## Lesson Plan: Supporting Materials

**1 to 1.5 hrs total**

Lesson Description



In this lesson, participants discuss the qualities of effective supporting materials and identify materials that they can use in their lesson plans.



Learning Outcomes



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

1. Explain why supporting materials are used.
2. Discuss the qualities of effective supporting materials.
3. Identify materials that can be used to support participants in achieving learning outcomes.



Materials



* Flip chart paper
* Markers
* Tape
* CEWT Workbook – 1 per participant
* List of lesson plans and learning outcomes
* Large Diagram of the ADDIE model – introduced in the lesson on instructional design
* For the Introduction
  + A WASH poster
  + A prop used to teach about WASH, such as soap, or a glass of dirty water
  + Materials used for construction during a workshop, such as sand, gravel, cement or face masks
  + A participant manual or technical brief

Preparation



* Read and prepare lesson plan
* Lay-out materials for use by participants
* Optional: Write the learning outcomes on flipchart paper
* If using PowerPoint:
  + Cue the WASH Resources website

Introduction 5 minutes



1. Place a number of workshop materials at the centre of the room including: flip charts, posters, props used in demonstrations, materials that may be used in construction like sand, cement, etc.
2. Ask participants: “What do these materials have in common?” They are all workshop materials. They are all used to support participant learning.
3. Present the lesson description or learning outcomes.

The Qualities of Effective Materials 20 minutes



1. Tell participants that when we talk about supporting materials we are referring to the props, visuals, handouts, workbooks, and participant manuals that you may use during your lesson plan to make it more effective.
2. Ask participants “Why is it important to use supporting materials during a workshop?” *The use of materials helps people that learn better through seeing or touching something. Materials can make an abstract concept more concrete. They can also serve to build interest and motivation.*
3. Ask the participants: “What are the qualities of good supporting material?” Record their ideas on the flip chart. *Draw people's attention, easy to see, durable, etc.*
4. Tell participants that some people think that because they don’t have a large budget for materials, they cannot do an effective lesson. Explain that materials don’t have to be expensive to be effective. Provide an example of low-cost material. For instance, a watershed model created on the ground using some shovels and a bucket of water. Getting your hands dirty with mud or chalk, then shaking participants’ hands to illustrate how germs can pass from hand to hand.
5. Explain that participants can also use existing materials, it’s not necessary to create them from scratch. Tell people that they can find many materials on CAWST’s WASH Resources website: <http://resources.cawst.org/> . If you have access to an internet connection, computer, and LCD projector than show participants how they can download games and posters from the resources website.
6. Ask participants if they know of other good places to find supporting materials. Record their ideas.
7. Explain that supporting materials are only as useful as the lesson or activity that they are part of. Provide an example. Ask people to stand up. Pass out an object like a marker or a stick. Ask people to imagine what the object could be for if they had no idea of its original purpose. Ask them to act this out with a short action. Multiple ideas of what the use of the object could be will arise. Explain that what made this object useful for the activity was not the object, but the learning activity designed around it.

Brainstorming Materials 30 min - 1 hr



1. Divide participants into pairs. Assign the pairs one or two lesson plans.
2. In their pairs ask participants to brainstorm the different materials that could in their lesson plan. Ask them to think about what materials would support learners in achieving the learning outcomes. They should consider reference materials that may be required, such as technical briefs and trainer essentials, as well as games, props, or posters. Ask the participants to record their ideas on a large sticky note or piece of paper.
3. Ask participants to present their ideas to the group, and post them beside the lesson plan topic. Encourage other participants to add their ideas.
4. Explain that after developing their lessons, participants will take the time they need to create materials for the pilot workshop.

Review 10 minutes



1. Turn on the theme music for the workshop and ask participants to put on their “Hat”.
2. Ask participants “What stage within the ADDIE model is identifying supporting materials?” *Design*
3. Add “Identifying supporting materials” under “Design” on the flipchart of the ADDIE model.
4. In their CEWT Workbooks, in the Design section, under the title “Identifying Supporting Materials” ask participants to do the following:
   1. Create a list of materials that you can develop to support participants in achieving the learning outcomes in your lessons.

Reflections on Lesson