## Lesson Plan: Developing Information Collection Tools

**2 - 6 hours**

Lesson Description



In this lesson, participants will create the tools they need to verify their target participant profile, workshop goal and Theory of Change.



Learning Outcomes



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

1. Explain factors that make information collection tools effective.
2. Develop information collection tools.



Materials



* Flip chart paper
* Markers
* Tape
* Large Diagram of the ADDIE model – introduced in the lesson on instructional design
* CEWT Workbook – 1 per participant
* Theme music and speakers
* CEWT Hats
* The flip chart “People to Consult” from the Analyzing the Problem lesson plan
* The flip chart “Qualities that We Need More Information About” from the Analyzing the Participants lesson plan
* Optional: Participants’ Nametags created using the template in the workshop introduction
* Evaluating Education and Training Resource Book – 1 per participant
  + Information Collection Resources from CEWT Resource Book
    - *R5: Planning Effective Interviews*
    - *R6: Writing Effective Questionnaires*
    - *R7: Planning a Focus Group*
    - *R8: Planning for Data Collection by Observation*
    - *R9: Question Types*

Preparation



* Prepare a flip chart paper with the following question written at the top of it:

1. *Which of the following topics do you feel comfortable teaching about? Please tick all that apply:*

|  |  |
| --- | --- |
|  | *Diseases transmission and blocking* |
|  | *Multi barrier approach to HWTS* |
|  | *Hand washing – techniques and critical times* |
|  | *Tippy tap construction* |
|  | *None* |

* Prepare a flip chart paper with the following question written on it:

1. *What WASH topics do you feel comfortable teaching community members about? Please describe them.*

* Ask participants to bring computers to this lesson (it can also be done without computers if needed)
* Set up a computer with a projector.
* Optional: Write the learning outcomes on flip chart paper

Introduction 5 minutes



1. Ask participants to raise their hands if they have ever developed a survey or questionnaire.
2. Ask the participants that raised their hands to describe what was challenging about the process.
3. Explain that in this lesson we are going to develop the information collection tools we selected in the previous lesson.
4. Present the lesson description or learning outcomes.

Effective Information Collection Methods 30 minutes



1. Tell the participants that they are going to learn more about the information collection tools they selected in the previous lesson. Explain that you are going to divide participants into groups. Each group will review and summarize information about one of the collection methods they selected.
2. Divide the participants into groups, and provide each group with a marker and piece of flip chart paper with the title of their information collection method. There should be one group for each information collection method selected.
3. In their Evaluating Education and Training Resource Book, ask the participants to find the information that corresponds to the collection method they have been assigned. This will be one of the following:
   * *R5: Planning Effective Interviews*
   * *R6: Writing Effective Questionnaires*
   * *R7: Planning a Focus Group*
   * *R8: Planning for Data Collection by Observation*
4. Give each group 10 minutes to create a summary of their information collection method.
5. Ask each group to present their information collection method to the large group.

Effective Questions 20 minutes



1. Explain that during interviews, questionnaires, and focus groups, we need to ask questions. The quality of our data collection tools depends on the quality of the questions we write.
2. In their CEWT Workbook, in the section “Collect Information”, ask the participants to find the R6: Question Types in their Participant Case Study and Resources Book.
3. Explain there are different types of questions, and the best ones for different situations depend on a range of factors.
4. Ask the participants to review the handout and discus the following question with a partner: “What are the three main aspects to consider when planning a question?”
5. *The purpose of the question*
6. *how to analyze the information*
7. *how to make the question as clear as possible*
8. When the participants have finished reviewing the handout, ask them to share their answers to the questions.
9. Ask for a volunteer to answer each of the following questions
10. What is an example of an open ended questions?
11. When should you use an open question?

*When you want to discover new issues, when you want an in-depth answer. When you are not worried about the time it will take to give a long answer.*

1. What is an example of a closed ended question?
2. When should you use a closed question?

*When you want to measure knowledge, or ability. When you want a quick response. When you want to summarize and analyze the responses from many people easily.*

1. Post the questions that you wrote on a sheet of flip chart during your preparation.
2. *Which of the following topics do you feel comfortable teaching about? Please tick all that apply:*

|  |  |
| --- | --- |
|  | *Diseases transmission and blocking* |
|  | *Multi barrier approach to HWTS* |
|  | *Hand washing – techniques and critical times* |
|  | *Tippy tap construction* |
|  | *None* |

1. *What WASH topics do you feel comfortable teaching community members about? Please describe them.*
2. Present the two questions to the group. Ask the participants “what is the difference between the two questions?” *The two questions are asking the same thing, but “a” is closed, and “b” is open.*
3. Ask the participants:
4. What is the difference between the type of information that we will receive from these two types of questions?
5. What are the benefits and limitations of each type of questions?

* *The first example will give us a defined list, based on the topics we have given in the answer boxes. We could easily draw a graph using this information. However, we might miss some information if they taught something other than the four given options.*
* *The second example will give us a wide range of answers. It might be difficult to summarize and draw a graph using this information. However, we can see what emerges from the participants, rather than constraining the answer to a list*.

1. Explain that whenever we are developing a question, we should consider what type of information it will solicit.

Developing Data collection tools One to four hours



1. Explain that we are going to create the information collection tools we identified in the previous lesson.
2. Review the information collection plans, and summarize what information collection tools need to be developed. Record the name of each tool and the stakeholder that it will be created for.
3. Divide the participants into groups, and assign each group to develop one or more tools, depending on how many you have identified.
4. Explain that they should use the data collection plan as a starting point for designing their tool. The data collection plan from the previous lesson refers to what stakeholder the tool will focus on, and what information needs to be gathered from them.
5. Remind the participants to refer to the relevant resources in their CEWT Resource Book. Explain that there is a template for each information collection tool in their CEWT Resource Book. They can use this as a guide for creating their information collection tools.
6. If participants are working on computers, load a copy of the information collection templates onto their computers.
7. Tell participants how much time they will have to review the resources and work on the tools. This will vary depending on the number of tools you have assigned to them.
8. After the assigned time, ask each group to present their information collection tools to the group. After each presentation, discuss the tool as a group and make suggestions to improve it.

Review 5 minutes

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1. Turn on the theme music for the workshop and ask participants to put on their “CEWT Hat”.
2. Ask participants “What stage within the ADDIE model were we working on?” *Analyze.*
3. Ask participants “What step in collecting information did we just complete?” *Developing Information Collection Tools.*
4. Ask the participants to discuss with a partner how confident they would feel about developing an information collection tool. What could help them build more confidence?

Reflections on Lesson