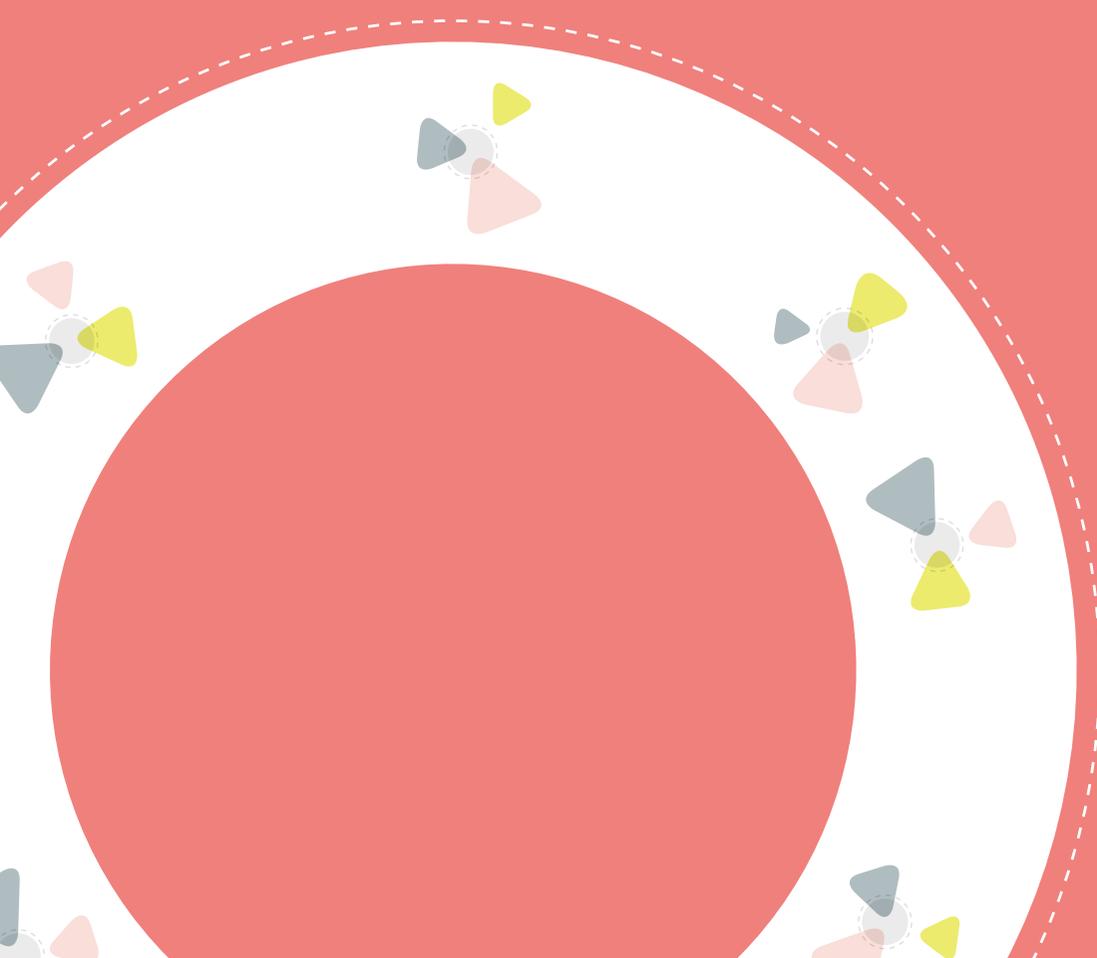


COACH 4 CARE

Tools
for
structured
conversations





FOREWORD

Anyone who is caring for a loved one who is dying learns a lot about how to care.

What is challenging is sustaining energy and resilience throughout the caring journey so people can give the best possible care to their loved ones. Coach4care helps carers through coaching to help them reflect on their situation and take action to improve their well-being and the well-being of those they care for.

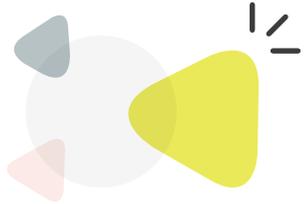
Carers want structured conversations that help them to reflect on their lives and make positive changes. The difficulties they face are often subtle and it isn't easy to identify goals and actions, so they need a tool that explores their situation in depth, fosters creativity and tests solutions.

The Double Diamond Coaching Model is a new coaching tool created with the help of coaches and carers, for carers. It is based on the Double Diamond, a process for innovation created by the Design Council. The reason why this process was chosen as a basis for a coaching tool for Coach4care is because it helps to:

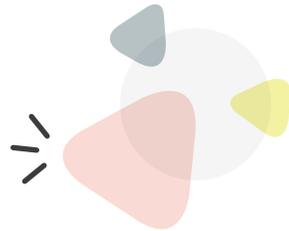
- ▶ Explore the carers lived experience
- ▶ Foster innovative solutions
- ▶ Test and implement ideas

CONTENT

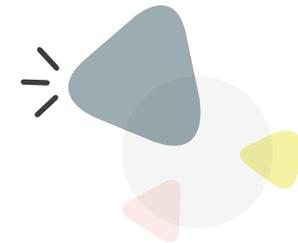
INTRODUCTION



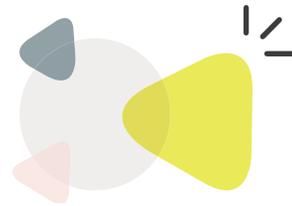
THE DOUBLE DIAMOND COACHING MODEL



TOOLS

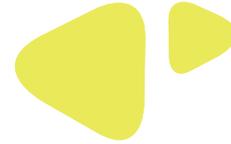






INTRODUCTION

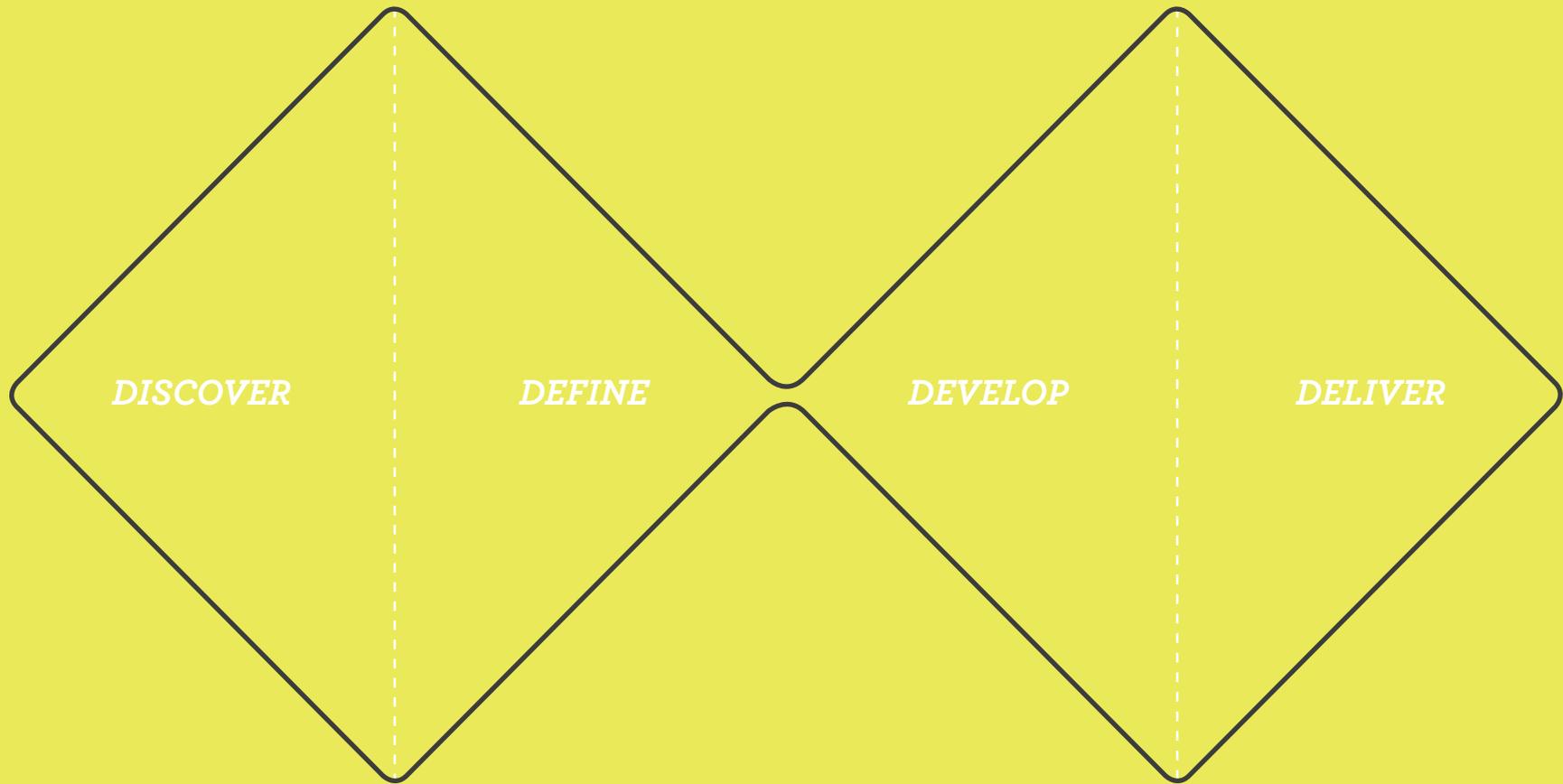
WHAT IS THE DOUBLE DIAMOND?



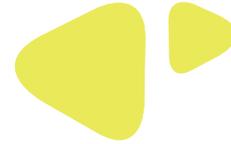
**The double diamond has four phases:
discover, define, develop, deliver.**

Traditionally when people innovate they start with what they believe to be a problem, they develop solutions and then they deliver them. The double diamond starts by exploring and understanding a person's lived experience. Only after this are goals set and new ideas developed and tested.

Coaching in this way means there is no pressure to get to a goal quickly. The coach takes their time to help the carer reflect on their situation deeply and consider opportunities for change. The real advantage to this way of working is that it helps people be more clear-eyed both about the challenges they face and about new possibilities. Goals are set after this exploration, and solutions are generated and considered. Solutions do not have to work straight away. They can be tested and rejected or developed until they have an impact.



THE DOUBLE DIAMOND COACHING MODEL



The ‘Discover’ phase...

involves exploring a situation and finding out about people’s day to day life.

The ‘Define’ phase...

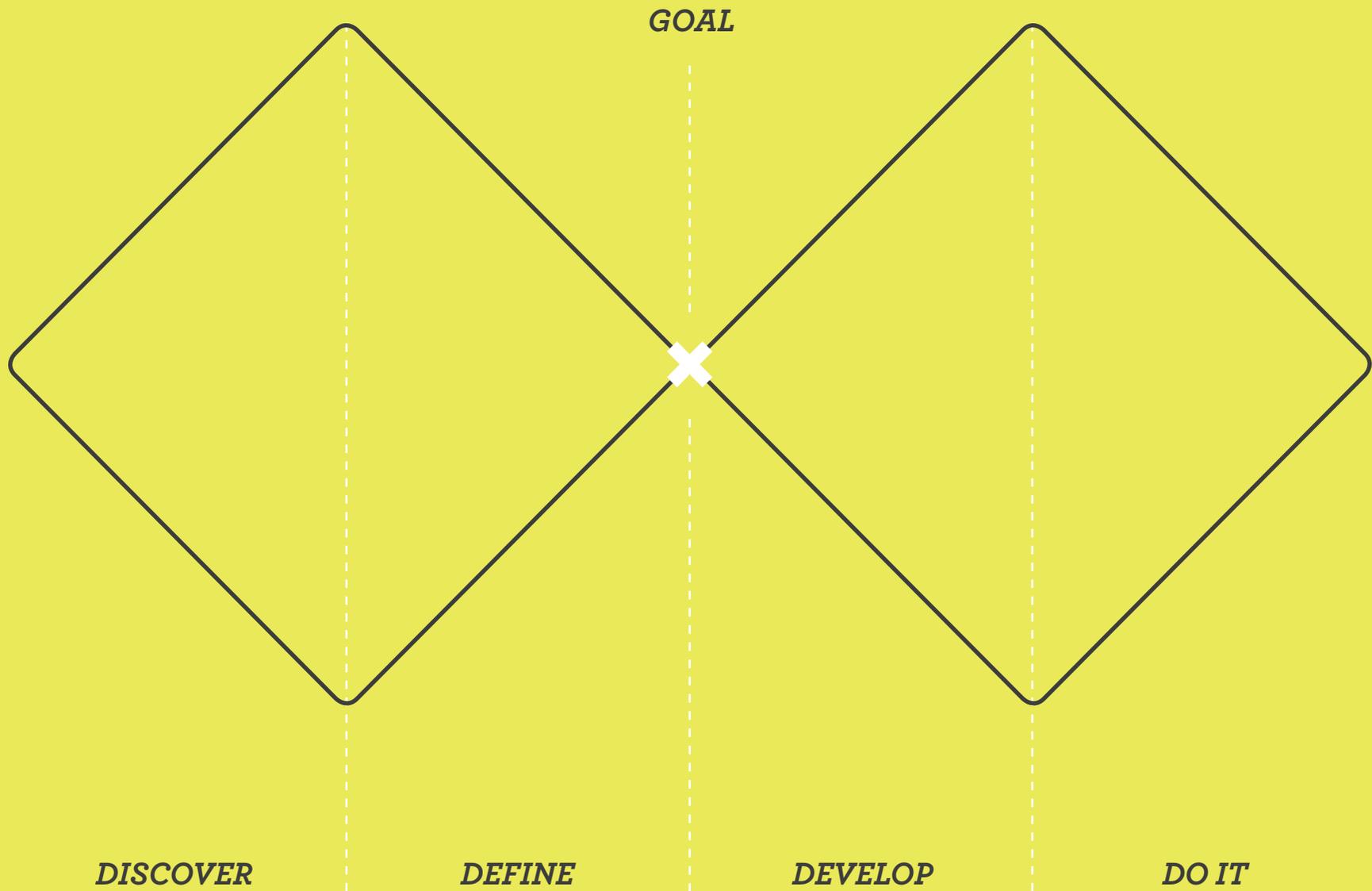
involves helping people to pinpoint the parts of their lives that are going well and the parts that can be even better so that they can identify some goals.

The ‘Develop’ phase...

is about helping people to come up with a variety of solutions, and thinking about how to test them and committing to make some change.

The ‘Do it’ phase...

involves evaluating the tested solutions and helping a carer to decide how to implement those changes into their life and evaluate success.



Aims of the coaching



Coaching helps people to have the space and time to think and reflect on their situations. A coach doesn't give advice but asks people questions to help them come up with solutions themselves.

The coaching aims to support carers and supporters of a dying person to:

- ▶ Provide care with warmth and love
- ▶ Manage the balance between the stress of caring and their capacity to cope by building resilience and well being
- ▶ Continue previous activities, sustain hope, keep control, and experience satisfaction in their role
- ▶ Help them to obtain the practical, medical, emotional and information related support to decrease their vulnerability and protect against fatigue and burnout.



COACHING HELPS
YOU TO:

- ✓ PROVIDE CARE WITH WARMTH AND LOVE
- ✓ CONTINUE PREVIOUS ACTIVITIES, SUSTAIN HOPE AND FEEL GOOD
- ✓ REFLECT ON YOUR EXPERIENCE AND FOSTER NEW AND INNOVATIVE SOLUTIONS



HOW TO USE THIS GUIDANCE



This guidance is divided into 3 sections.

The first section provides an agenda for the first session with accompanying tools. The other sections describe the different phases of the Double Diamond Coaching Model. Each section is structured in the following way.

- ▶ The core questions for that phase
- ▶ The further questions that might be helpful
- ▶ A list of backup questions if you get stuck
- ▶ A list of useful tools

CORE QUESTIONS

to steer the conversations

TOOLS

that can be used to further explore different challenges or ideas



FURTHER QUESTIONS

to unpack the core question

BACK UP QUESTIONS

in case more exploration is needed

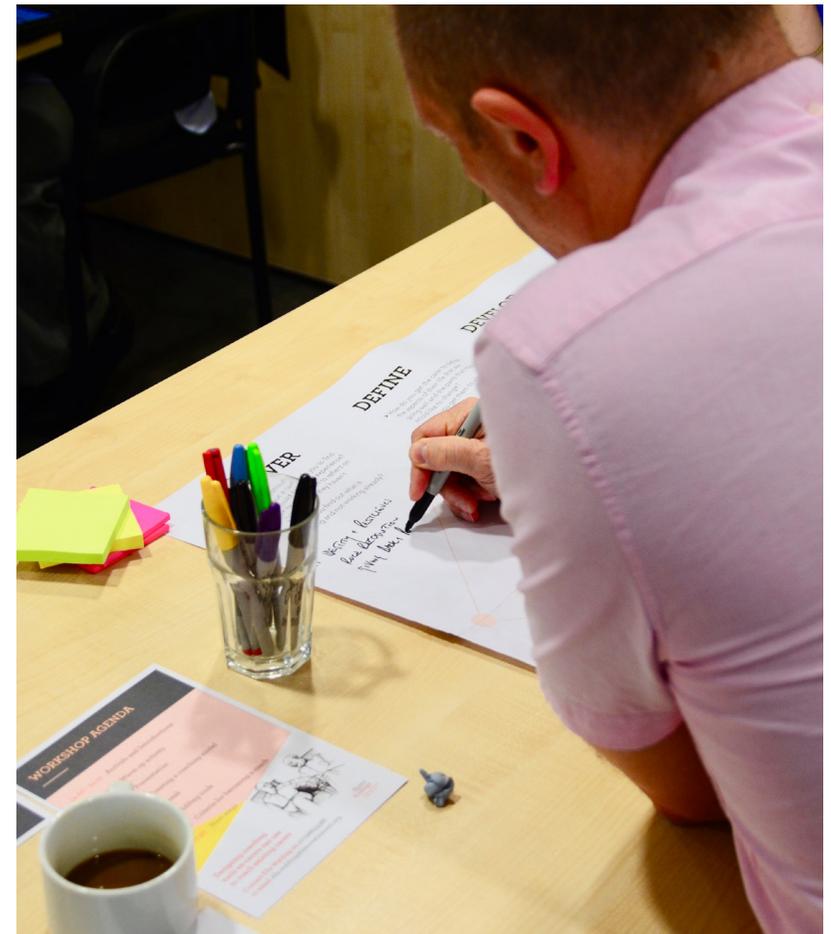
The rest of the guidance sets out the structure of the coaching.

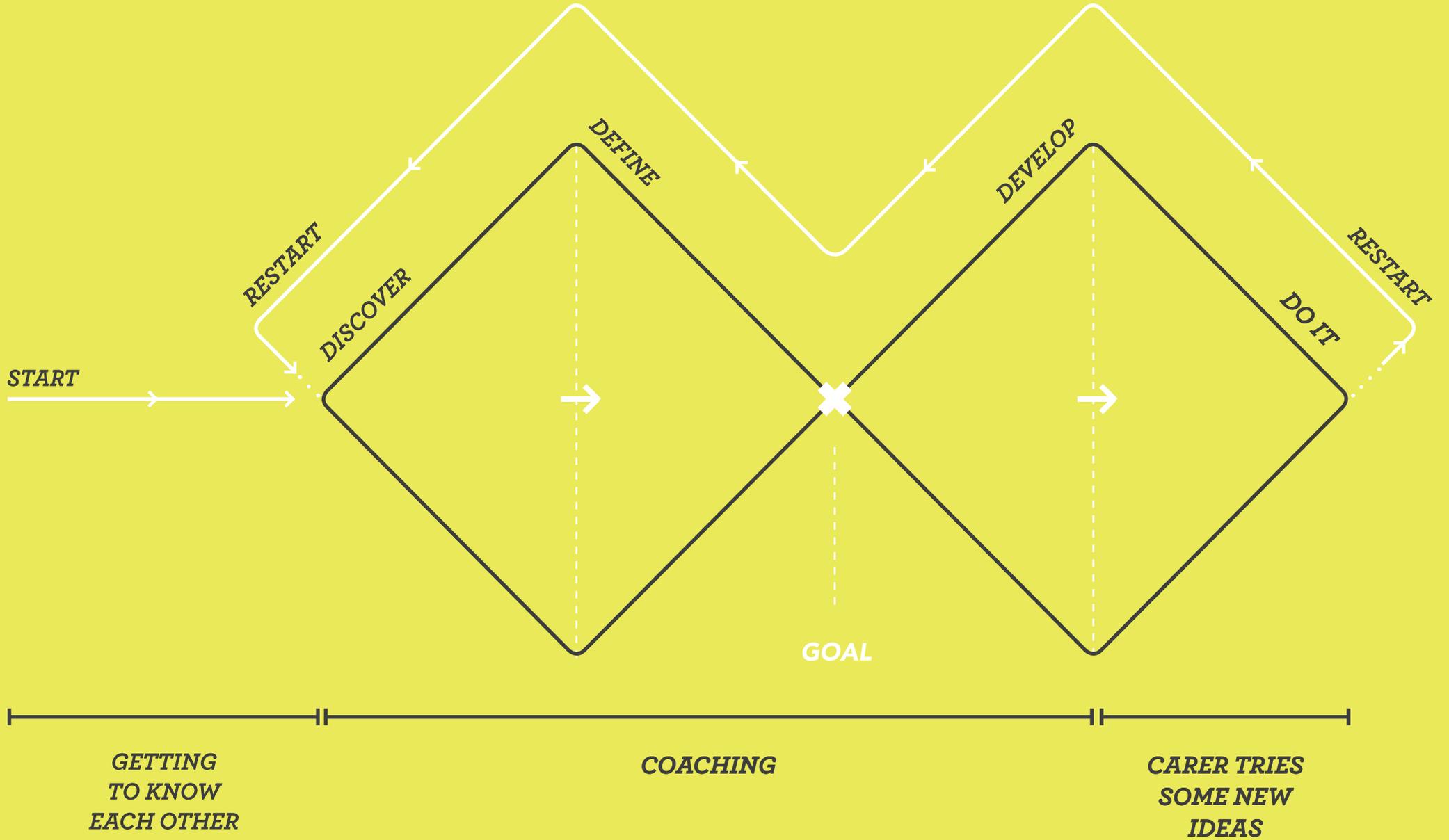
There is an agenda for a 'Getting to know each other session' which can be accompanied by a number of tools which we believe get the coaching journey off to a good start.

It is during the second coaching session 2 weeks later that the coach would start using The Double Diamond Coaching Model. Each phase of the diamond has core questions which are an essential part of the coaching questions and further questions from which the coach can select questions that appear relevant. The tools that can help each phase of the coaching journey are also shown on each page and these link to the list of tools at the end of the guidance. The tools are optional and can help explore particular situations in more detail.

The second session uses the phases - discover, define and develop - to agree actions the carer will take between the second and third session. The do it phase refers to the space between sessions in which the carer implements the solutions they have chosen. The third session will start with questions to find out what went well and what needs to change and refines solutions if needed. The coach will then start again and follow the discover, define and develop phase to agree new solutions and actions.

Each session will then follow this format.





Top tips

02

Trust building takes time

It may take a few sessions for a carer to share the extent of their feelings. Remember this is a human to human encounter.

04

Coaching finds the answers within

Coaching is about finding the answers in the person you are coaching, rather than giving them advice.

01

Listening is the most important thing you can do

Listening attentively ignites a person's thinking and interruptions disrupt their thinking. Giving people a chance to reflect is a great gift. From time to time, reflect back what you have heard. In some cases, listening might be enough.

03

A focus on strengths

Avoid the temptation to focus purely on challenges and bring out the carer's positive qualities and strengths.

05

Be clear about where your role begins and ends

Coaching is not counselling. If you feel the person needs counselling, your role is to help them identify how they could receive it.

07

Emotions stop thinking

People can't think clearly when they are emotional so emotions need to be validated first before problem solving. This means saying things like "I can hear you are feeling sad, worried..." etc.

06

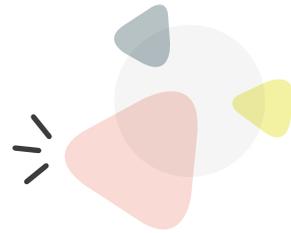
If you get stuck

Just ask, Tell me more about that. What question could I ask you next that would be the most helpful? What else?

08

Small can be big

Even if the coaching just gets a person to look after themselves more, this can make a big difference.



THE DOUBLE DIAMOND COACHING MODEL

INTRODUCTORY SESSION

Getting to know each other



THE DOUBLE DIAMOND COACHING MODEL



DISCOVER

Exploring a situation and finding out about people's day to day life.



What is your current situation?

What is life like on a day to day basis?

How well are you managing to take care of your self?

What is happening for you?

What has changed since you started caring for...

What other roles and responsibilities do you have?



How are you coping?

How are you feeling today?

How are you caring for yourself?

What are you balancing?

What else is going on for you?

What do you feel responsible for?



What support do you have?

What support do you have right now practically?

What support do you have right now emotionally?

Tell me a time when you felt really supported when caring for your loved one?

Who else is affected by this situation?

Who else appreciates what you are doing?



F

What are the key challenges?

What is difficult or problematic at the moment? How are you coping with that?

What is the most challenging part for you?

Are there times where you feel you are being expected to do too much?

Tell me a time when you felt really under pressure in trying to support your loved one.

+

What is overwhelming you in your caring role?

What else is causing stress at the moment?

Have you any worries about money or cash flow?
(If yes, have you been offered any additional financial support?)

What in this situation is within your control?



What is going well?

What aspects of caring day to day are going well?

How have you coped so far?

What positive things do you think your significant others would say about your coping?

What are you doing for yourself?

Where do you get your energy from?

+

List 3 good things that have happened to you?

Describe a day that you achieved what you wanted to achieve?

Do you have any tips on coping which you found out about recently?

What do you do to relax?

What have you learnt from this experience including about yourself?

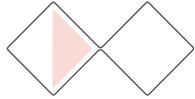
If in doubt, ask

Tell me more...

What are your thoughts about...



DEFINE



Helping people to pinpoint the parts of their lives that are going well and the parts that can be even better so that they can identify some goals.

How could things be different?

What do you need right now?

How would you like to enhance what is supporting you?

What would make you happier/feel better?

What would an ideal situation look/feel like?

On a scale of 1-10 how far are we towards achieving this experience?

What is it that made you say x instead of 1?

What is the first thing you would notice if you were 2 points higher?



What is next for you?

What would you hope to happen going forwards?

What is the aspect of your life that you would like to work on/change?

On a scale from 0 - 10 where 0 is awful and 10 is fantastic, where do you consider yourself to be?

What puts you at e.g. 3 and not 0?

What would it be like if you were 1 point higher on the scale?



?

What is really going on here?

Listening to what you have been saying here, what really strikes you about what you would most like to change?

I have heard you say A and B are going well and C and D are not. Is this right?

?

What would you most like to change?

If there were one or two things you would like to change in relation to your caring role, what they be?

What would be an initial goal we could focus on that you would feel good about?

+

What is one small improvement to your situation you would like to make?

If you could improve just one thing what would it be?

If in doubt, ask

Tell me more...

What are your thoughts about...

GOAL

Helping carers to think about what they would like to focus on in the session or what they would like to change. The coach senses which of these options seems right and asks the carer.

01

What aspect would you find most helpful for us to focus on for the rest of our time today? What would you like to go away with at the end of the session?

02

It sounds to me like there is a clear goal emerging. This could be something you could:

- change***
- do less of***
- do more of***

03

So the goal you would like to work on is...

Is that correct?

If no, then ask - what is this goal?

DEVELOP

Helping people to come up with a variety of solutions, and thinking about how to test them and committing to make some change.



What strategies have you used before that worked?

Which coping strategies work best for you?

Where have you been successful at something like this before?

When was the last time that you noticed a significant positive change?

Does this suggest any ideas?

Are there occasions when you have experienced something like this situation before and come through it? What did you do then?



What could you do to move forward in a more helpful direction?

What else? What else? What else?

What is the one thing that would make a difference?

If you woke up tomorrow morning and a miracle had occurred - what would be the first thing that you noticed when you woke up?

What advice would you give to someone who came to you with the same problem?

Let's go forward 3 months and imagine the situation was better. What has changed? Lets look back from the future and see what you did to make this happen.

What would you do differently if you could start your caring role again?

What would you do if you had more time or more money? Is there anyone else who has been through this you can learn from? Where else could you get help?



Who can support you to achieve your goal?

What resources, skills are already in place to help you get here?

What other support could you access? Both for emotional and practical support?

How else might you draw on your support?

Who might help you with this situation if they could be brought on side? How could they be brought on side?

Who else could you talk to? If someone could give you guidance, what would you need?





Which of these ideas do you want to take forward?

These are the options you came up withwhich of these options do you prefer?

Out of the ideas you have come up with, which would move you closer to your ideal?

What is a manageable first step?

Which would give you a quick result?

Can you think of one action you could commit to today that would move you forward?



How shall we test this idea?

How can you find space and time to make this change?

Who or what do you need to make this happen?

How might you stop yourself from doing this?

What actions will you take and when precisely? When would you do it by?

On a scale of 1 – 10, how confident are you now that you can do this?

What will take you to (a 9 or 10?)



If in doubt, ask

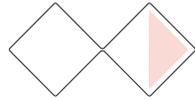
Tell me more...

What are your thoughts about...



How possible do you think it is?
What else might go wrong and how can you manage that? How can I or others help?
What is it that you are going to do exactly?

DO IT



The do it phase involves the carer going away and seeking to implement the actions that have been agreed in the develop phase. This phase can be evaluated at the start of the next session with the following questions.



How did it go?

- You have been doing x. How did it go?
- What went well?
- What could have been better?
- What has changed as a result, if anything?
- Do you want to go on persevering with it?

How do we make this become a part of your life?

How confident are you that you can sustain this change on a scale of 0 not at all to 10 very confident? What got you to x? How could you get to 2 points higher?



If in doubt, ask

- Tell me more...
- What are your thoughts about...

What will happen in x months time if you sustain this? What would that feel like?

What difference will this make?

How do we make this a habit?

What have you learned from this that will be helpful in the future in making change?



WHEN COACHING IS NO LONGER NEEDED

Finishing on a positive



It is helpful to have a positive way of ending the coaching.

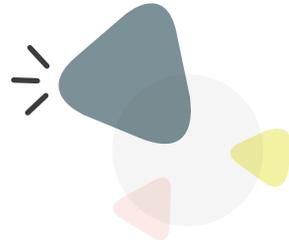
At the final session with the carer, the coach may want to:

- / 01 Ask the carer what they have got out of the coaching
- / 02 Ask the carer for any suggestions on how the coaching could have been even better
- / 03 Tell the carer some of the things that they have gained or learned from the coaching

It will be up to the coach if they want to agree any means for keeping in touch. We recommend that the coach also writes a letter after the last session and you might want to include some of the following in the letter:

- / 01 What you have enjoyed in the coaching
- / 02 Some of the qualities of the carer that you have valued
- / 03 A nice moment that you will look back on
- / 04 Best wishes for them for the future





TOOLS





EXPLORING YOUR JOURNEY

PHASE

Session 1

EST. TIME

40 minutes

LEVEL

Easy

MATERIALS

Big paper

Coloured pens

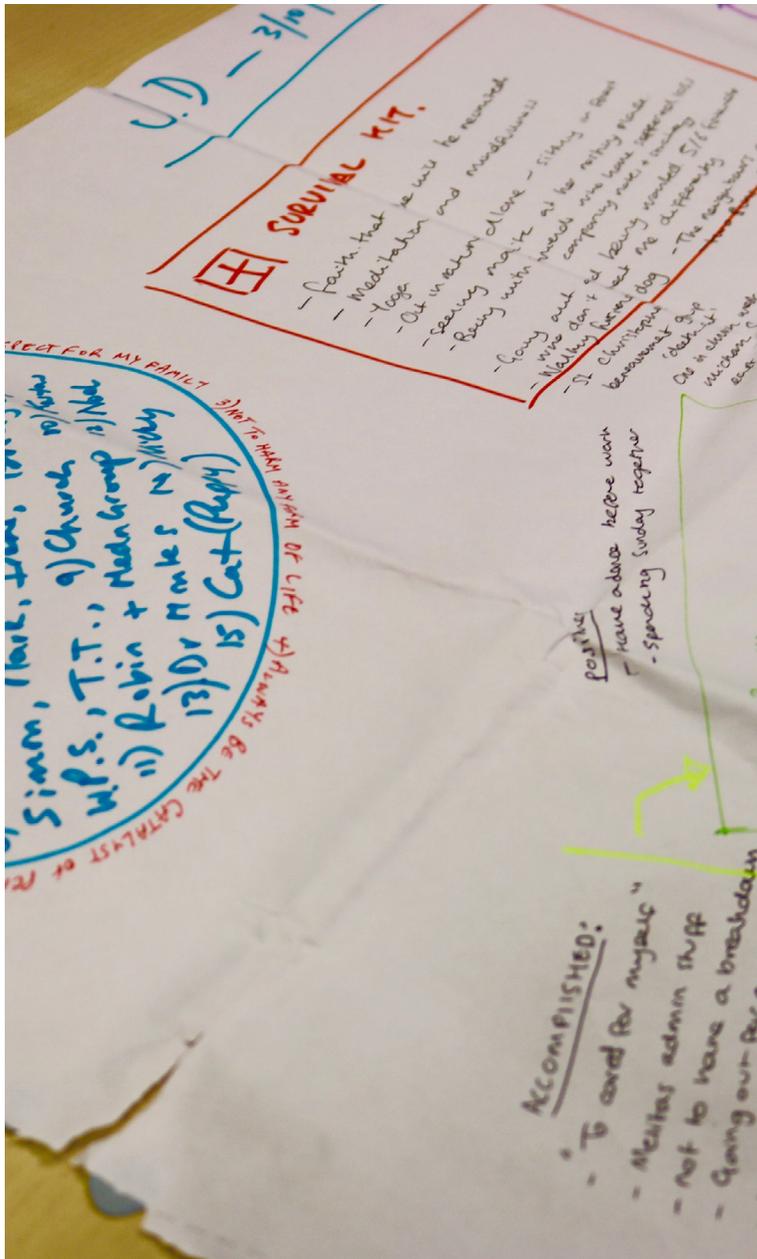
When would you use this tool?

This tool would be used to help carers explore their caring journey. It may be used at the beginning of a session to help the coach understand the journey a carer has been on and to help the carer reflect on their past experiences. It may also be used to help a carer look at these experiences in a new and different way, and re-frame negative experiences into positive ones.

[R] THE AUSTRALIAN CENTRE FOR SOCIAL INNOVATION, WEAVERS

How to use this tool

- / 01 Coaches ask carers to map their caring journey. Carers draw a path along a big piece of paper.
- / 02 Coaches then ask carers to complete the following steps.



Where have you come from?

At the starting point of the path, note down where you have come from. This might include where you grew up, significant people in your life, things about your family, culture and spirituality.

Your circle of support

Who are your companions on this journey alive or in your heart? This might be individuals, groups, community or organisations. It could be people from different generations, spiritual figures, invisible friends, pets and so on. What are the gifts they gave you that you are carrying with you on this journey?

Values, beliefs and principles

Around the circle of support write down some of the key values, beliefs and principles that guide you along your journey. These values are like our compass, they guide us on our journey.

Key milestones

Along the path you have already traveled, draw/list some milestones that you have been through. This may include some of the surprising moments that have happened to you. A moment that made you smile, laugh or cry or is a memory that you will treasure. What are some of the things you have already accomplished? Draw two of these.

Obstacles overcome

Put a cross anywhere there was a major obstacle that you have already overcome on your journey of life. Indicate how you overcame, avoided or got around the obstacle.

Survival kit

Towards the bottom of the page, draw your survival kit. Within it, write down what helped you during the difficult times. What have you turned to that has offered you strength? These could be values, skills, people, customs, beliefs, songs, habits, behaviours, etc..

Looking forward

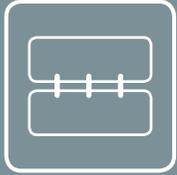
Towards the end of the 'path yet to come' write down your hopes, dreams, wishes. These might be for you and the people around you.

Things you wish to make happen

Look back on the path at milestones you have already achieved and then looking forward make three future milestones you are aiming for. These are to be achievable steps. Things you wish to make happen.

Future survival kit

Under the path yet to come list the things you might need to add to your survival kit to help you reach your goal.



IDENTIFYING CORE VALUES

PHASE

Session 1

EST. TIME

15 minutes

LEVEL

Easy

MATERIALS

Values sheet

Pen

DOWNLOAD



When would you use this tool?

This tool is to help the carer to get in touch with their core values because when they gain that clarity and sense of purpose, everything becomes a little easier: making decisions, choosing next steps, recognising sooner when they need support. The confidence and fulfilment that can come from living and caring in alignment with our values allows us to flourish with meaning and purpose. Living in accordance with our values can give us strength and a sense of purpose in our life. It supports us and aligns our actions with our values.

How to use this tool

GUIDANCE FOR COACH

/ 01 The carer is given the tool below to take away and complete between coaching sessions.

/ 02 In the next session the coach asks:

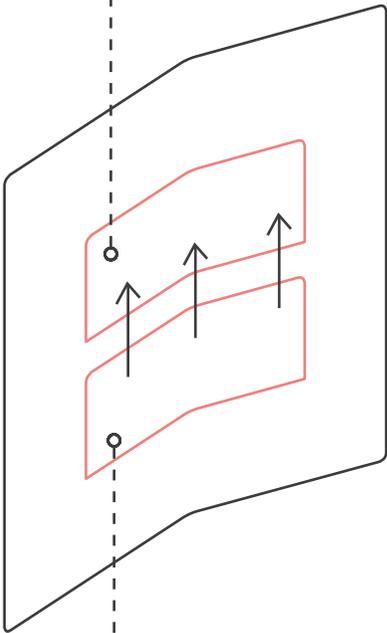
What makes each value important to you, including a time when it played an important role in your life?

What it would mean to live these values for yourself and the person you support?

How this might be achieved?

GOALS AND MILESTONES

Goals and milestones are things that the person wishes to achieve and they have higher levels of well-being when their goals are aligned with their values.



VALUES

Values are foundations or guiding principles which underpin the whole life journey and influence people's beliefs.

GUIDANCE FOR THE CARER

- / 01 Review the values listed on the table. Use the blank spaces at the bottom to add any values that are important to you that are not listed.
- / 02 Put a tick next to all the values that are important to you, including any you may have added. This will become your overall set of values.
- / 03 Take 2 to 3 minutes to narrow the ticked values to your top eight values by crossing off the values that are less important to you and circling the more important values.
- / 04 Next, narrow the list to five important values, using a different colour pen.
- / 05 Narrow that list of five to three important values.
- / 06 List these values on the sheet and bring this along to the next coaching session.

- PEACE
- WEALTH
- HAPPINESS
- SUCCESS
- FRIENDSHIP
- REPUTATION
- AUTHENTICITY
- INFLUENCE
- JUSTICE
- SOCIAL JUSTICE
- COMPASSION
- WISDOM
- AFFECTION
- AMBITION
- TOLERANCE
- POWER
- APPRECIATION
- LOYALTY
- SELF-DISCIPLINE
- CURIOSITY
- STATUS

- FREEDOM
- LOVE
- RECOGNITION
- CREATIVITY
- SPIRITUALITY
- RESPONSIBILITY
- HARMONY
- TRUTH
- RESPECT FOR OTHERS
- HELPFULNESS
- SELF-AWARENESS
- ECONOMIC
- COOPERATION
- LOVE
- ADVENTURE
- SAFETY
- ACHIEVEMENT
- FAIRNESS
- PROTECTION
- SELF-COMPASSION
- NOVELTY

- HEALTH
- JOY
- INDEPENDENCE
- STABILITY
- SUPPORT
- EQUALITY
- CHALLENGE
- CONTROL
- LEARNING
- RESPECT FOR TRADITION
- CAPABILITY
- SELF-DIRECTION
- MAKING A DIFFERENCE
- FAMILY
- FUN
- KINDNESS
- INTEGRITY
- UNITY WITH NATURE
- COMPETITIVENESS

[+] WHAT ELSE?





MY TYPICAL WEEK

PHASE

Session 1

EST. TIME

15 minutes

LEVEL

Easy

MATERIALS

Week map

Pens

DOWNLOAD

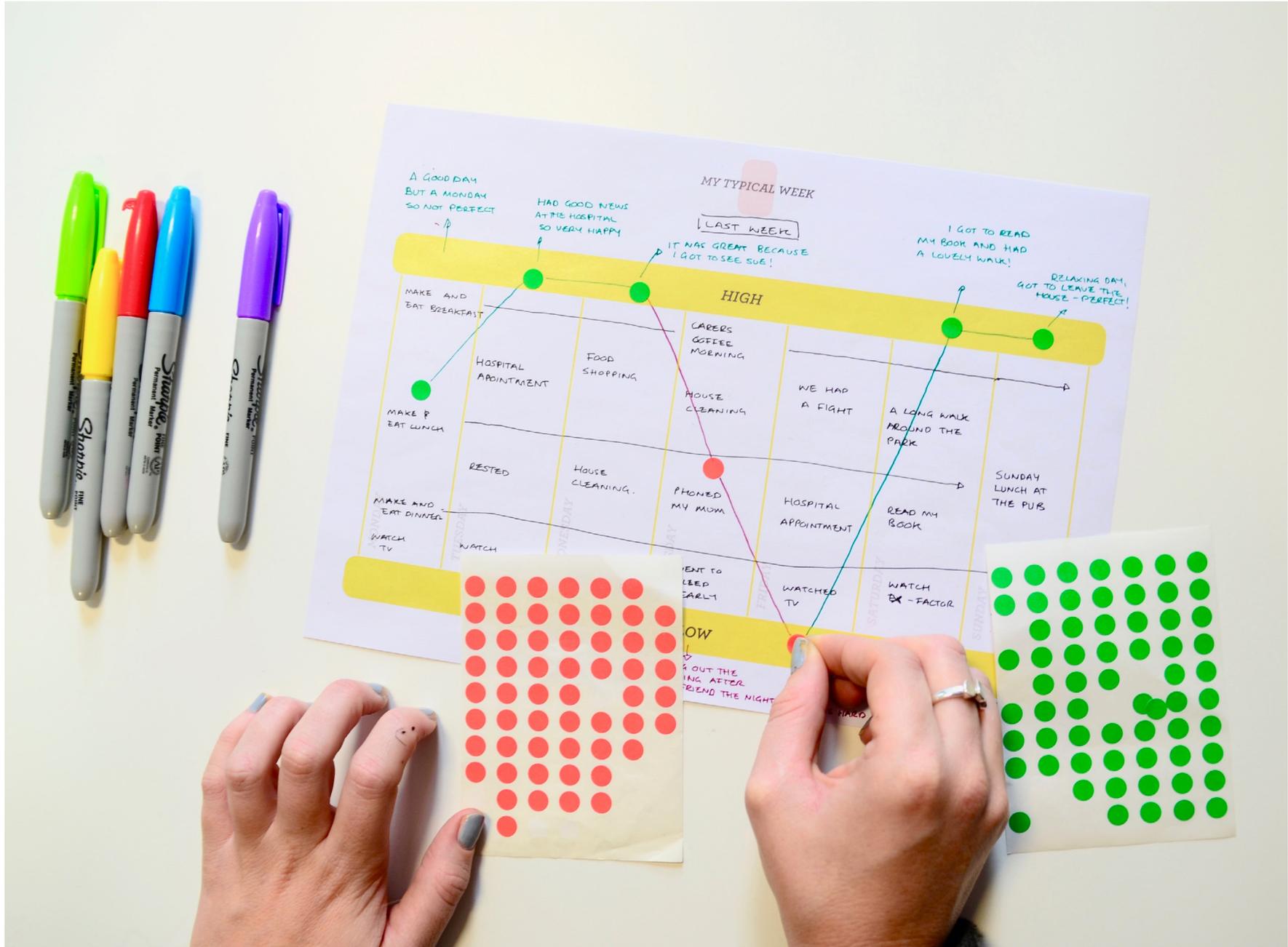


When would you use this tool?

You would use this tool to find out about a person's day to day life and the high's and low's of their week.

How to use this tool

The coach encourages the carer to identify the high's and low's of the week using this grid. The coach asks carers to map the activities they do on a usual week - ask them to use last week as an example. What feelings do they experience day to day? Ask them to draw a line to map the high's and low's of the last week. Then ask what are the reasons for the high's and low's'?





PHASE

Session 1

EST. TIME

15 minutes

LEVEL

Easy

MATERIALS

Timeline

Pens

DOWNLOAD



MY TYPICAL DAY

When would you use this tool?

You use this tool to understand a person's daily routine and to explore the high's and low's of their day.

How to use this tool

Give me the story of what the routine is on a typical day for you and the person you support (x)? What happens at each of these times? Map the highs and lows of the day.



WHEEL OF LIFE

PHASE

Discover

EST. TIME

20 minutes

LEVEL

Easy

MATERIALS

Wheel of life

Pen

DOWNLOAD



When would you use this tool?

This tool is useful to help the carer reflect on different aspects of their life, and then choose an area that they would like to focus on.

How to use this tool

- / 01 Have a chat, develop some rapport and trust.
- / 02 Empathise with their situation, remind them that everyone is different and there are no right answers
- / 03 Ask them to score how they're feeling on each segment (from 0 very poor in the centre to 10 very good on the outside)
- / 04 Use this to help them find topics to focus on





FEELINGS, FACTS, FUTURE

PHASE

Discover

EST. TIME

20 minutes

LEVEL

Easy

MATERIALS

FFF wheel

Coloured pens

DOWNLOAD

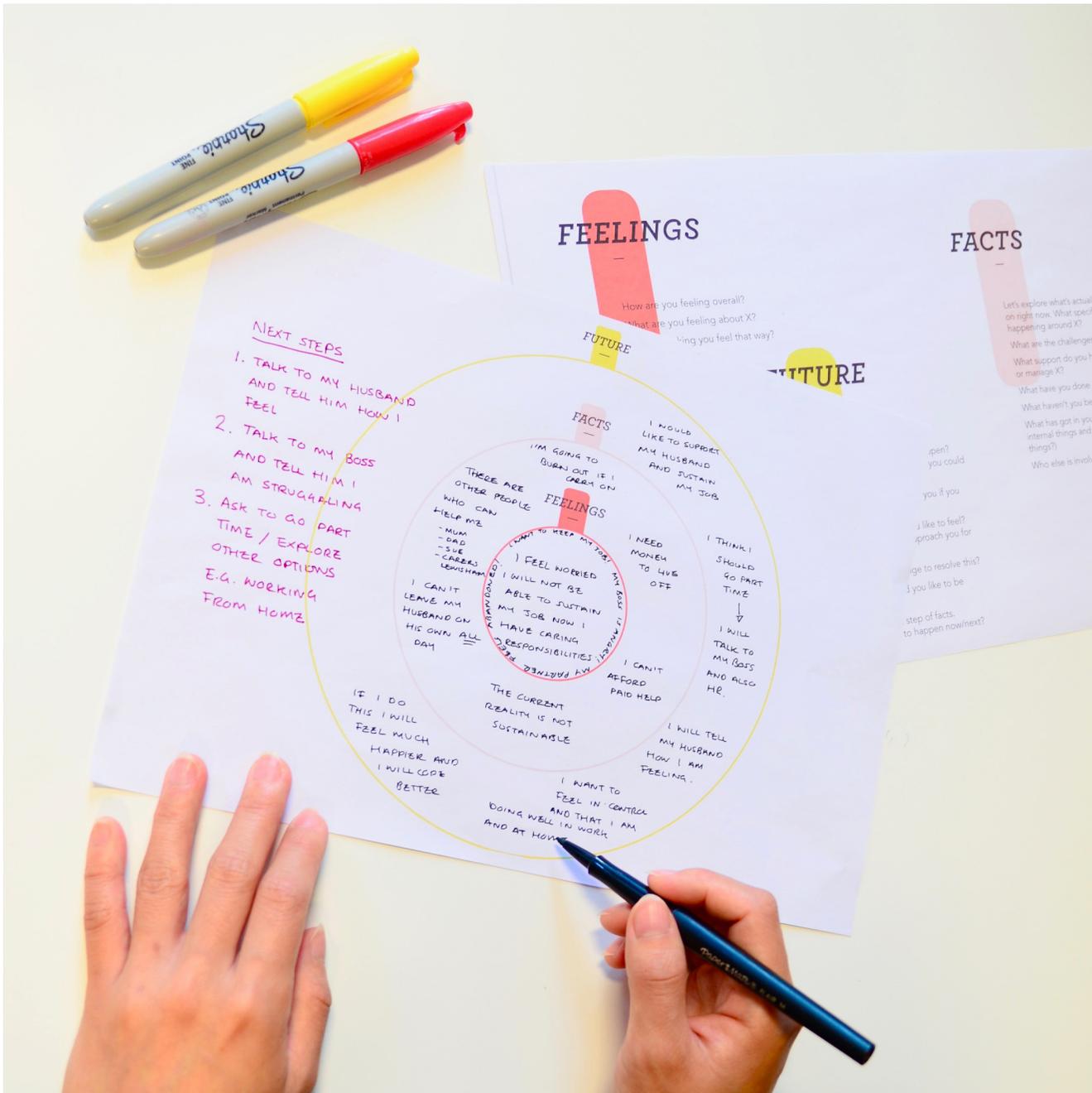


When would you use this tool?

This tool is useful to explore a challenging or stuck situation in terms of the feelings, facts and future aspirations of the carer and help identify a positive way forward.

How to use this tool

- / 01 Gain permission and willingness to use the tool when something feels stuck and unresolvable
- / 02 Set the scene that you are going to use a model called 3F's and explain that the model explores the feelings and facts in the situation, as a way of identifying a way forward in the future
- / 03 Ask the carer to describe the challenge/situation
Explore their feelings about it with the questions opposite
- / 04 Gain permission next to dig into facts through questions and reflection
- / 05 Establish the facts with focus on what is seen and also not seen i.e. what's been forgotten using the questions opposite
- / 06 Ask permission to be creative by exploring possible changes in the situation
- / 07 Explore their preferred future and possibilities using the future questions below
- / 08 Circle back to feelings. How does this future feel as you describe it?
- / 09 Move to final step of facts. What needs to happen now/next?



FEELINGS

How are you feeling overall?
 What are you feeling about X?
 What is making you feel that way?

FACTS

Let's explore what's actually going on right now. What specifically is happening around X?
 What are the challenges with X?
 What support do you have to resolve or manage X?
 What have you done so far?
 What haven't you been able to do?
 What has got in your way? (what internal things and what external things?)
 Who else is involved?

FUTURES

What would you like to happen?
 What is one of two things you could do?
 What could change for you if you solve/manage this?
 What/how would you like to feel?
 Who will you ask/approach for support with this?
 What has to change to resolve this?
 Who else would you like to be involved?
 Move to final step of facts. What needs to happen now/next?



BUILDING NETWORKS OF SUPPORT

PHASE

Discover

EST. TIME

20 minutes

LEVEL

Easy

MATERIALS

**Network
Wheel**

Coloured pens

DOWNLOAD

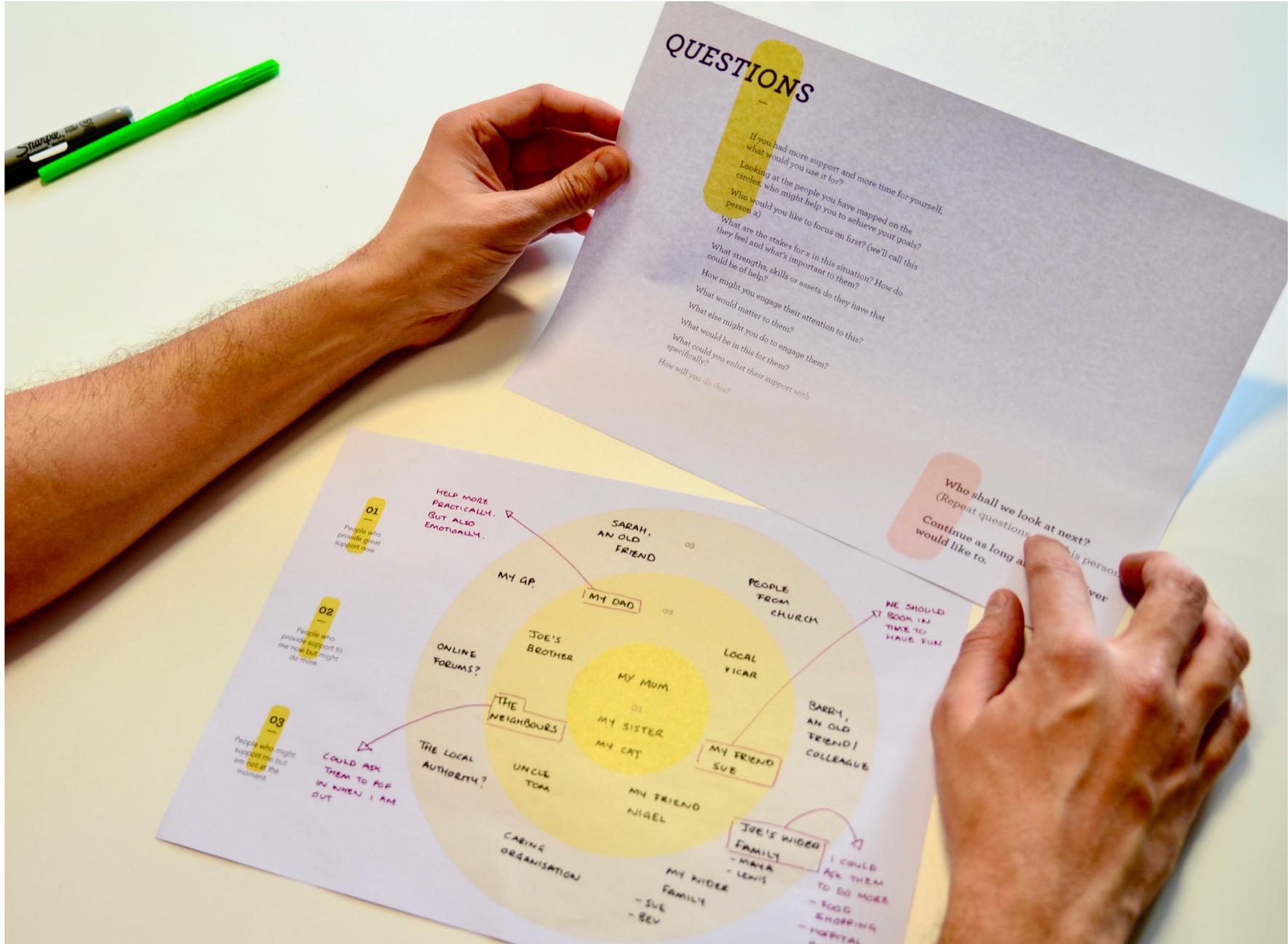


When would you use this tool?

This is a tool for helping a carer recognise and increase the support available to them through their social network.

How to use this tool

- / 01** Provide the carer with the diagram below and ask them to write on it the people in their network on it positioning them in the relevant circles in the diagram opposite.
- / 02** The coach uses questions to assist the carer to think about how to use their network to provide them with support. This is a good tool to use after having developed a resilience plan. Ask them to choose one person to start with and think about the support they might offer, and how to elicit it.
- / 03** Who shall we look at next
(Repeat questions with this person)
Continue as long as the carer would like to.





STRENGTH TOOL

PHASE

Discover

EST. TIME

10 minutes

LEVEL

Easy

MATERIALS

**Strengths
sheet**

Pen

DOWNLOAD



When would you use this tool?

You would use this tool if a carer was focusing on difficulties and feeling disheartened and you wanted to move them towards a focus on strengths.

How to use this tool

- / 01** Write on post-its all the words that describe you and your loved one and then choose the top three best things.
- / 02** Then write on post-its all the words to describe your loved one that make you smile and choose the top three best things.



HOW MIGHT WE...

PHASE

Define

EST. TIME

15 minutes

LEVEL

Easy

MATERIALS

Paper

Pen

When would you use this tool?

You would use this tool to identify key challenges and turn them into opportunity statements. We use the 'How might we..?' format because it suggests that a solution is possible and because it offers the carer the chance to answer them in a variety of ways. A properly framed 'How might we..?' doesn't suggest a particular solution, but gives you the perfect frame for innovative thinking.

How to use this tool

/ 01 Write down the main themes that have emerged through your conversations. These may be challenges or they may be things that are going well. Pick the top 3 headlines.

/ 02 For each of these reframe your insight as a question by adding, 'How might we..?' at the beginning. This will turn the challenges into an opportunity for change and will turn the positives into an opportunity to do even more, or even better.

The goal is to find opportunities for change, so if your insights suggest several 'How might we..?' questions that's great.

/ 03 Now take a look at your 'How might we..?' questions and ask yourself if it allows for a variety of solutions. If it doesn't, broaden it. Your 'How might we..?' should generate a number of possible answers and will become a launchpad for your brainstorming.

/ 04 Finally, make sure that your 'How might we..?' questions aren't too broad. It's a tricky process but a good 'How might we..?' question should give you both a narrow enough frame to let you know where to start your brainstorm, but also enough breadth to give you room to explore different ideas.



VISUAL GOAL SETTING

PHASE

Define

EST. TIME

25 minutes

LEVEL

Intermediate

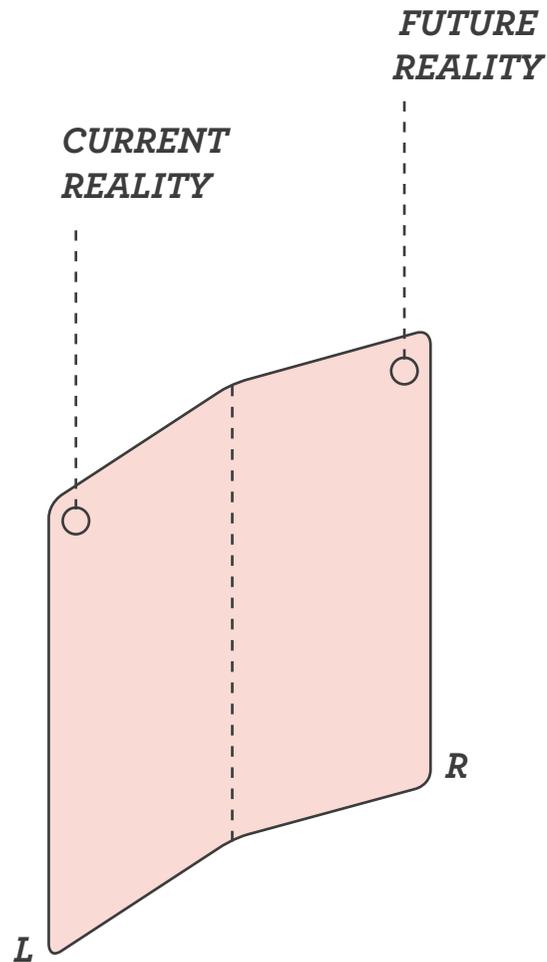
MATERIALS

Paper

Pen

When would you use this tool?

This is a technique for setting goals that allows the right brain to communicate wants and needs which may not be accessible in the conscious mind.



How to use this tool

- / 01 Ask the carer to write or draw their name at the top of the paper in anyway they wish. Then say:
"Divide the paper in two, on the left-hand side draw your current reality using words and images that come to mind. You may want to choose a single colour or a darker colour for this section. Don't worry if it's not perfect, just do your best, stick figures or symbols representing how you think and feel are fine".
- / 02 After they have drawn the picture, get them to them to reflect on what they see and how they feel, asking questions about the picture when appropriate.
- / 03 Take a break for a cup of coffee to help clear your minds and if desired you can encourage them to take a few breaths to calm themselves. Then say:
"Now on the right-hand side of your paper, draw a future reality using words and images that express the feelings and thoughts you'd like to achieve as a result of support from coaching over the next few months or weeks. How do you want to see yourself. Consider how do you want to be in your caring role, what sorts of things might be different which would help you to flourish in this role."
- / 04 After they have drawn the picture, get them to them to reflect on what they see and how they feel, asking questions about the picture when appropriate.



ROLE PLAY CONVERSATION

PHASE

Develop

EST. TIME

15 minutes

LEVEL

Hard

MATERIALS

None

When would you use this tool?

You might use this tool when a carer has to have a difficult conversation, maybe with a friend, family member or person that they are caring for. The best way to practice communication skills is by role playing, with the coach taking on the role of the person a carer would like to talk to.



How to use this tool

- / 01** Identify the specific conversation to practice
- / 02** Know the intended result
ASK: *"What is the result that you want to create in this conversation?"*
- / 03** Know your role
Ask: *"please give me a brief (30 second) character sketch of the role I will be playing. This may be a specific person or a composite of the typical person."*
- / 04** Get into the role
Get into the conversation. Let yourself be the character. Have fun with it. Note: You do not have to mimic voices – for example if you are playing the role of the opposite sex.
- / 05** Call time out
Let your player know if you are coming out of character to make a suggestion.
- / 06** Repeat
Be prepared to go through a specific part of the conversation several times.
- / 07** Add a twist
Based on how well you think the player is doing, you can vary how you play the role to create easier or more challenging situations.
- / 08** Debrief
ASK: *"What did you learn from doing this practice conversation?"*
After a role play it is important to debrief what has happened. Be sure to champion them for what they did well and then point out areas for



BRAINSTORM

PHASE

Develop

EST. TIME

10 minutes

LEVEL

Easy

MATERIALS

Post-its

Pens

When would you use this tool?

Brainstorms tap into a broad body of knowledge and creativity. You would use this tool when trying to think of new and interesting ideas to create change in response to a challenge. The best policy is to be open and think of as many ideas as possible so that you promote openness, lots of ideas, and creativity over immediate feasibility. Brainstorms work best when you are positive, optimistic, and focused on generating as many ideas as possible.



How to use this tool

- / 01 Write down the question that you want to answer.
- / 02 Think of as many ideas as possible. Write these down on paper or on post-it notes.
- / 03 Be creative, don't think about if an idea will be possible or not. Be positive and optimistic and focus on creating lots of ideas.
- / 04 After brainstorming remove all ideas that you don't want to do. After this, pick out which ideas you would be willing to try.



MIND MAPPING

PHASE

Develop

EST. TIME

10 minutes

LEVEL

Easy

MATERIALS

**Big paper
Pens**

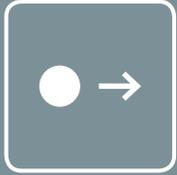
When would you use this tool?

Mind mapping is a highly effective way of getting information in and out of your brain. Mind mapping is a creative and logical means of note-taking that literally “maps out” your ideas. Carers would use this tool when trying to think of new solutions.



How to use this tool

- / 01** The coach or carer writes the question that you are trying to explore in the centre of a large white piece of paper.
- / 02** The coach says to the carer: *"This is a tool that is known to help generate ideas. You are invited to use lines, symbols, words, colours and images to map different ideas and create different branches from different thoughts and ideas. There is no right way of doing this. Ideas can be put down in any order, as soon as they pop into your head. You do not have to think in order."*
- / 03** You can add twigs off the relevant branches that represent the ideas of lesser importance
- / 04** *"Look at your diagram and reflect on what strikes you about what you see."*



FUTURE PACING

PHASE

Develop

EST. TIME

20 minutes

LEVEL

Intermediate

MATERIALS

None

When would you use this tool?

Future pacing involves visualising success. This might be used when a carer has identified a change they would like to implement and are either struggling to imagine how this might look or are not sure of how to achieve it. It can also increase motivation towards making the change because carers will be able to see and imagine what a different future might be like.

How to use this tool

- / 01 Ask the carer to identify the scenario they would like to imagine.
- / 02 SAY: *"Imagine yourself in the future, making the choice you want to make or having your life go the way you want it to go. Think of it like a scene as if it were a movie. What are you saying? What are you doing? What are you thinking? What are you feeling?"*
- / 03 SAY: *"Now you are there, imagine you have hit the rewind button in your movie and you are going backwards to the present moment. Imagine it is a month before, then the month before that, then the month before that. What are you doing that is making that future possible?"*



WHAT CAN I CONTROL?

PHASE

Develop

EST. TIME

10 minutes

LEVEL

Intermediate

MATERIALS

Questions

DOWNLOAD



When would you use this tool?

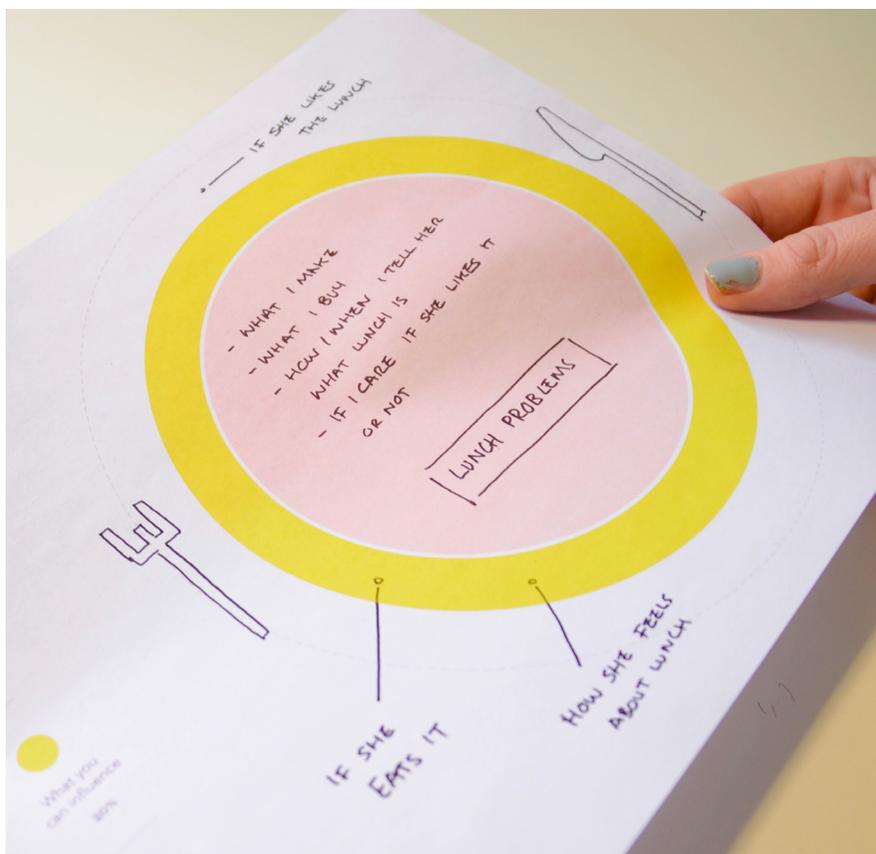
You would use this tool to help a carer reflect on what is and what is not in their control.

“

Grant me the serenity to accept the things I cannot change; courage to change the things I can; and wisdom to know the difference

– REINHOLD NIEBUHR

”



How to use this tool

- / 01 Build trust and rapport
- / 02 Get the carer to talk about successes
- / 03 Expand on the above i.e. "What's under your control?"
Split into segments e.g. social, mental, physical.
- / 04 Ask questions related to the segments above eg "what is in your control in terms of social contact?" and "what control do you have over these feelings", "What control do you have over these physical symptoms"?
- / 05 "Tell me what you can influence? Tell me more... Tell me more...?"
- / 06 "What is outside of your control?"
- / 07 "Tell me more... What else...?"
- / 08 "How much time/energy are you spending on things outside of your control?"
- / 09 "How is this helping you or not?"
- / 10 "What can you do to shift your focus/energy onto those elements that you can control?"
- / 11 "What tools could use to help you refocus on those things that are inside of your control?"
- / 12 "What is the one thing that you can do immediately that will have a positive impact on your life/well-being right now?"
- / 13 "How would you make this happen? What are any perceived challenges that you foresee?"



POSITIVE SCRIPTS

PHASE

Develop

EST. TIME

5 minutes

LEVEL

Easy

MATERIALS

**Positive
scripts**

DOWNLOAD



When would you use this tool?

This tool aims to help carers to identify some positive scripts that they can use to challenge negative thoughts. It is a useful tool to keep coming back to.

How to use this tool

Show carers the positive coping statements listed on the next page and ask them to find three statements that will work for them when they experience negative thoughts.

“Stop, and breathe, I can do this.”

“It’s OK, I’ve got this.”

“This will pass.”

“I can be anxious/angry/sad and still deal with this.”

“I have done this before, and I can do it again.”

“This feels bad, it is a normal body reaction. It will pass.”

“This feels bad, and feelings are very often wrong.”

“These are just feelings, they will go away.”

“This won’t last forever.”

“I don’t need to rush, I can take things slowly.”

“I have survived before, I will survive now.”

“I feel this way because of my past experiences, but I am safe right now.”

“I’m stronger than I think.”

“It’s okay to feel this way, it’s a normal reaction.”

“Right now, I am not in danger. Right now, I’m safe.”

“My mind is not always my friend.”

“Thoughts are just thoughts. They are not necessarily true or factual.”

“I will learn from this experience, even if it seems hard to understand right now.”

“This is difficult and uncomfortable, but it is only temporary.”

“I choose to see this challenge as an opportunity.”

“I can use my coping skills and get through this.”

“I can learn from this and it will be easier next time.”

“Keep calm and carry on.”

“Right now I have feelings I don’t like. They will be over with soon and I’ll be fine. For now, I am going to focus on doing something else around me.”

“All these things that are happening to me seem overwhelming. But I’ve caught myself this time and I refuse to focus on these things. Instead, I’m going to talk slowly to myself, focus away from my problem, and continue with what I have to do.”

“This is uncomfortable, but I can handle it if I take slow and deep breaths.”

“Fighting this doesn’t help – so I’ll just relax and breathe deeply and let it float away.”

“I’ll just do the best I can.”

“I don’t have to believe everything I think.”

“Feeling tense is natural. It tells me it’s time to use coping strategies.”

“Stay focused on the present. What do I need to do right now?”

“Take deep breaths and take your time.”

This is not my fault.”

“I’ve survived hard times before, and I will survive this, too.”

“My life matters.”

“It won’t always be this bad. It will get better.”

“I will feel hopeful again someday.”

“I can be sad and still deal with this.”



SELF COMPASSION

PART. 1

PHASE

Develop

EST. TIME

15 minutes

LEVEL

Easy

MATERIALS

Self
compassion
scale

DOWNLOAD



When would you use this tool?

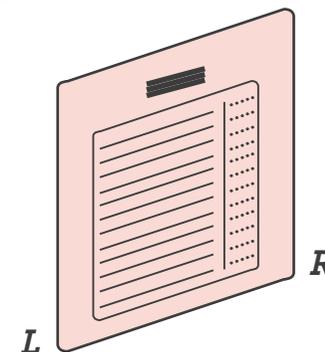
It is helpful for carers to look at this individually to see how they are or could be meeting their challenges with some more compassion for themselves, and even enhance and activate their capacity for self-compassion for themselves. This tool helps carers to identify ways they may already meet themselves with self-compassion or notice where this is not the case. The practising self-compassion tool can be used to support the enhancing of this natural capacity for one's own wellbeing.

How to use this tool

This scale is completed by the the carer. The coach can ask a carer to do this at the end of a session in preparation for the next one.

HOW I TYPICALLY ACT TOWARDS MYSELF IN DIFFICULT TIMES (L)

1. *I'm disapproving and judgmental about my own flaws and inadequacies.*
2.



SCALE (R)

1. *Never*
2. *Almost Never*
3. *Sometimes*
4. *Almost Always*
5. *Always*

HOW I TYPICALLY ACT TOWARDS MYSELF IN DIFFICULT TIMES

SCALE

- 14 When something painful happens I try to take a balanced view of the situation. 1 2 3 4 5
- 15 I try to see my failings as part of the human condition. 1 2 3 4 5
- 16 When I see aspects of myself that I don't like, I get down on myself. 1 2 3 4 5
- 17 When I fail at something important to me I try to keep things in perspective. 1 2 3 4 5
- 18 When I'm really struggling, I tend to feel like I must be having an . 1 2 3 4 5
- 19 I'm kind to myself when I'm experiencing suffering. 1 2 3 4 5
- 20 When something upsets me I get carried away by my feelings. 1 2 3 4 5
- 21 I can be a bit cold-hearted towards myself when I'm experiencing suffering. 1 2 3 4 5
- 22 When I feel inadequate in some way, I try to share those feelings of inadequacy with others. 1 2 3 4 5
- 23 I'm intolerant and impatient towards those aspects of my personality I don't like. 1 2 3 4 5
- 24 When I'm going through a very hard time, I try to remind myself of the caring and tenderness I need. 1 2 3 4 5
- 25 When I fail at something that's important to me, I feel alone in my failure. 1 2 3 4 5
- 26 I try to be understanding and patient towards those aspects of my personality I don't like. 1 2 3 4 5

HOW TO SCORE

Write down the number of each item in the boxes below. When a row has an asterisk and is in yellow, reverse the score (i.e. 1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1)

Then add up the rows and calculate the average (1st two rows divide total by 5, 2nd two rows, divide total by 4).

SK	5	12	19	23	26
SJ*	1	8	11	16	21
CH	3	7	10	15	
I*	4	13	18	25	
M	9	14	17	22	
OI*	2	6	20	24	

HOW I TYPICALLY ACT TOWARDS MYSELF IN DIFFICULT TIMES

SCALE

- 01 I'm disapproving and judgmental about my own flaws and inadequacies. 1 2 3 4 5
- 02 When I'm feeling down I tend to obsess and fixate on everything that's wrong. 1 2 3 4 5
- 03 When things are going badly for me, I see the difficulties as part of life that everyone goes through. 1 2 3 4 5
- 04 When I think about my inadequacies, it tends to make me feel more separate and cut off from the rest of the world. 1 2 3 4 5
- 05 When I'm feeling when I'm feeling . 1 2 3 4 5
- 06 I'm hard on myself when I become . 1 2 3 4 5
- 07 I'm hard on myself that there are lots of things wrong with me. 1 2 3 4 5
- 08 I tend to be tough on . 1 2 3 4 5
- 09 I try to keep my emotions in . 1 2 3 4 5
- 10 I try to remind myself of the caring and tenderness I need. 1 2 3 4 5
- 11 I'm intolerant and impatient towards those aspects of my personality I don't like. 1 2 3 4 5
- 12 When I'm going through a very hard time, I give myself . 1 2 3 4 5
- 13 I try to be understanding and patient towards those aspects of my personality I don't like. 1 2 3 4 5



SELF COMPASSION

PART. 2

PHASE

Develop

EST. TIME

20 minutes

LEVEL

Easy

MATERIALS

None

When would you use this tool?

This practising self-compassion tool can be used to support the enhancing of this natural capacity for one's own wellbeing.

How to use this tool

You can practise the tool with the carer in a session. Then give it to them to take away. A good time to use it is when you notice that a carer is feeling stress or emotional discomfort. Where do they feel it the most? Ask them to make contact with the sensations as they arise in your body. Then ask them to do the following:

/ 01

Just as you would give your friend a hug, embrace yourself by placing your hands on the opposite shoulders and squeezing gently. Or find the place in your body that is holding your pain. Is it your heart? Your stomach? Place your hands lovingly on the spot as you think about your pain and say kind words to yourself. "This really hurts", "This is tough to be with". Comforting physical gesture with contact on your own body actually releases a chemical called oxytocin that gives you a sense of comfort and well-being. So don't be afraid to soothe yourself as you would a friend, your partner, or a child.

/ 02 Remind yourself suffering is a part of living and part of the human condition. One of the reasons it can be hard to be self-compassionate is that, as human beings, we tend to feel isolated within our own experience. This isolation leads us to believe that we are the only ones who have a particular flaw or weakness in our personalities. Thoughts like these then result in feelings of shame and self-doubt rather than confidence and compassion. Other options include:

Other people feel this way sometimes.

I'm not alone, everyone has strengths and weaknesses.

We all struggle in our lives

/ 03 Mindfulness can be defined as paying attention to what is happening, while it is happening, on purpose. Rather than running away from or suppressing pain, mindfulness allows us just to be with these feelings as they are. So, the next time your inner critic starts up, just notice him or her and what he or she is saying. Notice your feelings. Have no judgment toward either of them. Remember that self-compassion isn't so much about getting rid of the pain, but to be with the pain in a way that is kind and loving toward yourself.

Acknowledging how we are feeling as we are feeling it, offering this acknowledgement silently to ourselves, such as

“This is hard”, “This is painful”, “Let me be kinder to myself”.

/ 04 Now, put your hands over your heart, or wherever it feels soothing, feeling the warmth and gentle touch of your hands. Offering silently ourselves some comforting words as we may if talking to a friend. Find words for what you need in times like this. Some options may be:

May I accept myself as I am

May I give myself the compassion that I need

May I learn to accept myself as I am

May I forgive myself

May I be strong

May I be safe

If a carer is having trouble finding the right language, ask them to imagine what they might say to a good friend struggling with that same difficulty.

They can also write a letter to themselves from the perspective of a friend who cares about them.



INCREASING POSITIVITY

PHASE

Develop

EST. TIME

20 minutes

LEVEL

Easy

MATERIALS

Table

Pen

Examples

DOWNLOAD



When would you use this tool?

The purpose of this tool is to help carers plan how to bring more positivity into their lives. This tool can be used at any time to help carers feel more positive and to make sure that they are making time for themselves. This can be used alongside the my typical week tool.

How to use this tool

- / 01** The carer is asked to consider a range of activities that would generate positive emotions during their week. The coach helps the carer to brainstorm what those activities might be (an example of the sorts of activity that people generate in this exercise is given below). The carer is encouraged to choose a range of things including things that enrich them physically, mentally, emotionally, relationally and spiritually (the latter includes appreciation of nature and beauty). The carer should come up with at least 20 things that they could do. See examples below. If the carer can't think of anything positive, go back and do my typical week to consider the highs in the past week.
- / 02** After listing up to 20 activities that might generate positive emotions, the carer is then encouraged to think when they might be able to do some of the and for those activities that need it, who could support them to get the free time.

Have an inspiring conversation with my daughter

Walk round my garden and look at my plants

Play football with my son

Get a take away and watch a great film with my sister

Have a coffee with a friend

Tell each member of my family why I appreciate them

Play with my cat

Take my neighbour's dog for a walk

Read my current book

Have a swim

Book a facial, massage, or manicure

List the things I am grateful for

Plan a future break I would like to take

Do a simple breathing exercise

Phone my friend Lucy

Buy a present for my spouse

Do a crossword

Go to the gym

Download some new music and listen to it

Write a letter / email to a friend I haven't contacted for a while

Go to Zumba

Call my Dad

Cook something new for dinner

Sing in the shower

Join a new activity

Reflect on the good things that have happened within the last month

“

Our brains are like Velcro for negative experiences and Teflon for positive ones.

– RICK HANSON, BRAIN SCIENTIST

”





MINDFULNESS BREATHING

PHASE

Develop

EST. TIME

15 minutes

LEVEL

Easy

MATERIALS

None

When would you use this tool?

This tool can be used to provide the carer with a daily 15 minutes practice that supports their capacity for awareness and the ability to be with their challenges.



How to use this tool

The most basic way to do mindful breathing is simply to focus your attention on your breath, the inhale and exhale. You can do this while standing, but ideally you'll be sitting or even lying in a comfortable position. Your eyes may be open or closed, but you may find it easier to maintain your focus if you close your eyes. It can help to set aside a designated time for this practice, but it can also help to practice it when you're feeling particularly stressed or anxious. Experts believe a regular practice of mindful breathing can make it easier to do it in difficult situations.

Sometimes, especially in a stressful moment, it might help to start by taking an exaggerated breath: a deep inhale through your nostrils (3 seconds), hold your breath (2 seconds), and a long exhale through your mouth (4 seconds). Otherwise, simply observe each breath without trying to adjust it; it may help to focus on the rise and fall of your chest or the sensation through your nostrils. As you do so, you may find that your mind wanders, distracted by thoughts or bodily sensations. That's OK. Just notice that this is happening and gently bringing your attention back to your breath.

To provide even more structure, and help you lead this practice for others, below are steps for a short guided meditation. You can listen to audio of this guided meditation, produced by UCLA's Mindful Awareness Research Center (MARC) [here](#) or download it from MARC's website.

The carer can also familiarise with the following guidance for how to practice on their own, or to the guidance offered via the audio link on the next page:

- / 01** Find a comfortable posture. You could be seated on a chair or lying down. Keep your back upright, but not too tight. Hands resting on the body or wherever they're comfortable.
- / 02** Noticing the body seated, the shape of the body, its weight against the support of the seat and ground. Pausing ... allowing the body to release any unnecessary tensions as much as it will. Becoming curious about the body seated here—the direct experience of the sensations in the body, the touch, the connection with the floor or the chair.
- / 03** Tuning into the breath. Feeling the natural flow of breath—in, out. You don't need to do anything to your breath. The body breathing us. Not long, not short, just natural. Pausing... noticing where you feel the breath in the body best. It might be in the abdomen, the chest, throat or in the nostrils. Resting your awareness where you notice the breath the best. As best you can, feeling the sensations of breathing, one breath at a time. When one breath ends, the next breath begins. Pausing...
- / 04** At some point the mind will wander, this is not a problem. Noticing any preoccupations, of thoughts, memories, images, worries, and seeing how it might be to let go, disengage from these preoccupations, and other habitual tendencies of the mind and return to the direct experience of the breathing body. Pausing... Sooner or later you will notice that the mind has wandered off again. It's very natural. Just notice that your mind has wandered. You can say "thinking" or "wandering" silently and softly.

/ 05 And then gently redirect your attention right back to the breathing
This practice can continue for five minutes or longer depending on how long you have. Continuing to notice the breath, in silence. From time to time, you'll get lost in thought, then returning to your breath.

/ 06 After a few minutes, once again noticing the body, the whole body, seated here. Pausing ...then gradually letting go of any effort to focus on anything in particular, simply being, here seated. Finally offering yourself some appreciation for doing this practice today.

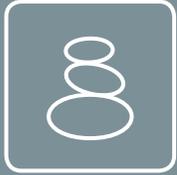
[R] FROM GREATER GOOD SCIENCE CENTRE
https://ggia.berkeley.edu/practice/mindful_breathing

“

Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.

– VIKTOR E. FRANKL

”



RELAXATION

PHASE

Develop

EST. TIME

5 minutes

LEVEL

Easy

MATERIALS

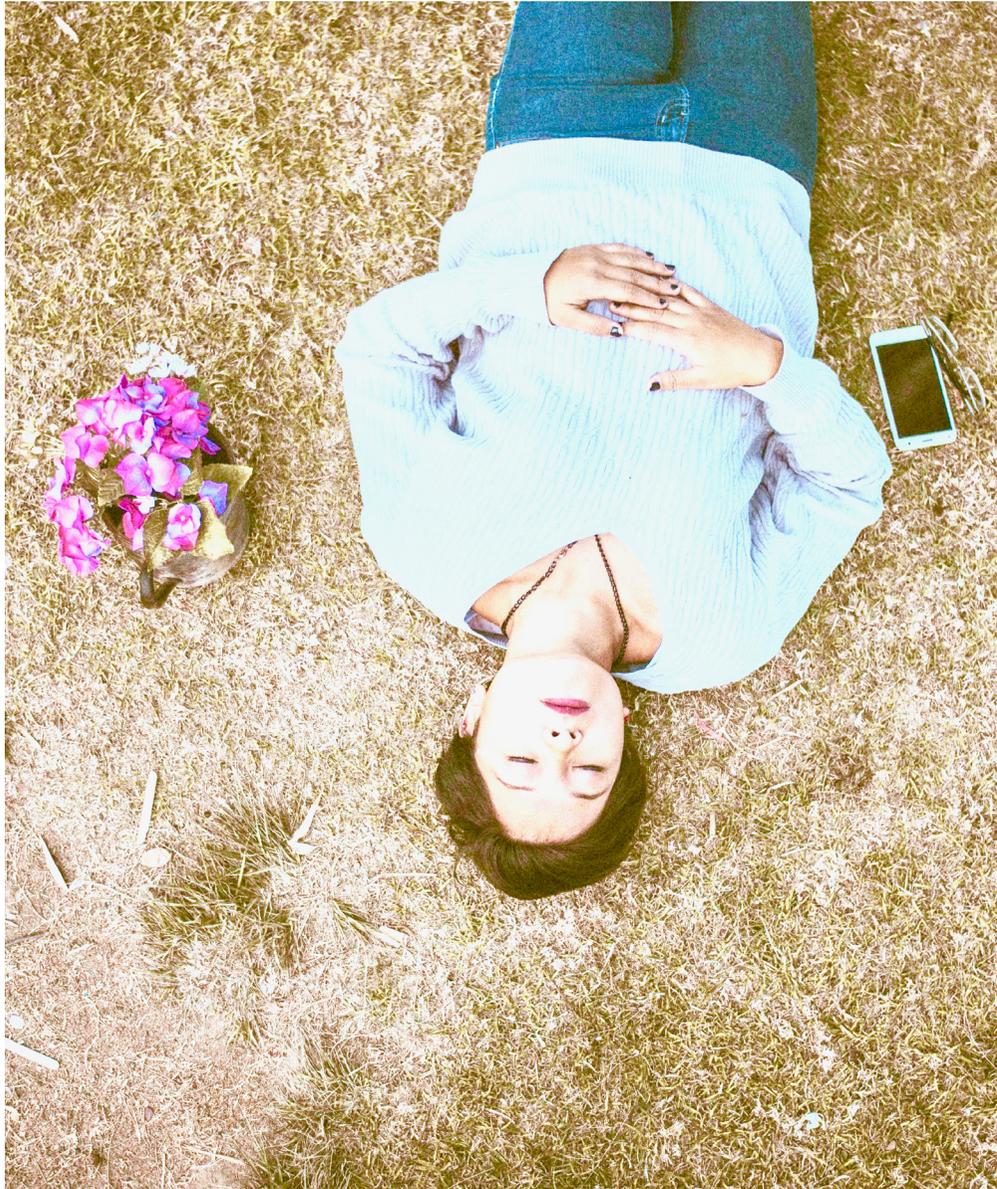
None

When would you use this tool?

A carer can use this tool when feeling anxious or stressed.

How to use this tool

- / 01 Let each part of your body feel weightless and free
- / 02 Don't think about anything in particular, or focus on having your favourite drink in the sunshine
- / 03 Let your feet relax, feel it travel up your legs, let your knees, thighs, tummy, chest, diaphragm, shoulders, arms relax, travel up your back
- / 04 Enjoy the feeling of energy resonating around your body
- / 05 Then tune into noticing your breath



OTHER SUGGESTIONS FOR RELAXING

Take time for yourself. You might want to try one of the following:

- / 01 Breathe: breathe slowly in and out noticing how your breath is
- / 02 Remember: visualise, hear, feel, describe or think of a time you have felt calm e.g. on holiday
- / 03 Relax: use aromatherapy, candles, massage, pampering, either by oneself or with another. person who you are supporting



IMPROVING RESILIENCE

PHASE

Develop

EST. TIME

25 minutes

LEVEL

Intermediate

MATERIALS

Questions

Paper

Pen

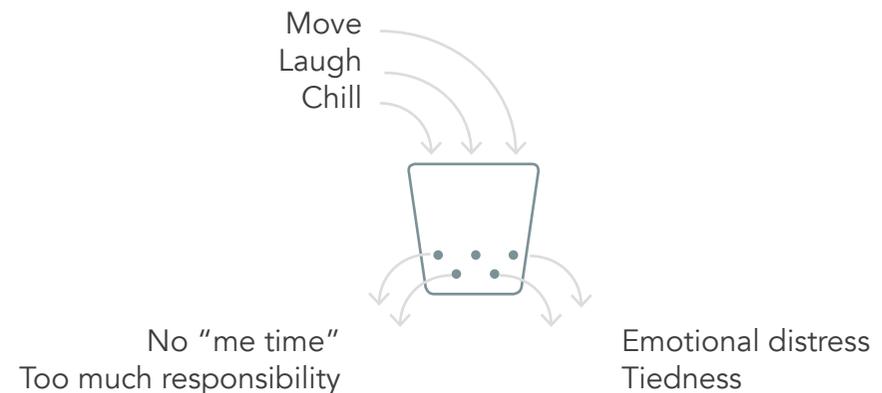
When would you use this tool?

This tool aims to assist coaches to help carers develop a specific plan to increase their resilience and well-being.

How to use this tool

THE RESEARCH: THE RESILIENCE BUCKET

It is helpful to ask carers to think of their resilience as in a bucket. Everybody has a bucket of resilience, but everyone's bucket is leaking and people need to keep engaging in positive activities in order to re-fill their buckets. If a person's bucket is empty then doing even simple tasks can be overwhelming. Filling your bucket is not selfish, it's self-care so that you have lots of energy and love for others.



THE TOOL

The coach uses the following questions to help the carer develop a plan.

What would be the good things about improving your resilience and well-being?

Take me forward 6 months' time and you were feeling more resilient, how would your life be different? What would that mean to you?

What will happen if you don't take action to improve your resilience and well-being?

Suppose you don't change, what is the WORST thing that might happen?

What is the BEST thing you could imagine that could result from improving your resilience and well-being?

If you look at resilience and well-being approaches as an opportunity, what might you achieve?

What have you done in the past which helped you to improve resilience and well-being?

**If you were to decide to improve your resilience, what would you have to do to make this happen?
(coach to note these next few answers)**

What else could you do?

What else could you do?

What else could you do? What might your wisest friend advise you do?

You said you could do (remind them of the answers you have noted) Which of these will you do?

When will you do these?

What might get in the way?

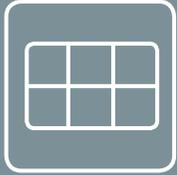
Who else could support you?

How confident are you that you will do this on a scale from 0 to 10?

If not 9 or 10, ask what led you to select that score rather than 2 or 3?

What would need to happen for your importance/confidence score to move up from that score to a 9 or 10

Record the action the carer is committed to take.



JOURNALING

PHASE

Do it

EST. TIME

20 minutes

LEVEL

Intermediate

MATERIALS

**Filled in
journal**

DOWNLOAD



When would you use this tool?

This tool is useful to help the carer reflect on their thoughts and emotions day to day, and this can give clues to goals, but can also be used to evaluate the impact of a change.

How to use this tool

- / 01 The carer is asked to journal their actions, thoughts and feelings at agreed times in their week. The coach would agree the time the carer would write for 5, 10, 20 minutes at home and whether the two of them will look at the writing in the session or independently. The carer is encouraged to use a timer and to write any thoughts or feelings that they have at the time without editing them.
- / 02 Using the table the coach then looks through the writing, either with the carer or independently, to:
 - find themes indicating recurrent topics, people, situations;
 - notice when the carer becoming aware of emotions;
 - circle positive or negative words, phrases, views, ideas.
- / 03 The coach then discusses with the carer what they have journalled, noticing learnings and exploring the thoughts and feelings in the writing
- / 04 The coach asks the carer, *“What could you do with these thoughts and feelings?”*



Tools for structured conversations

COACH
4 CARE

 Innovation
Unit
New solutions
for thriving societies