## Lesson Plan: Analyzing the Problem

**1 hr 20 min total**

Lesson Description



In this lesson participants discuss the problem that they are trying to address by designing a workshop and why the want to address this problem. They then consider whether a workshop is the best approach to resolving the issue.

**This lesson is described as a face-to-face activity. However, the analysis of the problem that a client is trying to resolve should occur prior to investing time in face-to-face service delivery.**



Learning Outcomes



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

1. Identify the problem they are trying to address.
2. Explain why they are addressing the problem.
3. Debate whether a workshop is the best way to resolve the problem.



Materials



* Flip chart paper
* Markers
* Tape
* The mission and vision of the organization that you are working with
* CEWT Workbook – 1 per participant
* Large Diagram of the ADDIE model – introduced in the lesson on instructional design
* Optional: Participants’ Nametags created using the template in the workshop introduction
* Theme music and speakers
* CEWT Hat

Preparation



* Write the mission and vision of the organization you are working with on a sheet of flip chart paper.
* Write the following titles on 3 sheets of flip chart paper: Advantages, Limitations, Other Solutions.
* Optional: Write the learning outcomes on flip chart paper
* Select theme music for the workshop. You will use this same piece of music throughout the workshop so select it well.
* Find or create hats for participants, or incorporate hat making into the review activity for this lesson. If you have enough hard hats they are a good option since they symbolize construction. Participants will use the hats throughout the workshop.

Introduction 5 minutes



1. Tell participants the following story:

*A few years ago one of our colleagues was working with an organization that was having difficulty building the box for a biosand filter. The filter box is a large rectangular box built out of concrete. All the boxes that the organization made were crumbling and falling apart.*

1. Ask participants to raise their hands if they think the problem with the crumbling filter boxes could be fixed by training the people constructing the boxes.
2. Ask a few of the participants who raised their hands to explain why they believe training could fix the problem. Ask a few of those who didn’t raise their hands to explain why.
3. Explain that we need more information about the problem to decide whether training can fix it.
4. Explain that with regards to the filter boxes, our colleague discovered that training was not the solution. The people were mixing the concrete correctly, and their compacting technique was correct. The problem was that the cement supplier was providing the incorrect strength of cement. The solution was to buy different cement, not to retrain the staff.
5. Explain that in this lesson we will identify the problem they are trying to resolve, consider why they want to address the problem, and discuss whether training is the best solution.
6. Present the lesson description or learning outcomes.

Identify the problem 20 minutes



1. As participants to think on their own, and then discuss the following question with a partner: What is the problem or issue you are trying to address through a workshop”.
2. Ask participants to share the problem they identified in the full group. Record their ideas.
3. Ask participants to review the list of problems, and identify the main problem or issue that they are trying to resolve through a workshop. If there are multiple participants and/or problems, narrow down the problems by asking each participant to place a sticker dot beside what they believe is the key/main problem. Continue the discussion until participants agree on one or two main problems.
4. Ask participants:

* “How do you know that the problem you have identified, is actually the real problem?”
* “Who have you consulted?”
* “Who do they need to talk to confirm that this is the problem you should address?” Record the answers to this question on a flip chart titled: “People to Consult”.



**Note: Save this flip chart. You will need this information for the lesson plan on “Identifying What Information We Need.”**

1. Explain that following this lesson, participants may need to seek further information, to get more opinions on the problem and confirm they are addressing the correct issue.
2. Ask participants to discuss why it is important to identify the main problem? *Multiple problems can be presented but it is important to have a common understanding of the main problem so that you know whether your workshop was successful in resolving the problem or not. The problem you identify will dictate what you teach in the workshop and how you teach it.*

Whose responsibility is it? 25 minutes



1. Explain that in the WASH sector, there are many problems and issues that need to be resolved. Deciding which issues to invest resources in can be challenging.
2. Ask participants “how does your organization decide what issues or problems to address?” Record the answers.
3. Explain that when deciding whether to address an issue it’s important to consider the mission and vision of the organization, and whether addressing the issue fits within the organizations mandate.
4. Ask participants to raise their hands if they can remember the mission and vision of their organization. If there are people that remember the mission and vision, ask them to share it.
5. Post the mission and vision, and read it out loud.
6. Divide participants into small groups. Consider using one of the symbols on their nametags to define the groups.
7. Ask participants to discuss the following questions in their small groups:

* Does addressing this problem fit within the mandate (mission and vision) of your organization?
* If no, what would?

1. After five or ten minutes ask participants to return to the full group and share the summary of their discussion. If the groups agree that the problem falls within their mandate, you can move to the next step of the lesson plan. If they disagree, you need to return to defining the problem.

How will you address the problem 25 minutes



1. Explain to participants that before moving forward with designing a workshop they need to decide whether a formal learning experience is the best solution to the problem they identified.
2. Post three sheets of flip chart paper around the room with the titles: Advantages, Limitations, Other solutions.
3. Divide participants into three groups, and assign each group to one of the topics: Advantages, Limitations or Other Solutions.
4. Tell participants that they will have a few moments to brainstorm all the ideas in their assigned topic, then they will rotate to another topic. After circulating through each of the topics they should have a stronger analysis of whether a workshop is the best approach to resolving the problem they have identified.
5. After each group has rotated through the different topics, ask them to return to their original topic. Ask them to provide a summary of the key points that have been listed under their topic.
6. Ask the participants: “based on your analysis, is a workshop the best approach to addressing your problem?” Ask participants with different perspectives to share their opinions. If they do not think a workshop is the correct way to proceed, ask them to share what they believe is a better solution.
7. Continue the dialogue, and work toward a consensus on the best way to proceed. If participants decide that a workshop is not the best way to continue, find another topic to focus on for their remainder of CEWT. Alternatively, help them to think through and plan a different approach to addressing the problem they identified.

**Clients should not discover during our face-to-face service delivery that a workshop is not the best way to proceed. This analysis should occur before providing the service. See the note at the top of this lesson plan.**

1. If participants agree to move forward with the design of a workshop, explain that many of the other solutions they have recommended can be implemented in combination with a workshop. A workshop on it’s own, is rarely enough to resolve a problem. We will look more at this in the lesson on Theory of Change.

Review 5 minutes



1. Explain that at the end of each lesson we are going to reflect on the process that we just followed. This requires a different type of thinking because we need to reflect on the process of the lesson, not the content.
2. Explain to participants that to signal this transition in thinking they are going to put on a special hat each time they need to think about process. You will cue them to do this by saying “Hats On!” and putting on a Theme Song.
3. Hand-out participants’ hats, or give them a few moments to create a paper hat, then turn on the Theme Song for approximately 30 seconds. Ask participants to dance to the music, or spin in a circle to get themselves into a different mindset.
4. Ask participants: “During this lesson on analyzing the problem, what stage of the ADDIE model were we working in?” *Analyze.*
5. In the large diagram of the ADDIE model, under the heading Analyze, write “Define the Problem”.
6. In their CEWT notebooks, in the section titled “*Analyze”,* ask participants to respond to the following two question:

* “What is the problem or issue that you are trying to address through a workshop?”
* “Why is a workshop the best way to address this problem?”

Reflections on Lesson