Lesson Plan: **Identifying What Information We Need 50 min total**

**Lesson Description**



In this lesson, participants identify what information they need to gather before they develop their workshop.

**Learning Outcomes**



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

1. Identify what information they need to gather before proceeding with the development of their workshop.

**Materials**



* Flip chart paper
* Markers
* Tape
* Large Diagram of the ADDIE model – introduced in the lesson on instructional design
* 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

**Preparation**



* Post the image of the plant with fruit from the “Theory of Change” lesson
* Write the following process on a sheet of flip chart paper with the title “Collecting Information”
	1. Identify what information you need
	2. Select ways to collect information
	3. Create tools for collecting information
	4. Collect the information
	5. Analyze the information
* Read and prepare the lesson plan
* Optional: Write learning outcomes on sheet of flip chart paper

**Introduction 10 minutes**



1. Refer to your image from the previous lesson (person planting a seed 🡪 plant growing 🡪 a picture of a fruit 🡪 a picture of food on a plate 🡪 picture of a happy person with big muscles).
2. Explain to participants that you want to check how realistic this series of events is and how likely it is that your goal will succeed. Ask them: “what are some examples of questions I need to investigate?”Record their ideas on flip chart paper. You may need to give one or two examples.
* *Questions about the plant (for example: Does it grow well in this climate? How long does it take to produce this kind of fruit? Does this fruit contribute to happiness and increased strength? How many fruits does each tree produce? Etc.)*
* *Questions about the context (for example: What is the soil type? How much sunlight and moisture is there? How many farmers are there? How much time will this process take? Is it culturally accepted to eat this fruit? What are some other things you could do to increase the happiness and strength and increase likelihood of success? What are some possible challenges that could occur? Etc.)*
1. Ask the participants: “What is the benefit of asking these questions about our theory of change?” *Doing so will help you identify if your Theory of Change is appropriate and what you can do to more effectively reach your result (of happy healthy people).*
2. Explain that similarly, we want to identify what information we need to confirm in the analysis that we have done. We need to ask questions to confirm that:
* we are focusing on the right problem
* we have a clear understanding of our target audience
* our goal and theory of change are appropriate
1. Present lesson description or learning outcomes

**Identify what information is needed 5 minutes**



1. Post the “Collecting Information” flip chart.
2. Explain that we will be following this process to collect the information that we need to verify our Target Participant Profile, Workshop Goal and Theory of Change.
3. In this lesson we will be focusing on step one: “Identify what information you need.”

**Identify what information is needed 30 minutes**



1. Post the two flip charts from previous lessons:
* “Who we need to consult”
* “Qualities that we need more information about”
1. Explain that in the lesson we did on Analyzing the Problem, they identified people they should consult with to confirm that they are addressing the right problem. In the lesson on Analyzing the Target Participants, they identified what qualities of the Target Participants they need more information about.
2. In addition to these questions, we need to review the Theory of Change and consider what ideas we need to verify.
3. Tell participants that you are going to divide them into groups. Each group will be assigned to one category in the Theory of Change. They should:
* Identify what ideas in the Theory of Change need to be verified. *For example:*
	+ *Do the target participants really need to learn about Fecal-Oral transmission routes, or do they already know this information?*
	+ *Are the target participants really motivated by the desire to improve their health?*
* Place a star beside the ideas that need to be verified
1. Divide the participants into 4 groups and assign each group a category.
2. Once participants have identified which ideas need to be verified, ask them to share them with the large group.
3. Ask participants: “Of all the ideas in the Theory of Change, and the Qualities of Target Participants, which ideas are most important to verify?” Ask participants to discuss this in pairs, and then place a sticky dot beside the ideas that are most important to verify. Give three sticky dots to each pair.
4. Remind participants that the ideas that are most important to verify are the ones that have the greatest impact on the content and structure of the workshop.
5. Ask participants: “Do you agree with the selection that we have made? Are we missing any critical points that need to be verified?”

**Review 5 minutes**



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 to discuss with a partner: “How did you decide what information was most important to verify?”

**Reflections on Lesson**