

Lesson Plan: Workshop Introduction



60 minutes total

Learning Outcomes



By the end of this session, participants will be able to:

1. Make acquaintances with the local host, trainers and other participants.
2. Discuss participant learning expectations for the workshop.
3. Establish a group agreement for appropriate behavior and how participants are expected to learn together during the workshop.
4. Complete a self-assessment of their current knowledge.

Materials



- | | |
|---|--|
| <input type="checkbox"/> Flip chart paper | <input type="checkbox"/> Name tags |
| <input type="checkbox"/> Tape | <input type="checkbox"/> Sticky notes or small pieces of paper |
| <input type="checkbox"/> Markers / Pens | <input type="checkbox"/> <i>Icebreaker List</i> |
| <input type="checkbox"/> Sticker dots | <input type="checkbox"/> <i>Meta cards</i> |
| <input type="checkbox"/> 3 balls or soft toys | |

Preparation



- Write the session learning outcomes on flip chart paper
- Write the agenda for the day on flip chart paper
- Write the heading “*Your Learning Expectations*” on flip chart paper
- Write the heading “*Group Agreement*” on flip chart paper
- Write the heading “*Parking Lot*” on a flip chart paper
- Write on a piece of flip chart paper 4-6 key workshop topics with a scale written beside each one. For example:

| S.N. | Topics | None | A little | A lot |
|------|--|------|----------|-------|
| 1. | Water Cycle & Sources, WASH Status | | | |
| 2. | Water Borne diseases | | | |
| 3. | Multi Barrier Approach | | | |
| 4. | Household water treatment options | | | |
| 5. | Sanitation and Hygiene | | | |
| 6. | Role of Community Health Promoter | | | |
| 7. | Effective communication skills and facilitation skills | | | |
| 8. | Conflict Management | | | |
| 9. | Behavior change and barrier to change | | | |
| 10. | Data collection and management | | | |
| 11. | Assessment % before / % after | | | |

- Place a name tag, marker and pen at each seat
- Ask the local host about any workshop logistics which need to be explained to the participants

Introduction**20 minutes**

1. Introduce the trainers, workshop hosts and other guests as appropriate.
In some cases, 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. Review the overall and daily agenda with participants.
3. Explain the workshop logistics including building/workshop layout, bathroom location, emergency exits, and first aid materials.
4. Lead an icebreaker activity to help participants meet each other and introduce themselves to the group. See *Icebreaker List* at the end of lesson plan for more suggestions.

**Icebreaker Activity**

1. Distribute one meta card to each participant.
2. Ask participants to write an interesting fact or brief story about themselves on the card, but do not write their names.
3. Collect and redistribute the cards to the participants. Ask everyone to stand up and find who their card belongs to.
4. After 5 minutes, ask participants to introduce the person they found. Give each participant a chance to explain why they have come to the workshop.

Group Agreement – Making Ground Rules**10 minutes**

1. Explain that ground rules are agreements created by the group that will allow everyone to learn together in a positive environment.
2. Ask participants to think about their favourite training or learning experience. What made that experience positive? You can also ask for people to talk about a negative learning experience and what made it a bad experience.
3. Ask participants to suggest ways to create a positive learning environment for everyone.
4. Record their ideas on the *Group Agreement* flip chart. If nothing is forthcoming from the participants, you may provide some suggestions, such as:
 - *Respect what other people say*
 - *Only one person to speak at a time – avoid side conversations*
 - *It is OK to ask questions if you don't understand*
 - *Turn off cell phones during the session*
 - *Workshop schedule – write down start, break, lunch, break, and closing times*

5. Appoint a timekeeper to help remind you when it's time for a break or lunch.
6. Explain that other group agreement rules can be added throughout the workshop.
7. Place the flip chart in a visible location for the entire workshop.

Self-Assessment**10 minutes**

1. Use the “*Self-Assessment*” flip chart paper to explain that this is a tool to measure what knowledge and skills we have before starting the workshop. Discuss how it is okay for people to have little or no knowledge of a topic at the start of the workshop and that the goal of the workshop is to help each person move up on the scale no matter where they are.
2. Ask people to draw or place a sticker dot along the line based on where they think they are at the moment. Use one colour dot for the beginning of the workshop and another colour at the end of the workshop.
3. Explain that we will use the *Self-Assessment* tool again at the end of the workshop to measure how much everyone has learned.

Participant Expectations**10 minutes**

1. Discuss how, in any workshop, 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. Ask participants to list what they hope to learn or expect to take away the training. Record responses on the “*Your Learning Expectations*” flip chart paper.
3. Review the list and identify the expectations that you will be covering during the workshop. 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, and/or names of other organizations.
4. Introduce the “*Parking Lot*” flip chart paper. Explain when interesting topics or questions arise that are not directly relevant to the topic they will be recorded on the *Parking Lot* to be addressed at a more appropriate time.
5. Explain how participants will be asked to complete a final evaluation at the end. Participants will be asked to assess the extent to which they feel you have been able to meet the learning expectations. Their feedback will be used to help improve the workshop so that it better meets their needs.

Workshop Format**5 minutes**

1. Discuss the ENPHO philosophy for training and learning.
 - *Participatory and with the use of locally relevant material*
 - *Group learning and sharing*

- *Based on knowledge, skills and attitudes*
- *Informal*
- *Practical and hands-on learning activities*

Review**5 minutes**

1. Ask participants to stand in a circle. Go around the circle once and have everyone say their name.
2. Start with a ball. The person holding the ball will say the name of another person and throw it to them. That person will then say someone else's name, and throw the ball to them. This will continue until each participant has had their name called. You can add more challenge by then speeding up the pace of the game.
3. Additional challenge can be added by using a second object/ball in the game. Wait until the first ball has gone to the third or fourth person, and then add the second ball to the group. If the participants can handle two objects at once, try adding three or four balls to the game.

Reflections on Lesson

Icebreaker List



2 Truths, 1 Lie

(Good activity for groups that already know each other)

1. Ask the participants to write down 2 statements that are true and 1 statement that is untrue about themselves.
2. Ask each person to read out their sentences. The other participants have to guess which statement is false.
3. Give each participant a chance to explain why they have come to the workshop.



Name Card Mingle

(Good activity for groups who do not know each other)

1. As people walk into the room, put their name on one side of an index card, and a number on the other side.
2. Tape the card to their shirt.
3. As everyone walks around with their name showing, they have to try to introduce themselves to as many people as they can.
4. After a bit of mingling, tell everyone to turn over his or her name tags, so that the number on each card is showing rather than the name.
5. Now give everyone a numbered piece of paper, and see who can fill in the most names next to the corresponding number.



What Have You Done?

1. Divide the participants into group so of 4-6.
2. Everyone in the group gets 10 small objects such as coins/toothpicks/scraps of paper, etc.
3. The first person states something he/she has done (e.g. hiking).
4. Everyone else who has done the same thing admits it and puts one coin in the middle of the table.
5. Then the second person states something (e.g. I have been to China).
6. Everyone who has done it puts another coin in the center. Continue until someone has run out of coins.



Things in Common

1. Divide the participants into group so of 4-6.
2. Give each group 5 minutes to write a list of everything they all have in common. Tell them to avoid the obvious ("we're all taking this workshop").
3. When time is up, ask each group how many items they have listed.
4. For fun, ask them to announce some of the most interesting items.