaking to your insurance company about the activities you will be providing, and asking them to confirm in writing:

- specifically what you are covered to deliver through both your staff and volunteers, and through qualified coaches.
- if there are any exemptions to your cover.
- if any activities require a premium cover.
- if there are any conditions around qualifications required by the leaders of sessions.

Some coaches will be part of the National Governing Body (NGB) membership scheme, which often includes public liability insurance. Some coaches may have taken out their own public liability insurance, or be covered by their club. You should ask external coaches if they have public liability insurance ahead of sessions, and where possible ask them to confirm this in writing. You should also check if you have first aid cover available.

How do I support people to build their confidence to engage in community-based activities?

To make sure your service has maximum impact, you should either link your sessions with those already taking place in your community, or create a clear pathway for participants and volunteers to engage with community-based activities, as this will build their confidence and skills. Ideas for making this happen include:

- Inviting volunteers and staff from other community sessions to get involved with your activities.
- Run sessions at the same venue, same day and a similar time to the community activity so participants can see what else is on offer.
- Consider establishing teams that could train together, or even compete against each other.
- Create a clear pathway for participants to access volunteering opportunities, both within your sessions and the within your community.
- What are the opportunities for participants and volunteers to support or lead certain aspects of the session, such as warming up, or setting up equipment
- Think about the type of qualifications/training that you or your partners can offer. Can the session become self-sustaining by being led by suitably qualified volunteers?

How do I work with local physical activity partners to promote awareness of mental health?

Provide staff and volunteers with training that develops an understanding of mental health conditions, and the practical ways they can support people to be more active. For instance Mental Health Awareness for Sport and Physical Activity (MHASPA), Mental Health First Aid or Mental Health Awareness training.

The resources from the [Time to Change campaign](#) can be really helpful in getting staff and volunteers thinking about the stigma surrounding mental health. You can also reference [Mind's information pages](#).

Case study: Jolly Joggers, Dudley Mind

Jolly Joggers is a beginners jogging group led by a small team of volunteers from Dudley Mind. All the volunteers have personal experience of mental health problems and are qualified Leadership In Running Fitness (LIRF) coaches. Jolly Joggers provides a friendly, welcoming and supportive introduction to running for people with mental health problems. Over 12 weeks the group builds up from walking to jogging for approximately 30 minutes, following a specially adapted model of the NHS Couch to 5k plan. The group celebrates week 12 of the programme by joining the weekly Wolverhampton parkrun 5k (3.1 miles), followed by a graduation ceremony.

At the end of each session Jolly Joggers past and present meet up at a café. This provides an informal setting where participants can get to know new people and reflect on their experiences at the session. Information sheets are provided at the end of each session outlining the achievements of the group, and reminding participants of the session structure. Throughout the term the group takes part in a range of activities, including Time to Talk Day, Easter egg hunt, treasure hunt, Mental Health Awareness Week and World Mental Health Day.

Resources

Example risk assessment template

NB this list is not exhaustive

Author:					
Date written:		Review Date:			
Description of risk	Likelihood (1-5)	Severity (1-5)	Risk (H, M, L)	Mitigation activities/ controls	Person responsible
Session-associated risks: water, height, ice, equipment, etc				<ul style="list-style-type: none"> Participants, volunteers and staff are only allowed to participate with the correct equipment and after instruction on how to use it. Everyone is aware of the potential key hazards and how to avoid them. Everyone is aware of how to signal for help and who they should signal to. 	
Mental health declines during a session and requires support				<ul style="list-style-type: none"> All to be made aware of any quiet areas or break times. Session leaders to receive appropriate mental health awareness training and know organisation's signposting procedures. Session leader has details of emergency contacts including any health-related support. 	

Description of risk	Likelihood (1-5)	Severity (1-5)	Risk (H, M, L)	Mitigation activities/ controls	Person responsible
<i>(continued)</i> Mental health declines during a session and requires support				<ul style="list-style-type: none"> • Session leaders understand the relevant procedures and that they are not a crisis service. • Clear safeguarding procedures including when to break confidentiality. 	
Indicates risk of harming self or others				<ul style="list-style-type: none"> • All coaches/ volunteers to receive appropriate mental health awareness training and know organisation's signposting procedures. • Session leader has details of emergency contacts including any health-related support. • Session leader has contact details for member of staff who has Mental Health First Aid training, if they do not already have this training and physical first aid training. • Session leaders understand the relevant organisational procedures such as risk to self and others policy / breaking confidentiality policy and that they are not providing a crisis service. 	

Description of risk	Likelihood (1-5)	Severity (1-5)	Risk (H, M, L)	Mitigation activities/ controls	Person responsible
Participant has physical health condition and needs support				<ul style="list-style-type: none"> • All participants to have completed a PAR-Q prior to the session and any issues raised in the PAR-Q to have been addressed beforehand. • Discussion with participant to ascertain abilities and limitations. Coach to provide alternative activities as appropriate and to monitor participation. • All to undergo appropriate warm-up exercises before starting activity and cool down at the end of session. • Session leaders to receive the appropriate level of first-aid training. • Session leader has details of emergency contacts including any health-related support. • Signpost to relevant medical support. 	
Participant behaves inappropriately to staff, volunteers, participants or members of the public				<ul style="list-style-type: none"> • Coaches and volunteers to receive training on organisation's policies and procedures. • Code of conduct for all participants, where possible co-written by participant, coaches and volunteers. 	

Description of risk	Likelihood (1-5)	Severity (1-5)	Risk (H, M, L)	Mitigation activities/ controls	Person responsible
<i>(continued)</i> Participant behaves inappropriately to staff, volunteers, participants or members of the public				<ul style="list-style-type: none"> • Training should be provided on the organisation's complaint policy. • Participant is asked to take time out of the session or leave (as appropriate). Refer to managers to determine follow up with participant. • Ensure the safety of staff, volunteers, participants, and the public, and provide an opportunity for discussion group or one to one if distressed. • Complete incident form. 	
Wearing unsuitable clothing for the activity				<ul style="list-style-type: none"> • Clear guidance available to participants before the session about what to wear and what to bring. • Where possible additional kit should be available to borrow or consider alternatives such as taking part in indoor activities in socks/barefoot. 	
Unable to contact a member of staff out of office hours				<ul style="list-style-type: none"> • Session leaders are aware of the relevant organisational procedures. 	

Description of risk	Likelihood (1-5)	Severity (1-5)	Risk (H, M, L)	Mitigation activities/ controls	Person responsible
<i>(continued)</i> Unable to contact a member of staff out of office hours				<ul style="list-style-type: none"> • Participants and volunteers have a named point of contact. • Extreme cases to be referred to the emergency services. 	
Complaint made against a member of staff, volunteer or participant				<ul style="list-style-type: none"> • Training should be provided on the organisation's complaint policy. 	

Key

High risk (H)

Moderate risk (H)

Low risk (H)

Guide 9: What are the safeguarding considerations I need to make?

This guide covers

- Key issues to consider when planning your service.
- Practical tips to ensure that staff, volunteers and participants are practiced and competent at following your safeguarding procedures.

It is important to make sure that everyone involved in your sessions can participate in a safe and inclusive environment. In guide 8: *What steps should I take when designing my sessions?* we look at the considerations regarding the physical aspects of your sessions, such as the equipment and venue. In this guide we will focus on how you apply your safeguarding policies and procedures to sport and physical activity.

What do I need to consider?

- Review your safeguarding policy in light of your proposed physical activity service – does the policy adequately cover the new service including the volunteers and participants that will be using it; the new operating environments (e.g. community gyms and sports clubs) and new hours your service is running (e.g. evenings and weekends)? Ensure that the amendments to your safeguarding policy are consistent and that everyone is notified of the changes in procedures.
- What are the processes you have in place to assess new volunteers? A checklist to help you think about the key safeguarding requirements for volunteer recruitment can be found in guide 7: *How do I engage volunteers?*
- What are the different ways someone might raise a concern? Who is the named safeguarding contact within your organisation?
- Have you planned your response to different safeguarding concerns including when and how to break confidentiality?
- Does your safeguarding policy complement your other organisational policies?
- Does everyone involved in your sessions have a working knowledge of your safeguarding procedures? How will you achieve this?
- How do you review ‘near misses’, incidents or disclosures, and learn from them? Can this be built into staff and volunteer training?
- Build safeguarding discussions into your team meetings and supervisions.
- Make sure that your safeguarding materials are accessible to everyone delivering your service.

Are there any practical tips I should consider?

- Cut out the jargon – use terms people are familiar with.
- Include a safeguarding section within your volunteer training. Explain any legislation and guidance that supports your safeguarding procedures. Most importantly, share details of the reporting procedures and incident form to help people to feel confident should they need to report a concern or break confidentiality.
- When hiring third party coaches and suppliers, ensure they have the relevant safeguarding training and disclosures.
- When new participants join your sessions, ensure they have the contact details for a named member of staff they can contact in an emergency.
- If volunteers are providing one-to-one support to participants then you should ensure that:
 - The volunteer knows the safeguarding procedures they should follow.
 - Both volunteers and participants have contact details for the project coordinator and, where necessary, out of hours contacts.
 - Volunteers know who to signpost participants to if they require further support.
 - Volunteers know who to contact if the role becomes problematic for them, and starts to affect their own mental health.
 - Volunteers record the date, time and duration of any peer support sessions.
 - Volunteers and participants know that they should only have meetings at the venue the sessions take place at.

How do I define the boundaries in a peer support relationship?

It's useful to have something that defines boundaries in peer support relationships in writing so it can be kept on record and referred back to. You might want to include:

- The remit of the volunteer role – its purpose and aims.
- What is not included in the relationship, such as medical expertise, or financial assistance.
- Agreed methods of communication, including what to do when people are running late or have to cancel appointments.
- Instances when safety concerns supersede confidentiality, such as if either the volunteer or participant discloses information that poses a danger to themselves or others.

Useful contacts and resources

Your local [Safeguarding Adults Board](#) is the local lead for safeguarding arrangements for adults with care and support needs.

The [Local Authority Designated Officer](#) (LADO) – is an officer or team of officers involved in the management and oversight of individual cases of allegations of abuse made against those who work with children.

Sports coach UK, the Sport and Recreation Alliance and the Ann Craft Trust have developed a safeguarding resource for adults. You can find this on [sports coach UK's](#) website.

If you are working with children and young people then the NSPCC Child Protection in Sport Unit has a range of resources and tools on its website.

Guide 10: How do I market my sessions?

This guide covers

- The marketing mix.
- Developing marketing materials.
- Promoting your sessions online.

People's first contact with your physical activity service is likely to be through your marketing materials, so it's vital that these express the value of your session in an engaging and approachable way. This guide will help you think about how you can effectively engage your audiences before their first kick of a ball or swing of a racquet.

The marketing mix: the four Ps

It's good to think about your physical activity service in relation to the marketing mix (below) to help guide how you should talk about your service.

Product (or service)

- What does the customer want from the product or service?
- What needs does it satisfy?
- What features does it have that meets those needs?
- What will it be called?
- How will it be different to other similar products or services?

Place

- Where do buyers (or participants) look for this kind of product or service? Would they look online? On local community noticeboards? Or somewhere else entirely?

Price

- What is the value of the product or service to the customer?
- Are there established price points for these services in your area? How will your price compare?
- Will a small decrease in price gain you extra customers?
- What discounts could you offer to customers to encourage word of mouth?

Promotion

- Where and when can you get across your marketing messages to your target market?
- Will you reach your audience by advertising online (for instance on your website or via your social media channels)?
- Could you use local press, TV or radio?
- How about a direct marketing mailshot?
- When is the best time to promote? Will your service be more popular at certain times of the year?
- How are similar services promoted? And how does that influence your choice of promotional activity?

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What do I need to consider when developing marketing materials?

In guide 6: *How do I engage participants in my service?* we look at how you can use the EAST principles to help raise the appeal of your sessions by making them:

- Easy to attend.
- Attractive to people like me.
- Social within my context.
- Timely.

Learning from the Get Set to Go programme has also revealed a number of insights that help to promote sport and physical activity to people with mental health problems.

- Word of mouth works. Insight from Get Set to Go shows that out of the participants who hadn't been referred through another local Mind service, almost 40% heard about the programme through word of mouth. To help promote your service this way, encourage participants to bring a friend or family member to a session and reward both when this happens (for instance with a free session, a voucher to bring another friend, or some money off).
- Make it fun – focusing on enjoyment is key. You could do this by using images of participants enjoying the sessions on your materials, or featuring quotes that focus on their positive experience.
- Use images of real participants if you can, to help make the materials relatable. If this is difficult, [Sport England](#) and [Make Sport Fun](#) have developed libraries of copyright-free images.
- Don't be too formal in your writing – write as you would talk.
- Use words like 'fun', 'informal' 'casual' and 'drop-in' to create a welcoming impression.
- You might want to think about where you use the term 'mental health.' Sport and physical activity sessions are a great way of engaging with audiences who might not have previously identified as having mental health problems.
- Make sure you have a range of materials that target people at different stages of their fitness journey. In some marketing you'll want to focus on introducing the positive benefits of physical activity to people who haven't really considered it before, whereas elsewhere you'll want to reach out to people who want to get active but face barriers. [The Get Set to Go](#) website is specifically designed to engage this audience. To find out more about the barriers that people with mental health problems face when trying to be more active go to guide 6: *How do I engage participants in my service?*

- Make sure materials promoting your sessions clearly communicate key information such as:
 - Days and times.
 - Type(s) of activity being run and the ability level.
 - Cost.
 - What to wear.
 - Benefits to the reader.
 - Contact details of organiser.

As with the design of your sessions, it's best practice to work with participants and volunteers to develop marketing resources. For engagement ideas refer to the guide 4: *How do I identify and engage my key stakeholders?*

Sport England and the English Federation of Disability Sport (EFDS) have also created guidance that shares best practice in how to communicate an inclusive physical activity offer. You can view these resources on the [Sport England](#) website.

How do I talk about physical activity in a mental health context (language and terminology)?

Insight from focus groups run throughout the Get Set to Go programme has shown that the words 'activity' and 'wellbeing' are viewed positively by people with mental health problems, whereas 'health', 'sport', 'fitness' and 'exercise' are seen as alienating.

'Activity' is broad and inclusive. It appealed because people felt they could be active in their own way. Being 'active' might be a gateway for people to build confidence and take up a sport.

'Wellbeing' captured the idea of being well both in mind and body. Everyone recognised the importance of the relationship between these two aspects of 'wellness', and understood that physical activity could benefit mental wellbeing.

'Health' had clinical overtones, whereas 'sport', 'fitness' and (to a lesser extent) 'exercise' were associated with feelings of shame, intimidation and un-attainability (though understood to be beneficial).

How do I use social media to promote my sessions?

Social media sites like Facebook and Twitter are great ways of reaching supporters and stakeholders quickly, and at very little cost. Using these channels effectively will be key to the success of your project.

Top tips:

- Always think about what action you want someone to take when they see your Facebook post or tweet. Do you want to encourage people to visit your website? If so, include a link. Do you want them to sign up to a session? If so, include a link to the sign up page.
- Post regularly. If someone visits your Facebook or Twitter page and it hasn't been updated recently, they may assume you're no longer active.
- Statistically, posts which include images always get more engagement (such as likes and shares)
- Including hashtags (#) in your posts will also help them reach people who will find them most useful:
 - Include hashtags that help people in your area find you: #dudley #brent
 - Mention the sports that you will be doing: #cycling #football #zumba
 - Think about your audience – which hashtags do they use to find information: #publichealth #mentalhealth #mh #sport #physicalactivity #manchester
- You should also use social media to engage with other organisations and stakeholders. Follow them, interact with their content and include their handles in relevant posts such as @MindCharity @Sport_England
- Use online tools such as [Hootsuite](#) and [Buffer](#) to help you manage and schedule your social media, track your links and see what your stakeholders and partners are up to. Both are web-based, easy to use and free for the basic version. You can also get useful data from www.analytics.twitter.com and from your Facebook insights page.
- Creating good social media content is not an exact science – try things out and see what works for you.

Further information on getting the most out of your social media can be found on the Local Government Association website at: local.gov.uk/digital-councils

When might I need resources?

Think about the participant journey. At what points could you engage the participant? Who might the person be speaking to at each stage and what marketing might be appropriate?²¹

Stage of behaviour change		Contact points	Engagement methods
NOT ON MY RADAR	PRE-CONTEMPLATION	<ul style="list-style-type: none"> • Family • Friends • GP, nurse, pharmacist • IAPT services • Support worker • Secondary mental health services – CPN, CMHT, psychiatrist • Library, community centres • Job Centre Plus • Local parks, shops, transport hubs • Local businesses 	<ul style="list-style-type: none"> • Poster, leaflets • Presentations/talks • Elefriends
THINKING ABOUT IT	CONTEMPLATION	<ul style="list-style-type: none"> • Leisure provider • Drop-in/taster 	<ul style="list-style-type: none"> • Website • Stakeholder websites • Blogs/case studies • Images • Videos • Social media • Mind info pages • Get Set to Go website
PLANNING TO DO SOMETHING SOON	PREPARATION	<ul style="list-style-type: none"> • Programme lead • Programme volunteers • Coach 	<ul style="list-style-type: none"> • Goal setting tool (Get Set to Go plan) • Welcome meeting with staff/vols
GETTING STARTED	ACTION	<ul style="list-style-type: none"> • Other sports providers • Leisure centre staff • Staff/volunteers from local clubs • Volunteer coordinator 	<ul style="list-style-type: none"> • Planned social events • Review of goal setting tool • Facebook group • Updated menu of activities • Celebration event • Info from local clubs/sports providers • Info on skills development and training
STICKING WITH IT	MAINTENANCE		

People can move back and forth through these stages

21 Sport England and the Cabinet office (2014) *Stages of Change model*

Resources

Case study template: Physical activity

Thank you so much for agreeing to tell your story. By sharing this account we hope to inspire others to join [project name] and experience how being active can support their mental health.

If you have any questions while writing your story, please ask a member of staff.

About you:

Your name		Age	
Gender			
Email			

Tell us about your mental health diagnosis, and how your mental health can impact your involvement in sport or activities (50 words or less)

--

Which physical activities/sports do you enjoy? Where and how often do you do them? (20 to 30 words)

--

What impact, if any, has being active made to your life? (50 words or fewer)

--

How have you managed to break down barriers to getting involved? How has [project name] helped you to overcome these challenges? (100 words or less)

--

Tick this box if you are happy for your experiences to be shared with others

Guide II: How do I fund my sessions?

This guide covers

- How to demonstrate your wider health and social outcomes.
- Key grant funding streams for sport and health services.
- Tips on how you can diversify your income.

How do I demonstrate wider outcomes?

People with mental health problems are more likely to experience a range of additional socioeconomic and physical health issues. Identifying how your programme will address these issues will help you demonstrate what the wider impact of your programme will be, which will support your case for accessing revenue streams. Similarly, if you are applying for further funding having already run your programme, it's important to clearly evidence the impact you've had so far.

Potential areas your programme could impact

- **Skills development** – What type of skills will your participants and volunteers develop as a result of engaging with your programme? If you're applying for further funding after having run the programme – how many participants have gone on to employment, education and further volunteering?
- **Impact on physical and mental health**
 - Will being more active help reduce the effect of symptoms related to physical health conditions?
 - Is it likely to increase physical independence?
 - Do you have evidence enabling you to demonstrate:
 - A reduction in GP visits or reduction in time spent in appointments with GPs?
 - A reduction in visits from community mental health services?
 - A reduction in medication?
 - Reduced incidences of self-harm?
- **Promoting healthy behaviours and lifestyle changes** – could the programme help reduce detrimental behaviours such as smoking or substance misuse?
- **Crime reduction and community safety** – how might your programme help reduce crime in your local areas, or support individuals with a criminal history to integrate into society?

- **Improve social cohesion** – how will you engage people who are socially excluded, and support them to feel more integrated within their communities?
- **Reducing homelessness** – how might your programme help people with experience of homelessness build confidence and develop skills that will help them get back on their feet?
- **Impact on education** – could your programme lead to improved attainment? Lower absenteeism and drop-out rates? Increased progression to higher education? Could you offer formal qualifications such as Level 1 or Level 2 coaching qualifications, or other accredited training that will support employment?
- **Engaging communities who experience barriers to participation** – have you had success in working with communities who may face multiple barriers to engaging with mental health services, or that require specialist support or knowledge such as armed forces personnel, LGBT communities, perinatal mothers? Can you use this learning for your programme?

Tools to help you demonstrate your wider outcomes

Examples of tools to help you gather information about local health priorities include:

Local Sport Profile – Sport England’s tool includes a range of local authority-level data sets including inactivity data, costs of inactivity, obesity levels and deprivation.

LGA map of local Health and Wellbeing Board priorities – The Local Government Association map summarises the headline priorities for each Health and Wellbeing Board in England. It includes links to the full strategy documents and local health profiles. The King’s Fund has also produced a similar **directory** that contains named contacts for most Health and Wellbeing Boards.

Public Health England fingertips data profiling tool – This tool provides an overview of health for each local authority in England. Data is presented by a range of geographies and localities, allowing you to benchmark and identify variation. There are six mental health data profiling tools: common mental health disorders, severe mental illness, suicide prevention, co-existing substance misuse and mental health issues, children and young people’s mental health and wellbeing, and mental health crisis care.

In Scotland similar information can be obtained from the **Scottish Public Health Observatory Profiles**. In Wales, the information can be obtained from the Wellbeing section of the Welsh Government’s **Local Authority Service Performance** tool and the **Welsh Health Survey**.

Examples of tools to help you measure your outcomes include:

Social Return and Investment – New Economics Foundation’s (NEF) tool helps organisations understand and quantify the social, environmental and economic value of their work.

MOVES – a tool developed by Sport England to demonstrate the return on investment that sport and physical activity can have by reducing the risk of a number of diseases.

Sported **Sportworks** tool – measures impact of sport development activities across health, education and crime. Note that you need to be a Spotted member to use this tool.

What grant funding is available for sport and health?

There are a range of grants and trusts that specifically fund sport and physical activity programmes, along with other funders that use getting active as a vehicle for wider outcomes.

At a local level support is available via your:

- County Sports Partnership (CSP).
- Spotted.
- Your **local volunteer centre**.

Sport England currently offers two funding opportunities.

- The first phase of their Inactivity Fund, which will focus on projects that help older adults (aged over 55) to get active. Grants typically range from £250,000 to £500,000, but Sport England will discuss projects that fall outside of this range. You can find further information on this on **Sport England’s** website.
- **Small grants fund** – between £300 and £10,000 to not-for-profit organisations to help more people play sport.

Sport England will be publishing a number of investment guides in 2017, which will provide more information on the types of projects they are looking to support, including those aimed at grassroots sport and those working with children and young people.

The **Sport England** website also lists a number of other funding streams.

The **BIG Lottery Fund UK** offers grants ranging from £300 to more than £500,000 to community and voluntary groups and charities. BIG Lottery’s funding finder can help you pinpoint the grants most suitable to your needs. Find out more on the **National Lottery Good Causes** website.

How else can I diversify my income for sport and physical activity?

Contracts

Sport England has interviewed a number of experts who have shared their insight into how deliverers can work most effectively with their local commissioners. Access these resources on [Sport England's website](#).

Delivering a sport or physical activity programme allows you to approach funders from outside the traditional mental health commissioners. What are the local priorities, and how can you help commissioners reach 'hard to reach' audiences?

Trading (charging for your services)

The income from charging for your services can offset the associated costs of your physical activity programmes and any profits reinvested into your programme.

Examples include:

- Charging for physical activity sessions will help to make the sessions more sustainable in the future. Learning from Get Set to Go found that participants felt paying up to £3 per session was reasonable for activities such as yoga, football and tai chi. Other programmes used a phased approach, moving from free to subsidised to full cost for activities, along with discretionary bursary schemes for those in financial hardship such as asylum seekers.
- Personal health budgets – we believe that people who have a personal budget or personal health budget and want to get active should be able to write this into their support plan.
- Mental Health Awareness for Sports and Physical Activity training – local Minds can become licensed product partners to deliver this short CPD training course. Training is delivered in-house to the sport and physical activity sectors at a cost of around £320 to £420 + VAT for up to 20 people.
- Consultancy – offering support to local sports organisations about how to deliver inclusive programmes or reviewing their mental health policies and procedures in return for a consultancy fee.

Be creative! Can you offer out places on your sessions to fee paying customers or rent out your meeting room to a local yoga instructor when you aren't using it for activities?

Businesses

Mental ill health costs UK businesses £25 billion each year.²² At least one in six workers experiences common mental health problems, including anxiety and

²² Multiple authors – Employment Programme team at Sainsbury Centre for Mental Health (2007) *Mental Health at Work: Developing the business case*.

depression.²³ Our research shows that work tends to be the biggest cause of stress in people's lives, ranking higher than financial difficulties.

Talk to local businesses about how they could support their workforce by providing more opportunities to get active, like organising sporty fundraisers. Start by mapping local businesses and researching their values, corporate social responsibility (CSR) commitment and previous charitable activities to work out if they might be likely to fundraise for you. To get some ideas about the questions you might ask when approaching businesses see guide 4: *How do I identify and engage my key stakeholders?*

- Find out what support your corporate partners need – could you deliver in-house physical activity taster sessions or physical activity buddy schemes to help get their staff active? Do they already offer physical activity? Could the next stage be to fundraise or to support them to monitor the mental wellbeing benefits of physical activity to see what impact it's having?
- Adapt your current workplace wellbeing training offer to include the benefits of physical activity and signpost employees to physical activity opportunities.
- Encourage your corporate partners (both staff and customers) to fundraise for your organisation either in an open event or a dedicated challenge (see fundraising below)
- Partner with your local CSP to sign up local businesses to the [Workplace Challenge](#) and offer mental health awareness training/workshops to raise awareness of the mental health benefits of being active.
- Encourage businesses to promote your work to their staff and customers through notice boards, mailings and intranet.
- Apply to local businesses for their charity of the year (COTY) partnership to help fund your physical activity programme.
- Involve staff and customers by inviting them to get involved in your programmes as participants or volunteers.
- Approach businesses for pro bono support for your programme (such as legal and financial advice).
- Identify a range of sponsorship opportunities from sponsoring the whole programme, to equipment or a one off event. Talk to new and existing corporate partners about what they would like to get out of a relationship with you – is it brand awareness? Or presence at an event? Develop packages that appeal to range of budgets outlining the contributions and what the corporate partners will receive in return such as bronze, silver, gold and headline sponsor packages.

23 Office for National Statistics (2001) *Psychiatric morbidity among adults living in private households*. London: The Stationery Office.

- Is there a local cause-related marketing campaign you could work on together? Such as a percentage of gym membership fees are donated to your organisation or match day tickets or merchandise?

Fundraising

Why not encourage businesses, beneficiaries or the general public to raise money for your physical activity programmes, and at the same time raise awareness? You could encourage fundraisers to sign up to 'open' events (such as a run), and fundraise for you with no or minimal minimum fundraising targets. You could also buy a number of charity places for an event, and set your own fundraising targets.

	Open fundraising events/ individual challenges	Buying charity places at existing events	Organising your own event
Examples	Walking out of darkness events, local fun runs, rower challenge.	London Marathon, Three Peaks Challenge, etc.	Lancashire Mind – Mental Elf Run, Herefordshire Mind festival of sport.
Fundraising target	Set by the individual.	Set by the charity.	Set by the individual, with income generated from the entry fee.
Advantages	Highly flexible, allowing fundraisers to be innovative.	Revenue can be projected. You can benefit from the wider event media and comms activities.	Events can attract corporate sponsorship and media attention. Offers good brand promotion. All organisation is within your control so you can monitor the wider impact and ensure the event meets your organisation's values.
Disadvantages	You cannot forecast revenue. Often very localised.	Competition from other charities and organisations for participants. A high number of participants required to successfully promote your brand.	You'll need to dedicate a lot of time and money before, during and after the event. Health, safety and legal implications become your risk. There is a financial risk if the event makes a loss.

Other fundraising ideas for physical activity programmes:

- Bag packing at a local supermarket.
- Bucket collection.
- Public challenges such as rower/cycle challenges in a public place.

Further guidance on the different types of funding streams available can be found on the [Funding Sources for Charities and Non-Profit Organisations](#) section of the [Knowhow Nonprofit](#) website.

Mental Elf is a 5k fun run. It's accessible to all fitness levels, with participants free to run, skip, hop or jog their way across the finish line.

We worked as a team of six over the year, to make the event a success. Any team working on an event like this need to be cooperative, well organised and have a good sense of humour!

We raised just over £3,000 via sign ups, sponsorship and hoodie purchases, and we're sure there's more to come.

In previous years, we've partnered with event companies to assist with the organisation, but we decided the costs attached to this didn't correlate with the reduced work load, so this year we've taken it on ourselves. We've continued to work with local partners like The Mall at Blackburn and Blackburn College, both of which have helped with promotion.

Top tips for planning fundraising events

- Keep a clear record of every meeting you have about the event – it could come in handy later down the line.
- Keep all documentation clear so that if the event lead is unavailable, someone else can easily pick up the work.
- Have fun with it. Planning this kind of event can be stressful, so it's important to plan in some fun activities for the staff working on it to help make the experience positive.

• Fundraising Coordinator, Lancashire Mind

Guide 12: Support Mind can offer, plus some useful contacts

This guide covers

- Resources and support we can offer.
- Useful contacts.

Mind can provide **advice and support** for your organisation. We've outlined some examples of the support we can offer to different types of organisations below.

Sector	Resources and support
Everyone	<ul style="list-style-type: none">• Mind's website – specifically the Information pages (mind.org.uk/information-support), sport and physical activity information pages (mind.org.uk/sport, and the Get Set to Go programme website).• Physical activity, sport and exercise information booklet.• Get Set to Go website which includes real-life examples of people who have overcome the common barriers that those of us with mental health problems have when trying to be more active.• Elefriends, Mind's online supportive community and animations supporting people to Get Active.• Performance Matters – Mental Health in Elite Sport report.• The Mental Health Charter for Sport and Recreation information pages on the Sport and Recreation Alliance website.

Sector	Resources and support
Mental health organisations including local Minds	<ul style="list-style-type: none"> • Sharing of information updates through the Sport and physical activity and mental health advisory network. The network meets twice a year and keeps in contact through email at other times, which fosters a culture of collaboration. • Brokering of relationships with local Minds and other mental health organisations and sports organisations, including county sports partnerships, national sports organisations and sports providers. You can find your local Mind by searching the interactive map on the Mind website. • Support with funding and grant applications through signposting to funding opportunities and reviewing applications prior to submission. • Sharing of research, insight and evaluation tools to support sport and physical activity locally. • Sharing of case studies, examples of good practice and resources to widen access to sport and physical activity for those of us with mental health problems.
Mental health organisations including local Minds (continued)	<p>Local Minds only:</p> <ul style="list-style-type: none"> • Training staff and volunteers to deliver Mind Mental Health Awareness in Sport and Physical Activity (MHASPA) training. • Information updates through the Get Active group on Open Hub.
Sport and physical activity sector	<ul style="list-style-type: none"> • Brokering of relationships with local Minds and other mental health organisations. You can find your local Mind by searching the interactive map on the Mind website. • Sharing of research, insight and evaluation tools. • Mental health awareness training and supporting resources. • Sharing of case studies and examples of good practice. • Support with communications including imagery and language. • Support to Mental Health Charter for Sport and Recreation signatories to bring Charter Action plans to life.

Local Mind testimonials

I have been very happy with the support that I have received from the sport team at Mind. They have been to visit us in Swindon several times, have looked through the new contract with us, given some really useful tips and advice, provided our staff with the relevant training and are part of our Be Active steering group. The team's help has been invaluable.

CEO, Swindon Mind

Mind in Camden received support from national Mind with a tender process. Camden CCG & Adult Social Care were commissioning a new project to support people with mental health issues to make better use of community resources. Mind's Get Set to Go team had previously presented their model to Camden commissioners and we were aware they had been impressed by the approach, and its effectiveness. It therefore seemed wise for us to consider including this as an element of our bid.

Colleagues from the Sport and Physical Activity team at Mind discussed the Get Set to Go model with me, and shared a full range of tools and procedures which we could use to set up the service, and which we were able to include in our bid. I was also introduced to other organisations who had been involved in the Get Set to Go pilot, so I was able to hear about their experiences and lessons learnt. Additionally, the team were able to clarify the roles of key national sports stakeholders and provide useful information on monitoring impact, all of which helped refine and strengthen our bid.

They provided flexible and accessible support which was centred on the help we needed. They helped us with a wide range of queries, which led to us creating a very focused and clear sports offer for the tender.

Our bid was successful – we are now in the process of implementing our new service, with continued tips and support from the Sport and Physical Activity team.

Operations Director, Mind in Camden

Useful contacts

Mind

National mental health charity providing advice and support to empower anyone experiencing a mental health problem. Mind campaigns to improve services, raise awareness and promote understanding.

Website: mind.org.uk

Key contacts: sport@mind.org.uk

Sport in Mind

Independent Berkshire mental health charity that uses the power of sport and physical activity to promote mental wellbeing, help aid recovery, improve physical health, encourage social inclusion and empower people experiencing mental health problems to build a positive future for themselves.

Website: sportinmind.org

Key contacts: info@sportinmind.org

Fitness in Mind

In partnership with Brentwood Leisure Trust, Fitness in Mind™ runs physical activity sessions that promote, encourage and provide physical activity as an aid to mental wellbeing. It is delivered by specially selected, qualified instructors, and friendly peer-support volunteers.

Website: brentwood-centre.co.uk/sport-and-leisure/fitness-in-mind

Key contacts: fitnessinmind@brentwoodleisure.co.uk

State of Mind

A charity that promotes positive mental health among sportsmen and women, fans and wider communities, and ultimately aims to prevent suicide. They raise awareness of the issues surrounding mental health and wellbeing and deliver education on the subject to all levels of sport, business, education and community groups.

Website: stateofmindsport.org

Key contacts: Philip.cooper@stateofmindsport.org

Mental Health Football Association

Helping create partnerships between football initiatives and those directly involved with supporting people who are experiencing mental health issues, such as NHS Trusts and standalone mental health support organisations throughout the UK.

Website: facebook.com/MentalHealthFootball

Key contacts: communications@mentalhealthfootballassociation.com

English Federation of Disability Sport (EFDS)

A national charity working to help organisations delivering sport and physical activity to support individual disabled people to be active and stay active for life.

Website: efds.co.uk

Key contacts: The EFDS employ a number of regional engagement advisors. For details, go to: efds.co.uk/about-us/team

County Sports Partnership Network (CSPN)

A nationwide network of 45 County Sports Partnerships (CSPs) which are committed to improving lives by growing grassroots sport and physical activity.

Website: cspnetwork.org

Key contacts: To find your local CSP go to the interactive map on the CSPN website: cspnetwork.org/your-csp

Sport and Recreation Alliance

Umbrella body for sport and recreation in the UK. The Sport and Recreation Alliance alongside the Professional Players Federation and with support from Mind, have created the Mental Health Charter for Sport and Recreation.

The Mental Health Charter for Sport and Recreation sets out how sport can use its collective power to tackle mental ill health and the stigma that surrounds it.

Website: sportandrecreation.org.uk

Key contacts: info@sportandrecreation.org.uk

sports coach UK

The UK's technical agency for coaching, which promotes the education of sports coaches, youth and community sports leaders, physical education teachers and other people engaged in the teaching and encouragement of sporting skills in the fields of physiology, biomechanics, psychology, sociology, philosophy and other sport-related subjects.

Website: sportscoachuk.org

Key contacts: sportscoachuk.org/contact

Sport England

Non-departmental public body under the Department for Culture, Media and Sport tasked with helping people and communities across the country create sporting habits for life.

Website: [sportengland.org](https://www.sportengland.org)

Key contacts: info@sportengland.org

Sport Wales

Sport Wales is the national organisation responsible for developing and promoting sport and physical activity in Wales. They advise the Welsh Government on all sport matters and are responsible for distributing National Lottery funds to both elite and grassroots sport in Wales.

Website: [sport.wales](https://www.sport.wales)

Key contacts: info@sportwales.org.uk

Scottish Association for Mental Health (SAMH)

SAMH is Scotland's leading mental health charity. It provides help, information and support, and campaigns on behalf of people with mental health problems. SAMH provides a range of sports and physical activity programmes and support to the sport and physical activity sector.

Website: [samh.org.uk](https://www.samh.org.uk)

Key contacts: enquire@samh.org.uk

Glossary

The **Ann Craft Trust** supports the statutory, independent and voluntary sectors from across the UK to protect disabled children and adults at risk.

Child Outcomes Research Consortium – a UK membership organisation founded in 2002 by a group of mental health service clinicians and managers. It collects and uses evidence to improve children and young people's mental health and wellbeing.

Clinical commissioning groups (CCGs) are clinically led statutory NHS bodies responsible for the planning and commissioning of health care services for their local area.

Commissioning – the process of looking at health needs in a local area and putting in place services to meet those needs. It's about setting priorities and then paying providers – such as NHS mental health trusts or local voluntary groups – to provide health services for local people.

County Sports Partnerships – networks of local agencies committed to working together to increase participation in sport and physical activity.

Department of Culture, Media and Sport (DCMS) – a department of the United Kingdom government, with responsibility for culture and sport in England, and some aspects of the media throughout the whole UK, such as broadcasting and the internet.

The **Disclosure and Barring Service (DBS)** is the agency responsible for processing requests for:

- Criminal records checks.
- Deciding whether it is appropriate for a person to be placed on or removed from a barred list.
- Placing or removing people from the DBS children's barred list and adults' barred list for England, Wales and Northern Ireland.

Elefriends is a supportive online community open to anyone over 18 who struggles with their mental health. Find out more by visiting www.elefriends.org.uk

Get Healthy, Get Active – a Sport England funded portfolio of projects that aims to support inactive people to increase physical activity levels through participating in sport.

Get Set to Go programme – an England-wide programme delivered by Mind and funded by Sport England to support people with mental health problems to be more active.

International Physical Activity Questionnaire (IPAQ) is available in both short and long forms. The questionnaire can be used to obtain internationally comparable data on health-related physical activity.

Local Minds – Mind’s federated network of independent organisations run by local people, for local people, which form a network that delivers mental health services for communities across England and Wales.

Mental Health Awareness for Sport and Physical Activity (MHASPA) – a three-hour awareness course aimed at sport and physical activity providers, coaches, sports administrators, front of house staff and volunteers.

Mental Health Charter for Sport and Recreation – a document that outlines five actions that the sport and physical activity sector can take to help make mental health a commonly understood matter and to help those in need. Further information can be found on the Sport and Recreation Alliance website.

National Obesity Observatory – publicly funded body that is part of a network of Public Health Observatories across Britain and Ireland. It publishes data, intelligence and guidance related to obesity and its underlying causes.

NGB – independent, self-appointed body that governs a specific sport.

The **NSPCC Child Protection in Sport Unit** is a partnership between the NSPCC, Sport England, Sport Northern Ireland and Sport Wales. The Unit works with UK Sports Councils, National Governing Bodies (NGBs), County Sports Partnerships (CSPs) and other organisations to help them minimise the risk of child abuse during sporting activities.

Participant – a person who engages with your sport and physical activity service.

PAR-Q – the physical activity readiness questionnaire (PAR-Q) is a self-screening tool that can be used by anyone who is planning to start an exercise programme. It determines the safety or possible risk of exercising for an individual based on their answers to specific health history questions.

Peer support – when people use their own experiences to help each other.

Personal health budget – an amount of money to support an individual’s identified health and wellbeing needs, planned and agreed between them and their local NHS team.

Physical activity is any body movement that works your muscles and requires more energy than resting. Walking, running, dancing, swimming, yoga, and gardening are a few examples of physical activity.

Qualitative data – data which is typically descriptive, for example from unstructured interviews or open-ended questions.

Quantitative data – data expressing a numerical quantity, amount or range that can be analysed statistically.

A **severe mental health problem** can be defined as one that significantly impacts on day-to-day life and requires a high level of care and support.

Sport and Recreation Alliance – the umbrella body for sport and recreation in the UK. Alongside the **Professional Players Federation** and with support from **Mind**, they have created the Mental Health Charter for Sport and Recreation.

Sports coach UK – The UK’s technical agency for coaching.

Sport England – a non-departmental public body under the Department for Culture, Media and Sport tasked with helping people and communities across the country create sporting habits for life.

SMART – an acronym outlining how to set achievable goals (Specific, Measurable, Attainable Relevant and Time-related).

Targeted activity – specifically aimed at a group of people, such as people with mental health problems, mums and babies, over-50s, or men under 40.

Theory of Change – a step-by-step approach to considering, agreeing and setting out the purpose of a project and outlining how the outcomes will be met.

Universal activity – open to everyone from all sections of the community. Sessions take place at sport centres, parks, leisure centres and community venues. Anyone can join the sessions and activities are often (but not always) on a ‘pay as you go’ basis, such as Zumba, no-strings badminton, gym sessions or park run. Due to health and safety regulations, there may be specific age parameters such as over 18, or ability groups such as beginners/advanced

Validated tool – a measure that has been psychometrically tested for reliability (the ability to produce consistent results) and validity (the ability to produce correct results).

We would like to thank the following for their support and contributions to this document:

Local Minds

Brent Mind

Dudley Mind

Herefordshire Mind

Lancashire Mind

Middlesbrough and Stockton Mind

Mind in Croydon

Rochdale and District Mind

Tyneside and Northumberland Mind

Mind in Camden

Swindon Mind

External partners

Sport England

Sport and Recreation Alliance

sports coach UK

English Federation of Disability Sport

Lancashire Sport Partnership

Bristol Active Life Partnership

Bedford Borough Council

Sport in Mind

State of Mind

Fitness in Mind

County Sports Partnership Network

Mental Health Football Association

Institute of Health and Wellbeing – University of Northampton



mind.org.uk/sport