**Lesson plan – Module 3**

**Enhancing Advocacy Skills**

This module offers learners the opportunity to recognise, practice and enhance some of the skills needed to be an effective advocate.

The suggested duration of this session is **7 hours or** **approximately 1 day**, allowing for breaks. 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, whether participants are already familiar with each other and the style of delivery.

N.B. This module lends itself well to a ‘carousel’ style session whereby workshops are run concurrently and learners are moved around at set intervals.

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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 | 10mins | Recap – How do you act as  an advocate...? | To remind learners what we mean by the term advocacy and their role as an advocate. | 3a – How do you act as an advocate? |
| 4 | 20mins | Exercise 1 – What makes a good advocate? | To support learners to consider what attributes make a good advocate. | 3b – What makes a good advocate…? |
| 5 | 5mins | What makes a good advocate | To consolidate learning from previous exercise. |  |
| 6 | 10mins | Advocacy skills in action | To consolidate learning from previous exercise – linking skills identified to the reality of the advocacy process. |  |
| 7 | 10mins | Skills for advocacy | To clarify the two key skill sets that contribute to being an effective advocate – listening and expressing. |  |
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| 9 | 5mins | Listening effectively | To clarify that listening is not just about ‘hearing’, it’s important to demonstrate that we are listening and understanding. |  |
| 10 | 5mins | Expressing yourself effectively | To clarify that expressing isn’t just about speaking. |  |
| 11 | 5mins | Introducing ‘skills practice workshops’ | The workshops will offer learners practical exercises to define, explore and enhance their interpersonal skills to improve their ability to offer advocacy support. |  |
| 12 | 40-45mins | Workshop A – Active listening |  |  |
| 13 | Modes of listening | To clarify with learners what is meant by the term ‘active listening’. | Flipchart sheets |
| 14 | Skills practice – My dream holiday | To offer learners an opportunity to test and improve their active listening skills. | Participants are asked to make notes |
| 15 | 40-45mins | Workshop B – Demonstrating a non-judgemental response |  |  |
| 16 | Observing your own judgements and building empathy | To clarify for learners that we all make judgements all the time.  To encourage learners to think about their own judgements and what they’re based on. |  |
| 17 | Skills Practice – Using empathy to overcome judgements | To support learners to explore their understanding of being  non-judgemental.  To support learners to acknowledge their own judgements.  To encourage learners to build empathy to overcome their judgements. | 3c – Using empathy to overcome judgements |
| 18 | 40-45mins | Workshop C – Non-verbal communication (body language) |  |  |
| 19 | Speaking without words | To clarify with learners what is meant by the term non-verbal communication. |  |
| 20 | Non-verbal communication | To clarify some of the elements that make up non-verbal communication. |  |
| 21 | Skills practice – Non-verbal communication | To offer learners an opportunity to test and improve their ability to interpret and receive non-verbal communication. | 3d – Non-verbal communication |
| 22 | 40-45mins | Workshop D – Appropriate use  of language |  |  |
| 23 | Know what I mean..? | To clarify with learners that the language we use changes depending on the situation we’re in and who we’re communicating with. | 3e – Know what I mean |
| 24 | Skills practice – Appropriate use of language | To offer learners an opportunity to test and improve their use of language. | 3f – Appropriate  use of language |
| 25 | 40-45mins | Workshop E – Effective questioning |  |  |
| 26 | Question types | To clarify the importance of using different types of questions for different purposes. |  |
| 27 | Skills practice – Effective questioning | To offer learners an opportunity to test and improve their use of effective questioning. | 3g – Effective questioning |
| 28 | 40-45mins | Workshop F – Rapport building |  |  |
| 29 | What is rapport...? | To introduce and explain the concept of rapport. |  |
| 30 | Skills practice – Rapport building | To offer learners an opportunity to test and improve their use of rapport building. |  |
| 31 | 40-45mins | Workshop G – Assertiveness |  |  |
| 32 | What is assertiveness...? | To introduce and explain the concept of assertiveness. |  |
| 33 | Skills practice – Assertiveness | To offer learners an opportunity to test and improve their assertiveness skills. | 3h – Assertiveness |
| 34 | 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. |  |