

## Working with Wellbeing- Lesson plan

Approx. timing	Content and tutor activity	Training intent	Aids and equipment	Learner activity
<b>8:45 – 9.00 am</b>	Registration, checking ID	To confirm all learners booked on the course have arrived	Registration forms, pens	Filling in forms
<b>Element 1 – Foundations of wellbeing</b>				
<b>9.00 – 9:10 am</b>	<p>Introduction to the course and what to expect from the day. Learners introduce themselves to each other.</p> <p>Tutor to take notes based on levels of experience around the table to see who may work well together for group activities.</p> <p>Tutor to be aware of anybody who comes across as shy or highlights any specific additional learning needs or requirements.</p>	<p>To set learners at ease and make them aware of the different levels of experience and areas of work of those in the room.</p> <p>Tutor can see who will work well together in groups and who could learn from each other based on experience level and area of work.</p>	Slide projector Introductory slide and introductory notes in workbook	Active listening, introducing themselves to the group
<b>What wellbeing means</b>				
<b>9.10 – 9.20 am</b>	Class divided into pairs, learners to discuss in their pairs what wellbeing means, and to come up with a working definition.	To get learners thinking about what wellbeing means in practice.		Working in pairs, agree a working definition of wellbeing (- a single sentence)
<b>9.20 – 9.30 am</b>	Tutor to ask each pair to share their definition with the group, tutor collates responses and common themes on the whiteboard/flipchart.	To gauge the level of understanding in the room, and to share ideas.	Whiteboard/flipchart	Feedback to tutor Active listening

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9.30 – 9.50 am	<p>Tutor to show slides with official definitions of wellbeing and discuss how difficult it is to define wellbeing in practice. Show slide of the scales concept of wellbeing as a balance, considering challenges faced and resources available.</p> <p>Class discussion and Q&amp;A- what might affect wellbeing? What could go on either side of the balance/scales? (Consider both work and personal life). Discuss the individual nature of this (<b>physical, psychological</b> and <b>social</b> aspects), how a factor could be either a challenge or a resource depending on the situation, and how factors can be interconnected, (one affecting another). Show summary slide of factors which can affect wellbeing.</p>	Learners to understand the holistic nature of wellbeing, what it is and the factors that can affect this.	<p>Slides</p> <p>Whiteboard/flipchart Slides</p>	<p>Active listening</p> <p>Participation in Q&amp;A session, suggesting factors to include, active listening.</p>
<b>Why wellbeing matters</b>				
9.50 – 10.10 am	Tutor to divide group into two; one group to consider the possible effects of good/poor worker wellbeing on the individual worker, the other group to consider the possible effects of good/poor worker wellbeing on the organisation.	Learners to understand why wellbeing matters -the impact of wellbeing on both the individual and the organisation.	<p>Whiteboard/flipchart</p> <p>Slides</p>	Group activity- consider the effects of good/poor worker wellbeing for the individual/ second group to consider the effects of this for the organisation.
10.10 – 10.30 am	<p>Groups to feedback; tutor to collate responses on whiteboard/flipchart.</p> <p>Discuss:</p> <ul style="list-style-type: none"> <li>- Societal expectations and organisational reputation (CSR)</li> </ul>			Feedback and active listening

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	<ul style="list-style-type: none"> <li>- Demographics</li> <li>- Effects on workers (morale and engagement, health, work-life balance, resilience, satisfaction)</li> <li>- Implications for an organisation (ill-health, presenteeism, absenteeism, staff turnover, performance and productivity).</li> </ul>			