

**Lesson Plan 8: Lesson Plans****45 minutes total****Lesson Description**

In this lesson, participants examine the components of a lesson, the stages of lesson planning, and the reasons why lesson planning is important for both trainers and learners. Participants work together to examine a training scenario and work through the thought process of lesson planning to highlight its importance to well-structured training.

**Learning Outcomes**

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

1. Describe the parts of a lesson plan.
2. Explain why each part of a lesson plan is important for a learner.
3. Explain why each part of a lesson plan is important for a trainer.

**Materials**

- Flip chart
- Paper
- Markers
- Pens/pencils
- Tape
- Copies of *Lesson Plan Template and/or sample Mini Lesson A* (See end of lesson plan)

**Preparation**

- Read and prepare lesson plan
- Write learning outcomes on the flip chart
- Print *Lesson Plan Template and/or Mini Lesson A* (1 for each participant)

**Introduction****5 minutes**

1. In pairs, ask the participants to discuss any patterns in the lessons they have experienced in this workshop.
2. Ask the participants to share their thoughts as a whole group.
3. Explain to the participants that the reason they see a pattern in the way the lessons are done is because the trainers are following lesson plans.

4. Present the learning outcomes or lesson description.

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**Lesson Plans**
**30 minutes**

1. Ask participants to raise their hands if they have ever used a formal lesson plan. Explain that the lesson plans you are handing out are the format CAWST uses, but there are many other formats for lesson plans. The sample being handed out will be used for the remainder of the workshop.



2. Hand out a lesson plan template **and/or** sample lesson to each person.



**Note:** For participants who have never seen a lesson plan before, the blank template may be difficult for them to assess. For these participants, it is more appropriate to use the included sample *Mini Lesson A* to give a clear idea of what a complete lesson plan looks like and provide context.

3. Provide participants with a few minutes to look over their example lesson.
4. Write the following questions on flip chart paper:
  - a. What is the purpose of each part of the lesson plan for the learner?
  - b. What is the purpose of each part of the lesson plan for the trainer?
5. Ask the participants to go through their template individually and write down as much as they can to answer these questions under each part of the lesson. If participants are struggling, put them in groups to complete the activity.
6. Remind participants to think about the four things that learners need when they are responding to the questions.
7. If they complete the activity individually, ask participants to form groups of 3 and discuss what they wrote. If they worked in groups go directly to instruction 8.
8. As a large group, go through each part of the lesson plan and record the participants' answers on the flip chart.
9. Ask participants to return to their groups of 3 and discuss how a lesson plan is like a map. Share 1-3 answers as a large group.

*A lesson plan gives the trainer a clear direction of where they are going and how to stay on track. It allows the trainer to clearly let the participants know where they are going (the destination) and then takes them there in an organized way. It can help redirect you when you get lost. It allows you to track the path and to use it again or to change it for next time.*

10. Explain that tomorrow and on the following day participants will be given lesson plans to use to deliver a short 10-minute WASH lesson. Before using the lessons, it is important to understand how to use them as well as their importance in quality, consistent training programs.
11. Clarify any remaining questions about how to use lesson plans with participants.

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**Review****10 minutes**

Option A:

1. Tell participants they are going to create a song or a poem to remember the parts of a lesson, and why they are important.
2. Divide participants into 3 groups, and give them five minutes to create their song or poem.
3. Share the poems or songs in the large group.

Option B:

1. Tell participants you will divide them into 3 groups and assign each group parts of a lesson plan to review. They must explain the importance of their assigned parts to the larger group.
2. Divide participants into 3 groups and assign each group sections of the lesson plan.
3. Provide participants with 3-5 minutes then ask each group to present their sections to the larger group.

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**Reflections on Lesson**

**Lesson Plan #: Title**

 **XX minutes total**

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**Lesson Description**



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**Learning Outcomes**



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

- 4.
- 5.

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**Materials**



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**Preparation**



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**Introduction**

**XX minutes**



- 5.
- 6.

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**Topic 1**

**XX minutes**




- 1.
- 2.

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**Topic 2**


**XX minutes**

-  12.  
13.

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**Review**

**XX minutes**

-  4.  
5.

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**Reflections on Lesson**

**Sample 10-Minute Lesson: Importance of WASH****10 minutes total****Lesson Description**

In this lesson, participants will learn the meaning of the WASH acronym and discuss the importance of addressing issues of safe water, sanitation, and hygiene in an integrated way.

**Learning Outcomes**

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

1. Explain the WASH acronym
2. Identify why issues of safe water, sanitation, and hygiene should be addressed together

**Materials**

- Flip chart paper
- Markers
- Sticky notes

**Preparation**

- Read and prepare lesson plan
- Divide a piece of flip chart paper into three equal sections
- Write the learning outcomes or lesson description on flip chart paper

**Introduction****3 minutes**

1. Tell participants the following story:

*Once upon a time there was a man named Fulano. He and his family were very sick with diarrhea. Every day Fulano would go down to the river to collect his water. Upstream of the river were people who washed their clothes, and livestock that would come to drink and defecate. His family did not have a latrine, and would defecate in the bushes and fields around his home. As result there were many flies that infested his home, constantly landing on the food.*

2. Tell participants that in this lesson they are going to figure out how they can help Fulano.
3. Present the lesson description or learning outcomes.

**Possible Solutions****5 minutes**

1. Divide participants into groups of 3- 4. Give each group a bundle of sticky notes.
2. Ask participants to discuss what Fulano needs to do to ensure that his family is no longer sick.
3. Ask them to write each of their ideas on separate sticky notes.

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**Water, Sanitation, and Hygiene****5 minutes**

1. Ask participants to return to the full group.
2. Post the 3 sheets of paper with the words: Water, Sanitation, and Hygiene
3. Ask the groups to share one idea at a time. They should only contribute original ideas. As they share their idea ask them to classify it under either “water,” “sanitation” or “hygiene.”
4. In the full group review how the interventions have been classified.
5. Ask participants: “What would happen to Fulano’s family if you skipped the interventions for water?” *They would continue to have diarrhea and not get healthy.*
6. Ask participants to explain why it is important to do interventions that include all three of water, sanitation and hygiene.

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**Review****2 minutes**

1. Ask participants to each draw a picture or write a short description in their notebooks to help them remember the three components of WASH and why each one is important for health.

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**Reflections on Lesson**

