

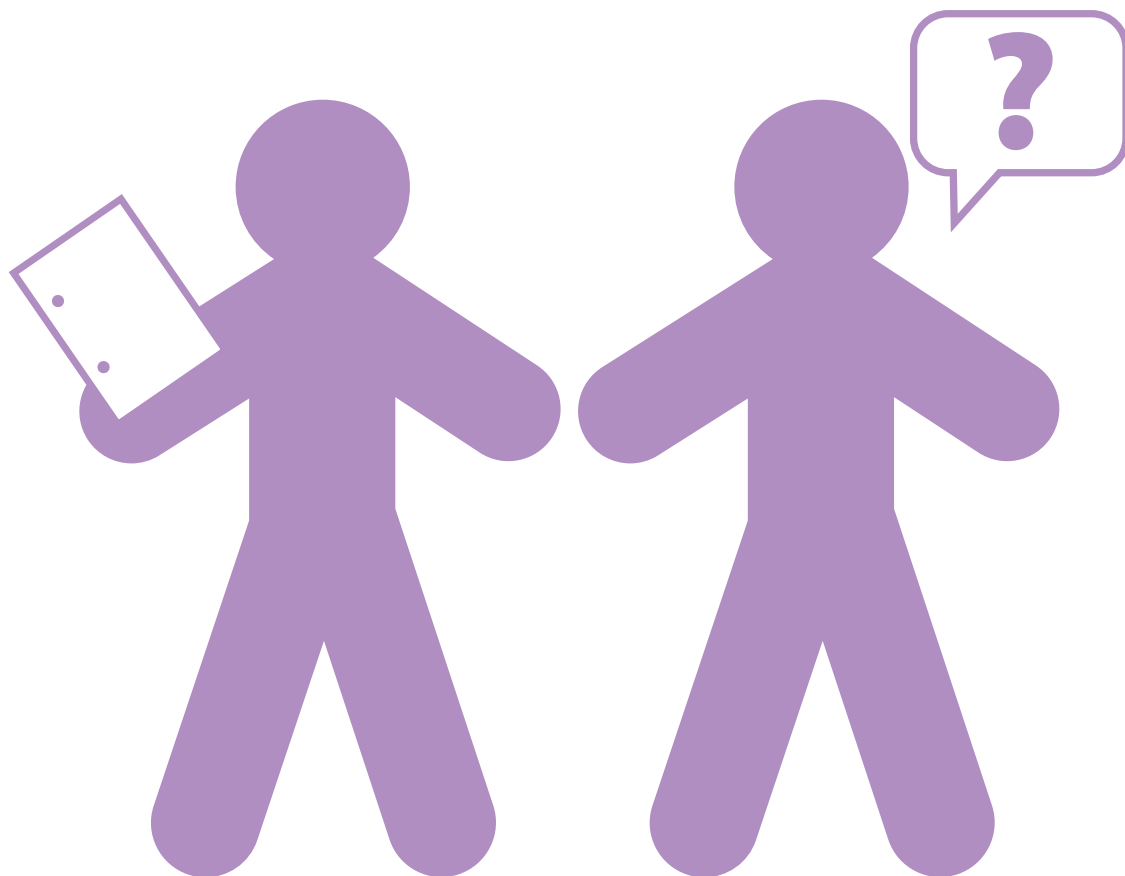


Module



A volunteer training programme about **Advance Care Planning**

Supporting ourselves and others



Supporting ourselves and others

Objectives

At the end of this module, participants will have:

- Reflected on module one
- Gained insight into the diversity of experiences of loss and considered ways of relating to people facing loss or who are bereaved
- Had an opportunity to think about how personal experiences of loss influence response to others
- Considered the importance of identifying sources of support to help sustain the role of volunteer educator
- Learnt some techniques for dealing with stress and anxiety.



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Suggested Timetable - approximately 4 hours + break

You'll need to factor in time for breaks.

We've suggested a time, but you'll need to be guided by the group.

Sections	Time needed	Content	Activity	Resources required	Outcome
1 Introductions and practical information	10 minutes	Welcome and brief housekeeping presentation; timetable and objectives for Module 2	Presentation by facilitators	Handout with objectives for Module 2	Participants feel welcome and comfortable; introduced to the timetable and objectives of the module; provided with health and safety information
2 Reflections on Module 1	30 minutes	Participants have an opportunity to share their thoughts and reflections about peer education from Module 1	Facilitated whole group discussion	Flip chart, pencils and note paper	Participants examine and share what key learning points they gained from Module 1
3 Understanding loss, grief and bereavement	1 hour and 15 minutes	An overview of some key issues relating to bereavement, loss and grief, including an awareness of sources of support and how to relate to people facing loss.	Presentation followed by small group discussions and participatory exercise	PowerPoint Slides - Section 3, Handout - Section 3, flip chart and pens, some music	Participants understand the diversity of experiences of loss; appreciate some frameworks with which to understand loss and reflect on how their own experiences of loss may influence volunteer education
Break					

Suggested Timetable - approximately 4 hours + break

You'll need to factor in time for breaks.

We've suggested a time, but you'll need to be guided by the group.

Sections	Time needed	Content	Activity	Resources required	Outcome
4 Supporting ourselves and others	1 hour and 20 minutes	Participants explore a variety of issues relating to the provision of support to others and for themselves. Participants consider how they are feeling and how they respond and cope with stress	Drawing exercise and paired discussion; short presentation and participatory exercise	PowerPoint Slides - Section 4, Handout - Section 4, sheets of A4 paper or larger, coloured markers, pencils or crayons, flip chart and pens	Participants have an opportunity to consider their own feelings and ways of coping with stress. Participants consider the importance of accessing support for themselves. Participants develop and share some resources which may assist them in dealing with stressful situations
5 Recap, evaluation and reflection	30 minutes	Participants recap and evaluate Module 2 and receive information about Module 3	Completion of evaluation forms and post it notes; Provision of information for Module 3	Handout - Objectives Module 2, evaluation form (available in appendices), post it notes and pens, information for Module 3	Participants have an opportunity to provide feedback on Module 1 and receive necessary information about the next Module

Introductions and practical information

Short introductory presentation and welcome



Time: 10 minutes

Materials*Handout with objectives for Module 2*

- Welcome the participants to Module 2
- Introduce them to their facilitators
- Provide them with information about health/safety (fire procedures and exits; location of toilets; breaks and lunch; special needs)
- Check to see if any arrangements need to be made in relation to transport and explain arrangements for expense reimbursement.

Purpose**Participants are made to feel welcome and comfortable****Participants are introduced to the facilitators and provided with health and safety information****Special needs (e.g. hearing loss) and any necessary transport arrangements are identified****Arrangements for claiming expenses are explained****Notes**

Activity



Time: 30 minutes

Materials

Flip chart, pencils and note paper

Ask if the group feels comfortable discussing their reflections on Module 1 as a whole group. If preferable, this can be done in pairs. Remember that some people may not respond because they feel vulnerable.

- Suggest that participants spend a few minutes jotting down immediate response to three 'key' questions:
- What did you most enjoy from Module 1?
- What did you least enjoy?
- What was the most important thing that you learnt about peer education from Module 1?

Facilitate a discussion around these questions by asking participants to offer their thoughts, once they have had a few minutes to reflect individually. Get your co-facilitator to record information on a flip chart, so that this can be written up and distributed in summary form to participants later (if you have the facilities to do so).

Purpose

Participants examine and share what key learning points they gained from Module 1

Facilitator gains insight into areas of educational needs/or issues of understanding among participants, which can be subsequently addressed

Understanding loss, grief and bereavement

Activity



Time: 1 hour and 15 minutes

Materials

PowerPoint Slides - Section 3, Handout - Section 3, flip chart and pens, some music

There are 3 parts to this section:

- 1) Slide presentation and short 'space' for reflection (35 minutes)
- 2) Paired discussion (25 minutes)
- 3) Interactive whole group discussion (15 minutes)

Note: it is important when facilitating this section that you have co facilitators (at least one, depending on the size of the group), so that this person can be available to provide support or 'time out' to any participant who needs it.

1. Slide presentation

- Using the first slide, explain that the purpose of this section is to:
 - a) Provide an overview of the main issues relating to bereavement, loss and grief
 - b) Reflect on our own ideas and experiences about these and to think about how to support ourselves
 - c) Think about ways to support people who have been bereaved
 - d) Raise awareness of where to find information, support and counselling
- Work slowly through the rest of the slides, checking to see how participants react to the material. Use the notes pages to help you with the section content
- At the end of the slides, if you have the facilities, play some music to create a 'space' for personal reflection and thought. The last slide is a picture to use as a 'backdrop' to the music.

2. Paired exercise

- If participants are comfortable to do so, ask them to work in pairs and, with reference to the 'myths about bereavement' (slide 8), exchange some stories about how people responded to them/ or others at a time when they were bereaved and how this felt.

3. Interactive discussion

- Facilitate a short discussion about the diversity of experiences of loss and the ways in which it may be either helpful or unhelpful to respond
- Draw out from the discussion some key issues for volunteer educators in providing support to people who are facing bereavement or thinking about issues of death, dying and bereavement (in the context of volunteer educator activities in advance care planning)
- Ask your co-facilitator to record key points on a flip chart, so that these can be 'written up' and distributed later (if you have the facilities to do so).

Purpose

Participants understand the diversity of experiences of loss

Participants appreciate some frameworks with which to understand loss

Participants' reflect on how their own experiences of loss may influence peer education

You might want to have a break at this point.



Activity



Time: 1 hour and 20 minutes

Materials

PowerPoint Slides - Section 4, Handout - Section 4, sheets of A4 paper or larger, coloured markers, pencils or crayons, flip chart and pens

There are 3 parts to this section:

- 1) Drawing exercise (30 minutes)
- 2) Slide presentation and whole group activity (stress and coping) (20 minutes)
- 3) Slide presentation and whole group activity/ discussion (sources of support; providing support to others) (30 minutes)

Note: it is important when facilitating this section that you have co-facilitators (at least one, depending on the size of the group), so that this person can be available to provide support or 'time out' to any participant who needs it.

1. Drawing exercise

- The purpose of this exercise is to allow participants to reflect on how the previous section (section 3) made them feel and to spend some 'time out' engaging in a simple and enjoyable drawing activity
- Follow the instructions on the first few slides for section 3. Try to introduce some humour about your own drawing skills to put participants at their ease
- Ask participants to work in pairs (or threes, depending on numbers) when they have completed their drawing so that they can talk about their feelings via the drawings they have made
- Finish the exercise off by saying a few words about the importance of recognising and being attuned to one's feelings when working as a volunteer educator around advance care planning work and more broadly. Point out that in modern life, we often don't pay much attention to this and can be surrounded by stressors. Taking time out to relax and enjoy leisure activities (drawing might not be everyone's cup of tea!) is important.

2. Slide presentation and whole group activity (stress and coping)

- Use slide 4 to say a few words about stress. Then use slide 5, to introduce an activity. Ask participants to turn over their drawing and write down five things that help them to feel calmer when in a stressful situation
- Ask for contributions to write down on a flip chart. Provide some time for discussion. Refer participants to the hand-out ('supporting ourselves and others') for some other ideas about coping with stress.

3. Slide presentation and whole group activity/discussion (sources of support; providing support to others)

- Use slide 6 to talk briefly through some issues in coping with stress
- Then use slide 7 to introduce some possible sources of support that participants may wish to consider. Allow some time for discussion and consideration of the strengths and weaknesses of different sources of support
- Use slide 8 to introduce a quick brainstorming activity about what are the key attributes and skills needed to provide support to others. Use the flip chart to list ideas and then compare these to a suggested list on slide 9
- Spend a few minutes examining what makes a 'good listener' and the differences between 'sympathy' and 'empathy' (using slides 10, 11 and the Handout - Section 4).

Purpose

Participants have an opportunity to consider their own feelings and ways of coping with stress

Participants consider the importance of accessing support for themselves

Participants develop and share some resources to help them deal with stressful situations

Recap, evaluation and reflection

Activity



Time: 30 minutes

Materials

Handout - Objectives Module 2, evaluation form (available in appendices), post it notes and pens

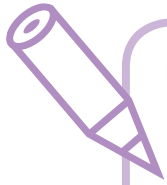
- Briefly recap on what has been covered in this module
- Ask participants to work in pairs and to discuss: 1) what they most and least enjoyed about the Module; 2) what two or three key things they have learnt
- Ask them to write these down on post it notes (they don't have to add their names unless they want to)
- Make it clear that these will help the facilitator team adjust the training in the future and pick up on issues and problems next time
- Ask participants to complete evaluation form.

Brief provision of information

- Give information about Module 3, and talk through practical arrangements as required
- Ask participants to bring something with them to Module 3, which is important to them and reflects their identity. Explain this object will form the focus of an exercise in Module 3
- Thank everyone for their participation and hard work
- Make sure that they have contact details for on-going contact.

Purpose

Participants have an opportunity to provide feedback on Module 2 and receive necessary information about the next module



Notes

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Notes

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