

Lesson Plan: Workshop Introduction

**35 minutes total**

Lesson Description



In this lesson, participants will learn about who is hosting the workshop, what the workshop will cover, and how they will participate.

Learning Outcomes



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

1. Name the trainers of the workshop
2. Describe the work of the host organization
3. Explain the agenda for the workshop
4. List the rules that will be followed during the workshop
5. Discuss what they expect to learn from the workshop
6. Identify current levels of knowledge on workshop topics

Materials



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

Preparation



- Prepare flip chart with list of topics (See workshop agenda)
- Prepare flip chart with heading 'Group Agreement'
- Hand out one notebook and pen per participant
- Optional: Write the learning outcomes on flip chart paper

Introduction

10 minutes

1. Introduce trainers and other guests as appropriate.
2. Introduce your organization. Describe what the organization does and what it is doing in the community.
3. Introduce the training.
 - *This training covers topics related to water, sanitation, and hygiene*

- *This workshop is participatory. There will be lots of small group work.*
 - *All people in the room including the facilitator have things to learn and things to teach.*
4. Review the agenda for the day. Ask the participants if there are any issues regarding timing of the workshop. Make necessary adjustments if needed with input and agreement from the full group.
 5. Discuss workshop logistics including building layout, bathrooms, first aid, etc.

Icebreaker – Getting to Know Each Other**10 minutes****Option 1 – Favourite Food**

1. Ask the participants to find a partner.
2. Explain that they will be introducing their partner to the group with three things.
 - Name
 - What they would like to learn in the workshop
 - Their favourite food
3. Tell the participants they have 5 minutes to get to know each other.
4. Ask the participants to introduce their partner to the rest of the group.
5. Write down what they want to learn on a flip chart. These are their expectations. Clarify what you will and won't be covering in the workshop and post the completed flip chart somewhere visible. You will return to it at the end of the workshop.

Option 2 – Favourite Sport or Hobby

1. Explain that the participants will introduce themselves to the group by sharing three things about themselves.
 - Name
 - What they would like to learn
 - Their favourite sport/hobby – but they will be asked to mime their favourite activity and we will guess what it is.
2. Stand in a large circle and ask each participant to introduce themselves. You may want to go first to demonstrate miming the activity.
3. Write down what they want to learn on a flip chart. These are their expectations. Clarify what you will and won't be covering in the workshop and post the completed flip chart somewhere visible. You will return to it at the end of the workshop.

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 to reflect on their past training or learning experiences. What made those experiences positive? Negative?
3. Ask participants to discuss in pairs and then share what to do to create a positive learning environment for everyone.
4. Write the ideas on flip chart paper titled 'Group Agreement'. *Respect, ask questions, silence cell phones, punctuality...*
5. Explain that other expectations can be added during the workshop.
6. Place the group agreement in a place where it can be seen.

Self-Assessment
10 minutes**Option 1 – Low literacy**

1. Explain that you are going to conduct a self-assessment.
2. Tell the participants you are going to list workshop topics. As you say a topic, you would like them to stand in different places around the room to indicate how comfortable they feel with their level of knowledge on that topic.
3. Explain that this is a tool to find out what knowledge and skills we have before starting the workshop. Explain that it is OK for people to have little or no knowledge of a topic at the start. The goal of the workshop is to help each person learn more on the topics.
4. Ask the participants to stand up and place themselves in different parts of the room according to their knowledge on the key topics in the workshop. For instance, if you know nothing about the topic, stand on the left side of the room, if you know a little stand in the middle, and if you know a lot, stand on the right.

Option 2 – For participants that read effectively

1. Write on a piece of flip chart paper 4 main topics for the workshop with a scale written below each topic as follows. You may choose to highlight different or more topics depending on your needs:

Disease Transmission Routes	None	A little	A lot
The benefits of WASH	None	A little	A lot
Ways to treat contaminated water	None	A little	A lot
Identifying WASH Issues	None	A little	A lot
How to influence a household to adopt a WASH behaviour.	None	A little	A lot

2. Explain that this is a tool to find out what knowledge and skills we have before starting the workshop. Explain that it is OK for people to have little or no knowledge of a topic at the start. The goal of the workshop is to help each person learn more on the topics.
3. As you go through the items, you may want to ask those that say they know a lot about the topic a few questions to confirm their level of understanding. Participants highly experienced in particular areas can be used as a source of expertise and to help participants with less knowledge or experience.
4. Explain that it's time to get started on learning about the different topics and prepare the following lesson.