Lesson Plan: Fitting Training into a Broader Plan **1 hour**

**Lesson Description**

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In this lesson participants discuss what supports are necessary for a workshop to lead to the results identified in their Theory of Change.

**Learning Expectations**



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

1. Explain how workshops fit into a broader education program.
2. Identify reasons why a workshop alone may not achieve all desired results.
3. Identify ways to achieve desired results.

**Materials**



* Flip chart paper
* Markers
* Tape
* Large Diagram of the ADDIE model – introduced in the lesson on instructional design
* Theory of Change – created during Theory of Change lesson
* CEWT Workbook – 1 per participant
* Sticky dots

**Preparation**



* Read and prepare lesson plan
* Review Trainer Essentials: Supporting Action
* Write the following 4 titles at the top of separate flip chart papers: *‘Before Workshop’*, *‘During Workshop’*, *‘After Workshop (short term)’*, and *‘After Workshop (long term)*’
* Optional: Write the lesson description or learning outcomes on flip chart paper

**Introduction 10 minutes**



1. Ask the participants “Is a workshop enough to achieve the results you identified in yourTheory of Change? Why? Why not?”
2. Explain to participants that workshops are just one step toward achieving the results in their Theory of Change. They need many more supports in place to ensure people apply what they learn in their workshop.
3. Explain to participants that in this lesson we will discuss the other supports that need to put in place to achieve the results identified in the Theory of Change, and fit their workshop into a broader education program.
4. Present the lesson description or learning outcomes.

**Identifying required follow-up and support 25 mins**



1. Write the following question on the flip chart: “What supports/activities can you offer to ensure the desired learning of participants?”
2. Post 4 different flip chart papers around the room with the titles: ‘*Before Workshop’*, ‘*During Workshop’*, ‘*After Workshop (short term)*’, and ‘*After Workshop (long term)*’.
3. Ask the participants to walk around to the four posted categories and use a marker to write down their ideas on how to provide support to participants at the different stages. Give the participants 10 minutes to move around the room recording their ideas on the 4 flip chart papers.
4. Once everyone has had the chance to write on each flip chart paper, return to the large group and review each section to clarify any confusion.

**Fitting the Workshop into a Broader Plan 40 mins**



1. Tell participants that you’d like them to think about how they can apply the ideas on the flip chart to support their workshop participants and achieving the results they identified in their Theory of Change.
2. Ask the participants to select one idea from each of the flip charts that they will apply. Ask them to record their ideas in their CEWT workbook in the Implementation Section, under the title “Fitting the Workshop into a Broader Plan.”
3. After 5-10 minutes, divide the participants into groups of 4-5. Give each group a flipchart paper.
4. In their small groups, ask participants to share their plans then to create a collective plan. Ask them to record their ideas on flipchart paper.
5. In addition to their plan ask participants to record what extra resources they will need to implement their plan, and how they can acquire the necessary resources.
6. Ask all the groups to present their ideas to the larger group.

**Review 5 minutes**

1.  Put on the workshop theme music and tell participants to put on their “CEWT Hats”.
2. Ask participants where does “Fitting Training into a Broader Plan” fit in the ADDIE model?” *Principally implementation. We begin thinking about it when we create our Theory of Change, and may flush out the details of it when we are ready to implement the program. Most of the work happens during implementation.*
3. Record “Fitting Training into a Broader Plan” under the Implementation section of the large ADDIE Model on the wall.
4. Ask the participants to stand up and make two lines, facing each other. Ask the first line to answer the following question with their partner: “Is a workshop enough to create change in communities? Why? Why not?”
5. Ask the second line to answer the following question with their partner: “What are some ways to support learning before and after a workshop?”

**Reflections on Lesson**