

Session information:		
Course title: Exploring Recovery		Session:
Facilitator(s):		Venue:
Date:	Time: 1 hour	Number of participants:

COVID-19 Safe:

All facilitators and participants must follow Flourish Australia COVID-19 guidelines.

- Complete the health check questions on arrival at the center
- Uses hand sanitiser on entry to the centre and frequently
- Measure temperature when a thermometer if available
- Maintains social distancing (1.5 meters apart)
- Equipment used are sanitised before use and before the next person uses them.

Learning Objective	
Learning Aim	Learning Objectives: By the end of the group, participants will be able to:
To assess one's own values based on recovery principles to embark on a positive self-discovery	<ol style="list-style-type: none"> 1. Consider pre-existing limiting beliefs 2. Create new values and recovery principles. 3. Apply new definition of 'self' 4. Apply learning to Individual Recovery Plan

Resources for Facilitator	For Participants
Facilitator Guide/Session Plan	Paper pads and pens
Attendance sheet White board or butchers' paper White board markers	Participant resource Coloured pencils and textures Video Exploring Recovery by Resolve Flourish Australia Evaluation Form CANSAS form and IRP template (optional).

Time:	Agenda	Activities	Resources:
Introduction			
1 min	<p>Welcome people to the group Self-care.</p> <p>Enable people to feel comfortable and get to know who they are learning with</p>	<p>Invite participants to sign attendance sheet as they arrive (each person to use their own pen)</p> <p>Provide each participant with a note pad</p> <p>Encourage participants to introduce themselves giving their first name</p>	<p>Attendance sheet Note pads Pens</p>
2 mins	<p>Facilitate acknowledgements.</p> <p>Traditional owners of the land</p> <p>Cranebrook - Darug</p> <p>Orange – Wiradjuri</p> <p>People with lived experience of mental health issues</p>	<p>Facilitator: If there is an Aboriginal person present who belongs to Country where training takes place you can invite the person to do a Welcome to Country. If there is an Aboriginal person from another land they could do the acknowledgement of country.</p> <p>Otherwise, anyone can do an acknowledgement of country.</p> <p>Acknowledgement of Country I acknowledge the traditional custodians of the land upon which we gather today, the people, and pay my respects to the Elders, past and present, youth and the future generations. I also acknowledge Aboriginal people who are here today.</p> <p>Acknowledgement of People with Lived Experience I acknowledge people with lived experience of mental health issues, especially those people who suffered through discrimination, abuse and the denial of human rights. In spite of having no power or status, they challenged, spoke out and created pathways that give us a voice today.</p> <p>I acknowledge their strength, resilience and courage, advocating to protect rights for people with mental health issues, to be able to live a purposeful and contributing life.</p>	<p>Acknowledgements</p>

1 min	Housekeeping/WHS	Tell the participants where the emergency exits are, what the alarm system sounds like, the evacuation procedure and location of emergency meeting point. Where the facilities are located and the scheduled time for finishing.	
1 min	Explain learning objectives	Display learning objectives (can be already written on butchers' paper or whiteboard)	Butchers' paper/whiteboard with objectives
1 min	Expectations	Ask participants what they expect to get out of the session. Write their responses on whiteboard. Display the list of expectations	Whiteboard/ butchers paper
30 mins	Initiate the first handout – Learning begins	<p>Facilitator: Refer to Hand Out A (pass one each to participants).</p> <p>Watch the video as seen on the L2B webpage 'Exploring Recovery'.</p> <p>After having watched the video, read through the information and questions asked in Hand Out A. Apply own lived experience where necessary.</p> <p>Encourage participants to consider and answer the 2 questions provided. If they choose not to write, there is space to draw pictures or symbols that express their answers.</p>	<p>Hand Out A</p> <p>Computer/Television to play Video 'Exploring Recovery'</p> <p>Pens</p>

<p>20 mins</p>	<p>Initiate the second handout</p>	<p>Facilitator: Refer to Hand Out B</p> <p>Encourage open discussion and written answers around question 1 and 2 as provided.</p> <p>Read and discuss the final paragraph.</p>	<p>Hand Out B</p> <p>Pens</p>
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Time:	Summary		
2 mins	Encourage reflection	<p>Facilitator: “We have come to the end of Self-care. I hope you have enjoyed our discussions and activities”.</p> <p>Encourage conversations around the following question: (Please share your own thoughts to this question as well):</p> <ul style="list-style-type: none"> • Did you find it useful being able to share your individual experiences? If so, how do you feel moving forward now? <p>Thank the participants for their answers</p>	White board or Butchers paper.
1 mins	Final questions	Ask the participants if they have any questions?	
1 min	Session Evaluation Form	Distribute the form to each person and ask them to complete the form and return it to you before they leave. Thank the participants for their involvement and invite them back to join the next session.	Evaluation form Pens

The following areas should also be considered when planning your session	
Health and Safety	Explanation of any health and safety issues, housekeeping mentioned in introduction
Additional student support	Refer to learning support plans
Equality and Diversity	Consider differentiation and how you make your session available to all learners e.g., opt-out if people feel more comfortable, different colour paper, layout of class room, mix of auditory, visual and kinaesthetic approaches

Differentiation by Outcome (Differentiation is the process whereby facilitators meet the need for progress through the teaching material by selecting appropriate teaching methods to match an individual student's learning strategies, within a group situation)	
All students	Conversation; reflection
Most students	Reading; writing
Some students	Literacy assistance

Space for note taking: