COACHING MANUAL

PREPARED BY THE HOPEFUL RESEARCH TEAM 1DEC 2025 (VERSION 2.0)

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1 COACHING SESSIONS

Timescales, guidance and session plans for coaching sessions. Make sure to use the plan for reference during that session.

2 TROUBLE-SHOOTING AND RESOURCES

For reference, further guidance and resources to help with challenges that could happen when coaching a young person to use HOPEFUL. Includes a glossary of key concepts, information about safety and confidentiality, support services and online resources.

3 PRINCIPLES OF HOPEFUL COACHING

For reference, further information about the background to the development of HOPEFUL and the guiding principles of HOPEFUL coaching.

> You don't have to be an expert. I think the key is making sure that it is delivered authentically. Young people are very good at spotting a fake. If you have a conversation about something like hope and it's clear you're thinking of something completely different, then young people spot that. Do it in a way that is youth-friendly, that is authentic, that they're able to give of themselves.
>
> TAFFY (PSYCHIATRIST)

1 COACHING SESSIONS

What this section contains:

- A reminder of where coaching sessions fit into the research study
- The structured plan to use in each coaching session

> One of the most powerful things when we promote hope is to put forward the idea that "I'm invested in this as well and I'm doing this because I care and I believe things will get better for you". If you can get that message across, that's incredibly powerful.
>
> SIMON (YOUTH WORKER)

HOW AND WHEN TO DO COACHING SESSIONS

Coaching sessions are a really important part of the young woman's journey through The Looking Forward Project, as shown in the diagram below.

Your role as a coach is to offer four coaching sessions to a young person you've been matched with and provide very brief data afterwards. The study team will do everything else. You are always welcome to contact hopeful@bsms.ac.uk with any questions about any part of your role or the project in general.

Start

Baseline, randomisation and allocation

The young woman completes some research assessments to check the study is right for them at this moment in time. Half of the young women (selected at random by a computer) receive the HOPEFUL workbook straight away and the support of a coach. The other half receive the workbook after the trial.

<16 weeks

HOPEFUL coaching

The coach supports a young woman to work through HOPEFUL, with four coaching sessions within the next 16 weeks. We ask coaches to finish the coaching sessions before the young woman's 16-week follow-up assessment is due. We ask the coach to provide information about the coaching sessions.

Coaching sessions should be offered:

- Session 1 - as soon as you can after getting the young woman's contact details
- Session 2 - about 2 weeks after the first session
- Session 3 - about 4 weeks after the second session
- session 4 - about 4 weeks after the third session

16 weeks

Post-coaching follow-up assessment

The young woman complete the same assessments they did at baseline 16 weeks later. The purpose is to try and capture the effects of HOPEFUL coaching. We also ask the young woman about what they did in the workbook.

You'll be given instructions on how to complete a very brief report to the research team after each coaching session. It's really important that we have these data to be able to test the effects of the HOPEFUL.

12 months

Longer-term follow-up assessment

The young woman completes the same assessments they did at baseline 12 months later. The purpose is to try and capture the longer-term effects of HOPEFUL coaching. Then the research team can use the data to test the effects.

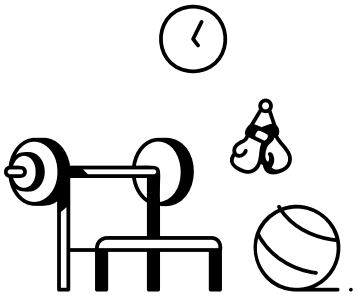
WHERE TO DO COACHING SESSIONS

If you live close to each other, we encourage coaching sessions to happen in-person and face-to-face wherever possible. For some young people, this might involve beginning online and moving to face-to-face when they feel more comfortable.

Some young people may only want to meet online or by phone - or it may not be possible for you to meet young person in person. Online meetings can be done using meeting software like Zoom or Microsoft Teams. You should be led by the young person's preferences, but can provide gentle encouragement to meet with you face-to-face if they feel able and this is possible for you too.

For online or phone meetings, please make sure that you only do these in a private space, as the young person will likely be talking about things that are personal and important to them. If you are meeting face-to-face, try to ensure that you go somewhere that the young person confirms feels private enough and comfortable for them.

It might help if you have a list of places in which you could have HOPEFUL meetings; both indoor and outdoor so you are prepared whatever the weather!



Appropriate indoor places might include community centres, cafes, libraries, indoor markets or shopping malls, and galleries. It might be helpful to meet with young person in or near potentially relevant support services (like a youth or community centre), so that these start to feel familiar and you can encourage a young person to access these if that seems helpful.

Appropriate outdoor places might include parks, nature reserves, gardens, the beach, art and sculpture trails, and other nice places to walk.

It will also be helpful to keep a list of free and low cost places so that you can offer some suggestions to the young person for exploring their interests and increasing the time they spend in meaningful activity.

GENERAL COACHING GUIDELINES

Each coaching session 1-4 should follow the structured plan provided later on in this section. Generally, each session works as follows:

- Welcome and a check-in to see how the young person is doing,
- Setting the agenda for the session,
- Review of progress on the workbook/since last session,
- Completing core workbook activities together,
- Reflections and planning for next steps.

Following, the session you would then enter your brief session data for the research team's use.

DO

- Remember that the young person you are coaching may start seeming worried, unmotivated, or low in hope.
  - They are struggling with employment and education, and they may have mental and/or physical health problems, learning difficulties, and/or experiences of adversity on top.
  - They may also have had experiences of feeling let down by people they had thought would help or support them in the past.
- Use the HOPEFUL coaching principles to help young people feel comfortable and engaged in the coaching and workbook.
- Encourage young people to work towards small gains in activity and achievable goals to help build and sustain their hope and motivation.
- Provide affirmation for anything that they felt able to do, including coming to coaching sessions.
- Provide reassurance for things that they haven't felt able to do, e.g., increasing their activity or using the workbook.
- Gently encourage them to share with you any problems or barriers that get in the way of them engaging as fully as they might want to in HOPEFUL.
- Invite them to share questions, concerns and preferences for coaching.

DON'T

- Drift away from the session plans and focus.
  - It's important to be responsive to the young person's preferences, but it's important to stay focused on the session plans (or the session themes, if specific activities can't be completed).
- Get involved in detailed discussions about topics for other coaching sessions.
  - Encourage the young person to stay focused on the hear and now.
  - Emphasise that the workbook and the coaching sessions have been designed in a particular order based on previous research and theory.

PRINCIPLES OF HOPEFUL COACHING

The fact that you are here shows that you are motivated to help young people. It can really help to have some extra tools to support them to build and maintain their hope. This is what the HOPEFUL coaching principles aim to help with. Young people have told us that a consistent relationship with a supportive and understanding person who believes in them really is central to helping them to feel more hopeful.

H	Being **hope-enhancing** is about believing in the young person, focusing on their strengths and efforts, gently triggering their sense of hopeful thinking, and encouraging them.
O	Being **open** is about being accepting, curious, and non-judgmental - being genuinely interested in, and led by, the needs and goals that matter to the young person themselves.
P	Being **patient** means continuing to be there and using gentle, respectful persistence to help young people keep working on their hope even when it's difficult.
E	Being **engaging** means building a meaningful connection with the young person and working together collaboratively.
F	Being **flexible** means using adaptability and creativity to help young people to complete the package in the way that works best for them.
U	Being **understanding** means being sensitive and using empathy so that young people feel heard, validated, and respected.
L	Being **light-hearted** means being playful and active - using humour and fun, being willing to give things a go without taking them too seriously or worrying about the outcomes, and taking sessions outside and making them active where possible.

Section 3 provides further information about these qualities, for your reference. HOPEFUL coaching might take a bit of practice and there will be some trial and error - and that's okay! When things don't go to plan, take some time to reflect on what happened and speak with whoever supports you.

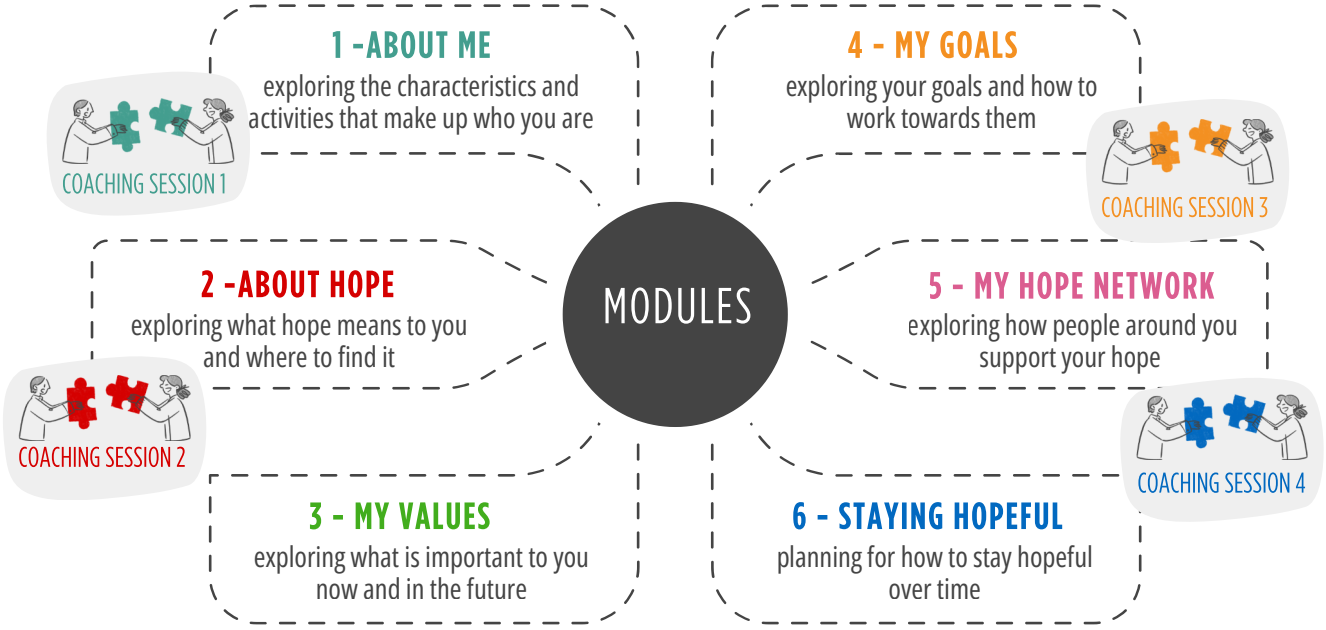
Remember too that times when things go a little bit wrong actually offer really helpful opportunities. You can use these experiences to show young people that it really is okay to make mistakes. You can use these experiences to help young people to see that people in relationships can work together to resolve problems that come up, and that this often results in understanding each other better.

FOCUS OF COACHING SESSIONS

The four coaching sessions are designed to fit in at specific points on the young person's journey through the HOPEFUL workbook, as shown in the diagram below.

The coaching sessions focus on four key aspects of growing hope:

- Increasing meaningful activity and positive sense of self
- Exploring hope and ways to enhance it
- Identifying goals linked to personal values
- Building social support for staying hopeful over time



The basic structure of each coaching session is as follows:

- Welcome, check-in and review of progress through workbook/progress since previous meeting
- Work on workbook together - check on progress through activities, watch videos and complete activities together
- Reflect on session and plan for actions/activities before the next session

The session plans on the following pages provide all the instructions you need for each session - you should follow them as you conduct the session with the young person.

You might like to prepare for an upcoming session by doing as much as you can of the following:

- Read the relevant session plan in the next few pages
- Read the relevant activities (mentioned in the session plan) from the young person's workbook
- Read any notes you made in the previous coaching session
- Watch the introductory video for the module (or modules) that the session will focus on

Although don't worry at all if you don't have time to do any of these things beforehand - the session plans are very thorough and the workbook activities are designed to be self-explanatory.

COACHING SESSION 1: ABOUT ME

COACHING SESSION 1

Timing: As soon as you have the young person's contact details.

The purpose of Coaching Session 1 is for the young person to:

- Share any questions, concerns, or preferences they have about HOPEFUL and coaching
- Reflect on meaningful activities and character strengths
- Plan for ongoing workbook use and Coaching Session 2

SESSION PLAN (50 minutes approx)

Section	To do	Tips and things you can emphasise	Time (min)

1. Getting started	• **Introductions, check-in to see how they're doing and how they're feeling today and build rapport:**
	  ○ Provides affirmation and validation for them coming to the session - acknowledge they might have felt nervous as it's a new thing to be doing.
	  ○ Confirm what name they like to be called, ask them about their experiences of the research study so far
	  ○ Share anything you feel comfortable sharing about you and why you became a coach.
	• **Set the agenda for this session** as: 1) Talk about coaching, 2) Talk about activity, 3) Look at character strengths, and 4) Plan next steps.
	• **Talk about confidentiality** - remind the young person that you want to preserve their privacy and will only share information if you have to, i.e.,:
	  ○ If you feel concerned about their safety or someone else's, you will need to pass this information on to your supervisor and to the research team. If you feel they are at immediate risk, you will call emergency services.
	  ○ You will always do your best to talk to them first, before sharing anything they tell you.
			10

2. How mentoring will work (Workbook 1.1)	• Remind them there are 4 coaching sessions and your role as coach is to support and encourage them. • **Ask how they feel about starting coaching**, how to make it comfortable and useful, anything that might best help them to use the workbook. • **Invite any questions/concerns.**	• *Each coaching session has a specific focus and you have a guide of what to do in each session, but it's important to make space/change things based on what they find helpful.* • *They may have prepared ideas about. preferences/questions/concerns for mentoring in Activity 1.1.*	5
2. Meaningful activity (Workbook 1.2)	• **Watch the *About Me Introduction* together if they haven't.** • Encourage them to watch ***Benny's Story*** later if they haven't. • **Complete *Activity 1.2* together if they haven't already.** • **Help them make specific plans to do two or three activities from *Activity 1.2* in the next week or so** - if activities in 1.2 all seem too hard, suggest smaller things like brushing teeth or washing a cup**.** • Make a note of the activities scheduled in ***1.2*** to review next session.	• *Activity need not be big, hard, or time-consuming - small changes are more likely to stick, pressuring yourself isn't usually helpful.* • *There are some good mobile apps to help with increasing activity in daily life, e.g., Move Mood.* • *It's really good for wellbeing to try and do activities outside if they can.* • *Asking family/friends to do activities with them can help them remember and enjoy them.* • *Google can help to find free/low cost ways of doing activities and social/interest groups.*	15

COACHING SESSION 1: ABOUT ME

COACHING SESSION 1

SESSION PLAN CONTINUED

Section	To do	Tips and things you can emphasise	Time (min)
3. Character strengths (Workbook 1.3)	• **Complete page 1 of *Activity 1.3* if they haven't done it** - asking them to choose between the VIA survey or the visualisation. • **Make a note of their key character strengths**, to remind them of these in later sessions. • **Complete page 2 of *Activity 1.3* together.** • **Check they have specific plans to do two or three actions from *Activity 1.3*** in the next week or so - and make a note of these actions for yourself to ask about next session.	• *It can be really hard to think positively about ourselves - but it is a skill that we can develop with practice.* • *Every person has every character strengths inside them in different amounts.* • *The goal here is to find their "key" strengths, i.e., those that make life feel good and meaningful.* • *Actions don't need to be big, hard or time-consuming - small changes are powerful and sustainable.* • *See www.viacharacter.org/resources/activities/via-strengths-tips for examples of actions linked to strengths.*	15
4. Next steps	• **Provide validation and affirmation for their efforts in the session.** • **Check how the session felt to them**. • Explain ***Coaching Session 2*** is about hope and arrange it for about 2 weeks' time. • **Encourage them to finish *Module 1* and *Module 2* before the next session** - help them plan how and when to do this.	• *Encourage them to share any feedback, preferences, or concerns about coaching or the workbook so you can talk about it together.* • *Remind them to use the tips page at the start of the workbook to help motivate themselves to use the workbook independently.* • *Encourage them to come to Coaching Session 2 irrespective of whether they manage to complete any of the workbook or not.*	5
After session tasks	• **Ensure you have entered the session data using your weblink.** • Inform the research team (email hopeful@bsms.ac.uk) of any potential adverse events or safety concerns. • **Make a note in your diary to send an encouraging email or text to the young person about halfway between now and *Coaching Session 2*** to help motivate them to keep working through the workbook. • **Make a note in your diary to send an encouraging email or text to the young person the day before *Coaching Session 2*** to remind and reassure them about coming.		

> It'll be great if they could point ideas as to what people could do, things that they might have not heard of before, open up ways to either engage in new or more social activities, like how to go about it, where they might be able to find stuff like that.
>
> ASMI (17 YEARS)

COACHING SESSION 2: ABOUT HOPE

COACHING SESSION 2

Timing: About 2 weeks after session 1.

The purpose of Coaching Session 2 is for the young person to:

- Reflect on Module 1, Module 2, and independent use of the workbook
- Reflect on what hope means to them and where to find it
- Plan for ongoing workbook use and Coaching Session 3

SESSION PLAN (55 minutes approx)

Section	To do	Tips and things you can emphasise	Time (min)

1. Welcome and review (Workbook 1.2 and 1.3)	• **Greeting and check-in** on how they are.
	• **Set the agenda** as: 1) Review progress, 2) Talk about hope, 3) Look at ways to feel more hopeful, and 4) Plan next steps.
	• **Invite any reflections on *Module 1* or *Coaching Session 1*.**
	• **Enquire as to progress with:**
	  ○ planned activities/actions in ***1.2*** and ***1.3.***
	  ○ the rest of ***Module 1***,
	  ○ and ***Module 2***.
		• *Congratulations for any activities they managed to complete and/or reassurance for anything they didn't manage to do .*
		• *It's okay and understandable if they didn't do as much workbook or activities/actions as they planned, it's hard to make new habits - gently enquire about what got in the way and invite them to think with you about strategies at the end of this session.*
		• *Encourage them to keep using anything they found helpful from Module 1, e.g., activity scheduling (1.2), using their strengths (1.3), using affirmations (1.4).*
			10

2. About hope (Workbook 2.1)	• **Watch the *About Hope Introduction* together if they haven't already.**
	• Encourage them to watch ***Timmy's Story*** later if they haven't.
	• **If they haven't yet completed *Activity 2.1*, complete it now as a discussion** using the ***About Hope 2.1 cue card***. If you are together in person, encourage the young person to go for a walk or a coffee whilst you discuss hope.
		• *What matters is what hope means to the young person themselves, not what anyone else thinks.*
		• *It's okay if they don't have an idea about what hope means, they can think of it for now as a mindset focused on working towards goals that matter to them.*
		• *If they are starting from a place of low hope:*
		  ○ *Acknowledge how difficult it can be to not feel very hopeful - give them time and space to describe how this feels if they want to do so.*
		  ○ *Remind them that if they feel low in hope, they are not alone, and this is why HOPEFUL was created.*
		  ○ *Gently, if it feels appropriate, emphasise that they've already started to put their hope into practice by being there with you. This really is something to be celebrated.*
			20

Everyone's definition of hope might be different. It might be I hope that tomorrow is better than today, or I hope to be a NASA scientist. Maybe the concept is the same, of something being different and better, but individuals might not understand it the same.

TAFFY (PSYCHIATRIST)

COACHING SESSION 2: ABOUT HOPE

COACHING SESSION 2

SESSION PLAN CONTINUED

Section	To do	Tips and things you can emphasise	Time (min)
3. Finding hope (Workbook 2.2 and 2.3)	• **Help them plan when and how to complete *Activity 2.2* if they haven't already.** • **If they haven't completed *Activity 2.3* do it together now** - use the instructions from ***Activity 2.2*** (or the outcomes if they've completed it) to help identify actions to schedule. • Encourage them to complete ***Activity 2.4***, if they haven't. • **Make a note of anything planned and/or left to complete in the module, to review next session.**	• *Different things help different people to feel hopeful.* • *There's a list of suggestions for sources of hope on page 1 of Activity 2.2.* • *Small actions are powerful - you can increase your hope just by doing a few little things that make you feel hopeful each week.* • *Character strengths can help overcome problems that undermine us making positive changes in our lives.* • *Emphasise learning from Activity 2.4 if they've completed it, i.e., patterns in what they do, their mood, and hope.*	20
4. Next steps	• **Invite reflections on *Module 2* and *Coaching Session 2*.** • Remind them that ***Coaching Session 3*** focuses on Values, Goals, and the Hope Network - and that what these are will be explained in the modules. • **Arrange *Coaching Session 3* for about 4 weeks from now.** • **Remind them to try and complete *Module 3, Module 4*, and up to *Activity 5.4* in *Module 5*** - encourage them to put it in their diary and/or set phone reminders.	• *Encourage them to keep using/doing anything from the module that felt helpful.* • *Remind them to use the tips page at the start of the workbook to help motivate themselves to use the workbook independently.* • *Planning to do short regular bursts of activity will help it feel manageable to complete the modules before the next session.* • *Encourage them to come to the next session irrespective of how much of the workbook they manage to complete.*	5
After session tasks	• **Ensure you have entered the session data using your weblink.** • Inform the research team (email hopeful@bsms.ac.uk) of any potential adverse events or safety concerns. • **Make a note in your diary to send an encouraging email or text to the young person about halfway between now and *Coaching Session 3*** to help motivate them to keep working through the workbook. • **Make a note in your diary to send an encouraging email or text to the young person the day before *Coaching Session 3*** to remind and reassure them about coming.		

COACHING SESSION 3: VALUES, GOALS, AND THE HOPE NETWORK

Timing: About 4 weeks after session 2.

The purpose of Coaching Session 3 is for the young person to:

- Reflect on Modules 2- 5 (up to 5.4) and explore values and goals
- Be supported to think of a longer-term mentor and plan to approach them
- Plan for ongoing workbook use and the final Coaching Session 4

SESSION PLAN (65 minutes approx)

Section	To do	Tips and things you can emphasise	Time (min)

1. Welcome and review	• **Greeting and check-in** on how they're doing.
	• **Set the agenda** as: 1) Review progress, 2) Talk about values and goals, 3) Talk about relationships and hope, 4) Think about a mentor for the longer-term, and 4) Plan next steps.
	• **Invite any reflections on *Coaching Session 2.***
	• **Enquire as to progress with:**
	  ○ activities/actions scheduled in last session,
	  ○ ***Module 3***,
	  ○ ***Module 4***,
	  ○ and ***Module 5 (up to 5.4)***.
	• **Review any completed *Conclusions* pages from modules together.**
		• *Congratulations for any activities they managed to complete and/or reassurance for anything they didn't manage to do .*
		• *Gently enquire about what got in the way of any activities they didn't do and invite them to consider how to work around these problems at the end of this session.*
		• *Emphasise patterns between activity, mood and hope using any activity diaries (3.4 and 4.4) completed since last session.*
		• *Encourage them to keep trying to schedule and do activities that make them feel hopeful and motivated.*
			10

2. My values (Workbook 3.1)	• **Watch the *My Values Introduction* together if they haven't.** • Encourage them to watch ***Devon's Story*** if they haven't. • **If they haven't yet completed *Activity 3.1*, complete it now as a discussion using the *My Values cue card***. If you are together in person, try to go for a walk or coffee whilst you discuss values.	• *Everyone has different values, what matters is what's important to them.* • *It's okay if they don't feel like they are living in line with their values, everyone has had to start at the beginning at some point - knowing where they want to get to is really helpful in being able to get closer to it.* • *Some people call character strengths "values in action", so character strengths can help us work out our values.*	20

Goal-setting – break it into manageable chunks, otherwise it can be overwhelming. Giving them SMART and achievable targets, check back in and acknowledge that,– not just skim over it. Like, "Brilliant! You've done your first action. That's great. Let's put some other stepping-stones in place". It gives them that achievement.

PHILLY (YOUTH WORKER)

COACHING SESSION 3: VALUES, GOALS, AND THE HOPE NETWORK

COACHING SESSION 3

SESSION PLAN CONTINUED

Section	To do	Tips and things you can emphasise	Time (min)
2. My values (Workbook 3.2 and 3.3)	• **If they completed *Activities 3.2* and/or *3.3*, invite them to share** their value-based actions and invite reflections on any impacts of completing them. If not, encourage them to complete them later.	• *Validation for their values and related actions.* • *Encouragement to complete module activities and to schedule actions/activities related to their values, as these will likely be things that they enjoy and find meaningful.*	
3. My goals (Workbook 4.1 - 4.4)	• **Watch the *My Goals Introduction* together if they haven't.** • Encourage them to watch ***Charlie's Story*** later if they haven't. • **If they have completed *4.2*, make a note of their priority goals and scores to provide to the research team.** • **If they haven't completed *4.2*, complete it together.** Use the outcomes (or instructions if not completed) for ***4.1*** to help them identify goals. • **Invite them to reflect on *4.3* and *4.4***, if completed and encourage them to complete them later if not.	• *As in the video, goals should be meaningful to them personally.* • *Looking at example goals, their values and their strengths can help identify goals.* • *Goals should be positively framed, i.e., something they want to approach, not something to avoid.* • *Small goals are powerful and reaching them is realistic and motivating - too big/hard goals are overwhelming.* • *The SMART approach and breaking goals down are really important to being able to work towards goals.* • *It's helpful to just think about one small step toward a goal at a time.*	15
4. My hope network (Workbook 5.1 and 5.2)	• **If they completed *Activity 5.1* and *5.2*, invite any reflections** and if not, encourage them to complete them later.	• *Encourage them to watch the My Hope Network Introduction, Tali's Story, and Olivia's Story after the session before continuing with the module, if they haven't already.*	5
5. Planning to find a mentor	• **Watch the *What is a mentor?* video together** (transcript at end of this section if needed). **youtu.be/cbkx4yeihtg** • **Ask the following discussion questions:**	• *A mentor is best if it is someone at least a little bit older than them, so that they will have had some different life experiences.* • *To avoid a parent or, usually, any family member that they live with, a close friend the same age, a partner - we've found that these don't tend to work well in practice as mentoring seems to feel complicated or awkward.*	10

COACHING SESSION 3: VALUES, GOALS, AND THE HOPE NETWORK

SESSION PLAN CONTINUED

Section	To do	Tips and things you can emphasise	Time (min)
5. Planning to find a mentor	○ *IHow did you find the video? What did you think?* ○ *Who do you know, if anyone, that you think could be a hopeful, supportive, respectful, and reliable mentor for you?* ○ *s there anything that concerns you about choosing this person? Or anything you aren't sure about?* ○ *Would you say that this person is negative or critical about you? That you feel confused about your relationship with them in any way? That you feel unsafe or they have ever been controlling, abusive or violent?* • **Make a note of anyone they identify as a potential mentor**, including their relationship to the young person to enter in your session data. • **Help them to plan how and when they might talk to the planned person(s)** about them being a mentor. • **Remind them they have a mentor resource sheet** (or links in their workbook) to help the mentor understand the role.	• *To avoid anyone with whom the relationship is complex, unclear, or negative/conflictual/abusive in any way.* • *Gently encourage them to pursue identified mentors that feel most appropriate.* • *If the young person can't identify a prospective mentor yet, reassure them that's okay and that finding a mentor is a process.* ○ *Give more examples of people they may not have considered, e.g., aunt, family friend, current or previous youth worker, faith leader, sports coach.* • *If the young person doesn't feel ready to ask any prospective mentor yet, reassure them that's okay and that finding a mentor is a process.* ○ *Gently try to explore any particular concerns and provide reassurance/ encouragement.*	
4. Next steps	• **Invite reflections on the third coaching session.** • Remind them that ***Coaching Session 4*** focuses on staying hopeful. • **Arrange *Coaching Session 4* for about 4 weeks time/ before their 16-week follow-up is due.** • **Encourage them to approach any mentor(s)** they identified and invite them to the coaching session if they can.	• *They should feel welcome to come to Coaching Session 4 irrespective of what happens with any mentor.* • *Remind them to share the mentor information sheet (links also in young person's handbook) with prospective/mentor.*	5
After session tasks	• **Ensure you have entered the session data using your weblink.** • Inform the research team (email hopeful@bsms.ac.uk) of any potential adverse events or safety concerns. • **Make a note in your diary to send an encouraging email or text to the young person about halfway between now and *Coaching Session 4*** to help motivate them to keep working through the workbook and thinking about finding a mentor. • **Make a note in your diary to send an encouraging email or text to the young person the day before *Coaching Session 4*** to remind and reassure them about coming.		

COACHING SESSION 4: STAYING HOPEFUL

COACHING SESSION 4

Timing: About 4 weeks after session 3.

The purpose of Coaching Session 4 is for the young person to:

- Reflect on Module 5
- Reflect on process of finding a longer-term mentor - who may be present - and future plans for mentoring
- Reflect on their learning, achievements and plan for staying hopeful

SESSION PLAN (50 minutes approx)

Section	To do	Tips and things you can emphasise	Time (min)
1. Welcome	• **Greeting and check-in** to see how they're doing today. • **Gently remind them it's the final session.** • **Welcome mentor if present** and introduce yourself. • **Set the agenda** as: 1) Review progress, 2) Talk about mentoring, 3) Plan for staying hopeful, 4) Bring coaching to an end.		5

2. Review progress (Workbook 5.4, Module 5 Conclusions, and 6.1)	• **Invite any reflections on *Coaching Session 3*.**
	• **Enquire as to progress through rest of *Module 5*.**
	• **Make a note of the scores for the three priority goals from *Activity 5.4* for your session data - if they haven't completed it yet, remind them of their goals and ask them to score them now.**
	• **Review together:**
	  ○ anything they would like to share from the ***Module 5 Conclusions*** page,
	  ○ anything additional from any module that they had planned to do since the last session,
	• **Invite them to share their thoughts if they completed *Activity 6.1* - if not, complete it now as a discussion using the *Staying Hopeful* cue card**. If you are together in person, try to go for a walk or coffee whilst you discuss staying hopeful.
		• *If mentor is present, explain you'd like to talk about progress since you last saw the young person, before thinking about mentoring together.*
		• *Congratulations for any activities they managed to complete and/or reassurance for anything they didn't manage to do.*
		• *Encouragement to go back and complete any of the workbook they didn't do, this can itself be a good way of staying hopeful and can be helpful activities to do with a mentor if/when they have one.*
			25

Helping you with ways that you can maintain your hope, so that even if it's like tougher than you thought, you can go back to that module and just remember.

TALI (18 YEARS)

COACHING SESSION 4: STAYING HOPEFUL

COACHING SESSION 4

SESSION PLAN CONTINUED

Section	If mentor is present	If mentor is not present	Time (min)

3. Longer-term mentoring (Workbook 5.3)	• **Emphasise that the mentor, like the coach has done, is there to provide support and encouragement.**
	• **Encourage mentor and young person to complete the mentoring agreement together** as soon after the session as they can - (***Module 5*** of the workbook.
	• **Ensure the mentor has access to the mentoring resources** (through the mentor resource sheet or the links in the workbook).
	• **Emphasise mentoring should follow what the young person feels will help them stay hopeful and share the activities/support ideas from page 1 of *5.3*. Invite their reflections** on which activities/support they will do.
	  ○ **Encourage young person/mentor to complete *Module 6* together for somewhere to start** - and review all the progress the young person has made in the workbook overall.
		• **Reassure the young person** that finding a mentor is a process and takes time.
		• **Explore any action taken** and what happened.
		• **Discuss anyone they haven't asked yet** - help them plan how and when to ask.
		• **Give ideas as to anyone they might not have considered** - help plan to ask if seems appropriate.
		• **If there is no appropriate mentor right now, encourage them to stay open for someone to take this role, whilst seeking others' hope support in the meantime, i.e.,**
		  ○ reviewing ***Module 5*** and increasing the time spent with hopeful people
		  ○ picking "goal buddies" - to share goals and progress and encourage each other.
		• **Remind them gently too, that they don't need a mentor to work on their hope and goals - they've clearly shown that by getting this far already!**
			10

Section	To do	Tips and things you can emphasise	Time (min)
4. Next steps	• **Invite reflections on the final coaching session.** • **Offer your own positive reflections about the young person's progress** - emphasise what you feel proud of. Focus on their efforts, especially in the face of challenges, more than their achievements. • **Remind them that they should be having their 16-week follow-up assessment with the research team shortly.** • **Remind them that they are welcome to contact hopeful@bsms.ac.uk** if they have any questions, now that coaching has come to an end.	• *It's important to share the mentor information sheet (links also in young person's handbook) with prospective/mentor, if they haven't already done so.* • *Hope is not fixed, but an ongoing practice. Just like we need to brush our teeth and drink water every day, we need to regularly practice hopeful skills and actions to stay hopeful.* • *Practicing hopeful skills and actions is even more important when we are experiencing challenges and setbacks in life.*	10
After session tasks	• **Ensure you have entered the session data using your weblink.** • **Email hopeful@bsms.ac.uk to confirm you've completed coaching with this young woman** - and to inform them of any adverse events or safety concerns.		

CUE CARD DISCUSSION QUESTIONS

Module 2 - About Hope Cue Card

2.1 WHAT DOES HOPE MEAN TO ME?

Encourage the young person to go for a walk or - if the weather isn't very good - go somewhere nice indoors to sit and talk. This is your cue card for a discussion that aims to help them explore the question above. Once you've finished, go back to this page in the young person's workbook and follow the instructions there to make a record of this activity.

Questions to ask:

- What would it be (and why), if hope was a:
  - Colour, Shape, Sound, Smell, Taste, Animal
- How can you tell if you are hopeful?
- How can you tell if someone else is hopeful?
- What thoughts, feelings, and body sensations are linked with hope?
- Do you have a definition of hope? How would you complete the sentence, "Hope is...."?

Module 3 - My Values Cue Card

3.1 WHAT ARE MY VALUES?

Encourage the young person to go for a walk or - if the weather isn't very good - go somewhere nice indoors to sit and talk. This is your cue card for a discussion that aims to help them explore the question above. Once you've finished, go back to this page in the young person's workbook and follow the instructions there to make a record of this activity.

Questions to ask:

- Think about someone you know that you really admire, why do you admire them?
- What would your perfect day be like?
- What is important to you?
- What sort of person would you like to be?
- If other people were asked what sort of person you are, what would you want them to say?

Module 6 - Staying Hopeful Cue Card

6.1 WHAT HAVE I LEARNT FROM HOPEFUL?

Encourage the young person to go for a walk or - if the weather isn't very good - go somewhere nice indoors to sit and talk. This is your cue card for a discussion that aims to help them explore the question above. Once you've finished, go back to this page in the young person's workbook and follow the instructions there to make a record of this activity.

Question to ask:

- What were you thinking HOPEFUL would be like before you started and how has it matched with that?
- Have your ideas about what hope is changed since you started? (You might like to look back at Activity 2.1 - What does hope mean to me?)
- What have you learned from using HOPEFUL? About yourself? About being and staying hopeful?
- What do you feel proud of about your time spent working through HOPEFUL?
- What do you want to remember from HOPEFUL?
- What do you want to keep doing or using in the future? How can you make sure to remember to do these things?

WHAT IS A MENTOR? TRANSCRIPT

What is a mentor?

- A mentor is a person who can support, encourage and guide you.
- A mentor can help you to work through the HOPEFUL workbook.
- A mentor could also help you in some of these ways.
    - Listen to you
    - Be a role model
    - Help you with practical things
    - Help you to meet new people
- It would be up to you and your mentor to decide exactly how they can encourage and support you.
- We would suggest that your mentor should be someone that could make the time to see you about weekly.
- We think it would be good if these meetings were in person, so the mentor would ideally be somebody that is nearby.
- You and your mentor might decide to see each other more or less often, or to talk online or by phone, if that worked better for you both.
- A mentor can access brief training resources to help them understand what a mentor is too.

Who should I choose as my mentor?

- We have created a list of characteristics that we think make a good mentor, based on our work and previous research.
- You should pick a mentor with all these characteristics if possible.
- The first characteristic is hopeful –this means you think the person would be someone who makes you feel that they believe in you and your abilities, someone who cheers you on.
- The second characteristic is supportive – this means you think the person would be sensitive and empathic, that they would be someone who listens and understands you.
- The third characteristic is respectful – this means you think the person would be interested in what's important to you and your needs and preferences.
- The final characteristic is reliable – this means you think the person would be someone who will keep their word and will be there for you.
- So you should choose someone to be your mentor who you think would be hopeful, supportive, respectful and reliable.
- As well as these qualities, your mentor should be an adult aged at least 18 years old.
- Choosing someone at least a little bit older than you works best, because they will have some different life experiences to you and that will be helpful.

Who would it be better not to choose as my mentor?

- Relationships with parents can be very close and/or very complicated and this can make mentoring a bit difficult.
- This means that a mentor should not be a parent, but could be another relative like an aunt, uncle, or grandparent.
- We have also found that it is best if your mentor is not a close friend, a peer (which is a friend about the same age as you), or a partner.
- We have found that mentoring just doesn't work very well when it's a peer or a partner, because normally these relationships are more balanced.
- So introducing mentoring can feel strange and awkward - and doesn't seem to work very well for either person.
- Whoever your mentor is, there are also a few circumstances that are important for you to avoid.
- The first circumstance that we would not recommend is a mentor who you feel is negative or critical of you.
- It's important when trying to work towards your goals, that you have support from someone who helps you to feel positive.
- All of us can feel a bit negative or be a little critical of others from time to time.
- However, choosing a mentor who is negative or critical some or most of the time will make it harder for you to feel confident and capable.

WHAT IS A MENTOR? TRANSCRIPT

- This will likely make it harder for you to use the skills you're learning through HOPEFUL and to work towards goals that matter to you.
- The second circumstance that we wouldn't recommend would be a mentor that you feel that you have a confusing or complicated relationship with.
- This could include feeling unsure about what your relationship with each other, what your relationship means, or feeling unsure whether you can trust them.
- It's normal to feel a little unsure about our relationships from time-to-time.
- But being mentored by someone you have a confusing or complicated relationship with, or aren't sure you can trust, is unlikely to help you to feel more hopeful.
- It also likely will make you feel unsure or worried about what you are willing to share with them and talk with them about.
- The final circumstance that we wouldn't recommend is being mentored by someone with whom you don't feel completely safe.
- This would include anyone who tries to control you, for example, they try to manipulate or bully you…
- Or they try to make you do things you don't want to do, or to prevent you from doing things that you do want to do.
- It would also include anyone that you feel is aggressive towards you, anyone that hurts you (or tries to hurt you) psychologically or physically.
- Or tries to take advantage of you in any way.
- We wouldn't recommend that you ask someone to mentor you if you have this kind of relationship with them now…
- Or where you have had these kinds of interactions in the past.
- We would also recommend that if you have any relationships in your life in which you don't feel safe…
- That you talk to someone else you trust, so that they can help and support you.

Who should my mentor be?

- To recap, your mentor will be someone you choose that you would like to help you to stay hopeful over the longer-term.
- The role of your mentor would be to support and encourage you.
- We think your mentor should be someone that can be available to meet with you regularly and ideally could do this in person.
- But it would be up to you and your mentor to decide exactly how you work together, for example, how and when and where you meet up.
- A mentor should not be someone who you feel is negative or critical of you.
- A mentor should not be someone with whom you have a relationship that confuses you or someone that you aren't very sure you can trust
- A mentor should not be someone with whom you now or have ever had a relationship in which you have felt unsafe.
- We wouldn't recommend a parent, a close friend or peer, or a partner.
- A mentor should be someone who is hopeful, supportive, respectful, and reliable.
- Choosing a mentor using these guidelines will help make sure that mentoring is helpful and enjoyable for you.
- Being supported by this kind of mentor will help you to feel more positive about yourself, feel more optimistic about your future, and will help your hope to grow.

2 TROUBLE-SHOOTING AND RESOURCES

This section contains, for your reference, further information on:

- Guidance around neurodiversity and learning differences
- Trouble-shooting ideas for challenges encountered during coaching
- Potential information and support services that might be useful for young people

> Hope is important to give you room to wander around. It's easy to be trapped in your own mind, fixed in problems or mood. It's not a way out, but provides the mind a little room to wander around. A refuge, in that sense.
>
> HANY (23 YEARS)

KEY CONCEPTS

Hope	We define hope as a way of thinking or a mindset that is focused on a goal that is personally meaningful. Hope is made up of self-agency (motivation and belief that one can work towards their goals) and pathways (specific routes and ways to work towards the goal).
Coach	A coach is a volunteer who has had some training to be able to support a young person to work through HOPEFUL. They support the young person using four structured sessions that focus on key parts of the workbook.
Meaningful activity	Meaningful activity means doing something that feels personally relevant that is linked to goals, character strengths and values. Increasing the time we spend in meaningful activity helps to boost joy, purpose, health and wellbeing.
Character strengths	Character strengths are qualities people can have that are seen as valuable, for example, things like kindness, bravery, fairness, gratitude, and creativity. These things do not need to achieve something positive to be considered good. Character strengths are an important part of feeling authentic and engaged in life. Everyone possesses all the known character strengths to some extent, but will have some particular key strengths, which are especially important in boosting health and fulfilment.
Values	Values are guiding directions, they tell us what we want to be be in the future and what we want our lives to be about. We can't ever complete or finish our values. Valued directions are when we identify what it would look like to live a life in line with particular values. Spending time thinking about our values helps us identify goals. Living more in line with our values helps us to experience purpose and fulfilment.
Goals	Goals are specific things we want to reach or obtain. Goals are closely linked to values, but they are a little bit different because we actually can reach them. Goals are easier to achieve if they are positively-framed, specific, and measurable.
Hope network	A hope network is the relationships we have with groups and individuals and the extent to which these relationships help us to be more hopeful. Other people can help enhance our hope through supporting us in general, and by specific actions like encouraging us and believing in us.
Mentor	A mentor (also known as a youth-initiated mentor or a trusted adult mentor) is someone that a young person selects from their own life, someone they already know and trust. The mentor is there to help support the young person to keep building and maintaining their hope and working towards their goals over the longer-term. The mentor can access some brief training resources from the research team.

NEURODIVERSITY AND LEARNING DIFFERENCES

People who are neurodiverse (e.g., are autistic or have ADHD) or have learning difficulties (e.g., dyslexia) may require some adaptations to be able to use HOPEFUL. It's important not to make assumptions about anyone on the basis of a diagnosis or suspected diagnosis - everyone is different. We include suggestions below of possible adaptations that might be helpful for people with particular challenges. Discuss with the young person about what might help them.

Challenge	Techniques
Reading and writing	You could read out instructions rather than expecting the young person to read them.
	You could encourage the young person to record voice-notes rather than them needing to write by hand/type.
	You could support the young person to select activities that focus on creative arts and visualisations.
Figurative language/ metaphor	Some of the videos and activities may use metaphors, imagery, or other figurative language- and some young people may not find these easy to understand. It will be helpful if you can explain concepts in plain and simple language that is explicit and direct, perhaps using examples from the young person's life.
Attention and concentration	Timing - meet the young person at the time of day they find it easiest to concentrate, consider more frequent meetings of shorter durations.
	Location - aim to meet in locations that have limited distractions (or lots, if they find that to be helpful), one regular location may be best for any young people who find change more challenging.
	Focus and pacing - aim to work in short chunks, without introducing too many concepts too quickly and break up longer sessions and discussions by going for a short walk, watching a video or doing something else to sustain interest and engagement. You might want to offer more breaks within sessions too.
	Reminding - provide reminders about meetings and break during sessions/activities to have brief reflections on what has been discussed and learned.
Mood, anxiety, and emotions	If a young person gets frustrated, encourage them to go for a walk with you or take a break and gently explore with them what coping strategies they have that can help.
	If a young person experiences mood states intensively, sometimes doing something physical (such as going for a walk) or a hobby they enjoy might be the best way they can regulate their emotions.

HOPEFUL TROUBLE-SHOOTING

> They have to understand that sometimes, I might just not talk and that would be okay.
>
> NAZ (18 YEARS)

Challenge	Description	Strategies you could try
Meeting with you as their coach	Many young people feel anxious to start something new, or have felt let down by people before. This may make it hard for them to feel able to attend planned appointments with you. If a young person misses one or more planned meetings with you, they may feel worried about what you think of them - possibly making it feel even harder to get in contact with you.	Remind them that you are still there, that you understand, and that you are ready for when they feel able to meet or speak with you.
		Gently invite them to tell you what it is they are finding difficult about attending, and then discuss how you can make this easier - e.g., explaining the focus of meeting beforehand, meeting online or by phone , meeting in a relaxed/ informal place, providing reminders about the time and date of the planned meeting.
Engaging in coaching sessions as planned	Sometimes a young person might show up to a planned meeting with you, but not appear to be able or willing to work on the coaching session that you have planned.	Don't panic! Give them time and be patient.
		Validate their experience - emphasise that interventions like HOPEFUL might feel uncomfortable or challenging, especially at first. Gently invite them to talk to you about what's getting in the way of them using HOPEFUL, and ask what might help. You could focus on a smaller number of activities that feel most relevant and manageable.
		If needed, set the workbook completely aside and talk to them about something related to the session topic whilst going for a walk or sitting together somewhere nice. If this doesn't feel possible, gently ask them what they would like to do and, as long as it's appropriate, just go with it. Activity is itself a hopeful thing!
Sharing thoughts and feelings with you	Many young people may struggle to share thoughts and feelings. It may take them some time to feel able to open up to you and share their thoughts and feelings. It may also be that they never feel ready.	Use the principles of HOPEFUL coaching. Reassure them that they only need to share what feels comfortable. Remind them of the agreement you have made with them regarding confidentiality - and its limitations - so they understand what you will do with any information they tell you. Remind them they can complete the workbook privately if they prefer.

HOPEFUL TROUBLE-SHOOTING

> Regular check-ins about how it's going. Reflect on that and make adjustments. Practice doing small steps and then talk about that – a little bit of a push to try new things to get more comfortable with doing things I don't like. It's important that homework is an option but not something that there's load of pressure on to do.
>
> ALI (17 YEARS)

Challenge	Description	Strategies you could try
Using HOPEFUL	Young people may not like some activities in HOPEFUL, or not find them useful.	Be flexible and creative - skip past activities or change them in any ways you and the young person can think of to make them easier, more fun, or more helpful.
	Young people may express (or seem to feel) anxious or concerned about doing particular (or any) activities.	Have a go at the activity yourself first, or suggest that you both complete it yourselves but together. If you do activities yourself, you should share only what you feel comfortable to share and what feels appropriate.
	Young people may not feel able to complete the workbook independently.	Reassure them that they can do activities with you in your coaching sessions.
		It might help for them to use the workbook on the same day, at the same time. Encourage them to put a reminder into their phone to help them remember. Ask them if there is anyone else (e.g., relative or housemate) that might be able to remind or help them.
	Some young person may have people around them who act in a way that seems negative or undermining about HOPEFUL, which could be demoralising or anxiety-provoking for the young person.	Gently explore what is happening and how they feel about it. Invite them to consider what might be going on for the people around them when they sound negative or undermining.
		Invite them to think about what might help them to stay engaged with HOPEFUL if these challenges continue. Invite them to consider talking to the person/s who seem to be negative or undermining, if this might feel helpful. Help them to plan the conversation.
		You can encourage them to use the Conclusions pages at the end of each module - these have been designed to help young people to share what they are doing in the intervention with people around them.

HOPEFUL TROUBLE-SHOOTING

Challenge	Description	Strategies you could try
Mental health	Problems with negative mood or depression are common for young people. People with low mood (understandably) tend to behave in ways that don't necessarily help them to have good quality of life, e.g., they may struggle to live in line with their values or work towards their goals.	Spending more time in meaningful activity is actually an effective treatment for depression in its own right. Negative thoughts and feelings should change when someone has more positive life experiences. Increasing time in meaningful activity helps to lift mood and provide a sense of motivation and purpose. This might take some time. Gently and sensitively encourage them to be more active, as they might not really feel like doing much. Arrange to do activities with them.
		If problems with negative mood are very marked, prolonged, distressing, and/or impactful, talk to your supervisor about this too.
	Negative self-talk, either explicitly out-loud or silently inside their heads, is a common thing that young people experience. This is likely to be even more the case if they have experienced trauma or adversity and/or have or continue to experience depression.	To begin with, the best thing you can do is to believe in them - the expectations we have for others actually affect how they behave and feel about themselves. Without being too forceful or dramatic (which might be confusing or invalidating), reinforce the positive things they do and say. After a little time of working together (or if you already know each well), gently point out when the young person says negative things about themselves.
	Anxiety is a common problem for many young people, and especially social anxiety. What maintains anxiety is avoiding the things that we feel anxious about. Avoiding them prevents us from learning that perhaps these things may not harm us as much as they do, or even if they are harmful, that we can bounce-back.	You can invite a young person to share how anxiety might be getting in the way of them engaging with you/HOPEFUL or working towards their goals. You can explore with them as to anything you might be able to do to support them with their anxiety. Gently encourage them to identify smaller and less anxiety-provoking versions of the things they fear. Practice working on these at a slow and gradual pace. For example, if a young person feels socially anxious, you might identify together a series of interactions to work through slowly and gradually, e.g., 1. talk to you at their home, 2. go for a walk with you, 3. walk with you to a cafe and spend time with you there, 4. stand with you whilst you order drinks and chat to the staff, 5., walk by themselves and meet you in the cafe, 6. order a drink for themselves.
		If problems with anxiety are very marked, prolonged, distressing, and/or impactful, talk to your supervisor about this too.

HOPEFUL TROUBLE-SHOOTING

Challenge	Description	Strategies you could try
Alcohol and drugs	Young people may use alcohol or other substances in a way that makes it difficult for them to engage with HOPEFUL and/or to engage in other parts of their lives. For some young people, alcohol or substances may also mean that they engage in risky behaviour.	If you feel concerned about their use of alcohol or other substances, talk to your supervisor about this.
Menstrual cycle	Some people experience very impactful menstrual/hormonal cycles, that really affect their mood and energy levels. Some young people have severe related physical problems, like no, infrequent, irregular, or very painful periods, very high/manic or very low mood, extreme tearfulness, suicidal thoughts, and bleeding from areas of the body other than the vagina.	If the young person experiences dips in their mood or energy during their hormonal cycle, they might like to plan higher intensity activities when they are likely to be more energetic. If the young person you are mentoring is experiencing more severe problems related to a hormonal cycle, it might feel helpful to gently encourage them to discuss this with their GP.
Help-seeking	Many young people can struggle to engage in help-seeking. This can be for many reasons, including that support services are not available or do not feel accessible, that young people feel anxious about seeking support, and that young people may have had negative experiences in the past when trying to/accessing support services. You can provide encouragement to try and engage with support services if that seems helpful and appropriate.	Gain knowledge about what support services are available for young people in your area - see further information at the end of this manual.
		If they raise it and i/or it seems appropriate and helpful, gently explore the young person's thoughts and feelings about support service use, and any previous experiences they have had. Validate their experiences and acknowledge that the quality of support provision can be really variable, and also that not every type of support/service will feel useful - everyone is different and sometimes it is about the "fit".
		Speak with your supervisor about potentially relevant support services and what you might do to help a young person access them.

CONFIDENTIALITY AND SAFETY

Safety

- Safety issues includes:
  - risks in the environment (like violence or abuse),
  - risky behaviour (like drugs and self-harm),
  - risks to other people (like violence or abuse),
  - and mental and physical health problems.
- The safety of the young person you coach, and the people around them, is really important.
- Whilst it may be unlikely that there would be any significant safety issues for the young person you are coaching, it is important to feel prepared in case something does come up.
- If a young person tells you about any potential safety issue, it can be helpful to discuss openly:
  - What, if any, support they already have for these issues,
  - Any coping strategies they have, and
  - Who they prefer to talk to if these problems get worse and they need more support.
- Tell your supervisor and the research team as soon as you can - you can also use the contacts at the bottom if you need to.

Confidentiality

- You are not responsible for managing a young person's safety or making things better. You are responsible for understanding the limitations of confidentiality and passing on information to the right people, if you need to.
- Confidentiality means keeping information shared by a young person private and not passing this information on, except in specific circumstances.
- You will agree some guidelines with the young person at the start of coaching about what information you will and won't share.
- You should never agree not to tell anyone something a young person shares with you if this information relates to a risk to the young person or someone else.
- You would need to pass this type of information on to your supervisor and to the research team, and these parties might then help you to pass the information on to the young person's GP and/or other support services.

1

For any concerns about their physical health, mental health, or risk of self-harm: Encourage or support them to contact their GP or call NHS Direct on 111.

2

For concerns of abuse, neglect, or any risks of harm to or from others: Contact adult (18+) or children's (0-17) social services through the local council website

3

To report a crime or suspected criminal activity: Call the non-emergency police number on 101

4

If they may seriously harm themselves or are in urgent need of medical attention: Encourage them to go to A&E or call 999 for an ambulance

5

For concerns that someone is in imminent danger: call the police on 999

SUPPORT SERVICES

The young person you coach may already have access to services that support them with their education, employment, mental health or social circumstances. It might be helpful to understand the different types of services that are generally available. It may also be helpful to mention these services if you identify that the young woman you coach has a need for more support that is currently unmet.

- **Health services, including GPs and more specialist services -** for young people who are experiencing difficulties with their health or wellbeing, including their mental health
  - The GP is a good first place to go as they can provide help but also are often the referral route to other services too - some GP services also offer psychological therapies in the GP surgery
  - More specialist NHS mental health services, including psychological therapies, can have a waiting list and sometimes this can be quite long
  - Mental health support is usually available outside of the NHS in community services too, including from the local authority and charities - some of these may be drop-in style services and some may offer support through planned appointments
-
- **Social services -** for young people who are struggling with their housing, disability including learning disability
  - Social services are offered by the local authority - typically children's services support people aged 0-19 years (and adult services support 20 years plus), but this usually extends to 25 years for young people with additional needs
  - Some of these services might be accessed through the GP and some may be directly accessible, e.g., through contacting them by telephone or email
  - Social services may also work with charities or other partners to deliver support

- **Sexual health services -** for young people who would benefit from accessing information or support around sex and relationships, contraception, sexual health and pregnancy

- **Employment services -** for young people who would benefit from information or support around CV building and employment opportunities
  - Some employment services will be available from national and local government, e.g., Job Centre Plus and support for NEET young people aged up to 18 or 19 years
  - Charities and community services in your local area may offer additional support and including for young people aged 19 years and above

- **Education services -** for young people who would benefit from support to enter into education
  - Some education services may be available from national and local government, and from local schools and colleges
  - Charities and community services in your local area may offer addition education support, including for young people and for adults

- **Charities -** there may be lots of different local charities or other community organisations that offer some of the types of support mentioned above. They may offer other types of support too, for example support for specific groups of people (e.g., LGBTQIA+), support for people who have specific conditions or disabilities (e.g., autistic people), or have experienced specific types of life events (e.g., domestic abuse).

INFORMATION RESOURCES

Relevant to	Resource and Use	Location
Mental wellbeing and mental health problems	NHS Self-Help Leaflets - collection of NHS self-help guides on mental health, health (e.g. sleeping, stress, anger) and social issues (e.g., domestic abuse, bereavement).	web.ntw.nhs.uk/selfhelp/
	Young Minds - Information, resources, and tools from the UK's leading youth mental health charity.	youngminds.org.uk/
	Mental Health Foundation - Information and glossary of terms from the UK's leading mental health charity.	mentalhealth.org.uk/
	Mind - Information, advice, and support to empower anyone experiencing a mental health problem, including local links.	mind.org.uk/
	CAMHS Resources - Pools together lots of helpful resources from across the internet to help support youth mental health and well-being.	camhs-resources.co.uk/
Employment, education, and training	Prince's Trust - Helping young people to build the confidence and skills to live, learn and earn.	princes-trust.org.uk/
	vinspired - Online database of local volunteering opportunities.	vinspired.com/
	National Careers Service - Providing careers information and guidance.	nationalcareers.service.gov.uk/
	The Shaw Trust - A a social purpose organisation challenging inequality and breaking down barriers to enable social mobility, with a focus on employability.	shaw-trust.org.uk/
Drugs and alcohol	Honest information about drugs and alcohol and links to resources and support.	talktofrank.com/
	Alcohol and You - NHS self-help guide.	web.ntw.nhs.uk/selfhelp/
Hormones	NHS Inform - Information about periods and menstrual health, pelvic health, and associations between female sex hormones and mental health.	nhsinform.scot/healthy-living/womens-health/girls-and-young-women-puberty-to-around-25#periods-and-menstrual-health

3 PRINCIPLES OF HOPEFUL

This section contains, for your reference, further information on:

- The background to the development of HOPEFUL
- Why focus on hope?
- The guiding principles of HOPEFUL coaching

> It would be helpful to understand the skillset I need to achieve hopefulness.
>
> OLIVIA (20 YEARS)

DEVELOPMENT OF HOPEFUL

- HOPEFUL is an intervention that has been designed with and for young people, for use with a supportive mentor
- HOPEFUL was developed in a research project in which we worked with young women and their family members and professionals from a range of services
- We worked with young women and these other groups to develop an intervention that they thought offered something new and useful to young women, that would be easy to use

This video can tell you a bit more about that development work if you are interested

SCAN ME

WHY HOPE?

- HOPEFUL is an intervention that uses the science of hope to help young people live better lives
- We define hope as a thinking style or a mindset that is focused on a meaningful goal - this is called the cognitive model of hope
- Hope has two parts; *self-agency*, which is motivation and self-belief that you can reach your goal, and *pathways*, which is identifying steps you can take to work towards your goal

There are three important reasons why this HOPEFUL intervention focuses on hope:

1. Hope matters to young people

Young people, their family members, and support professionals have all told us that hope is fundamental to living happy and healthy lives. However, many young people need some help to grow and maintain their hope, especially if they have experienced adversity or difficult experiences.

2. Hope makes things better

Research shows that hope has lots of positive effects for young people. Hopeful people are more likely to reach their goals, but can also cope better if they come across barriers that get in the way. Hope predicts more positive outcomes across work, studying, sports, and social lives. Hope protects against the negative effects of adversity, reducing the chance of people developing health problems afterwards.

3. Hope can grow

Research shows that, using simple techniques, hope really can grow. Hope is not fixed or rigid. Hope is a changeable mindset - this means that being hopeful reflects a set of skills that can be learned and then used in daily life. Through understanding more about hope, and learning and practicing these skills, young people really can grow their hope and maintain it over time.

H - HOPE-ENHANCING

Being hope-enhancing is about believing in the young person, focusing on their strengths and efforts, gently triggering their sense of hopeful thinking, and encouraging them.

- **Believing in the young person**

Young people may start HOPEFUL without having much hope. Try to connect with a sense of this young person reflecting lots of possibility and potential - know that they will have already overcome adversity in their life and that everyone has the ability to work towards their goals in the future.

- **Focusing on strengths and efforts**

Being hopeful also doesn't mean ignoring problems or barriers. Acknowledging these is really important. Help young people to focus on the journey, rather than the end destination. This means supporting them to enjoy and value the small steps they take towards a positive future. Gently remind them that they have resources to keep working towards their goals, even when it's challenging.

> To have someone believe in your potential to change, that makes you feel so much more hopeful about yourself improving and the situation improving.
>
> OLIVIA (20 YEARS)

- **Gently triggering hopeful thinking**

Young people have said it is overwhelming to immediately focus on hope. HOPEFUL has been designed with this in mind - focusing first on meaningful activity and character strengths, before moving on to hope. But from the beginning, you can gently draw their attention to when they show hopeful qualities, e.g., being motivated or resilient, learning from past experiences, and overcoming challenges. It will help to do these things without explicitly talking about hope.

- **Being encouraging**

Young people have told us that they prefer language that focuses on "goals" and "efforts" and they prefer to avoid language like "success" or "achievement".

> Encouragement just gives you a boost of confidence and that's quite important going through the stages to feel, within yourself, that you're doing okay.
>
> TALI (18 YEARS)

O - OPEN

Being open is about being accepting, curious, and non-judgmental - being genuinely interested in, and led by, the needs and goals that matter to the young person themselves.

- **Accepting**

Being accepting means supporting whatever goals the young person finds important. Sharing goals with someone else is a vulnerable experience and it will help for you to treat these goals as legitimate and worthwhile. However, if you feel that the young person identifies activities or goals that might be harmful to them, or to someone else, it is important to talk about this. Gently share with them what concerns you. speak to your supervisor to help you too.

- **Curious**

Curiosity means putting any assumptions to one side, and working with the young person to explore their perspective. Use open questions and gently encourage young people to be curious about their own ideas and behaviours. If a young person appears to be struggling with engaging with HOPEFUL, it can help to be curious about that too. You might gently reflect that it seems like it's difficult at the moment to work on HOPEFUL and you are wondering about why that might be.

> The emphasis that it's not about making the person succeed in life, but emphasising their happiness and wellbeing.
>
> ASMI (17 YEARS)

- **Non-judgemental**

Being non-judgemental means listening to the young person's thoughts and feelings without dismissing or minimising them. This helps to reinforce their sense of self-worth. You can still gently challenge the young person when you think this is important. For example, if they are being very self-critical, you can sensitively tell them you have noticed that they have been criticising themselves.

> Making sure that you're not biased, like if someone says something and you think that that's ridiculous, but that could be very common in their life. Making sure that they put themselves back a little bit, so that they're like less like, 'This is me, these are my opinions, this is who I am,' it's more like, "I'm here to listen to you".
>
> ALI (17 YEARS)

P - PATIENT

Being patient means continuing to be there and using gentle, respectful persistence to help young people stay involved in HOPEFUL even when it's difficult.

- **Being there**

It is important that you stick to what you say you will do, e.g., being on time. It's particularly important to gently remind the young person that you are still there during any periods in which they seem to become disengaged from HOPEFUL - this will help them feel safe to return.

> If you say you're going to follow up, you do it on time. If you say you're going to be there and then you cancel at the last minute, or you forget or don't go, that can create hopelessness and feed into a lifetime of experience that that young person has of being let down.
>
> DANNY (YOUTH WORKER)

- **Using gentle, respectful persistence**

Young people may find it really hard to engage with HOPEFUL or with you, even if they really want to. This might be especially the case for young people with mental health problems, autism/ADHD, or past negative experiences of feeling let down by people.

You may need to spend some time at the beginning of HOPEFUL just being together. The young person may take time to talk or be willing to do activities. They may also not come to every session or may be late.

It will help if you remind them that everything is okay, that you have time for them, and would like to support them when they're ready. Try to gently explore, if you can, any particular challenges the young person is experiencing that are getting in the way. See HOPEFUL Trouble-shooting for more tips.

> They might be okay coming in for a couple of sessions, but then they have a bad day and then they don't want to go, and then they feel like they can't go back because they've they didn't turn up one day. It's really important, if that happens, to let them know that it's okay and it's okay to come back, "You haven't messed everything up". Giving them that information that it's okay to not turn up or to make mistakes, it doesn't mean that the support is over. And then usually when that happens, maybe next time you might get text saying that they can't turn up because they're having a bad day kind of thing.
>
> MOHAMMAD (YOUTH WORKER)

E - ENGAGING

Being engaging means building a meaningful connection with the young person and working together collaboratively.

- **Meaningful connection**

Young people tell us authenticity matters. This doesn't mean you shouldn't have boundaries - boundaries are part of what helps to build and sustain a genuine positive connection with the young person.

Sensitively sharing your own thoughts, feelings, and experiences in a constructive way - whilst keeping the central focus on the young person - can be helpful. A sense of shared experience will help them to feel validated and connected.

> Something that I find useful is the person I'm doing it with also doing the task for themselves. If I don't understand something, rather than just explaining it, I find it useful to look at an example. So if I'm going like doing an activity, them also doing it next to me. So if I don't understand something, they can be like, "See, I did this here, this is where I put this bit, so you could put something similar about this type of thing." I find that useful.
>
> ALI (17 YEARS)

- **Collaboration**

Working collaboratively will help the young person to feel supported and empowered. Make decisions together and encourage the young person to be interested in their own needs and preferences.

You are not expected to provide everything that a young person might need though! Your supervisor (and the research team) are there to help you identify if a young person might need more support, and how to help them access it if so.

F - FLEXIBLE

Being flexible means using adaptability and creativity to help young people to complete HOPEFUL in the way that works best for them.

- **Adaptability**

Young people have told us that they like options to meet in-person, online, or over the phone and they might prefer different options on different days. You shouldn't do anything that makes you feel uncomfortable, but offering as much flexibility as you can will really help.

It's also really helpful to support young people to go through HOPEFUL in a way that works for them. Encourage them to share what they might find helpful in coaching. Help them explore what makes the workbook feel interesting and manageable for them.

> Having options so that if someone's having a particularly bad day, then they can go on a virtual platform rather than having to leave the house.
>
> CHARLIE (22 YEARS)

- **Creativity**

Being a HOPEFUL coach means having the permission to be creative about how you support young people. Many of the activities in the workbook can be done in different ways, like drawing and collages. However, this isn't the only way to be creative.

As a coach, you can use your knowledge and experiences to help young people to engage with the package. This might include suggesting new ways that the activities could be done or different places in which to do them. It could include using any creative interests or skills that you have yourself. It could also include suggesting creative places to meet for coaching sessions, to inspire them.

> I think the different options for doing the like different activities, I think that's quite useful because some people are like academic, but some people are more creative.
>
> TALI (18 YEARS)

U - UNDERSTANDING

Being understanding means being sensitive and using empathy so that young people feel heard, validated, and respected.

- **Sensitivity**

Young people using HOPEFUL will likely have had some experiences of adversity and struggle. They may have experienced mental health problems, trauma, family conflict, bullying, or learning problems. Being sensitive means being aware that a young person's past and present difficulties may affect them in different ways, and might make supporting them a bit challenging. Being sensitive means being thoughtful about how you behave towards young people and respecting their boundaries.

> When it's something stressful that I eventually did, if a mentor is like, "Oh aren't you proud that you did it," I find that like a little bit like annoying. It's like, 'No, I had a miserable time and I hated it'. I don't need you to be like, "Oh you did it, you succeeded.
>
> ALI (17 YEARS)

- **Empathy**

Empathy is about connecting with someone else's difficult experiences, thoughts, and feelings. Empathy involves being able to sit with a young person's negative emotions or thoughts, without trying to fix them.

You can show empathy by being present with the young person when they are experiencing difficult or overwhelming feelings - letting them know that you understand and that you are there for them.

> Hope means really attending to a person no matter their situation, having compassion, proper listening, proper attending. You can instil hope by not speaking, just sitting beside somebody and listening to their story, sharing their plight. Instilling hope is about trying to resist being prescriptive. It's about having real empathy.
>
> JAY (YOUTH WORKER)

L - LIGHT-HEARTED

Being light-hearted means being playful and active - using humour and fun, being willing to give things a go without taking them too seriously or worrying about the outcomes, and taking sessions outside and making them active where possible.

- **Playful**

Being playful doesn't mean being funny all the time or constantly playing games, but it does mean finding moments to share silliness and laugh together. It can be helpful to demonstrate being playful - it might take some young people a little time to join in. Being playful can bring moments of positive connection and can help young people to keep working on a task that they find emotionally or mentally challenging. It can also help young people to learn that it's okay to make mistakes, to not take oneself too seriously, and that feeling silly or embarrassed is a temporary feeling that they can cope with.

> Places like coffee shops or even just outside, doing semi-structured work sitting down in some sort of open spaces. Putting someone in a neutral zone, and if you do feel stressed, you can go and look at something, rather than being forced to sit down and talk. If you're uncomfortable, you can take a second to go look at the pretty flowers.
>
> ALI (17 YEARS)

- **Active**

Take coaching sessions outside if possible, e.g., meeting to talk either outdoors or in a public space, such as a cafe or community centre. You have some ideas about this at the start of this manual. It helps many young people to be outdoors, or in other places that feels relaxing yet interesting. Taking sessions outdoors could include incorporating a walk - which is good for health but can also make it easier for many young people to talk more freely and openly. You have some cue cards and instructions within the coaching session plans for some activities that work well as a walking discussion. Another benefit of taking sessions outdoors is that it will help to expose young people to meaningful activities or interests, e.g., sports activities or future career options.