**Lesson plan – Module 1**

**What is Advocacy?**

This module offers learners the opportunity to explore what advocacy means. It’s suggested that any learners wishing to access modules 2 or 3 should first complete this module.

The suggested duration of this session is **3hrs or ½ day**, allowing for a 15 minute break. The timings are suggestions only based on an **optimum group size of 12.** 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.

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| **Slide no.** | **Suggested timing** | **Content** | **Aim** | **Resources needed** |
| 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 difference advocacy can make. Real examples of how advocacy can/has supported people | To spark the interest of the learners and evoke empathy with the individuals in the statements.  To begin to demonstrate the power of advocacy and how it can have a positive impact on people’s lives. | 1a  The difference advocacy can make quotes |
| 4 | 10mins | Well-being statements – as found in the Act | To link the difference advocacy can make to the well-being statements in the Act, to emphasise how important advocacy can be in ensuring people’s well-being outcomes are met, as is the aim of the Act. |  |
| 5 | 25mins | Exercise 1 – Empathy exercise | To support learners to further develop empathy with people who might benefit from advocacy.  To support learners to understand that everyone experiences situations where they feel disempowered, lacking in confidence, not listened to, etc, and this doesn’t define the person. | 1b  Empathy cards |
| 6 | 10mins | Advocacy definitions and principles | To give learners a clear definition of the term ‘advocacy’ upon which to build their understanding throughout the rest of the module(s). |  |
| 7 |
| 8 |
| 9 | 30mins | Exercise 2 – Is this advocacy? | To consolidate information given in previous slides.  To demonstrate that the advocate’s role is not always clear-cut and distinct.  To begin to introduce the concept of different types of advocacy. | 1c  Is this advocacy? |
| 10 | 10mins | Types of advocacy | To inform learners about the differing approaches to advocacy. |  |
| 11 | 25mins | Exercise 3 – Types of advocacy | To consolidate learners’ understanding of the different types of advocacy.  To support learners to compare and contrast the different types of advocacy. | 1d  Types of advocacy |
| 12 | 15mins | Exercise 4 – The advocacy process. What does advocacy ‘look like’? | To consolidate the theory of advocacy by bringing it into more practical terms.  To encourage learners to begin to relate their own experiences to the advocacy role. | 1e  The advocacy process |
| 13 | 10mins | How the advocacy process supports the individual | To offer learners a suggestion of what the advocacy process might look like, regardless of which type of advocacy, to bring the theory into reality. |  |
| 14 | 10mins | Concluding statements | To consolidate learning and conclude the session. |  |
| 15 | 5mins | Learning outcomes | To clarify for learners what was intended for delivery during the session.  To allow learners to evaluate the session based on the intended outcomes. |  |