**Lesson plan – Introduction and Background module**

**This module offers an introduction to modules 1-3. It should be delivered prior to any standalone module but does not need to be repeated should more than one module be delivered to the same group of learners.**

**The timings are suggestions only. The trainer should use their own judgement to plan timings dependent on the size of the group and whether participants are already familiar with each other.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Slide no.** | **Suggested timing** | **Content** | **Aim** |
| 1 | – | Title slide | – |
| 2 | 5 mins | Learning outcomes | Inform learners of the aims of the session and what they can expect to know by the end of the module |
| 3 | 10 mins | The background to the training modules | To inform learners of the origins of the training modules and the reasoning behind their development. Introduces the Social Services and Well-being (Wales) Act (‘the Act’). |
| 4 |
| 5 |
| 6 | 10 mins | Introducing the Act and its main principles | Further information and detail about the Act. |
| 7 |
| 8 | 20 mins | What does the Act say about advocacy? | Making the clear links between the Act and advocacy. Pinpointing what the Act says and encouraging discussion around this. |
| 9 |
| 10 | 10 mins | Why is this relevant to me? | Support learners to begin to understand and acknowledge how the Act may affect them and/or the people they support. |
| 11 | 5 mins | Introducing the three advocacy modules | Inform learners of the training that’s available in relation to the information they’ve received about the Act and advocacy. |
| 12 | Dependent on group size | Icebreaker/ground rules activity | To support learners to become familiar with other group members and agree ground rules to ensure learner comfort for the module to follow. |