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| **Module Title: Self Care and Maintaining Wellbeing**  **Session #1 - Wellbeing and Self Care** | | | |
| **Description of the Learning Activities** | **Timing (minutes)** | **Materials/ Equipment Required** | **Learning Outcomes** |
| Workshop Opening:   * The facilitator welcomes the group and introduces the topic of **Self Care and Maintaining Wellbeing.** * The facilitator will introduce the theme of the session and explain the relevant information and skills of this unit as set out in the presentation**.** Ask participants if they have any questions and reassure them, they can ask questions at any time   Icebreaker Activity: Two Truths and a Lie   * The facilitator should begin this workshop with an ice-breaker activity called ‘Two truths and a lie’. * Each person should come up with three "facts" about themselves - two of the facts will be true, and one will be a lie. The rest of the group will guess which is the lie.   Activity 1: Discussion on wellbeing   * The facilitator will continue this session by introducing the Powerpoint and start taking about wellbeing, what it is and why it is important. * The facilitator will start a group discussion and ask participants to call out things that might impact wellbeing. * The facilitator will write down the answers on a flip chart and place the flip chart page somewhere everyone can see. * The facilitator will then continue with the Powerpoint presentation and talk about the wellness scale. | 5 minutes  15 minutes  15 minutes  10 mins | Training venue with IT equipment  Flipchart and markers  Sign-in sheet  Pens and note-taking materials for participants  Training venue with IT equipment  Flipchart and markers  Pens and note-taking materials for participants | Theoretical knowledge of wellbeing  Importance of maintaining good emotional and mental wellbeing.  Awareness of one’s own mental and emotional wellbeing. |
| Activity 2: Make a stress and strengths list   * This is a self-reflective activity that encourages the participants to think about all the demands placed on them and to remind them of the strengths they have to cope with these. * Facilitator should give out **Handout: Stress and Strengths** to participants and give them 20 minutes to fill it out. * After 20 minutes the facilitator should lead a group discussion for 10 minutes with the following questions:  1. *Were you surprised by the strengths you have?* 2. *How can you use these strengths to deal with your demands?* | 30 minutes | Training venue with IT equipment  Flipchart and markers  Pens and note-taking materials for participants  Handout: Stress and Strengths | Awareness of one’s own mental and emotional wellbeing.  Awareness of what self-care means to me.  Developing coping strategies. |
| Activity 3: Self Care discussion   * Facilitator should split the participants into groups of 4 and provide each group with flipchart paper and a marker. * For the next 10 minutes, groups will discuss the following questions:  1. What does self care mean to you? 2. Why do you think self care is important? 3. Do you make time for self care? Why/ Why not?  * The facilitator should ask each group to feedback and write down responses on a flip chart. * Facilitator continues the discussion on self care and its importance using the PowerPoint presentation. | 35 minutes | Training venue with IT equipment  Flipchart and markers  Pens and note-taking materials for participants | Discuss why self-care, and good emotional and mental well-being is important. |
| Workshop Closing   * The facilitator(s) bring the workshop to a close with a short wrap-up summary slide and answer any questions that the participants may have about the material learned today. * Facilitator(s) thank the participants for their participation and close the workshop. | 10 minutes | Training venue with IT equipment  Flipchart and markers  Pens and note-taking materials for participants |  |
| **Total duration of the module** | **2 hours** |

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| **Module Title: Self Care and Maintaining Wellbeing**  **Session #2 - Wellbeing and Self Care** | | | |
| **Description of the Learning Activities** | **Timing (minutes)** | **Materials/ Equipment Required** | **Learning Outcomes** |
| Workshop Opening:   * The facilitator(s) opens the workshop by welcoming all learners and introducing the topic of * The facilitator(s) will introduce the theme of the session and explain the relevant information and skills of this unit as set out in the presentation.   Mini-activity: Icebreaker   * Participants are asked to pair up and ask each other the following questions:  1. How did you get to this workshop 2. What’s your favourite movie 3. If you could invite 3 famous people (dead or alive) to dinner, who would they be?  * The Facilitator continues the Powerpoint presentation and introduces the concept of the ‘5 ways to Wellbeing’ and shows a short 3-minute video | 5 minutes  10 minutes  10 minutes | Training venue with IT equipment  Flipchart and markers  Sign-in sheet  Pens and note-taking materials for participants |  |
| **Activity 1: Self Care**   * The facilitator leads participants in a group discussion by asking the following questions:  1. Do you make time for self care? Why/ why not? 2. How could you make more time for self care?  * Facilitator continues the PowerPoint presentation and talks about self care strategies | 20 minutes | Training venue with IT equipment  Flipchart and markers  Pens and note-taking materials for participants  Training venue with IT equipment  Flipchart and markers  Pens and note-taking materials for participants | Awareness of what self-care means to me.  Developing coping strategies. |
| **Activity 2: Self Care and Coping Strategies**   * The facilitator should distribute the **Handout: Self care Planner** which has a list of self care suggestions and a tracker. * The facilitator will read through the handout with participants and if anyone has tried out any of the suggestions. They will be encouraged to track how often they use these suggestions each week. * Participants are then asked to turn over the handout and to complete the list with personal suggestions they think would be helpful to them. * They should be reminded that self care activities do not need to be big but can be as simple as stepping outside in the fresh air for 5 minutes. * Participants should pick a mixture of activities that they can do in the moment or things that make take more planning. * Facilitator leads the group on a short discussion on how they found the activity. | 35 minutes | Training venue with IT equipment  Flipchart and markers  Pens and note-taking materials for participants  **Handout: Self Care Planner** | Describe how self-care can be practised.  Find a self-care routine that works for you.  Developing coping strategies. |
| **Activity 3: Make a Wellness Plan**   * Facilitator introduces the concept of a Wellness Plan and distributes the **Handout: Wellness Plan** and explains it to participants. * Participants are encouraged to fill it out and reminded of the importance of planning wellness and self care strategies as otherwise they will be neglected. * Facilitator leads the group on a short discussion to see how participants found the activity. | 35 minutes | Training venue with IT equipment  Flipchart and markers  Pens and note-taking materials for participants  **Handout: Wellness Plan** | Good practices for maintaining  well-being.  Find a self-care routine that works for you.  Developing coping strategies. |
| **Workshop Closing**   * The facilitator(s) bring the workshop to a close with a short wrap-up summary slide and answer any questions that the participants may have about the material learned today. * Facilitator thanks the participants for their participation and close the workshop. | 5 minutes | Training venue with IT equipment  Flipchart and markers  Pens and note-taking materials for participants |  |
| **Total duration of the module** | **2 hours** |