**Lesson Plan – Module 2**

**Am I an Advocate?**

This module offers learners the opportunity to explore their own role as an advocate by understanding how and when they act as an advocate and how to respond if they are unable to advocate effectively.

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 | 5mins | Learning outcomes | Inform learners of the aims of the session and what they can expect to know by the end of the module. |  |
| 3 | 5mins | The Squeaky Wheel | To spark learners’ interest and introduce the session. |  |
| 4 | 15mins | Exercise 1 – Recap  ‘what is advocacy?’ | To remind learners what we mean by the term advocacy. | 2a – What is advocacy? |
| 5 | 5mins | What is advocacy? | To consolidate learning from previous exercise. |  |
| 6 | 30mins | Exercise 2 – How do we support others to have a voice and be heard? | To support learners to begin to recognise how and when they act as advocates in their personal and/or professional lives. | 2b – Advocacy process |
| 7 | 10mins | Recap advocacy types | To remind learners of the types of advocacy they learned about in Module 1. |  |
| 8 | 30mins | Exercise 3 – Advocacy types | To support learners to identify which type or types of advocate they are. | 2c – Advocacy types |
| 9 | 5mins | Examples of advocacy | To consolidate learning from previous exercise. |  |
| 10 | 30mins | Exercise 4 – Which type is best? | To clarify that different types of advocacy are suitable for different situations and personal preferences.  To clarify that we are not always able to be an effective advocate  To begin to explore the reasons for the things that have an impact on the above. | 2d – What type is best – case studies |
| 11 | 5mins | Barriers to being an effective advocate | To further explore the reasons why we cannot always be an effective advocate. |  |
| 12 | 5mins | Quote – ‘Deciding what not to  do is as important as  deciding what to do’ | Reiterating the importance of knowing whether you can/cannot advocate effectively. |  |
| 13 | 5mins | Barriers to advocating effectively | Examples of barriers to consolidate learning from exercise 4. |  |
| 14 | 5mins | What can we do if we’re unable to advocate? | To make learners aware of other possible routes to support. |  |
| 15 | 5mins | Independent Professional Advocacy | To clarify local authorities’ duties in relation to advocacy. |  |
| 16 | 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. |  |