## Lesson Plan: Creating an Agenda

**40 minutes total**

Lesson Description



In this lesson participants revisit their lessons, fit them into an agenda, and discuss possible constraints involved in planning longer workshops.



**Note: You may need to do some variation of this lesson twice or three times before conducting your workshop:**

1. **Before developing lesson plans – when you check the flow of the topics- to be sure you have a reasonable number of topics.**
2. **After completing the lesson plans to check that you have enough time available for all lessons, and to make any necessary cuts.**
3. **A third time after completing the pilot to make adjustments in the agenda based on the real time required for lessons.**



Learning Outcomes



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

1. Identify possible constraints involved in workshop scheduling
2. Build an agenda



Materials



* Flip chart paper
* Markers
* Tape
* CEWT Workbook – 1 per participant
* Large Diagram of the ADDIE model – introduced in the lesson on instructional design
* Index cards of sheets of paper – 1 per lesson plan
* Optional: Blank agenda template (1 copy of each for each participant)

Preparation



* Read and prepare lesson plan
* Write the learning outcomes or lesson description on flip chart paper
* Optional: Create and agenda template based on the anticipated number of days in the participants’ workshop.
* Optional: Print blank agenda template – 1 per participant

Introduction 5 minutes



1. Ask the participants: “When you are building a schedule to determine when you will complete a project, what things do you keep in mind?” *How long each task in the project will take, the availability of people that need to be involved in the project and their other commitments, the resources available, when the final project needs to be done.*
2. Ask the participants what scheduling a project and creating an agenda for a workshop have in common. *Similar to scheduling for a project we need to take into account different constraints and opportunities when we build an agenda for a workshop.*
3. Present the lesson description or learning outcomes.

Organizing the Agenda 15 minutes



1. Divide participants into the same pairs or small groups they were in when writing lesson plans.
2. Tell participants that when they created the overall flow of the workshop it gave them a sense of what the finished workshop would look like, however before finalizing the agenda a few things need to be considered.
3. Explain to participants you would like them to revisit their lesson/s and decide if the times they identified are accurate or should be changed. Ask them to decide on the specific time for each lesson.
4. Give each group a large index card or piece of paper. On the card ask them to write their lesson plan name and how long it will take.
5. Post each of the lessons in a row somewhere visible and review the completed list with the large group. Count the total amount of time required for the lessons.
6. Ask the participants: “How many hours will our workshop take to complete?”

Identify Constraints 15 minutes



1. Ask the participants: “How much time do you believe that participants are willing to attend a workshop?”
2. If their workshop is too long, ask the participants “what can we do to reduce the overall length of the workshop?” Be sure that participants consider the following options:

* Reduce the length of the workshop by cutting out some lessons
* Offer some of the lessons online or through background reading
* Divide the workshop into two shorter workshops (part A and part B)
* Deliver the lessons in an alternate schedule. For instance, rather than a one-week intensive workshop you could teach the workshop two evenings a week for two months.

1. If their workshop is too long, ask the participants to select one or more strategies to reduce the length of the workshop. Remind participants that they should not try to cram five days of information into less days. This will overwhelm participants.
2. Ask the participants, “What other constraints or opportunities do we need to consider when we plan the training agenda?” Record the answers: *Prayer times; seasonal calendar, such as harvest time; work schedules; childcare needs; distance of location from participants; public transportation schedules; cultural norms around daily schedule, for instance do people usually take a long lunch and work later in the evenings, etc.; whether it is safe to access the meeting location in the evening.*
3. Discuss the ways that these constraints can be accommodated for within the agenda.

Adjusting the Agenda 15 minutes



1. Tell the participant that they are going to update the agenda based on the amount of time their workshop participants are available, and the other constraints and opportunities they identified.
2. Using the cards with the lesson plan title and times, create a large workshop agenda at the front of the room. Adjust the agenda as required to accommodate the constraints identified. Be sure to include:

* break times
* lunch/meal time
* start and finish times

1. **Optional:** Distribute a blank copy of an agenda template to each participant and ask them to fill in the template based on the agenda they created as a large group.

Review 5 minutes



1. Turn on the theme music for the workshop and ask participants to put on their “Hat”.
2. Ask participants “What stage within the ADDIE model is creating supporting materials?” *Develop.*
3. Add “Creating an Agenda” to the large diagram of the ADDIE Model.
4. In the CEWT Workbooks, in the Develop Section, under the title “Creating an Agenda” ask participants to respond to the following question:
5. What constraint do we need to keep in mind when designing and agenda?
6. How can we accommodate for these constraints in the design of an agenda?

Reflections on Lesson