

Lesson Plan: Workshop Introduction



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



- Flip chart paper
- Markers
- Sticky dots
- Notebooks (1 for each participant)
- Pens (1 for each participant)
- Name tags (optional)

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.	Intro to Total Sanitation			
2.	WASH Policy and Plan			
3.	Fecal Sludge Management			
4.	Waste Management			
5.	Water Conservation			
6.	Water Safety Plan			
7.	Indoor Air Pollution			
8.	Sustainable Total Sanitation			

** The topic included in the above self-assessment chart is just an example. The topic can be included as per need. Five topic in the chart is 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 water, sanitation and hygiene. This is the first in a series of workshops which cover these topics in more detail.*

- *This workshop is designed for community people, WASH volunteers, and those who are working for attaining total sanitation in community.*
- *This workshop is participatory. There are different types of group activities in various sessions.*

Ice breaker**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.
2. Ask them to each to take one piece of paper and find the person who has the same word as them. The trainers should also participate in this activity.
3. Explain that they will be introducing their partner to the group with the following details:
 - Name
 - Education or occupation
 - Where are you from(organization and Address)
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 do to create a positive learning environment for everyone.
3. Write the ideas on the flip chart paper titled 'Group Agreement'. Ex: *Respect, 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. Explain that there is a range of understanding among the participants. 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. Provide 2/2 meta card for each participant in the training. Ask participants to list what they expect to learn during the training in a meta card. Ask them to draw their expectation one in a meta card. Provide 2 minutes time for the activity.
3. Collect the expectation from the participant and paste them on a flip chart paper entitled 'Learning Expectations' as they completed.
4. Read out the expectation without repetition. Connect relevant expectations to the workshop agenda. If some expectations are beyond the session paste them in a 'parking lot'. Explain to participants you can discuss those things in lunch break or in other ways, to address them in this workshop.
5. Review the agenda of the workshop. Ask the participants if there are any disputes regarding the time of the workshop. Get agreement on starting time, break time, lunch time and daily ending time.
6. Introduce the next lesson and the facilitator(s).

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