

Lesson Plan 1: Introduction to Orientation**40 minutes****Lesson Description**

The focus of the introduction is to create a safe learning environment and outline orientation goals and expectations. During the introduction participants meet each other and learn about the agenda for the day.

Learning Outcomes

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

1. Discuss how the group is expected to work together during the orientation
2. Discuss the objectives for the orientation.

Materials

- Flip chart paper
- Tape
- Meta cards
- Markers
- Name Tags
- Pens (1 per person)
- Notebooks or paper (1 per person)

Preparation

- Write the session learning outcomes on flip chart paper
- Write the agenda for the day on flip chart paper
- Write the heading “*Your Learning Expectations*” on flip chart paper
- Write and prepare for *Self Assessment*
- Place a name tag, marker, pen and paper on each seat
- Ask the local host about any orientation logistics which need to be explained to the participants
- Prepare cards with the words written for introduction- each word in two cards: Menstruation, Menstrual hygiene, menstrual cycle, sanitary pads, menopause, menarche, balance diet, menstrual hygiene day- May 28, chhaupadi, reproductive health
- Prepare for the music for musical chair
- Prepare balloons for the balloon battle

Introduction**10 minutes**

1. Introduce trainers, orientation hosts and other guests as appropriate.
2. Review agenda for the day.
3. Explain the building/orientation layout, bathroom location, emergency exits, first aid and schedule of the day.

4. Inform participants that they are going to introduce each other in different way. For this participants will be given a card with words written on it.
5. Participants are to find the matching words and are to introduce their partner to the whole group. Also, inform that they have 2 minutes to find the partner and prepare for the introduction
6. After 2 minutes, ask participants to come in a circle with their partner and introduce to the whole group.

Icebreaker**10 minutes**

1. Tell participants that they are going for a game as an ice breaker.
2. For this they will be playing musical chair. Explain, total numbers of chairs equal to the number of participants will be arranged in a circle facing outside of the circle. As music play, participants are to move around the chair and as music stops, participants are to take a seat. In each round, one to two chair will be moved out of the circle and participants who cannot find the seat will be out of the game. Till winner is announced, the process continues.
3. Arrange the logistics as per need and play music and continue the game.

Option,

4. Balloon Battle

Provide a balloon to each participant. Ask them to blow the balloon. As participant blow the balloon ask them to tie them to their ankle. Once all have finished doing so, ask participants that they will be smashing others balloons while protecting their own. Last survivor is the winner of the game.

Option,

5. Classmate Scavenger Hunt

Provide each student with two index cards. Ask each student to write a brief description of his or her physical characteristics on one index card and his or her name on the other. Physical characteristics usually do not include clothing. Put all the physical characteristics index cards in a box, mix them up and distribute one card o ach student, making sure that no students gets his or her own card. Give students the minutes to search for the person who fits the description on the card they hold. There is no talking during this activity but student can walk around the room. At the end of the activity, tell students to write on the card the name of the student who best matches the description. Then have students share their results- How many students guessed correctly.

Self Assessment**5 minutes**

1. Use the *Self Assessment* flip chart paper to explain that this is a tool to measure what knowledge and skills we have before starting the workshop. Discuss how it is okay for people to have little or no knowledge of a topic at the start of the workshop and that the goal of the workshop is to help each person move up on the scale no matter where they are.

2. Make the assessment spot separate and ask participants to go there and draw or place a sticker dot one by one along the line based on where they think they are at the moment. Use one color dot for beginning of the workshop and another color at the end of the workshop.
3. Explain that we will use the *Self Assessment* tool again at the end of the workshop to measure how much everyone has learned.

Learning Expectations

5 minutes



1. Tell the participants to write their expectations for the day orientation on meta-cards. Stick the Meta cards on the flip chart paper titled “Learning Expectations.”
2. Review the completed list and tell participants you will return to them at the end of the orientation to see if they have all been met. If any expectations are outside of the scope of this orientation you may wish to identify this for participants now.

Introduction to Organization

5 minutes



1. Introduce your organization: Name, location, sector
2. Talk about the following headings during the introduction:
 - a. Organization mission and vision

Current and ongoing works of the organization

Workshop Format

5 minutes

1. Discuss the ENPHO philosophy for training and learning.
 - Participatory and with the use of locally relevant material
 - Group learning and sharing
 - Based on knowledge, skills and attitudes
 - Informal
 - Practical and hands-on learning activities

Reflection on Lesson