

Lesson Plan: Workshop Introduction**45 minutes****Learning Outcomes**

At the end of this session participants will be able to:



1. Familiarize the trainer, host, and participant.
2. Discuss what they expect to learn from the workshop

Materials

- Brown sheet paper
- Markers
- Name tags (optional)
- Notebooks (1 for each participant)
- Pens (1 for each participant)
- Small bucket or container
- *Introduction Word Game*

Preparation

- ◆ Read and prepare the lesson plan
- ◆ Prepare flip chart with daily Agenda
- ◆ Prepare flip chart with heading 'Group Agreement'
- ◆ Prepare flip chart with heading 'Learning Expectations'
- ◆ Prepare the Knowledge Ability form as per the number of participant.
- ◆ Cut the *Introduction Word Game* into small pieces with individual words
- ◆ Create a "Self-Assessment table" for the different workshop topics, with a range of "None" to "A little" to "A lot."

S.N.	Workshop Topics	None	A little	A lot
1.	Total Sanitation Concept and its Importance			
2.	Water Quality			
3.	PoU Options			
4.	Importance of Latrine			
5.	Household Sanitation			
6.	Hygiene: Personal, Menstrual and Food			
7.	Tips to Communicate Key Messages in the Community			

** The topic included in the above self-assessment chart is just an example. The topic can be included as per need. Five topics in the chart are highly preferred.

Introduction**5 minutes**

1. Introduce host, trainer, participant and other guest as appropriate.
2. Introduce the training.
 - *This introductory training covers topics related to Total Sanitation. This is the primary level of training covering basic information on total sanitation.*
 - *This workshop is designed for community people, WASH volunteers, and social mobilizer).*

- *This workshop is participatory. There are different types of group work.*

Icebreaker – Getting to Know Each Other**15 minutes**

1. Tell the participants that in the small bucket or container there are pieces of paper with words written on them. Each word is written on two different pieces of paper. Also explain that they are to find the partner with same words and are to introduce each other to the large group.
2. Explain that they will be introducing their partner to the group with the following details:
 - ☞ Name
 - ☞ Significance of name
 - ☞ Name of a vegetable/fruit starting from the first alphabet of their name

OR,

- ☞ Name,
 - ☞ Education or occupation
 - ☞ What they like to do the most (area of interest) and why
3. Ask each of them to take a piece of paper and find the person who has the same word as them. The trainers should also participate in this activity.
 4. Tell the participants they have 3 minutes to get to know each other.
 5. Ask the participants to introduce their partner to the rest of the group.

Group Agreement – Making Ground Rules**5 minutes**

1. Explain that ground rules are agreements created by the group that will allow everyone to learn together.
2. Ask participants what we need to make ground rules and follow them to create a positive learning environment for everyone.
3. Write the ideas on the flip chart paper titled 'Group Agreement'. Ex: *Respect each other thoughts, ask questions, silence cell phones, and come on time, etc.*
4. Place the group agreement in a place where it can be seen.

Group Expectations**5 minutes**

1. Inform to participants, all individuals are different in nature. They have their own understandings and expectations. So ask them about their expectation of this training.
2. Ask participants to list out their two expectation to learn during the training.
3. Paste participants' expectations on the flip chart paper titled 'Learning Expectations' as they list them. Connect relevant expectations to the workshop agenda. If some expectations will not be met within this workshop's lessons, explain to participants you can discuss in other ways to address them outside of this workshop.
4. Review the agenda of the training. Ask the participants if there are any issues regarding the timing for the workshop. Get agreement on the time to start, time for breaks, time for lunch and time to end.

Self-Assessment**5 minutes**

1. Show participants the self-assessment table which you have prepared.
2. Explain that this is a tool to find out the knowledge and skills before the training / workshop. Explain to the participant that the participant having little or no

knowledge at the beginning does not matter much. The goal of the workshop is to upgrade each participant from their existing level of knowledge on different topics.

3. Ask participants to place a mark/sticky dots on the self-assessment chart to indicate their existing knowledge level. Summarize results to the large group.
4. Explain that you will revisit the self-assessment again at the end of the workshop.

Ability test**5 minutes**

1. Inform participant that the ability test form is the key to find out the knowledge about the topic included in the training. This is essential to take ahead the training as per the understanding of content.
2. Also inform that it is just a reference for the trainers who are leading the training.
3. Explain that as per the knowledge of participant they have to give the score from 1 to 4 in the given topic. Low score in a topic means less understanding about it and the score increases with the level of understanding.
4. This ability test will be done twice in training. One at the beginning of training and other is at the end of training.
5. Distribute the ability test form to each participant.
6. Ask to add their score in the beginning of training.
7. Explain that you will be back again at the end of the training in the same form. Ask them to keep the form safely.

Review**5 minutes**

1. Ask if there are any thoughts or questions.

Reflections on Lesson

Introduction Word Game

Water

Water

Sanitation

Sanitation

Hygiene

Hygiene

Disease

Disease

Indoor Air Pollution

Indoor Air Pollution

Latrine

Latrine

Safe Water

Safe Water

Food hygiene

Food hygiene

IEC Materials

IEC Materials

Transmission Routes

Transmission Routes

Poor WASH

Poor WASH

Water-Related Disease

Water-Related Disease