

**Lesson Plan 1: Introduction****1 hr 15 minutes total****Lesson Description**

The focus of the introduction is to create a safe learning environment. During the introduction participants meet each other, discuss how they will work together during the workshop, develop a list of expectations, and learn about the agenda for the day and for the week. In some cases they may also receive an orientation regarding the mission and vision of the host organization.

**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 workshop.
2. Discuss the group's expectations for the workshop.
3. Describe the host organization's vision and mission.

**Materials**

- Flip chart paper
- Tape
- Sticker dots
- Markers
- Name Tags
- Pens (1 per person)
- Trainer Essentials package (1 per person)
- Notebooks or paper (1 per person)
- Music and speakers (for Introduction Activity Option 1 and the review)
- 1 random item for every participant (to be used for Introduction Activity Option 2)
- Optional: CAWST Introduction PowerPoint

**Preparation**

- Write the agenda for the day on the flip chart paper
- Write the heading "Group Learning Expectations" on flip chart paper
- Write the heading "Group Agreements" on flip chart paper
- Put a Participant Manual, notebook, name tag and pen at each seat (1 per person)
- Prepare the materials needed for the Introduction Activity
- Optional: Prepare Self-Assessment Table for Self-assessment Option 2
- Optional: Prepare the CAWST Introduction PowerPoint, computer and projector



In some countries, a formal welcoming ceremony will start the workshop. Consult with your host beforehand to determine the protocol and the amount of time required. You may need to adjust your agenda accordingly.

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## Introduction

**25 minutes**



1. Introduce trainers, workshop hosts and other guests as appropriate.
2. Review agenda for the day.
3. Explain the building/workshop layout, bathroom location, emergency exits, first aid, and daily schedule.
4. Lead an icebreaker activity to help participants meet each other and introduce themselves to the group. See options below for suggested icebreakers.

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### Option 1 – Name, Adjective and Dance Move



1. Ask everyone to stand in a circle.
2. Ask the participants in the circle to introduce themselves with an **adjective** at the beginning of their name, a **dance move** and an explanation of one thing they would like to learn during the workshop. The adjective should begin with the same letter as their name—for example, Lovely Lisa, Perfect Pieter, etc. The dance move can be any type of movement.
3. As people introduce themselves, write down their expectations for the workshop on the flip chart.
4. Each time a new person is introduced, ask the group to repeat that participant's name, adjective and dance move and then to repeat the names, adjectives and dance moves of every person that was introduced before them. Continue around the circle until everyone has introduced themselves.
5. Turn on music and repeat the names and dance moves for everyone in order, then randomly select a person, and ask the full group to do the selected person's dance move while saying their name and adjective.
6. Ask the participants to sit down. Review the learning outcomes together and write down anything that people would like to add.

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### Option 2 – Introduction with an object

1. Place a random selection of objects on a table and ask participants to select an object that they feel represents them in some way.
2. Ask participants to find a partner.
3. In partners, ask participants to:
  - Share their name and where they are from

- Share their objects and explain why they selected them.
  - Discuss what they hope to learn during the workshop
4. Ask participants to introduce their partners to the full group. In their introduction they should say:
    - Their partner's name
    - Why their partner selected his/her specific object
    - What their partner would like to learn during the workshop.
  5. As people share their expectations for the workshop, write them down on the flip chart.
  6. Ask the participants to sit down. Review the learning outcomes together and write down anything that people would like to add.

### Group Agreement

**10 minutes**



1. Explain that ground rules are agreements created by the group that will allow everyone to learn together.
2. Ask the participants: "Reflect on your past training or learning experiences. What made those experiences positive or negative?"
3. Ask the participants: "what are some ways we can create a positive learning environment for everyone?" Write their ideas on the flip chart paper.
4. Add: *respect, ask questions, silence cell phones, and punctuality* if these terms are not included.
5. Explain that any other expectations can be added throughout the workshop.
6. Place the flipchart in a prominent place to be seen throughout the workshop.

### Self-Assessment

**10 minutes**



#### Option 1 – Line Ups

1. Ask the participants to stand in the middle of the room.
2. Explain that you are going to be naming a number of topics in Delivering Effective WASH Training. If people know a lot about the topic they should stand on one side of the room, if they know nothing about the topic they should stand on the other side of the room. If they know some information, but not a great deal, they should place themselves somewhere in the middle.
3. Call out the following topics:
  - What learners need to learn effectively
  - The effect of stress on the brain
  - Learning styles (Different ways people learn)
  - Stages of learning (Process of learning something new)

- How to motivate learners
  - How to adapt lessons for low-literacy participants
4. After each topic, pause for a moment to look at where participants have placed themselves in the room. Ask those who know a lot about the topic to share a few of the things they know. This will help you get a sense of their level of understanding.

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### Option 2 – Self assessment table

1. Post the self-assessment table. It should have 5 key topics which will be covered during the workshop, with a simple scale beside each topic. For example:

What learners need to learn effectively	None	A little	A lot
Stages of learning	None	A little	A lot
How to motivate learners	None	A little	A lot

2. Explain that this is a tool to assess our knowledge and skills before starting the workshop. It is okay for participants to have little or no knowledge about specific topics at the start of the workshop.
3. Ask people to place a sticker dot along the lines where they feel they are at the moment. Use one colour at the beginning of the workshop, then return to this scale at the end of the workshop and have participants repeat this exercise using sticker dots of a different colour.

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### Workshop Format and Agenda

**10 minutes**



1. Discuss the host organization's approach to training and learning:
  - Experiential, hands-on and learn by doing
  - Individual and group activities
  - Case studies and learning from others' experience
  - Open discussion, questions and answers
  - Develop a sense of community and network within the group
2. Review daily agenda with break and lunch times.
3. Ask the participants if they have any questions at this point.

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**Introduction to Organization****10 minutes**

1. Introduce your organization
2. Talk about the following to introduce your organization:
  - a. Organization mission and vision
  - b. Organizational strategies
  - c. History of the organization
  - d. Activities to date
  - e. Expectations of clients and partners
  - f. Future plans
3. Optional: If you are introducing CAWST you may refer to a prepared PowerPoint (see CAWST Introduction PowerPoint).

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**Review****10 minutes**

1. Ask if there are any thoughts or questions.
2. If you used Option 1 (Name, Adjective and Dance Move) for the introduction, put on music and ask everyone to repeat the dance steps and names, and adjectives of people in the group.
3. If you did not use Option 1 in the introduction, do the game now without asking participants to share their expectations.

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**Reflections on Lesson**

