

Daily Opening and Closing Activities

Review Activities

You can use these activities to review topics at the end of a session or the end of a day. You can also use these tools first thing in the morning as a fun way to review the previous days' material. Choose activities that are appropriate for your participants.

A Tell B

This activity helps participants explain what they learned and check whether their partner has the same understanding.

1. Tell participants to turn to their neighbour and decide who will be Person A and who will be Person B.
 2. Give the participants a review question.
 3. Ask Person A to answer the question to Person B, and then get Person B to answer the question to Person A. This gives each person a chance to speak to a partner while their partner listens.
 4. You can extend this activity by calling upon some pairs to share their ideas with the whole class OR get the participants to swap partners and exchange their ideas again.
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Big Mouth

This is a quick and fun way for participants to individually (and loudly) review what they learned about a topic.

1. Divide the participants into pairs.
 2. Ask a question about one of the topics recently covered in the workshop.
 3. Every person begins to talk at once answering the question. The participants must talk continuously without pausing - trying to talk the longest.
 4. As soon as one of the participants takes a pause they must stop talking and see how long their partner can continue for.
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Charades

This is an energetic activity that can help participants remember key terms while having fun. Often good for a morning review.

1. Write words or phrases that have to do with workshop topic on small pieces of paper. Make sure the terms have already been covered in the course.
2. Ask a participant to come up and randomly choose one piece of paper. Ask them to read the word or phrase on their paper, and then act out their phrase without talking or writing.
3. The other participants guess out loud what the person is acting.
4. Whoever guesses correctly will be the next person to act out a word. Make sure that each participant has a turn to act.

Finger Review

This activity allows you to easily and quickly assess how well the participants understand the material. This activity allows participants to keep their answers confidential.

1. Come up with a few true or false review questions.
2. Pose each question to the group, asking them to answer by raising their fingers in front of their chest. They should raise one finger for true and all five fingers for false.

Flashcards

This review activity is best for complex topics or terms that require definitions.

Option 1:

1. Create a set of flashcards that list a topic or definition on one card with the corresponding characteristics or definition written on another card.
2. Give each participant one card and have them find the person holding the corresponding card.

Option 2:

1. Create 10 sets of flashcards that list a question or key term on one side, with the corresponding answer or definition written on the other side.
2. Ask participants to find a partner.
3. Give each pair a set of flashcards. Ask them to hold up the side with the question or key term. Their partner must define the term or answer the question. Part-way through the cards, they should switch so that each person has an opportunity to answer questions.

Graffiti Wall

This activity is helpful near the end of a workshop, for participants to summarize what they learned and see what their peers learned.

1. Write different review topics on separate pieces of flipchart paper.
2. Tape the pages on the walls around the room where they can be written on.
3. Divide the participants into groups of 2 or 3 and start each group at a different topic. Give them about one minute per topic to write as much as they can think about and then tell them to move onto the next one. They should read what is there and only write new things down. As the pages fill up you may have to give them more time at each sheet.
4. Once participants return to the sheet they started at, get them to walk around the room and read the sheets to see what they forgot, remembered or are surprised about.

Learning Ball Game

This is a quick and easy review activity for the end of a day.

1. Ask the participants to stand in a circle.
2. Ask a participant to throw a ball to another participant. That person must say something new that they learned that day.
3. Continue until all participants have shared something.

Paper Airplane Quiz Game

This is a fun, energizing activity in which participants also review what they learned.

1. Write a series of questions related to the workshop content that has already been covered.
2. Divide the participants into small groups.
3. Give each group a piece of paper, and ask them to make a paper airplane.
4. Arrange a hoop or finish line out of wire, tape, rope or two chairs.
5. Explain that when you ask a question, the first group to throw their airplane through the hoop (or over the finish line / between the chairs) gets to answer the question. If they answer incorrectly, the other groups may discuss and come to consensus on an answer.

Quiz Game

This is a fun and active review game.

1. Write a series of questions related to the workshop content that has already been covered.
2. Divide the participants into two groups.
3. Each group sends one person up to the front to answer a question. The first person to hit the 'buzzer' (the buzzer can just be a sticky note, or an object they can grab) gets to answer the question. If they answer incorrectly, the entire other team gets to discuss and come to consensus on an answer. If the other team answers incorrectly, the first person gets to consult his/her entire team to try again.
4. Each team sends up a different person for the second question, and so on.

Review Questions

These questions can be used with the review activities provided above. Select appropriate questions that match the content covered in the sessions you are reviewing.

| Topic | Suggested Questions |
|-------------------------|---|
| Understanding Behaviour | <ul style="list-style-type: none"> • Explain what each letter of the RANAS framework represents • What are behavioural factors? • What are the 3 parts to writing a goal? • What is a target audience? • Provide example of a target audience for latrines |
| Stakeholder Engagement | <ul style="list-style-type: none"> • Give three reasons why engaging stakeholders is important • Define the four levels of stakeholder engagement • List examples of possible stakeholders for a latrine program • Explain the difference between power, influence and interest • If your stakeholder is neutral, what level of engagement should be used? |
| Products and Services | <ul style="list-style-type: none"> • List possible factors or information that should be considered when conducting an analysis of possible products and services chains • Why is providing options to households important? What are some challenges? • What is the difference between a product and a service? • What is the benefit of doing a user needs and preference assessment? • How can a latrine program better engage woman, elderly and disabled in decisions about products and service needs? |
| Demand Creation | <ul style="list-style-type: none"> • What is formative research or customer discovery? • Give examples of tools, activities, or questions that might be used to perform formative research. • What is demand creation? • What are specific needs or desires women, elderly, children, or disabled persons might have for a latrine? • What are some possible demand creation activities? • What are some demand creation communication channels? |

| Topic | Suggested Questions |
|----------------------|---|
| Capacity Development | <ul style="list-style-type: none"> • What are the three levels of capacity development? • What are some questions that a latrine program designer might ask to assess capacity development needs?? • What is the difference between formal and non-formal learning? • What are some factors that could impact the effectiveness of capacity development activities? • Who can facilitate capacity development? |
| Finances | <ul style="list-style-type: none"> • Name four key stakeholders that fund latrine programs? • What are some risks of a latrine program being fully funded by external funder? • What types of financial support can be provided to households and service providers? • Why is it important for households to contribute something towards their latrine? • What kind of funding can a household provide towards the cost of their latrine? |
| Monitoring | <ul style="list-style-type: none"> • Give three reasons why monitoring is important • What is the difference between monitoring and evaluation? • At what stage of the ADDIM model should a latrine program begin thinking about monitoring? • What are indicators? • Explain how data collected during monitoring can inform program adaptation |

End of Day Evaluation Activities

You can use these activities to get participants to share their reactions at the end of a day or the end of a session.

Alligator Arms

Ask participants to stand with their arms sticking out in front of them, palms touching like an alligator's mouth. One topic at a time, ask participants how valuable each topic covered in the workshop that day was. Arms wide apart (one arm up and one arm down) means it was very valuable, arms closed together in front means it wasn't at all valuable, plus anywhere in between.

Similarly, a scale can be used by sitting, standing, and standing with arms raised in the air.

Apples and Onions

Hold up an apple and an onion. Explain that the apple represents something positive about the day; it could be something new they learned or something they enjoyed. The onion represents something they wish to change about the day: it could be something they found confusing or difficult to do, or it could be something they want to change or learn more about. Sitting in the circle, give a participant an apple and an onion and have them say something about the day for each.

The apple and onion is then passed along the circle until everyone has had a chance to express themselves

Plus/Change

Ask each participant to say one positive (plus) thing about the day, and one thing they would change. This can also be done on paper – give each participant a small piece of paper; on one side they write something positive, on the other side something that could be changed in future.

Scales

Write the numbers 1, 5, 10 on a piece of paper and post them along the wall as a continuum. Inform the participants that a 1 is low, a 5 is medium, and a 10 is high.

Ask questions about the sessions that were conducted such as:

- How valuable did you find the disease transmission lesson?
- How useful was the latrine technology activity?
- Did you enjoy the menstrual hygiene role play?

After each question have participants stand along the scale to indicate how they felt about each topic.

End of Day Evaluation Form

Name (optional): _____

1. The most important or useful thing that I learned today was:

2. A question that I have from today is:

3. The part of the day that I liked best was:

4. The part of the day that I liked the least or didn't find useful was:

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