

Working with Wellbeing- Lesson plan

Approx. timing	Content and tutor activity	Training intent	Aids and equipment	Learner activity
8:45 – 9:00 am	Registration, checking ID	To confirm all learners booked on the course have arrived	Registration forms, pens	Filling in forms
Element 1 – Foundations of wellbeing				
9.00 – 9:10 am	<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
What wellbeing means				
9.10 – 9.20 am	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)
9.20 – 9.30 am	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&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 (physical, psychological and social 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&A session, suggesting factors to include, active listening.</p>
Why wellbeing matters				
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.		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"> - Societal expectations and organisational reputation (CSR) 		<p>Whiteboard/flipchart</p> <p>Slides</p>	Feedback and active listening

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	<ul style="list-style-type: none"> - Demographics - Effects on workers (morale and engagement, health, work-life balance, resilience, satisfaction) - Implications for an organisation (ill-health, presenteeism, absenteeism, staff turnover, performance and productivity). 			
10.30 – 10.40 am	Tutor to hand out the questionnaire for completion by each learner. When answering the questions, learners will need to reflect on their own wellbeing and whether they have been affected by any of the factors discussed. (This is an individual and personal reflection, there is no need to share answers).	Learners to recognise the impact of their own workplaces on their personal wellbeing.	Slides (Part1), questionnaire (can be found in workbook), pens.	Learners each complete the questionnaire reflecting on their own wellbeing and prior experiences.
10.40 – 10.55 am	Break			
Element 2 – The branches of wellbeing, benefits and what this means in practice				
10.55 – 11.05 am	Reflecting on their questionnaire responses and what they have learnt regarding factors affecting wellbeing, each learner is to identify 3 things they could do to improve their own wellbeing in some way.	Learners to think about how wellbeing can be improved (taking the various factors into consideration).	Slides (Part 2)	Individual activity- learners to identify three ways they could improve their personal wellbeing.
11.05 – 11.15 am	Learners feedback their suggestions, tutor to collate responses on whiteboard/flipchart. (Exercise, diet, spending more time with loved ones, less work (work-life balance) etc likely to come out in discussion).		Whiteboard/flipchart	Feedback and active listening
11.15 – 11.30 am	Introduce the NEBOSH ' wellbeing tree ' concept and the six branches: Interaction, Exercise, Mindfulness, Nutrition, Kindness	Learners to understand the 6 different branches which can help improve	Slides	Active listening

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	and Learning , each branch representing an area where you can make a real difference to your wellbeing (relate the branches to learners' answers in the previous activity where possible).	wellbeing and what these mean in practice.		
11.30 – 11.50 am	Small groups activity- class divided into small groups of 3 or 4; each group to think about what the possible benefits of each of the six branches could be for wellbeing explaining their reasoning.	Learners to understand the way in which each branch helps improve wellbeing- the benefits each brings.	Whiteboard/flipchart Slides	In small groups of 3 or 4, learners to think about the possible benefits of each of the six branches and note down their suggestions.
11.50 – 12.10 pm	Feedback to tutor for one branch at a time- after learner feedback received, tutor to show the summary of benefits slide for that particular branch, before moving on to the next one.			Feedback and active listening
12.10 – 12.25 pm	Each branch has its own combination of benefits, (some of which may be unique); however more than one branch may have the same beneficial effect, (eg, exercise, mindfulness, learning all help depression). Learners to be given a table to complete (individually) identifying these common areas (benefits common to more than one branch).	Learners to be aware of common areas of benefit between branches.	Table of benefits for completion of common areas (can be found in workbook).	Individually, learners to complete a table summarising areas of benefit common to more than one branch.
12.25 – 12.30 pm	Tutor to recap on the main learning points from the morning session.	To reinforce main learning points.		Active listening
12.30 – 1.00 pm	Lunch			

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Element 3 – Interventions in the workplace				
Planning interventions				
1.00 – 1.15 pm	Tutor to describe how interventions at work can promote change and improve wellbeing. Explain how these can involve just one, or several branches of wellbeing at the same time. In pairs learners to discuss what they think needs to be considered when planning interventions in the workplace, to ensure these are successful.	Learners to be aware of the factors which need to be considered when planning wellbeing interventions.		Active listening In pairs, learners to discuss what needs to be considered when planning interventions in the workplace.
1.15 – 1.30 pm	Feedback to tutor, collate responses on whiteboard/flipchart. Tutor to summarise the main areas to consider, to include: <ul style="list-style-type: none"> - understand any specific risks the organisation may have - review any wellbeing interventions already in place - consider the needs and concerns of workers, and - identify priorities in relation to the wellbeing programme. 		Whiteboard/flipchart Slides	Feedback to tutor Active listening
1.30 – 1.50 pm	Tutor to describe the different levels of intervention: Strategic, Policy, Organisation, Group, and Individual, illustrating each with case studies. Tutor to explain: <ul style="list-style-type: none"> - The five principles for implementation: Consistency, 	Learners to understand the different levels at which interventions can be made; the principles for successful implementation and the types of approach which can be used.	Slides Workbook for reference	Active listening

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	Communication, Commitment, Creativity, and Coherence - Direct and indirect approaches to intervention.			
1.50 – 2.05 pm	Class discussion and Q&A: Work-life balance- what actions could you take to improve this? Collate suggestions on the whiteboard/flipchart. Discuss how these actions directly and indirectly address several different branches of wellbeing.	To apply the theory to a real-life situation.	Whiteboard/flipchart Workbook for reference Slides	Participation in Q&A session, suggesting factors to include, active listening.
2.05 – 2.15 pm	Show case studies for 'Facebook', mobile provider 'Three', and 'Google'.	To illustrate how companies have successfully implemented initiatives to improve wellbeing.	Slides	Active listening
2.15 – 2.40 pm	Small groups activity: In groups of 3 or 4, learners to read through the scenario provided and describe the possible consequences for wellbeing (positive and negative) and to suggest interventions which could be made, (the level each intervention would be aimed at and what benefits in relation to each branch of wellbeing they would bring).	Learners to be able to identify within a scenario the possible effects on wellbeing at work and suggest appropriate interventions to improve wellbeing in the workforce.	Slides Scenario (can be found in workbook).	In their groups, learners to read through the scenario, discuss and identify possible consequences for wellbeing, suggesting interventions which could be made, (to include level and benefits).
2.40 – 2.50 pm	Each group feedback their suggestions, tutor to collate responses on whiteboard/flipchart.		Whiteboard/flipchart	Feedback and active listening
Measuring the effectiveness of interventions				
2.50 – 3.10 pm	Wellbeing indicators: - Data routinely collected - Specific data collection Specific wellbeing assessment tools: - <i>Warwick Edinburgh Wellbeing Scale (WEMWBS)</i>	Learners to understand how wellbeing indicators can be used to measure wellbeing. Learners to be aware of a selection of specific wellbeing assessment tools which are available.	Slides	Active listening

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	<ul style="list-style-type: none"> - <i>Workplace Wellbeing Tool</i> (Gov.uk) - <i>Britain's Healthiest Workplace</i> (Vitality) - <i>Workplace Wellbeing Snapshot Survey</i> (What Works Wellbeing). 			
3.10 – 3.20 pm	Individually, learners to complete the <i>What Works Wellbeing Snapshot Survey</i>	Learners to experience completing a simple wellbeing survey and see the types of questions used.	<i>What Works Wellbeing Snapshot survey</i> , (can be found in workbook), pens.	Learners to individually complete the <i>What Works Wellbeing Snapshot Survey</i>
3.20 – 3.35 pm	Tutor to explain how individual results can be compared to UK average data using the following website: https://whatworkswellbeing.org/resources/wellbeing-benchmarks-how-is-your-organisation-doing/ Data to be available for comparison.	Learners to be aware of the existence of benchmarking data and to be able to compare their scores to UK averages.	UK average response data for comparison.	Learners to compare their individual results to UK average responses.
3.35 – 3.50 pm	Break			
Assessment				
3.50 – 4.00 pm	Tutor to explain the assessment activity to learners: <u>Part 1:</u> Learners are to reflect on their own organisation's current strengths and weaknesses in relation to each of the six branches of wellbeing, completing the table provided. <u>Part 2:</u> Learners are to choose 3 interventions to improve wellbeing in their workplace, detailing the intervention, and	To assess each learner's understanding of course content, and their ability to apply this knowledge to their workplace.	Slides 'Guidance and information for learners and Learning Partners' document	Active listening

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	branch/branches of wellbeing each relates to (using the table provided). For each intervention, they are to explain why they have chosen these actions and how they will evaluate their effectiveness.			
4.00 – 5.00 pm	Learners complete the above assessment activity individually (no communication with any other learner is permitted during the assessment). Assessments collected in by tutor.		Assessment templates Pens	Learners individually complete the assessment activity using the template provided.