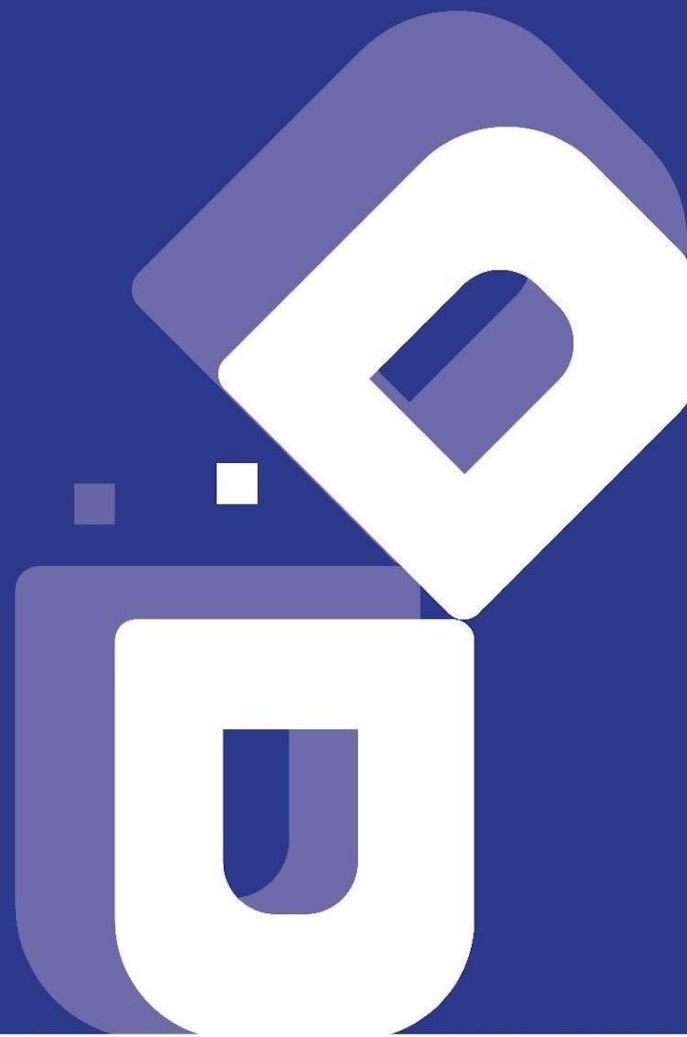


Up-Skilling Training Programme for Youth Workers

Lesson Plan Template



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WP3 – Up-Skilling Training Programme for Youth Workers

Lesson Plan Template

_M1_Unit1_Principles Of WellBeing_

| | |
|--------------------------|---|
| Module Title: | <p><i>Module 1 : Introduction to Wellbeing Coaching</i></p> <p><i>Unit 1: Understanding the Principles of Well-being Coaching</i></p> |
| Aim | <p>This unit introduces youth workers to the fundamental principles of well-being coaching and explores how these principles can be applied to support young people in making positive lifestyle choices. The session will focus on the role of coaching in preventing drug use, addressing key risk factors, and applying practical coaching models to empower young people.</p> |
| Learning Outcomes | <p>Upon completion of this lesson, learners should be able to:</p> <ul style="list-style-type: none"> ● Understand the basic principles and concepts of well-being coaching. ● Identify risk factors and challenges related to drug use that can be addressed through coaching. ● Explain how well-being coaching can contribute to preventing drug use among young people. ● Apply foundational coaching techniques such as the GROW model and solution-focused coaching. ● Develop skills to initiate well-being conversations and assess young people’s needs effectively. ● Demonstrate coaching techniques to address underlying issues such as low self-esteem or lack of social support. ● Appreciate the value of preventative coaching in promoting positive behaviour change among young people. |
| Duration | 4h |
| Topics | <ul style="list-style-type: none"> ● Introduction to Well-being Coaching: Definition, principles, and key concepts. |



| | |
|---------------------------|--|
| | <ul style="list-style-type: none"> ● The Role of Coaching in Preventing Drug Use: Identifying risk factors and using coaching as a preventative tool. ● Practical Coaching Models: Exploring the GROW model, solution-focused coaching, and other approaches. ● Applying Coaching Techniques: Role-playing conversations with young people to promote well-being. ● Assessing Young People’s Needs: Identifying barriers and opportunities for positive behaviour change |
| <p>Preparation</p> | <ul style="list-style-type: none"> ● Pre-read materials on well-being coaching and the GROW model. ● Prepare PowerPoint slides summarising key coaching principles. ● Print coaching scenario cards for role-play exercises. ● Set up a flipchart for brainstorming activities. ● Arrange a comfortable space for small group discussions. |







| No. | Activities | Duration (in minutes) | Methods | Equipment and Materials |
|-----|---|-----------------------|---------------------------------|--------------------------------|
| 1. | Introduction to Well-being Coaching | 20 min | Presentation, Group Discussion | Flipchart, PowerPoint, Markers |
| 2. | Icebreaker: What Does Coaching Mean to You? | 15 min | Interactive Polling, Discussion | Sticky notes, Markers |
| 3. | The Role of Coaching in Preventing Drug Use | 30 min | Case Study, Discussion | Coaching Case Studies Handout |
| 4. | Activity 1: Exploring Risk Factors for Drug Use | 30 min | Brainstorming , Group Work | Flipchart, Markers |



| | | | | |
|------------------------------------|---|-----------------------|-----------------------------|-------------------------------------|
| 5. | Theory: Practical Coaching Models (GROW Model, Solution-Focused Coaching) | 45 min | Presentation, Demonstration | PowerPoint, Coaching Model Handouts |
| 6. | Activity 2: Coaching Practice - Role Play | 60 min | Role-Playing, Peer Feedback | Coaching Scenario Cards |
| 7. | Assessing Young People's Needs | 30 min | Small Group Discussion | Self-Assessment Worksheets |
| 8. | Workshop Close and Reflection | 10 min | Group Discussion | Sticky Notes, Flipchart |
| <i>Duration of Session:</i> | | <i>4 hours</i> | | |









Activity Sheet Template

| Exploring Risk Factors for Drug Use <Activity Code (eg. A1.2.1)> | | |
|---|------------------------------|--|
|  | Topics and Sub-topics | This activity encourages youth workers to identify key risk factors that make young people vulnerable to drug use and explore how well-being coaching can address these challenges. By understanding these factors, participants can develop coaching strategies to empower young people in making healthier choices. |
|  | Training Methods | Brainstorming Group Work Interactive Discussion |
|  | Required Resources | Flipchart & markers Handouts with common risk factors |
|  | Learning Activity | <ul style="list-style-type: none"> ● Step 1 (10 min): The facilitator asks participants to list reasons why young people might engage in drug use (e.g., stress, peer pressure, lack of support). ● Step 2 (10 min): Small groups discuss how coaching can help address these risk factors. ● Step 3 (10 min): Groups present their findings, and the facilitator summarises key insights. |
|  | Template | |
|  | Additional Resources | <If applicable> |



Activity Sheet Template

| Exploring Risk Factors for Drug Use <Activity Code (eg. A1.2.1)> | | |
|---|------------------------------|--|
|  | Topics and Sub-topics | This activity encourages youth workers to identify key risk factors that make young people vulnerable to drug use and explore how well-being coaching can address these challenges. By understanding these factors, participants can develop coaching strategies to empower young people in making healthier choices. |
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|  | Learning Activity | <ul style="list-style-type: none"> ● Step 1 (10 min): The facilitator asks participants to list reasons why young people might engage in drug use (e.g., stress, peer pressure, lack of support). ● Step 2 (10 min): Small groups discuss how coaching can help address these risk factors. ● Step 3 (10 min): Groups present their findings, and the facilitator summarises key insights. |
|  | Template | <i>Coaching Cards – see below</i> |
|  | Additional Resources | <i><If applicable></i> |



Coaching Cards

Scenario 1: Peer Pressure and Substance Use

Context:

Alex, 16, recently started hanging out with a new group of friends who frequently drink alcohol and experiment with drugs. He feels pressured to join in because he doesn't want to be left out. He's unsure if he wants to continue but doesn't know how to say no.

Coaching Challenge:

- How can you help Alex explore his options and make a decision that aligns with his values?
 - What strategies could he use to resist peer pressure?
 - How can he build confidence in making healthier choices?
-

Scenario 2: Low Self-Esteem and Avoidance

Context:

Jade, 17, struggles with low self-esteem and often feels like she's "not good enough." When faced with challenges, she avoids them rather than trying. She's noticed that when she feels overwhelmed, she smokes cannabis to relax.

Coaching Challenge:

- How can you help Jade recognise her strengths and build self-confidence?
 - What alternative coping strategies could she try instead of using cannabis?
 - How can she set small, achievable goals to develop a more positive mindset?
-



Scenario 3: Stress and Risky Behaviours

Context:

Liam, 18, is dealing with a lot of stress at home and school. To escape, he has started going to parties where drugs and alcohol are easily available. He doesn't see another way to cope with stress.

Coaching Challenge:

- How can you help Liam identify the sources of his stress and find healthier ways to manage them?
 - What support systems could he turn to instead of substance use?
 - How can he set goals for making more positive choices?
-

Scenario 4: Loneliness and Social Anxiety

Context:

Maria, 15, often feels isolated and struggles to make friends. She sometimes smokes or drinks to fit in at social events. She wants to stop but worries about feeling even more alone if she does.

Coaching Challenge:

- How can you help Maria build her confidence in social settings?
 - What alternative ways can she connect with others without relying on substances?
 - How can she set goals for improving her social well-being?
-



Scenario 5: Academic Pressure and Overwhelm

Context:

Ben, 17, is feeling overwhelmed by schoolwork and family expectations. He's started taking stimulants to stay awake longer to study. He's worried about his grades but also feels exhausted all the time.

Coaching Challenge:

- How can you help Ben find healthier ways to manage his academic stress?
 - What strategies could help him create a more balanced routine?
 - How can he challenge his belief that he needs stimulants to succeed?
-

Scenario 6: Family Conflict and Emotional Struggles

Context:

Ryan, 16, has a difficult home life with constant arguments between his parents. He feels angry and helpless, often acting out at school. Recently, he has been drinking alcohol to escape his emotions.

Coaching Challenge:

- How can you help Ryan find healthier ways to cope with his emotions?
 - What positive outlets could he use for stress and frustration?
 - How can he strengthen his support system?
-



Scenario 7: Experimentation and Curiosity

Context:

Sophia, 17, has never used drugs but is curious about trying them because many of her friends do. She doesn't see any harm in experimenting "just once."

Coaching Challenge:

- How can you help Sophia weigh the potential risks and consequences of experimenting?
 - What information or tools could help her make an informed decision?
 - How can she develop confidence in making choices that align with her long-term goals?
-

Scenario 8: Sports and Performance Pressure

Context:

Jake, 18, is passionate about football but is under pressure to perform at a high level. Some of his teammates use performance-enhancing substances, and he's considering doing the same to keep up.

Coaching Challenge:

- How can you help Jake evaluate the risks of using substances for performance enhancement?
- What alternative ways can he improve his skills and manage pressure?
- How can he build resilience and confidence in his natural abilities?

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