International Wellbeing Insights
People, Culture & Wellbeing

Stress Management Society
from distress to de-stress

ONLINE

TRAIN THE FACILITATOR

COURSEBOOK

For further information, please contact

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support@stress.org.uk

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Welcome

Welcome to the **Train the Facilitator Programme**.

This course is designed to equip you with the knowledge, skills, and confidence to deliver our **Mental Health Champions** programme in your own organisations and communities. As a facilitator, you are not just sharing information — you are creating safe, engaging spaces where meaningful conversations about mental health can take place, and where individuals feel empowered to support themselves and others.

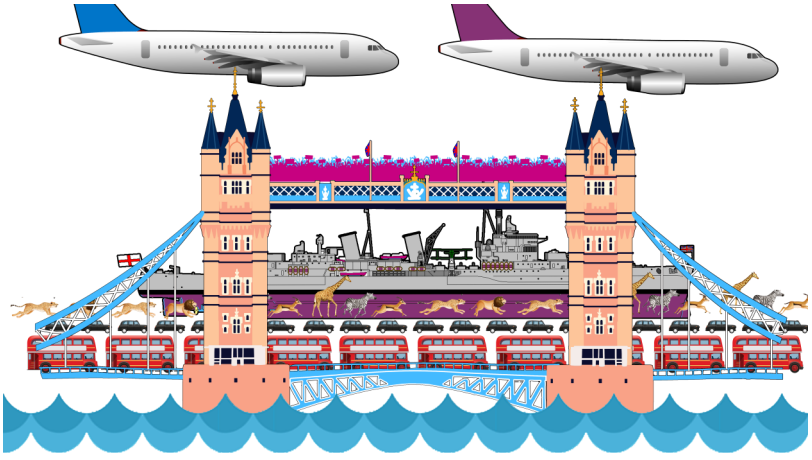
Mental health and wellbeing are no longer optional extras in the workplace — they are essential foundations for performance, resilience, and human connection. The Mental Health Champions programme has been carefully developed to help organisations embed wellbeing as part of their culture. Your role as a facilitator is vital in bringing this vision to life.

Over the course of this training, you will:

- Experience the Mental Health Champions workshop from the perspective of a participant.
- Deconstruct the methodology, learning frameworks, and facilitation techniques that underpin the programme.
- Practise delivering key elements with support and feedback, building confidence in your own facilitation style.
- Learn how to handle challenging situations, engage different personalities, and ensure that every voice feels heard.

By the end of this programme, you will be ready to deliver workshops that not only share knowledge but also inspire change — helping individuals, teams, and organisations to thrive.

We are excited to embark on this journey with you and look forward to supporting you as you grow into the role of a Mental Health Champions facilitator. Together, we can build workplaces where wellbeing is not just spoken about, but truly lived.



ONLINE TRAIN THE FACILITATOR PROGRAMME: 5 DAY AGENDA

*(Note: timings may be flexible according to the size and dynamics of the group and are for a guide only)

DATES: 19th, 20th, 26th, 28th of August and 02nd Sept

TIMINGS*:

DAY 1: Tuesday 19th August 2025

3.00pm-5.30pm BST

DAY 2: Wednesday 20th August 2025

3.00pm-5.30pm BST

DAY 3: Tuesday 26th August 2025

3.00-5.30pm BST

DAY 4: Thursday 28th August 2025

3.00-5.30pm BST

DAY 5: Tuesday 02nd September 2025

Final Practice and Presentations

2.00-6.00pm BST

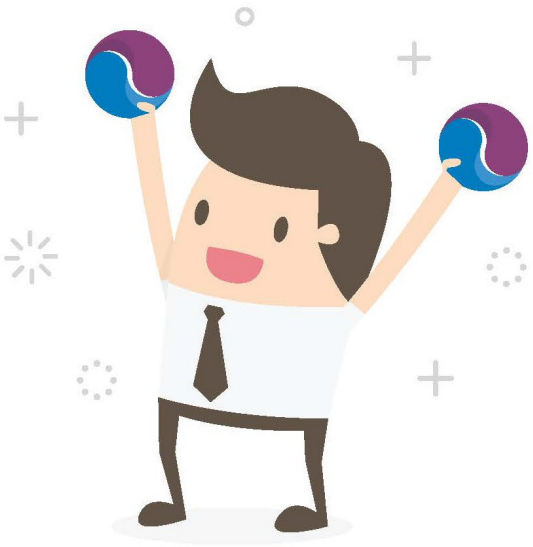
VENUE: Teams

NAME OF FACILITATORS:

Neil Shah neil@stress.org.uk
Raqual Lopes raquel@stress.org.uk

Housekeeping

- Fluid timings due to nature of programme
- MOBILE PHONES OFF OR ON SILENT
- PARTICIPATION— take responsibility for your own learning. What you put in is what you will get out
- RESPECT - keep an open mind
- HONESTY
- ONE VOICE AT A TIME – you can't listen if you are talking over someone
- KEEP AN OPEN MIND - Remove any preconceptions
- CONFIDENTIALITY - what is discussed in the room, stays in the room
- SAFEGUARDING – there is a caveat to confidentiality. If anyone reveals anything that could be a risk of harm to themselves or others, International Wellbeing Insights is obliged to follow the appropriate safeguarding procedure at Philips.



Introduction to Online Train The Facilitator

Overview

What does the course look like?

Section One: 'Mental Health Champions' Workshop

We run the first section as a typical 'Mental Health Champions' workshop. Please do not ask questions about the process or delivery style during this part, just experience the workshop – you'll have plenty of opportunities for that later.

This module will allow you to experience the delivery of our workshop as a delegate. Analogies, definitions, exercises, techniques and real life examples will be covered.

Being able to experience the workshop as a delegate will allow you to assess how your audience are likely to experience our programme. You will then be taught how to deliver the programme to ensure maximum engagement and retention of information.

Section Two: Deconstruction & Practice

In section two you will be taught our learning methodologies, delivery techniques and the importance of body language and building and maintaining rapport.

- **We will run the first part as a sense check: How are you? What do you need to ask us?**
- **We will then start the Online Train The Facilitator course - we will deconstruct our process and delivery style – this is when you can ask questions and challenge our method**
- **You will practice facilitation piece-by-piece**
- **You are being coached to introduce the set of pre-recorded video modules from Section One and facilitate the group discussions that are generated by them.**
- **If you need help, please ask the facilitators – don't keep it to yourself, that's what they are for!**

Follow Up

There will be a support to go over any areas of concern to do with the facilitation of the workshops that have come up via the feedback you provide

General Photography & Videography Release

Online Train The Facilitator (TTF) is an Institute of Leadership & Management approved course and is delivered according to an agreed criteria. By attending the session you are demonstrating informed consent to be appear on camera and be recorded.

Introduction Of A Session

Showing Up

- Deep breath and ground yourself
- Smile

HMOY – How Many of You?

- 3 Enrolling questions (with 'hand raises' and 'thank you's)
- Name/ Welcome/ Name of talk
- Acknowledge/ Thank you / Edify
- Earn the right (with 'relating questions')

- How many of you enjoyed the workshop?
- How many of you learned something new?
- How many of you didn't enjoy it?
- How many of you think I ask a lot of questions?

Ask many questions – *the person who asks questions is always in control* – think job interview, post-game sports interview, Question Time, debates….

ALWAYS START WITH A ? QUESTION

ACKNOWLEDGEMENT is rewarding behaviour you want!

ENROLLING QUESTIONS

Ask your audience engaging questions, such as:

- How many of you have seen anyone suffering from poor mental health?
- How many of you are concerned about the impact of poor mental health to wellbeing or productivity at work?
- How many of you are not concerned about poor mental health at all?

  If anyone answers yes to this acknowledge them for being there anyway and reassure them that will gain benefit from the workshop

Practice: Introduction Of A Workshop

Estimated Time

5-10 Minutes Each

Materials Required

Course book, notes and a pen

Scenario

- Written exercise come up with the 3 engaging questions (How Many Of You…?) , name, topic, title, Acknowledgement, WIIFM. Use the template on Page 10.
- Break into groups of three.
- Get up in front of your group and practice eye scan and asking engaging question (include arm raise)

1. SCAN THE ROOM (ONE WAY AND BACK)
2. BREATHE AND SMILE
3. **ARM RAISE:** ASK 2 X POSITIVE HMOY ENROLLING QUESTIONS
4. **OPPOSITE ARM RAISE:** ASK 1 X NEGATIVE HMOY ENROLLING QUESTION
5. WELCOME GROUP AND INTRODUCE YOURSELF
6. NAME OF WORKSHOP: Title and topic
7. E.T.R. EARN THE RIGHT – Your credibility, your story: Who are you? Why are you here? Why should they listen to you? What gives you the right? Either individual or Philips...END THE STORY POSITIVELY
8. ACKNOWLEDGMENT OF PEOPLE GIVING THEIR TIME

Role 1

Facilitator

Role 2 (any other participants in the group)

Audience + Observer

Evaluation

When the practice has been completed, you need to complete either a self-evaluation or an observer evaluation.

The purpose of the evaluations is to help you:

- Analyse performances, including your own
- Receive and discuss feedback

Presentation Template

Ground yourself, Breathe and Smile

How Many of You

(With 'hand raises' and 'thank you's)

How Many of You

How Many of You

Welcome group and introduce yourself:

Name of workshop:

(What are you presenting?)

Earn The Right:

(Your story: Who are you? Why are you here? Why should they listen to you?)

Acknowledge the group's time commitment:

(Return on Investment of their time)

Practice One: Self Evaluation

Review your own preparation and performance

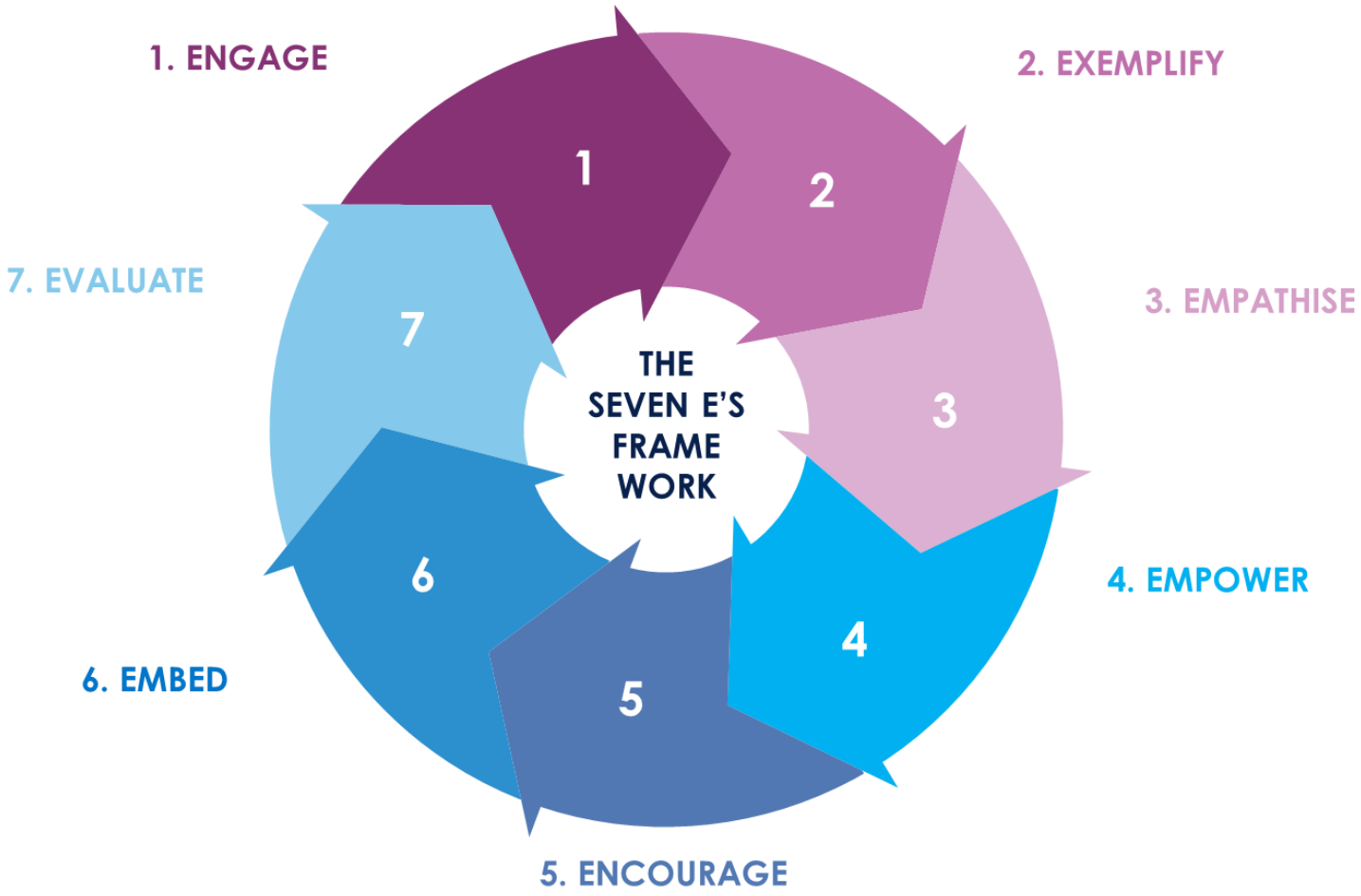
Technique	Low	Medium	High
HMOY…? enrolling questions			
Intro: Name, Topic, Title			
Earn The Right: who are you, what's your story?			
Acknowledge & Thank			
Totals			

What could you improve?

What have you learned? (e.g. confidence levels)

THE 7 Es FRAMEWORK:

HOW WE SHOW UP AS FACILITATORS



SEVEN Es VIDEO CRITIQUE

Link to the video:			https://youtu.be/74YILhy4RgE
With the 7 Es in mind,	**YES**	**NO**	**NOTES**
1. ENGAGE the audience and the woman asking the question?			
2. EXEMPLIFY good practice, standards and values			
3. EMPOWER the woman asking the question?			
4. ENCOURAGE the woman and the audience			
5. EMPATHISE with her point of view?			
6. EMBED the values of good practice			
7. EVALUATE the effects and benefits of how he was communicating?			

THE SEVEN Es AS A FACILITATION FRAMEWORK

1. ENGAGE How do we engage the audience?	
2. EXEMPLIFY How do we set the standards and values we wish to see and how do we embody them?	
3. EMPATHISE How do we empathise with the audience?	
4. EMPOWER How do we empower the audience?	
5. ENCOURAGE How do we encourage the audience?	
6. EMBED How do we embed the knowledge and learning?	
7. EVALUATE How do we know any of this is working?	

FOUR STEPS FOR DELIVERY

When delivering a module, keep in mind the 4 step approach…

1.THEORY

What is the subject or topic?

How is this relevant?

2. STORY/CASE STUDY

Has this worked elsewhere?

Where is the proof?

3. EXERCISE/ACTIVITY

How do we bring this to life?

4. ACTION

How do we encourage practical application of the knowledge?

How are we going to measure success?

FOUR STEPS FOR DELIVERY TEMPLATE

When delivering a module, keep in mind the 4 step approach…

1. THEORY

What is the subject or topic? How is this relevant?

2. STORY/CASE STUDY

Has this worked elsewhere? Where is the proof?

3. EXERCISE/ACTIVITY

How do we bring this to life?

4. ACTION

How do we encourage practical application of the knowledge?
How are we going to measure success?

Answering Questions: Facilitator Answering Questions (Online Workshop)

"WHAT QUESTIONS DO YOU HAVE FOR ME?"

1. Choose a person who has a question
2. Call out their name – 'Yes, [NAME] please go ahead'
3. Acknowledge the question 'Thank you for that question or good question'
4. Repeat the question or ask – 'Did everyone hear the question?' (this can give you thinking time)
5. If not, have them repeat the question or you repeat the question
6. Answer the question
7. CLOSE THE LOOP – 'Does that answer your question?'
8. Acknowledge: 'Thank you'
9. Repeat the process as necessary or move on to the next section

Answering Questions: Participants Answering Questions (Online Workshop)

"WHAT QUESTIONS DO YOU HAVE FOR ME?"

Choose the person who has a question

Call out their name – 'Yes, [NAME] please go ahead'

Acknowledge the question 'Thank you for that question' or 'Good question'

Repeat the question or ask – 'Did everyone hear the question?'

Allow audience to answer – 'Does anyone have an answer to that question?'

Call out the name of the person who wants to answer - 'Yes, please go ahead'

Acknowledge the respondent – 'Good answer' or 'That's possible'
'Does anyone else have an answer?' or 'Does anyone else have something to add?'

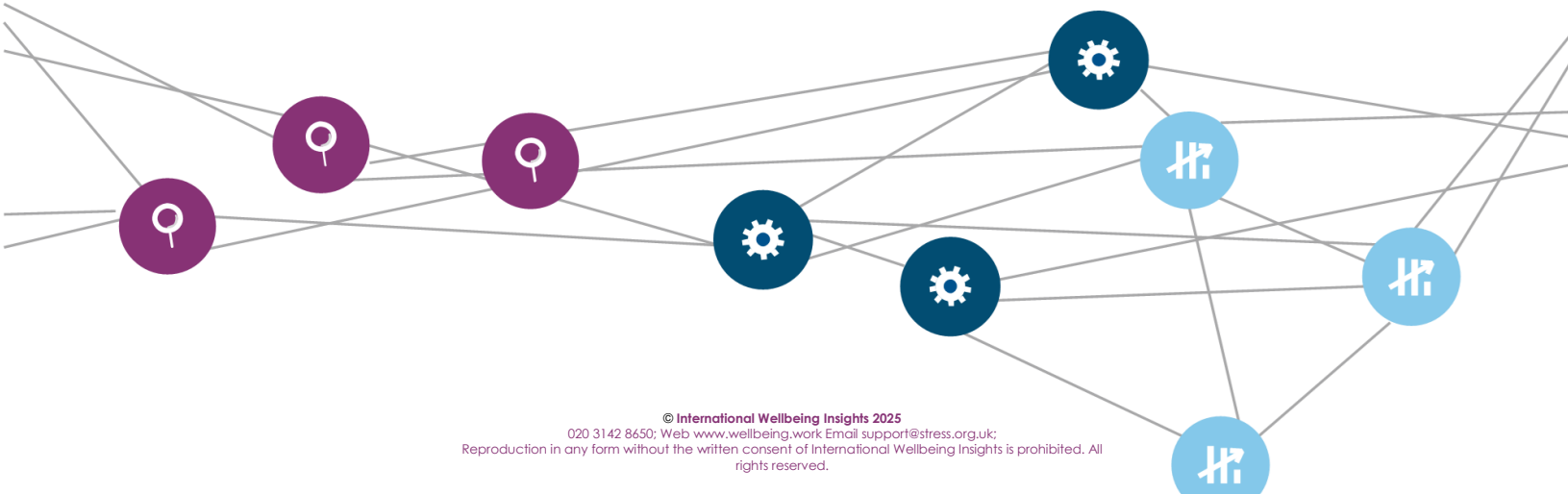
Call out the name of the person who wants to answer

Acknowledge the respondent – 'Good answer' or 'That's possible'

CLOSE THE LOOP – call out the name of the person who asked the question
'Does that answer your question?'

Positive reinforcement: 'Thank you for the question and thank you for your answer'

Repeat the process as necessary or move on to the next section



Presentation Template

Ask an open question:

(e.g. 'What questions do you have for me?'

Answer a direct question yourself

1. Choose a person who has a question
2. Call out their name – 'Yes, [NAME] please go ahead'
3. Acknowledge the question 'Thank you for that question or good question'
4. Repeat the question or ask – 'Did everyone hear the question?' (this can give you thinking time)
5. If not, have them repeat the question or you repeat the question
6. Answer the question
7. CLOSE THE LOOP – 'Does that answer your question?'

(Remember the process and close the loop)

Facilitate an answer from the group

Choose the person who has a question

1. Call out their name – 'Yes, [NAME] please go ahead'
2. Acknowledge the question 'Thank you for that question' or 'Good question'
3. Repeat the question or ask – 'Did everyone hear the question?'
4. Allow audience to answer – 'Does anyone have an answer to that question?'
5. Call out the name of the person who wants to answer - 'Yes, please go ahead'
6. Acknowledge the responder – 'Good answer' or 'That's possible'
7. 'Does anyone else have an answer?' or 'Does anyone else have something to add?'
8. Call out the name of the person who wants to answer
9. Acknowledge the responded – 'Good answer' or 'That's possible'
10. CLOSE THE LOOP – call out the name of the person who asked the question

(Remember the process and close the loop)

Repeat the process as necessary

Practice Two: Self Evaluation

Review your own preparation and performance

Technique	Low	Medium	High
Asking an open question			
Answering direct questions yourself			
Facilitating answers from the group			
Closing the loop: making sure the person has an answer			
Totals			

What could you improve?

What have you learned? (e.g. confidence levels)

Written/Partner/Group Exercise Process (Online Workshop)

This is a three-part exercise: WRITTEN/PARTNER/GROUP

Written Exercise

For example:

- **The Mental Health Evaluation Exercise**
- **Write down three actions based on the principles that we have just discussed.**
- **How does that relate to your life?**
- **What are your primary concerns regarding workplace wellbeing?**

Give them ____ minutes.

Partner/Team Share in Breakout Rooms

1. **'I will split you into partners or small groups, you will be taken to breakout rooms.'**

2. **'Decide who is Partner A and who is Partner B'**

3. **'I need you to take turns interviewing each other using the questions from the Stress Evaluation Exercise. Partner A, you are asking the questions first, Partner B you are answering the questions first.'**

4. **'Share what you wrote. You don't need to take notes or provide any solutions for your partner; just listen and draw out the answers'**

5. **'Swap over; Partner B, you will ask the questions. Partner A, you will share your answers.'**

6. **Time: 'You will have _____ minutes and then I will bring you back to the main room where we will move on to the third part of the exercise: the class share.'**

7. **"Before I send you to the Breakout Rooms: What questions do you have for me?"**

Class Share

1. **'Who would be willing to share what they wrote?'**
2. **'Thank you.'**
3. **'How many of you can relate to that?'**

Repeat the process as necessary or move on to the next section

Presentation Template

Explain the 3 Stage Process: Written/Partner/Group

1. Fill out the questions on page xx/Write down some ideas about xx/Write actions based on xx...
2. You will then be put into small groups, I need you to take turns discussing your answers from the written questions
3. When the time is up, I will bring you back to the group and we will discuss as a group

Before we start the exercise: What questions do you have for me?

1. Written Exercise

For example: Write down your top three Mental Health Tips

Give them ____ minutes.

2. Partner Exercise

- Find a partner/Partner people together
- 'Decide who is Partner A and who is Partner B'
- 'I need you to take turns interviewing each other [based on the written exercise].
- Partner A, you are asking the questions first, Partner B you are answering the questions first.'
- 'Share what you wrote. You don't need to take notes or provide any solutions for your partner; just listen and draw out the answers'
- 'Swap over; Partner B, you will ask the questions. Partner A, you will share your answers.'
- Time: 'You will have _____ minutes and then I will bring you back to the main room where we will move on to the third part of the exercise: the class share.'
- "Before we start the exercise: What questions do you have for me?"

Give them ____ minutes.

3. Group Exercise (Feedback)

1. 'Who would be willing to share what they wrote?'
2. 'Thank you.'
3. 'How many of you can relate to that?'

Repeat the process as necessary or move on to the next section of the workshop—be mindful of the balance between group contribution and keeping to the schedule of the workshop.

Practice Three: Self Evaluation

Review your own preparation and performance

Technique	Low	Medium	High
Written exercise			
Partner share			
Group share			
Question/response			
Totals			

What could you improve?

What have you learned? (e.g. confidence levels)

Accelerated Learning Techniques

Normal is boring – **THINK EDU-TAINMENT**

Learning requires **ENERGY**

Advice is good – **EXPERIENCE IS BETTER!**

Don't tell them what to do – **SHOW THEM WHAT THEY CAN HAVE** (e.g. Exercises)

It is not the data that is important – it is the way it is delivered and the experience they have.

It's better to deliver 3 messages powerfully and they remember and get it, then deliver 20 messages that they forget 2 days after they leave the session.

Breaks are important – regular breaks every 60 minutes or so are important to ensure energy remains high and increases over the course of the programme.

Full brain learning – need to appeal to both left and right hemispheres

Multi-coloured presentations; minimum 3 colours – preferably more!

Use underlining, gradual addition to generate impact

Create suspense and get their attention – write first and then say

FACILITATION IS YOUR BEST FRIEND!

Final Presentation Template

The presentation must run a minimum of 15, maximum of 20 minutes. At the 20 minute point, if you haven't finished you will be cut off.

Cover as many elements as possible, however, keep each fairly short. The objective is to "experience" each element in a continuous flow.

HAVE FUN!

Introduction: 4 minutes

- GROUND/SMILE/EYE SCAN
- ENROLLING QUESTIONS: HOW MANY OF YOU….?
- YOUR NAME, WELCOME, NAME OF TALK
- EARN THE RIGHT : WHO ARE YOU? WHY SHOULD WE LISTEN TO YOU?
- ACKNOWLEDGE AND THANK THE FOR THEIR TIME—RETURN ON INVESTMENT
- GROUND RULES
- W.I.I.F.M? WHAT'S IN IT FOR ME? OBJECTIVES

Main Content: 9-14 minutes

- INCLUDE THE BRIDGE ANALOGY AND AT LEAST 1 OTHER MODULE

Also Include:

- WRITTEN/PARTNER/GROUP EXERCISE
- STATE CHANGES: VOLUME/JOKES/STORIES
- ASK QUESTIONS
- ASK FOR "ANY QUESTIONS?" AND ANSWER OR THROW BACK TO THE GROUP
- REMEMBER TO CLOSE THE LOOP!!!

Conclusion & Feedback 1-2 minutes

Final Presentation Practice: Self Evaluation

Review your own preparation and performance.

Technique	Low	Medium	High
Introduction: HMOY, Earn the Right, Ground Rules, Objectives			
Bridge Analogy			
I.D.E.A.L.S. Framework			
Present your module			
Written/Partner/Group Exercise			
State changes			
Final questions/response			
TOTALS			

What could you improve?

What have you learned? (e.g. confidence levels)

FINAL PRESENTATION TEMPLATE

Final presentation must include:

- Introduction: HMOY? x 3, Name of Workshop, Time R.O.I., Earn the Right, Ground Rules, Objectives
- The Bridge
- I.D.E.A.L.S. Framework
- Your given module
- Written/Partner/Group Exercise
- State changes
- Questions answered directly AND thrown back to the group

Introduction: 4 minutes

GROUND & SCAN

ENROLLING QUESTIONS: **HOW MANY OF YOU?**	
• **WELCOME** • **YOUR NAME** • **NAME OF TALK**	
EARN THE RIGHT • **Your story:** • **Who are you?** • **Why are you here?** • **Why should they listen to you?** **Beginning/Middle/End**	
ACKNOWLEDGE & THANK **(Return on Investment of their time)**	
GROUND RULES	
W.I.I.F.M? **WHAT'S IN IT FOR ME?** **OBJECTIVES** **Written/Partner/Group** **Opportunity?**	

FINAL PRESENTATION TEMPLATE

Main Content: 9-14 minutes	
THE BRIDGE ANALOGY **The Bridge**	
I.D.E.A.L.S. Framework	
YOUR GIVEN MODULE **4 –Step Process** **1.Theory** • What is the subject or topic? • How is this relevant? **2. Story/Case Study** • Has this worked else-where? • Where is the proof? **3. Exercise/Activity** • How do we bring this to life? **4. Action** • How do we encourage practical application of the knowledge? • How are we going to measure success?	
Conclusion & Feedback: 1-2 minutes	

FINAL PRESENTATION TEMPLATE

Final presentation must include:

- Introduction: HMOY? x 3, Name of Workshop, Time R.O.I., Earn the Right, Ground Rules, Objectives
- The Bridge
- I.D.E.A.L.S. Framework
- Your given module
- Written/Partner/Group Exercise
- State changes
- Questions answered directly AND thrown back to the group

Introduction: 4 minutes

GROUND & SCAN

ENROLLING QUESTIONS: **HOW MANY OF YOU?**	
• **WELCOME** • **YOUR NAME** • **NAME OF TALK**	
EARN THE RIGHT • **Your story:** • **Who are you?** • **Why are you here?** • **Why should they listen to you?** **Beginning/Middle/End**	
ACKNOWLEDGE & THANK **(Return on Investment of their time)**	
GROUND RULES	
W.I.I.F.M? **WHAT'S IN IT FOR ME?** **OBJECTIVES** **Written/Partner/Group** **Opportunity?**	

FINAL PRESENTATION TEMPLATE

Main Content: 9-14 minutes	
THE BRIDGE ANALOGY **The Bridge**	
I.D.E.A.L.S. Framework	
YOUR GIVEN MODULE **4 –Step Process** **1.Theory** • What is the subject or topic? • How is this relevant? **2. Story/Case Study** • Has this worked else-where? • Where is the proof? **3. Exercise/Activity** • How do we bring this to life? **4. Action** • How do we encourage practical application of the knowledge? • How are we going to measure success?	
Conclusion & Feedback: 1-2 minutes	

Assessment Criteria

Presentation

You will be required to carry out a presentation of minimum of 15, maximum of 20 minutes.

The presentation will require you to cover all of the elements in the final presentation template

Each individual will present in front of the group. Please be aware that for training and development purposes we may record presentations.

Grading Criteria

In order to pass the Online Train the Facilitator Programme you will need to gain a minimum of 80 marks out of a total of 120.

Grading is on a scale of 1-10 (10 being outstanding)

The specific topics to be graded are as follows:

1. Introduction: gained your interest, earned the right.
2. Information: organised, interesting, clear points.
3. Two modules covered (one of which being The Bridge)
4. Accelerated technology: Visuals, demos, questions, exercises, wake-ups.
5. Voice: speed, tone, volume, power.
6. Presenters Enjoyment: were they having a good time?
7. Timing: Utilised full time, completed on time.

Overall presentation grading also includes whether the audience:

- Felt Captivated
- Felt inspired
- Gained valuable knowledge
- Enjoyed themselves

NOTES

About International Wellbeing Insights

Big ideas, inspiring stories, robust ethics and strong principles and a values driven approach have been at the heart of our organisation since our inception.

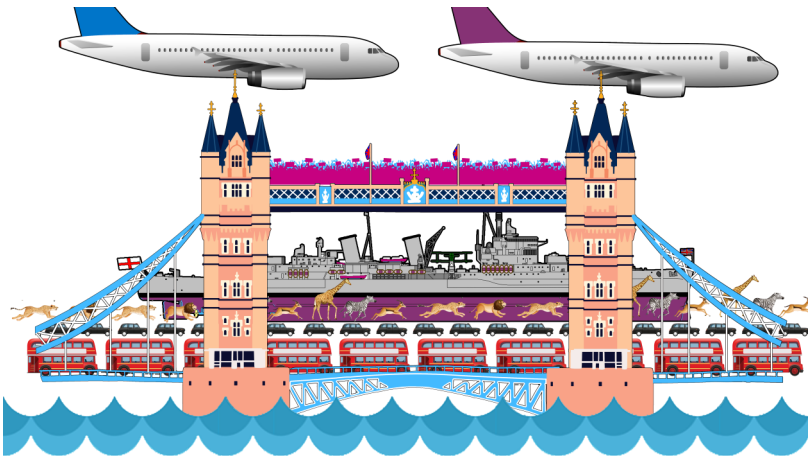
We believe that wellbeing isn't just a perk — it's the foundation of a thriving, high-performing, and sustainable workplace. Our mission is simple but powerful: to empower organisations and individuals to take control of their wellbeing, creating cultures where people don't just survive but truly thrive.

We've been at the forefront of workplace wellbeing since 2003, helping organisations worldwide build happier, healthier, and more resilient teams. But we're not here to tick boxes or promote one-off initiatives — we're here to drive meaningful, lasting change.

Our mission is to maximise physical, mental, emotional and social health as well as improve relationships, performance, productivity, creativity, morale, recruitment and retention by creating a resilient workforce and equipping them to cope with change and adversity.

For more information or to book a workshop or a free no-obligation consultation, see www.wellbeing.work **or call 0203 142 8659 or email info@stress.org.uk**

If you would like more information about stress and how to manage it, visit www.stress.org.uk



International Wellbeing Insights
People, Culture & Wellbeing

We provide a range of services across the UK and internationally. We are always happy to discuss how we can support you.

We look forward to supporting your wellbeing journey.

Find Us Here:
The Lighthouse
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www.wellbeing.work

We have supported many organisations, *including*: