# Lesson Plan: Deciding Right 1 hour Awareness Session

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| Study day | | Venue | Date | | | Time of session |
| Deciding Right Awareness Session | |  |  | | |  |
| Facilitator(s) | | Group | Health & Safety (points to consider) | | | |
|  | |  | Toilet Facilities  Fire Alarms and Exits  Smoking policy  Any room management issues – trip / slip  Refreshments | | | |
| Session aim (My aim is to …..) | | | Session outcomes – by the end of the session you will.…. | | | |
| Introduce and signpost you to Deciding Right documents and information | | | To assess personal planning  To discuss the outcomes of Deciding Right  To consider and discuss the principles of Advance care planning | | | |
| Time | Content | Teaching Activity | Student Activities | Resources | Notes | |
| 5 mins | Welcome & introductions | Introduce self  Share health and safety facts | Listen  Brief Introductions if time allows | Check fire safety and any policy information about the building if necessary | The relevance of Deciding Right to the particular group of learners is key and should be addressed early in the session. | |
| 5 mins | Aim of session and outcomes | Share information | Listen |  |
| 10 mins | Deciding Right Background and what is it? | Share information about the End of life strategy and Ambitions.  Background to Deciding Right and its purpose | Listen |  |  | |
| 5 mins | Dying matters and planning  Dying matters questionnaire | Present information.  Explain that you don’t have to be ill or dying to make plans for your future.  Ask questions and ask for show of hands under the scoring | Listen  Consider and respond to questions | Dying matters leaflet for information | Size of the group will dictate the time this exercise takes, therefore priority may need to be considered | |
| 20 mins | Outcomes of Deciding Right | Add any examples from own practice if applicable or ask for examples  Share information | Respond  Listen  Ask questions | Hard copies of Deciding Right documents for learners to look at after the session |  | |
| 5 mins | Principles of ACP from CLIP | Facilitate questioning | Respond to questions | Hard copies of CLIP worksheet | If using hard copy photocopy pages 1&3 back to back and 2&4 back to back. Give our 1&3 for participants to work through prior to giving our answers. | |
| 5 mins | Questions (if time)  Thanks  Close |  |  |  |  | |
| Timings are approximate as learners needs & questions can affect this. | | | | | | |