## Lesson Plan: Analyzing the Target Participants

**50 min total**

Lesson Description



During this lesson, participants identify who they are designing their workshop for. They consider what they need to know about their target participants, what information they already have, and what information they will need to gather.

**This lesson is described as a face-to-face activity. However, prior to delivering CEWT your client should have a clear understanding of their target participants, and enough information about them to proceed with the development of the workshop. If clients have little information about their target audience, they should gather information about them prior to your visit. If this does not occur, you will need to build more time into your schedule for this consultation to occur.**

Learning Outcomes



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

1. Describe the target audience for their workshop.
2. Identify what information they need about their target audience.

Materials



* Flip chart paper
* Markers
* Tape
* CEWT Workbook – 1 per participant
* Large Diagram of the ADDIE model – introduced in the lesson on instructional design
* Theme Music and speakers
* CEWT Hat
* Optional: Participants’ Nametags created using the template in the workshop introduction

Preparation



* Write the following on a sheet of flip chart paper:

*What We Should Know about Target Participants*

*• Prior Training and Experience*

*• General Characteristics*

*• Time and Resources*

*• Motivation for Learning*

*• Attitudes, Biases, or Beliefs*

*• Context*

* Cue the Theme Music
* Optional: Write the learning outcomes on flip chart paper

Introduction 5 minutes



1. Ask the participants to raise their hand if they have ever arrived at an event and discovered that they were dressed inappropriately.
2. Ask a few of the participants to share their experiences and describe how they felt when this occurred.
3. Ask the participants what they could have done to prevent this from happening.
4. Explain that similar to dressing appropriately for an event, we have to ensure that the workshops we design are appropriate for the target audience or target participants. If we don’t understand our target participants, we risk being “over or underdressed.”
5. Present the lesson description or learning outcomes.

Qualities of the Target Participants 15 minutes



1. Explain to participants that during this lesson you are going to use the term “Target Participants” instead of Target Audience”. Ask the participants, “why am I using the term target participants?” “*Participants” implies that people will play an active role in the workshop that you are designing, whereas “audience” implies a passive role, and suggests that people will just sit back and observe.*
2. Ask the participants to discuss the following question with a partner and then share their responses in the full group “what should you know about your target participants before you start designing a workshop? Record their ideas.
3. Explain to participants that you have put together a list of some of the important things to know about target participants. Post the flip chart titled: “What We Should Know about Target Participants”.
4. Discuss each of the points on the flip chart briefly.

**What We Should Know about Target Participants**

* **Prior Training and Experience:** *What training do participants have on the topics you will be teaching? Do they have relevant experiences that can add depth to your workshop? This information will help you determine participants’ prior knowledge and target the level of your workshop appropriately.*
* ***General characteristics:*** *This can include age, gender, level of physical dexterity or mobility, level of literacy, fluency in the workshop language, socio-economic status, and religion, among other things. Each of these characteristics will be of greater or lesser importance depending on the topic of your workshop.*
* ***Time and Resources****: Do participants have the time and money to attend your workshop? Will they need transportation or childcare? When is the best time to schedule a workshop so they can attend?*
* ***Motivation for Learning:*** *Why would participants want to attend your training? What are they hoping to learn? Understanding their motivations will help you ensure that the workshop addresses participants needs.*
* ***Attitudes, biases, or beliefs:*** *Do participants have preconceived ideas about your organization or the topics in your workshop? Do they have beliefs that contradict any of the ideas you will present? Knowing this information will help you decide how to approach different topics in your workshop.*
* ***Context:*** *How could social norms and structures in the place where participants work or live, help or hinder them in the adopting what they learn in the workshop? Do they work in a rigid organizational culture where it will be difficult for them to apply new ways of working? Will their position in their community make others more or less open to their ideas? Being aware of the context where participants will apply what they learn will help you prepare them for success.*
1. Ask the participants to compare their list with the one that you posted. Ask them the following questions:
* What points did you consider in your list that aren’t considered in the list I posted?
* Are there any points you’d like to add to the list I posted?

Identifying your target participants 25 minutes



1. Tell participants that they are going to work in small groups to create a profile of their target audience. Their profile should include:
* A description for each of the qualities of target participants
* Optional: A picture that represents their target participants
1. Divide participants into small groups. Consider using the symbols on the back of their name tags to create the groups.
2. Provide each group with a flip chart and markers.
3. When the groups have completed their profiles, ask them to present them to the full group. Ask each group to present one quality, until you have a full list of qualities.
4. Ask the participants: “Is everyone in agreement regarding the qualities of the target participants?” Discuss any points of disagreement, until people have a common understanding of the qualities of the target participants.
5. Ask the participants, “based on the following discussion, what information are we missing? What qualities do we need more information about? Record their ideas on a flip chart titled: “What Qualities Do We Need More Information About**”.**

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

1. Ask participants to identify which of the qualities will have most influence over how their workshop is designed. Place a star beside these ideas.
2. Explain that if the important qualities are ones that we have little information about, we will need to gather this information. I another lesson we will discuss how to gather this information.

Review 5 minutes



1. Turn on the Theme Song and ask participants to put on their CEWT Hat and dance or spin around.
2. Ask participants: “What Stage of the ADDIE model were we just working in?” *Analyze.*
3. In the large diagram of the ADDIE model, under the heading Analyze, write “Identify the Target Participants”.
4. In their CEWT notebooks, in the section titled “*Analyze”,* under the sub-heading *“Identifying Target Participants”,* ask participants to respond to the following question: “Why is it important to know the qualities of the target participants before you design your workshop?”

Reflections on Lesson