

# One Good Adult

## Session Plan

| Session                       | One Good Adult   |
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| <b>Background Information</b> | <p>The concept of 'One Good Adult' is to emphasise the importance of a dependable adult who can support and protect the mental wellbeing of a child and/or a young person. The presence of One Good Adult has been found to be a key indicator of how well a young person copes with their struggles. Although it's important for young people to have One Good Adult, it is equally important to be that One Good Adult.</p> <p>One of the most interesting pieces of Irish research was the '<a href="#">My World Survey</a>' a national study of youth mental health in Ireland, which revealed a number of findings about the real mental health needs of young people. The report promotes the concept of the 'One Good Adult'; this is seen as important to the mental wellbeing of young people. Over 70% of young people reported that they received very high or high support from a special adult. The study strongly confirms that the presence of 'One Good Adult' is important to the mental health of young people. It has a positive impact on their self-belief, confidence, coping skills and optimism about the future. This 'One Good Adult' can be a parent, grandparent, teacher, sports coach or someone who is available to them in times of need.</p> <p>In Scotland, a One Good Adult Job Description is available, which captures the ethos of a suite of learning resources that have been designed to upskill people who work (or volunteer) with children and young people. The resources can be found at <a href="https://www.digitallearningmap.nhs.scot/">https://www.digitallearningmap.nhs.scot/</a></p> |
| <b>Aim</b>                    | To raise awareness of the One Good Adult concept   |
| <b>Learning</b>               | Participants will be able to:  |

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| <b>Outcomes</b>  | <ol style="list-style-type: none"> <li>1. Identify the One Good Adult concept and its links to the NHS Greater Glasgow and Clyde children and young people's mental health improvement and early intervention framework</li> <li>2. Discuss the One Good Adult concept and its impact on mental health</li> <li>3. Describe the qualities and skills of a One Good Adult</li> <li>4. List a range of resources, including digital resources that can help support young people's mental health</li> </ol> |
| <b>Duration</b>  | <ul style="list-style-type: none"> <li>• 1.5 hours</li> </ul>   |
| <b>Resources</b> | <ul style="list-style-type: none"> <li>• IT</li> <li>• Presentation</li> <li>• Flipchart/pens</li> <li>• OGA clip (internet access)</li> <li>• Session handouts</li> <li>• Evaluation</li> </ul>  |

| <b>Learning outcomes</b>   | <b>Participant Activity</b>  | <b>Resources</b>                   | <b>Time</b> |
|--|--|------------------------------------|-------------|
| 1. Identify the One Good Adult concept and its links to the NHS Greater Glasgow and Clyde children and young people's mental health improvement and early intervention framework | <ul style="list-style-type: none"> <li>• Discussion based</li> </ul> | Slide                              | 15 min      |
| 2. Discuss the One Good Adult concept and its impact on mental health  | <ul style="list-style-type: none"> <li>• Discussion based</li> </ul> | Slide                              | 15 min      |
| 3. Describe the qualities and skills of a One Good Adult   | <ul style="list-style-type: none"> <li>• Body Map</li> </ul>         | Flipchart, pens, slide             | 10min       |
| 4. List a range of resources, including digital resources that can help  | <ul style="list-style-type: none"> <li>• Resources</li> </ul>        | Flipchart/Pens<br>Slide<br>Handout | 15 min      |

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| support young peoples' mental health   |  |            |       |
| 5. Looking after our own mental health | <ul style="list-style-type: none"> <li>• Self-care</li> </ul>  | Slide      | 5 min |
| 6. Evaluation and session close        | <ul style="list-style-type: none"> <li>• Reflection</li> </ul> | Evaluation | 5 min |

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### Facilitator notes

| Slide | Notes  | Time   | Resources |
|-------|--|--------|-----------|
| 1     | Welcome participants and introduce yourself before offering an overview of the session. Have the title slide up and visible whilst doing this.   | 5 min  | Slides    |
| 2     | <p>Put up the session overview slide and read out what will be covered today.</p> <p>Inform participants that the session today is an introduction to the One Good Adult concept and why it is so significant in supporting, protecting, and promoting children and young people's mental health.</p> <p><b>Keeping safe</b><br/>Reinforce this is a basic awareness session and does not allow for detailed discussion. If you are concerned about a participant's mental health and wellbeing and feel they may be in distress, their Doctor should be their first point of contact. If you feel the person's life is in immediate danger, please call 999 for assistance.</p> <p><b>Online delivery</b><br/>Please refer to the <a href="#">Healthy Minds Online Guidance</a> if you are facilitating a session online.</p> | 5 min  | Slides    |
| 3     | <p><b>NHSGG&amp;C Child and Youth Mental Health Improvement and Early intervention Framework</b></p> <p>This slide is to set the context of where the One Good Adult concept sits in relation to the NHSGGC child and youth mental health agenda.</p> <p>Show the CYP mental health framework slide and highlight this is the NHSGGC framework for mental health improvement and early intervention for CYP. The framework was developed in response to a review that was undertaken across CYP mental health improvement services and programmes. Share that the framework can be used as a planning tool for CYP mental health</p>   | 10 min | Slide     |

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|   | <p>improvement work.</p> <p>Inform participants that the framework consists of 6 key elements which should not sit in isolation but be interconnected.</p> <p>Briefly highlight each element, using the information in the boxes to explain each one. Highlight this session will go on to explore the One Good Adult concept in more detail.</p> <p>Information on the framework can be found at <a href="#">Mental Health Improvement and Early Intervention Framework for Children and Young People - NHSGGC</a> Contact the NHSGGC Mental Health Improvement Team via <a href="mailto:ggc.mhead@nhs.scot">ggc.mhead@nhs.scot</a></p>  |       |       |
| 4 | <p><b>One Good Adult</b></p> <p><b>Do not put the One Good Adult slide up at this point.</b></p> <p><b>Discussion point:</b> Ask the participants if anyone has heard of the One Good Adult concept? The named person from Getting it Right for Every Child may be highlighted at this point, stress that the OGA is very different from the named person and this should become clear as we progress through the session. Anyone wanting to find out more about the named person should visit the Scottish Government website. <a href="#">Named person - Getting it right for every child (GIRFEC) - gov.scot (www.gov.scot)</a></p> <p><b>Background information:</b> Provide some background as to why the One Good Adult was included within the child and youth framework. One of the largest youth mental health studies undertaken in Ireland involving over 14,000 young people, found that young people who reported better mental health identified a One Good Adult in their life.</p> <p>Don't go into the research in any great detail, this is merely to give some context. If anyone would like more information on the research, signpost to <a href="#">My World Survey   Research and Evaluation   Jigsaw</a></p> <p>Inform participants that Scotland now has a One Good Adult Job Description that was written by children and young people. It reflects what Scottish children and young people say characterises adults who support their mental health and wellbeing. It reminds adults to be as supportive as possible to the children and young people they encounter. More information can be found at</p> | 10min | Slide |

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|                         | <a href="https://www.digitallearningmap.nhs.scot/how-to-be-a-good-adult/one-good-adult-launch/">https://www.digitallearningmap.nhs.scot/how-to-be-a-good-adult/one-good-adult-launch/</a><br><br>Now put up the One Good Adult slide and read out the information.   |  |                            |
| <b>Activity &amp; 5</b> | <b>One Good Adult</b><br><br><b>Group Activity</b><br><br>Divide the participants into groups, provide flipchart and pens.<br><br>Now we are going to explore the One Good Adult Concept, who can be a One Good Adult, what skills and qualities should a One Good Adult possess, and explore possible challenges and barriers to being that One Good Adult.<br><br>Put up the slide with the three questions and invite the groups to discuss and answer the questions highlighted, using the flipchart to write down their responses.<br><br>Once completed, go through each question and take feedback from each of the groups, one/two examples from each.<br><br><b>Discussion point:</b> ask the participants, who can be a One Good Adult? The answer is that anyone can be a One Good Adult; teacher, youth worker, janitor, sports coach, parent/carer siblings etc.                                  | 30mins<br><br>(20 min activity<br>10 min feedback) | Flipchart<br>Pens<br>Slide |
| <b>6</b>                | <b>Job Advert</b><br><br>Read out some of the skills required and the main tasks to reaffirm some of the feedback from the activity that identified skills and qualities.<br><br><b>Discussion point:</b> Some challenges and barriers to being a One Good Adult identified might include time, lack of knowledge around specific topics, boundaries, and child protection issues. <ul style="list-style-type: none"> <li>• Reiterate that being a One Good Adult doesn't have to be time-consuming, it is not about being available 24/7, this isn't possible. It is ok to say that you can't be available at this moment but you can arrange another time to listen to them.</li> <li>• Setting boundaries is important, and never make promises. You must inform the young person that if you think they or someone else is at risk of harm, then you need to follow child protection protocols.</li> </ul> | 5 min  | Slide                      |

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|                  | <ul style="list-style-type: none"> <li>You can't know everything, and that is ok to share with the young person, but what you can do is help them to access supports. It is not about fixing the young person's problems but being a trusted support and providing a listening ear.</li> </ul>   |       |                                |
| 7                | <p><b>Do's and Don'ts.</b></p> <p>Read out the information on the slide.</p> <p><b>Discussion point:</b> ask the participants to think about the last time they spoke to someone about a situation that had bothered them (annoyed, upset them, made them worried etc) and encourage them to think about whether or not it was helpful to speak to someone.</p> <p>What makes conversations helpful/unhelpful for them? Give a prompt, has someone ever jumped in quickly and told you what you should do or what you should have done differently, minimised your worries etc, what did that feel like? A One Good Adult has good listening skills and empathy. It is not about fixing things or telling the young person what to do.</p> | 5 min | Slide                          |
| 8<br>OGA<br>Clip | <p><b>One Good Adult clip</b></p> <p>Inform participants we are going to watch a short clip about the One Good Adult concept.</p> <p>Watch via <a href="#">NHSGGC - One Good Adult - video</a></p> <p><b>Discussion point:</b> ask the participants for their views and thoughts on the clip. Take some general feedback. Reinforce the key message that a One Good Adult is about having a trusted supportive adult that children and young people can talk to and the focus isn't on fixing problems.</p>  | 5 min | OGA clip<br>Internet<br>Access |
| 9 & 10           | <p>Highlight that there are various resources to help protect, promote, and support CYP mental health and wellbeing.</p> <p>Visit or signpost to the <a href="#">NHSGGC Mental Health Improvement Website</a> which hosts of a range of resources to support child and youth mental health. Facilitators may want to share local resources and supports.</p> <p>Bring up the slides relating to the Aye Mind resource. Encourage participants to visit the website <a href="https://ayemind.com/">https://ayemind.com/</a>, which recognises that we can't support children and young people if we don't engage in their online lives. Aye Mind's key message is that adults</p>   | 10min | Slides                         |

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|                         | <p>don't need to be "digital experts", simply being willing to talk about what young people are experiencing online in an open and non-judgemental way is enough.</p> <p>The site provides information on a range of online safety and digital wellbeing issues, from cyberbullying to sextortion, as well as providing information on digital mental health tools (websites and apps) that could be used to support CYP's mental health. This includes a downloadable worker toolkit to assist staff using digital technology to support youth mental health. <i>(Click on images on slides to download information, if required).</i></p> |       |            |
| <b>Activity &amp;11</b> | Remind the participants of the importance of looking after their own mental health and provide a self-care activity.  | 5 min | Slide      |
| <b>Session Close</b>    | Thank the participants for their time and ask them to complete an evaluation.   | 5 min | Evaluation |