

Lesson Plan 1: Workshop Opening



60 minutes total

Lesson Description



This lesson opens the workshop and sets the tone for the training and learning environment by using a variety of participatory activities. Participants have an opportunity to meet the trainer, host organization and other participants, as well as create their ground rules for how they are expected to work together during the workshop. The trainer has the opportunity to better understand the participant's background, assess their knowledge and skills, and determine their learning expectations.

Learning Outcomes



1. Meet the trainer, host organization and workshop participants.
2. Determine participants' existing level of knowledge and skills on workshop topics.
3. Establish how the group is expected to work together during the workshop.
4. Describe CAWST's and/or the host organization's role.

Materials



- Flipchart paper
- Markers
- Tape
- Sticker dots (2 different colours)
- Name tags
- Printed package of Latrine Design and Construction participant materials (1 per participant)
- Pens or pencils (1 per participant)
- Notebooks (1 per participant)

Optional:

- 3 balls or stuffed animals for Option E Icebreaker: Ball Toss Name Game
- Pre-workshop questionnaire (1 per participant)
- PowerPoint: CAWST Introduction
- Computer and projector

Preparation



- Write the agenda for the day on flipchart paper
- Prepare the self-assessment flipchart (see Self-Assessment section of Lesson Plan)
- Write the heading "*Group Learning Expectations*" on flipchart paper
- Write the heading "*Group Agreement*" on flipchart paper

- Write the heading “*Word Wall*” on flipchart paper and post it in a visible part of the room where it can remain for the entire workshop
- Review the Word Wall Tool (see Appendix 2: Tools)
- Print Latrine Design and Construction materials and organize them into one package for each participant (see list in Appendix 1)
- Organize the participant materials, name tag, notebook and pen at each seat (1 per participant)
- Prepare the materials needed for the Icebreaker Activity
- If your organization uses a participant liability waiver, print one for each participant
- If you will be asking participants to fill in a pre-workshop questionnaire, print one questionnaire for each participant
- If you are planning to use PowerPoint:
 - Review the PowerPoint presentation
 - Print the speaker’s notes
 - Check that the projector is working
 - Cue the PowerPoint on the computer
- Optional: Write the learning outcomes on flipchart paper

Introduction
15 minutes

1. Introduce trainers, workshop hosts and other guests as appropriate.



In some countries, a formal welcoming ceremony will start the workshop. Consult with your host beforehand to determine the protocol and the amount of time required. You may need to adjust your agenda accordingly.

2. Explain the building/workshop layout, bathroom location, emergency exits, first aid, and daily schedule. Ask host if there is anything that needs to be communicated.
3. Review overall agenda for the workshop (i.e. 4 or 5 days with time spent in theoretical and practical sessions).
4. Lead an icebreaker activity to help participants meet each other and introduce themselves to the group. See options below for suggested icebreakers.

**Option A Icebreaker: Name Game**

1. Have everyone stand up where they are. Ask the whole group to concentrate on everyone’s name as they are being said.
2. Pick someone to start the game and ask them to say their name.
3. Person 2 sitting beside them must repeat the first person’s name, and then say their own name.

4. Person 3 will say the first person's name, the second person's name, and then their own name.
5. Continue around the group until everyone has said their own name, and then end with your turn. You may then see if Person 1 and Person 2 can repeat everyone's names since they were the first to go.

**Option B Icebreaker: Names and Adjectives**

1. Have all participants think of an adjective that describes them at the moment or in general. The adjective must start with the same letter as their first name. For example: I'm Harry and I'm Happy.
2. Go around the circle and have everyone introduce themselves using their name and adjective. They may also silently role play the adjective as they introduce themselves.

**Option C Icebreaker: Two Truths and One Untruth** (This is a good activity for groups that already know each other)

1. Have participants stand or sit in a circle. Explain that whoever has the ball must say two things that are true and one thing that is untrue about themselves. Then the other participants in the circle will guess which statement is false.
2. You may want to start yourself as an example: hold the ball, say two true and one untrue thing about yourself. Ask the participants to guess which statement is untrue. Then throw the ball to a participant.
3. Repeat until everyone has held the ball.

**Option D Icebreaker: Guess Whose Story**

1. Use tent card or paper, ask the participants to write down an interesting fact or brief story about themselves but not to put their names on the cards.
2. Collect and redistribute the cards. Ask the participants to stand up, mingle and find out which person their card belongs to.
3. When they are ready, ask the participants to introduce the person they found. Give each participant a chance to expand and to explain why they have come to the workshop.

**Option E Icebreaker: Ball Toss Name Game**

1. Have all participants and yourself stand in a circle. Go around the circle once and have everyone say their name. Start with a ball or stuffed animal in your hands and call someone's name who is across the circle from you and throw the object to them. They will then say someone else's name and throw to them. Keep the game going until each participant has been thrown to only once and the object is back in your hands where it started. Then explain that you are going to do the same thing but speed it up.

2. Once you feel that they have good speed and confidence with one object then you can add to the challenge by starting the same process with a second object in the circle still throwing to the same person. Wait until the previous object has gone to the third or fourth person, then start the second object. Add a third and fourth object if they are up to it.

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 the participants to reflect on their past training or learning experiences. What made those experiences so positive? Negative?



3. Ask the participants to suggest ways to create a positive learning environment for everyone. Write the expectations on the “Group Agreement” flipchart paper.
 - *Respect, ask questions, silence phones, punctuality, no side talk*
4. Determine daily timetable including start and end times and breaks (length and time).
5. If not already suggested, ask for a timekeeper.
6. Ask if there will be consequences for breaking group agreements and have the group suggest humorous consequences (e.g., lead the group in song or dance when late).
7. Explain that any other ground rules can be added through the workshop.
8. Place the flipchart in a prominent place to be seen throughout the workshop.

Self-Assessment

10 minutes



1. Write on a piece of flipchart paper 3-6 key topics of the workshop that you plan to cover with a scale written beside each topic. For example:

Latrine Design	None	A Little	A Lot

Slab Construction	None	A Little	A Lot

Latrine Emptying	None	A Little	A Lot

2. Explain this is a tool to assess what knowledge and skills participants have before starting the workshop. Discuss how it is OK for people to have little or no knowledge of a topic at the start of the workshop. Explain that we will do this exercise again at the end of the workshop to see how much we have learned. The goal of the workshop is to help each person move up on the scale.
3. Ask the participants to place a sticker dot along the line based on where they think they are at the moment. Use one color dot for the beginning of the workshop and a different color dot at the end of the workshop. If you do not have coloured sticker dots use marker pens.



4. Optional: If you are using a pre-workshop questionnaire, hand them out now. Ask participants to complete as much as they can, to give you more information for planning and adjusting the workshop for the group.

Group Learning Expectations

10 minutes



1. Discuss how there is a range of understanding among the participants and the importance of a common base of knowledge. Some of the material that will be presented may be new for some and repetition for others. It is helpful for participants who have more knowledge or experience to share with the group.
2. Ask the participants to list what they hope to learn or expect during the training. Record participants' expectations on the "Group Learning Expectations" flipchart paper.
3. Review the list and identify the expectations that you will be covering during the workshop.
4. If there are things that are outside the scope of the workshop, explain that they will not be discussed. Offer any alternatives for discussing those topics if they are relevant, such as websites, research papers, other workshops, consulting visits and names of other organizations.

Workshop Format and Agenda

10 minutes



1. Discuss the CAWST philosophy for training and learning:
 - *Experiential, hands-on and learn by doing*
 - *Individual and group activities*
 - *Case studies and learning from others' experience*
 - *Open discussion, questions and answers*
 - *Develop a sense of community and network within group*
2. Review the daily agenda.
3. Explain the participant materials (e.g., Guide to Sanitation Resources, Technical Briefs, Fact Sheets).
4. Explain that there will be many new sanitation words used in this workshop, especially technical terms. The Guide to Sanitation Resources has a glossary which defines many of the technical words. Explain that you will also create a Word Wall to post new key words that come up during the training. Show the participants where the Word Wall will be in the room for the duration of the workshop. Add new words to the Word Wall as they are introduced.



5. If your organization has a liability waiver form for participants to sign, pass them out and ask them to read and sign the waivers.

Introduction to CAWST / Host Organization**5 minutes**

1. Introduce CAWST and/or the host organization.

- *CAWST is a nonprofit organization based in Canada. We provide training and consulting to organizations that work directly with populations in developing countries who lack access to clean water and basic sanitation.*
- *CAWST "walks beside" over 700 organizations — government agencies, community groups, and local and international NGOs of all sizes — in 68 countries. We work with them as they develop their capacities to deliver water and sanitation programs locally.*
- *CAWST provides training in developing countries for organizations and agencies who implement water and sanitation projects. We may also do consulting visits to projects to assist with troubleshooting, problem solving, improve monitoring or do on-site training with local staff.*
- *CAWST WET Centres (Water Expertise and Training Centres) are partner organizations in developing countries that work closely with CAWST. The goal of the WET Centre program is to build organizations that can provide leadership, training, consulting and technical resources in water, sanitation and hygiene locally.*

2. Optional: Use PowerPoint: CAWST Introduction.

3. Talk about the following to introduce your organization:

- Organization mission and vision
- Organizational strategies
- History of the organization
- Activities to date
- Expectations of clients and partners
- Future plans

Review**5 minutes**

1. Ask the participants "Do you have any thoughts or questions about the workshop?"

Reflections on Lesson