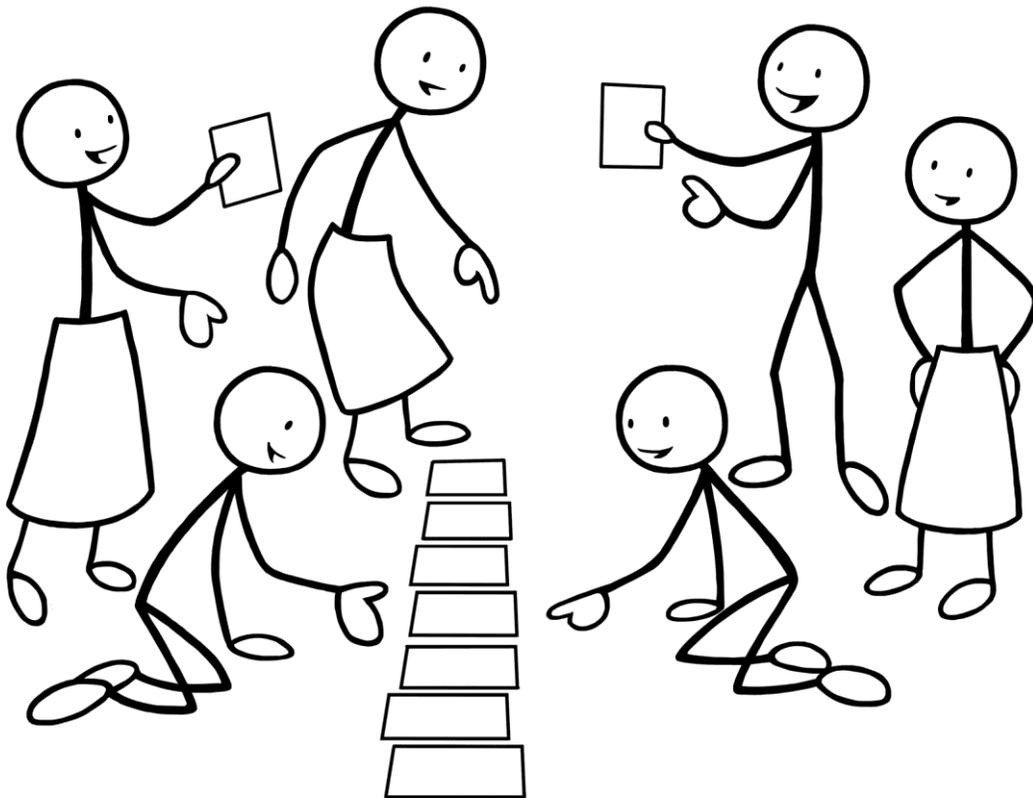# Delivering Effective WASH Training

424 Aviation Road NE
Calgary, Alberta, T2E 8H6, Canada
Phone: + 1 (403) 243-3285, Fax: + 1 (403) 243-6199
E-mail: resources@cawst.org, Website: www.cawst.org

CAWST, the Centre for Affordable Water and Sanitation Technology, is a nonprofit organization that provides training and consulting to organizations working directly with populations in developing countries who lack access to clean water and basic sanitation.

One of CAWST's core strategies is to make knowledge about water common knowledge. This is achieved, in part, by developing and freely distributing education materials with the intent of increasing the availability of information to those who need it most.

CAWST will produce updated versions of this document periodically. For this reason, we do not recommend hosting this document to download from your website.

Stay up-to-date and get support:

- Latest updates to this document
- Other workshop & training related resources
- Support on using this document in your work

CAWST provides mentorship and coaching on the use of its education and training resources.

www.cawst.org/resources

CAWST and its directors, employees, contractors and volunteers do not assume any responsibility for and make no warranty with respect to the results that may be obtained from the use of the information provided.

Table of Contents

Acronyms

BSF   Biosand filter

CAWST   Centre for Affordable Water and Sanitation Technology

DEWT   Delivering Effective WASH Training

HWT   Household water treatment

HWTS   Household water treatment and safe storage

WASH   Water, sanitation and hygiene

1 Introduction

This Trainer Manual is to support people who facilitate Delivering Effective WASH Training (DEWT). It is based on the practical experience of the CAWST, the Centre for Affordable Water and Sanitation Technology.

This introduction provides background on how and why the workshop was developed, tips that help you plan for a successful workshop, and several tools to help deliver your training, including lessons plans and materials. It is recommended that you adapt the tools to suit your style and the needs of your audience.

2 Workshop Overview

In this workshop, participants learn to effectively facilitate and adapt lessons on WASH (water, sanitation, and hygiene). They discuss what learners need, practice creating a safe learning environment, motivating learners, and ensuring that information is relevant and appropriate. Through lessons and practical experience, participants also learn how to formulate effective questions, respond to learners, and manage challenging training situations.

Introduction to WASH or equivalent experience is a prerequisite for this workshop. Delivering Effective WASH training is a prerequisite for the workshop Creating Effective WASH Training.

2.1 Participatory Learning

Participatory approaches are widely used to engage and actively involve everyone in the workshop. Effective learning comes from shared experiences and participants learning from each other. Much of the course content is delivered through interactive presentations, demonstrations, group discussions and case studies.

3 Workshop Planning

The following activities should be undertaken to get started with workshop planning and arranging logistics.

3.1 Identify the Planning Team

Many decisions must be made and work done leading up to the workshop; you will find it helpful to have a team to handle many of the details. The workshop planning team should include people who are:

- Familiar with the workshop material

- Familiar with the participants that will be attending

- Knowledgeable about the training site

3.2 Fit Training into a Broader Plan

Training is just one element of a successful project. This workshop makes the most sense when it is part of an individual's or organization's plan to support the implementation of WASH projects. There must be follow-up and ongoing support to the project implementers to help them successfully implement the knowledge they gain during this workshop.

3.3 Select Trainers

To be an effective trainer for this workshop, you should possess the following knowledge, skills and attitudes.

Knowledge: This manual is designed for trainers who have expertise in delivering effective training and knowledge in the theory related to this. The should be component in topics including:

- Creating a safe learning environment

- Motivating Learners

- The stages of learning

- Giving clear instructions, asking effective questions and responding to participants

- Lesson plans and adapting lessons

- Literacy and essential skills

- Managing challenging training situations

Skills: This manual assumes that you have experience in planning and organizing workshops and are comfortable with group facilitation. An effective trainer uses various facilitation skills to:

- Help people feel comfortable with a participatory approach to learning

- Encourage people to share information, ideas, concerns and knowledge

- Communicate clearly

- Manage group dynamics and resolve conflicts

- Keep the training practical and relevant

Attitudes: Aim to create a positive learning environment for all participants. This is achieved in part by your approach and manner. You should be:

- Friendly, open and approachable

- Objective

- Respectful

- Aware of cultural differences

- Gender sensitive

Any multiday workshop is a big responsibility. You may want to have several co-trainers to share the work, especially if you have a large number of participants. **For this workshop it is recommended that you have no more than 12 participants per trainer. Up to 24 people can participate provided there are 2 trainers.** All trainers should be comfortable with the subject matter and have strong facilitation skills.

It can also be helpful to have guest speakers or local experts on a topic to participate in the training. If the guest speakers have a strong technical background or experience they can help deal with practical issues and provide clear responses to questions. Always talk to your guest speakers beforehand about your expectations and be sure that they understand their role and time commitment.

3.4 Select Participants

For the most effective workshop, it is important to take care in inviting participants by considering:

- Number of participants. It is important to choose the correct number of people. You may want to have a small group to provide intensive training and support, or a larger group to have a wider range of participation. A common reason for training sessions to fail is that too many participants attend. **With two trainers, a maximum of 24 participants is recommended** so that everyone has the chance to fully participate in the training.

- Participants from diverse backgrounds and levels of experience add to the discussions that evolve through the workshop. If there is a group that is going to be providing training together, it is advantageous to have multiple people attend the workshop so they are better able to coordinate using the same concepts and methods. The reason for training is to enable the participants to put their knowledge into practice. This is most likely to happen when a critical mass of a project's staff is familiar with the workshop concepts.

The ideal participants are those who are:

- Training on WASH, as part of a WASH, community development or health project

- Knowledgeable about WASH solutions and good practices, such as household water treatment and safe storage, sanitation and/or hygiene

- Ask you to organize a training

- Communicate with you in a timely and honest way

- Have the authority to make decisions regarding the workshop (i.e., no need for approval at a higher level)

- Be motivated to start or improve a WASH project after the training or use the training to increase its staff's knowledge and skills

- Be in charge of inviting and registering the participants

- Invite people from organizations that are motivated to use what they will be learning during the training

- Have a good reputation and be well-known in the country/town

- Have access to grass-root organizations

- Be well located (i.e., accessible to lots of other organizations)

- Find a good venue for the training

- Translate materials (if needed)

- Print the training materials

- Provide an interpreter (if needed)

- Provide accommodation and local transport for trainers

- Be available and willing to help you with logistics during the workshop

- Be someone you can trust

3.6 Logistics Management

The workshop planning team (the trainers and the host) will need to determine the workshop logistics such as:

Pre-workshop
- What is the workshop budget?

- Who will invite the participants and communicate with them?

- Who will organize and coordinate food and accommodation?

- Who will manage participant travel?

- Who will organize the training site and set up?

- Who will purchase and organize the training equipment and materials?

- Who is responsible for pre-workshop registration?

- Who is responsible for onsite registration?

- Who is responsible for organizing construction materials?

- Who is responsible for printing the participant materials?

- Who is responsible for training what session in the agenda?

During the workshop

- Who will check that snacks and food are ready at the appropriate times?

- Who will prepare the room in the morning and reorganize in the evening?

- Who will prepare the flipcharts for the day?

- Who is in charge of checking participant list details?

- Who is in charge of preparing evaluations, certificates and CDs?

- Who will make sure that all the construction materials are ready for the next day?

Post-workshop

- Who will type up the workshop evaluations?

- Who will clean up the workshop materials and space?

- Who is responsible for replacing materials if needed?

- Who is responsible for the reporting?

- Who is responsible to maintain communication with the participants?

3.7 Addressing Barriers to Participation

When setting up a workshop, it is important to consider barriers that may limit certain participants from attending. What can you do to make it easier for them to attend? Factors to consider are:

- **Time of the workshop**: Is the workshop being held at a time of day and week that all people can attend? Is there a time that will interfere less with domestic responsibilities or other work obligations? Is it being held at a time of year when harvest obligations, national holidays, celebrations or political events may prevent people from attending? Do organizations or staff have major project deadlines at that time?

- **Length:** Will participants need to be away from home to attend the workshop? If so, is the length of the workshop reasonable? Could it be divided into shorter sessions and delivered over a longer period of time to encourage more participation?

- **Location:** Is the location easy and convenient for participants to access? Can people with disabilities access the space? Is the location safe for both men and women to access independently at any time of day? If people need to stay over, are there affordable accommodations and places to eat nearby?

- **Child Care:** Are children welcome at your workshop? If not, are you providing child care options to encourage caregivers to attend?

- **Language:** Will interpretation and/or translated documents be available for participants who are not fluent in the language in which the workshop will be delivered? Does everyone invited know that interpretation will be available, and into which languages? People often overestimate their language skills, and may feel embarrassment about their language level. Even if they do not understand during the workshop, they may not request interpretation.

- **Finances:** If you are charging a participant registration fee, can everyone afford the fee? Is it possible to offer scholarships or opportunities for reduced fees? Can those who cannot afford the fee arrange to volunteer or contribute in-kind instead of paying a fee?

When planning the workshops, anticipate the barriers that may prevent your target audience from attending. Reduce these challenges as much as possible when organizing the logistics.

4 Workshop Preparations

There are several things that you will need to do to get ready for the workshop.

4.1 Trainer Roles and Responsibilities

It is essential that the facilitation team work well together. You should meet with the other trainers before the workshop to discuss the workshop agenda and then assign the roles and responsibilities. It is also useful to clarify the role of the other trainers when they are not actually conducting a workshop session – should they be assisting in the group work, be available to answer questions, or be setting up for the next session? Where possible, ensure that all the trainers can be present for the entire workshop.

4.2 Translations and Interpreters

The materials may need to be translated and an interpreter may be required if the participants do not speak English as their first language. It is common for participants to overstate their English comprehension. This is often out of embarrassment and not wanting to look bad in front of their colleagues. If there is any doubt, you should translate the training materials and use an interpreter for the workshop to make sure that all participants have equal opportunity to fully understand the content.

⚠ **Using an interpreter takes more time than if you are delivering the workshop in one language. You will likely have to adjust the workshop agenda to account for the extra time required.**

Some tips for working with an interpreter include:

- Try to find an experienced interpreter who is known and trusted by the organizer
- Give them a copy of the training materials to review in advance of the workshop, including the participant materials, trainer manual and PowerPoint presentations
- Meet at least one day before the workshop to discuss their role, review the agenda and learning activities, and ensure that they understand the content and key vocabulary
- Practice using microphones and headsets if simultaneous interpretation is going to be used
- Ask them to write out the flipchart headings in the local language in advance
- Include them in the end of day debrief meetings and ask for their feedback

4.3 Workshop Space

If possible, visit the training site before the participants are due to arrive, and set up your electrical equipment and materials. Try to identify potential sources of distraction in the room, both to yourself and participants, and make changes to mitigate them.

Seating arrangements have a big influence on the training. It is recommended to arrange the tables and chairs so that participants can make eye contact with one another and can break into

small groups easily. Participants will also need to be able to view the speakers, the PowerPoint slides, and flipchart posters.

4.4 Equipment and Materials

You will need to gather and bring the following materials and equipment to the workshop.

Equipment:

- Computer (optional)
- LCD projector (optional)
- Extension cord(s) (optional)
- Camera

Materials:

- Name tags
- Markers
- Pens
- Paper
- Flip chart or large pieces of paper
- Tape

For all other materials required for individual sessions refer to the lesson plans and the appendix.

4.5 Participant Materials

You will need to decide where and when the Delivering Effective WASH Training manual will be printed; and who will manage the printing.

The Delivering Effective WASH Training manual should be printed and bound in a format that allows the participants to easily use it, such as a spiral or coil binding.

There may be other resources that participants will need during the workshop that are included with the corresponding lesson plans. If possible provide each participant with an electronic version of all the materials on a CD or USB memory stick.

You will also need to determine if any adjustments to language, concepts or materials are required based on the participants' needs assessment.

4.6 PowerPoint Presentations

This workshop has only one optional PowerPoint. For optimal learning, PowerPoint presentations should only be used as a supplemental tool to discussions and learning activities, and not be the only way to transfer information to the participants. If the PowerPoint presentation is not used, alternate visual aids should be used while speaking to enhance learning.

5 How to Use This Manual

This section explains the workshop agenda and individual sessions that have been developed to meet the participant learning expectations.

5.1 Learning Outcomes

The following learning expectations describe what the participants will be able to do by the end of the workshop to demonstrate increased knowledge, improved skills, or changes in attitude. Each lesson plan refers to the specific learning expectations covered in that lesson.

Participant Learning Outcomes

Lesson Plan #	Lesson Plan	Learning Outcomes
1	Workshop Introduction	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.
2	Qualities of an Effective Trainer	1. Illustrate the qualities of an effective trainer. 2. Identify which qualities of an effective trainer they possess and which ones they need to develop.
3	Creating a Safe Learning Environment	1. Explain why a safe learning environment is important. 2. Identify characteristics of an unsafe learning environment. 3. Recommend ways to create a safe learning environment.
4	Motivation	1. Differentiate between intrinsic and extrinsic motivation. 2. Develop strategies to increase motivation.
5	The Four Things Learners Need	1. Explain the importance of connecting to existing knowledge for anchoring new information in the brain. 2. Discuss the importance of practice for learning 3. Describe the four things learners need
6	The Stages of Learning	1. Describe the four stages of learning. 2. Evaluate how different stages of learning impact learner performance and attitude. 3. Optional: Create strategies to support participants in all stages of learning.

Lesson Plan #	Lesson Plan	Learning Outcomes
7	Active Learning	1. Describe active learning. 2. Contrast active learning against other instructional methods. 3. Explain the importance of active learning in effective training. 4. Create solutions for barriers to using active learning in training.
8	Lesson Plans	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.
9	Effective Questioning and Think Time	1. Distinguish between different types of questions. 2. Explain the importance of think time in responding to questions. 3. Demonstrate techniques for asking effective questions.
10	Active Listening	1. Explain the importance of active listening for learning 2. Clarify and summarize information accurately and effectively 3. Model active listening strategies
11	Presentation Skills	1. Explain how a trainer's presentation style affects participants' ability to learn. 2. Demonstrate effective word choice, gestures, posture, facial expression, tone, speed, and clarity of speech. 3. Use body language to clarify meaning.
12	Giving Clear Instructions	1. Explain why clear instructions are important for learning. 2. Demonstrate techniques for giving clear instructions.
13	Practice Lessons	1. Deliver an existing WASH lesson. 2. Reflect on their lesson delivery (strengths and areas for improvement). 3. Provide positive and constructive feedback to other trainers.
14	Learning Styles	1. Explain three foundational learning styles: audio, visual, and kinesthetic. 2. Describe why training should include activities that engage multiple learning styles.
15	Responding to Participants	1. Identify moments when trainers need to respond to participants. 2. Demonstrate responding effectively to different situations.

Lesson Plan #	Lesson Plan	Learning Outcomes
16	Adapting Lessons	1. Identify situations where it is necessary to adapt a lesson plan. 2. Apply different strategies to adapt a lesson.
17	Trainer Identity	1. Examine the elements of identity 2. Analyze how a trainer's identity influences participants' perceptions of them. 3. Analyze how a trainer's identity can influence their perception of participants.
18	Overcoming Barriers to Participation	1. Identify barriers to equitable participation. 2. Evaluate methods for promoting equitable participation.
19	Action Planning	1. Create an action plan.
20	Workshop Closing	1. Complete a self-assessment. 2. Evaluate whether learning expectations were met. 3. Complete a final evaluation.
21 Optional	Analyzing Energizers	1. Describe why energizers are important for learning. 2. Analyze energizers to assess their appropriateness.
22 Optional	Working with an Interpreter	1. Identify what to do before a workshop to prepare for working with an interpreter. 2. Develop strategies to effectively work with an interpreter during a workshop.
23 Optional	Workshop Planning	1. Generate a list of what needs to be done before, during and after a workshop. 2. Propose systems for running workshops efficiently.
24 Optional	Managing Training Challenges	1. Identify challenging training situations. 2. Apply multiple strategies to address training challenges.

Lesson Plan #	Lesson Plan	Learning Outcomes
25 Optional	Literacy and Essential Skills	1. Explain how literacy and essential skills affect learning and training. 2. Identify solutions for how trainers can support people with literacy challenges and skills gaps.

5.2 Workshop Agenda

The general outline of the workshop is as follows:

- **Workshop opening.** To welcome people and allow participants and trainers to get to know one another.

- **Individual lessons.** To focus on a selected topic. Each lesson includes an introduction, a main lesson, and a closing activity to review the content.

- **Breaks and lunch.** To keep people working and feeling positive, breaks are needed. Plan for a mid-morning and mid-afternoon break that allows people to use the washroom, and have a snack. While planning your workshop it is also important to clarify with participants in advance as to whether or not food and snacks will be provided.

- **Review of previous day.** Start the day with a review of the material learned during the previous day. This also helps focus the participants and trainers' minds on the content of the workshop. See the lesson plan titled: "Morning Reviews" for an explanation of the review you will do each day.

- **End of day review.** To gain feedback from the participants and to clarify any areas of uncertainty.

- **End of day evaluation.** To gain feedback from the participants and to clarify any areas of uncertainty. See the lesson plan "Daily Evaluations" for a suggestion of the evaluation you can use each day.

- **End of workshop closing.** The end of the workshop can be official or unofficial depending on what is appropriate. Certificates are typically handed out. The lesson plan "Workshop Closing" describes this session.

- **End of workshop evaluation.** To allow participants to assess the strengths and weaknesses of the workshop for further improvement. See the end of workshop evaluation for a template of this evaluation.

- **Organizer and trainers' debrief.** A daily exercise to discuss what went well, what areas of the day can be improved and what needs to be done for the next day and in the future. Debriefs are held at the end of the workshop.

A sample agenda is provided for a 5-day workshop targeted to an audience with English, Spanish or French as a first language. Longer periods of time for lessons are recommended when translation is required; this may preclude the inclusion of the optional lessons. A 5 day agenda is recommended to provide participants with sufficient time to practice delivering lessons.

The agenda includes optional sessions, allowing the trainer to customize the workshop to the participants' needs, and permitting participants to go in depth with certain topics. The trainers should customize the agenda for each workshop based on the audience. Look at the sample agenda to see how sessions can be arranged.

5 Day – Delivering Effective WASH Training- Trainer Agenda
Suitable for a general audience requiring an emphasis on practice

Approx Time	DAY 1	LP	DAY 2	LP	DAY 3	LP	DAY 4	LP	DAY 5	LP
8:00-9:45 1 hr 45 min	Workshop Opening (1 hr 30 min) • Introductions • Agenda • Housekeeping • Creating the learning environment • Workshop format and learning strategies	1	Opening Activity (20 min) Active Learning (1 hr 20 min)	7	Opening Activity (20 min) Giving Clear Instructions (50 min) Prepare for Practice Lesson (30 min – 1 hr)	12 13	Opening Activity (30 min) Responding to Participants (1hr 20 min)	15	Opening Activity (30 min) Trainer Identify (1 hr 10 min)	17
15 min	**BREAK**		**BREAK**		**BREAK**		**BREAK**		**BREAK**	
10:00-12:00 2 hr	Qualities of an Effective Trainer (1 hr) Safe Learning Environment (1 hr 30 min)	2 3	Lesson Plans (45 min) Effective Questioning and Think Time (1 hr)	8 9	Practice Delivering Lessons (up to 3 hrs)		Adapt Lessons (30 min – 1 hr) Practice Delivering Adapted Lessons (up to 3 hrs)	16	Overcoming Barriers to Participation (1 hr 30 min)	18
1 hr	**LUNCH**		**LUNCH**		**LUNCH**		**LUNCH**		**LUNCH**	
1:00-2:45 1 hr 45 min	Motivation (1 hr) The 4 Things Learners Need (30 min)	4 5	Active Listening (1 hr)	10	Practice Delivering Lessons (continued) Optional: Analyzing Energizers (30 min)	X	Practice Delivering Adapted Lessons (continued)		Optional: Managing Training Challenges (1 hr 10 min) Action Planning (35 min)	X 19
15 min	**BREAK**		**BREAK**		**BREAK**		**BREAK**		**BREAK**	
3:00-5:00 2 hr	Stages of Learning (1 hr) Closing and Evaluation (5 min)	6	Presentation Skills (1 hr 25 min) Closing and Evaluation (5 min)	11	Learning Styles (50 min) Closing and Midweek Evaluation (15 min)	14	Optional: Working with a Translator (55 min) or Workshop Planning (45 min) Closing and Evaluation (10 min)	X	Workshop Closing and Final Evaluation (1 hr 30 min)	20

5.3 Lesson Plan

Here is a list of the icons used in this Trainer Manual and their explanations.

	Lesson Description. A brief description of the topics covered in the lesson, and why they are relevant.
	Learning Outcomes. Describes what the participants will be able to do by the end of the session to demonstrate increased knowledge, improved skills or changes in attitude.
	Time. The clock symbol appears next to the amount of time the session may take. This is an estimate and the session may be longer or shorter depending on how you facilitate it.
	Materials. Lists all the materials that will be required for the session.
	Preparation. The clipboard represents preparation that needs to be done prior to the session including materials required and things to prepare in advance.
	Introduction. The hook signals the introduction to a topic. The introduction connects participants' personal experience to the topic of the lessons and motivates their interest.
	Key Points. The key appears where there are important points and topics to discuss. These are reminders of what key points the participants should understand by the end of the session.
	Main Activity. The puzzle appears at the beginning of a main learning activity.
	Trainer Notes. The exclamation point appears to remind you of things to do or consider while facilitating the session.
	Review. The question mark appears when you are reviewing a topic at the end of the lesson and checking for learning.
	Handouts. This appears when there are handouts for the participants.

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.

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.

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.

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.

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:

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.

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.

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).

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.

Reflections on Lesson

Lesson Plan 2: Qualities of an Effective Trainer   60 minutes

Lesson Description

In this lesson, participants identify the qualities of an effective trainer and recognize which qualities they need to develop. This exercise is important for helping future trainers identify the skills, knowledge and attitudes they will need to be effective at helping others learn.

Learning Expectations

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

1. Illustrate the qualities of an effective trainer.

2. Identify which qualities of an effective trainer they possess and which ones they need to develop.

Materials

- ☐ Coloured Markers
- ☐ Flip chart paper
- ☐ Tape

Preparation

- ☐ Read and prepare lesson plan
- ☐ Prepare one piece of flip chart paper and a set of markers for each small group
- ☐ Write learning outcomes on the flip chart

Introduction   10 minutes

1. Ask participants to form small groups of 3-4

2. In their small groups, ask them to think about the qualities of a favorite teacher, trainer, or mentor and share what made or makes that person great with their partners.

3. Ask a few small groups to share the qualities that they discussed.

4. Explain that in this lesson they will be looking at the qualities of an effective trainer.

5. Present learning outcomes or the lesson description.

Drawing Effective Trainer Qualities   **15 minutes**

1. Explain to participants that they will be working in groups to draw their interpretation of an effective trainer in his/her ideal training environment.

2. Ask participants to consider: What does a great trainer look like? What does an effective training space look like? Encourage participants to be creative in visualizing these qualities.

3. Ask participants to form a line, with those with most experience in facilitation on one end and those with the least experience on the opposite end.

4. Break participants into four groups by numbering them off from one to four.

5. Give each group a set of markers and a piece of flip chart paper and ask them to draw their interpretation of an effective trainer in an ideal learning environment.

6. Encourage participants to use pictures and images rather than words in the drawing.

If participants have difficulty coming up with qualities of an effective trainer to draw, or struggle with symbolism, the trainer can first lead them through the creation of a list. Have participants brainstorm ideas and record their responses on a piece of flip chart paper. They can then refer to this list as they create their drawings.

Interpret the Drawings   **25 minutes**

1. Once all groups have completed their drawings, ask one of the groups to tape their picture to the wall at the front of the room.

2. Ask the other participants to interpret what they see in the drawing. Record responses on the flip chart in two columns: 1) Trainer Qualities 2) Training Environment

3. Once the participants have finished their interpretation, ask the small group to add anything that was missed.

4. Repeat the same process with each group, until they have all presented their drawings.

5. As a large group, review the list of qualities and add anything that is missing.

Defining Goals   **5 minutes**

1. Ask participants to write down three things that they do well as a facilitator. Encourage them to refer to the list of qualities they generated as a group.

2. Ask participants to write down three things they would like to improve on. Encourage them to think of how they will work on these goals during the workshop.

Review   **5 minutes**

1. Ask participants to form small groups of 3-4 with new partners different from the ones they worked with in the introduction.

2. In their small groups, ask the participants to think about the teacher, trainer or mentor they discussed during the introduction and compare that teacher's qualities with the trainer quality list generated by the full group.

Reflections on Lesson

Lesson Plan 3: Creating a Safe Learning Environment   🕐 **1 hr 30 min**

Lesson Description

In this lesson, participants identify the qualities of a safe learning environment and discuss strategies for creating this environment in their training sessions. A safe learning environment is a prerequisite for learning; without it, people are unable to learn effectively.

Learning Outcomes

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

1. Explain why a safe learning environment is important.
2. Identify characteristics of an unsafe learning environment.
3. Recommend ways to create a safe learning environment.

Materials

- ☐ Flip chart paper
- ☐ Markers
- ☐ Tape
- ☐ A large stack of paper
- ☐ One pen or pencil for each participant
- ☐ A suit jacket, tie, or other costume for dressing up to look strict and formal
- ☐ *Safe Environment Scenarios* (See end of lesson plan)
- ☐ Flip Chart titled *What Learners Need*
- ☐ Optional: Picture of *Neuron Connections Developing in the Brain between Birth and 2 years of Age* (ready to project or printed)
- ☐ Optional: LCD Projector

Preparation

- ☐ Read and prepare lesson plan
- ☐ If you do not have a co-facilitator, ask in advance for a volunteer to assist you with rearranging the room during the indicated moments in the lesson
- ☐ Write learning outcomes on the flip chart
- ☐ Print and cut *Safe Environment Scenarios* (1 copy)
- ☐ Prepare flip chart with the title "What Learners Need"
- ☐ Optional: Prepare the picture *Neuron Connections Developing in the Brain between Birth and 2 years of Age* by doing one of the following:
  - o Set up and test the projector and open the image on your computer
  - o Make copies of the picture for participants to share

Introduction   **15 minutes**

1. Ask the participants to leave the room and wait outside the door.

2. When the participants are gone, rearrange the chairs into rows and place a small piece of paper and a pen or pencil on each seat. Alternatively, you may want to remove all the chairs and ask participants to sit in rows on the floor. If possible, change something about your physical appearance. For example, pull your hair back into a tight bun, put on a tie or a formal jacket, etc.

3. Open the door for the participants. In a stern tone tell them to line up in a straight line, and to walk single file into the room, take a seat and wait for instructions. Explain that they must remain silent, and reprimand anyone that talks. The point is to make participants feel uncomfortable with your strict and negative tone.

4. Once they are seated, tell participants: "You should all remember the tree that you learned to draw in the last class. Draw that tree."

5. Walk around the room and angrily tear up pictures that they have drawn. Bully the participants and ridicule them for not remembering how to draw a tree. Continue this for three minutes.

6. On a piece of flip chart paper at the front of the room, draw a tree resembling a lollipop (a circle with a stick on the bottom). Remind the participants that this is how they should be drawing a tree.

7. Walk around, look at their pictures and if they do not look exactly like the circle and the stick you drew, get mad. Tell them that they have not drawn the tree correctly. Take their paper, rip it up and tell them to start again.

8. As soon as one person starts to draw the tree exactly as you did, be really nice to them, congratulate them, and praise them for a job well done. Continue to push the others to draw the tree exactly as you did. Ridicule those that do not draw the tree correctly.

9. Once a few of them have drawn a tree, congratulate those who have done the work correctly. Be unpleasant with those that did not follow instructions. Tell participants that the class is over and you hope they will do a better job next time. Tell them to leave the room silently and in single file.

10. Once everyone has left the room, rearrange the chairs back into a circle, and switch your appearance to the way it was prior to the exercise.

11. Open the door and welcome the participants back in your normal friendly tone, as if nothing happened.

Debrief of introductory activity   **15 minutes**

1. As a large group, debrief the introductory activity with the following questions:
   - How did you feel during the activity?
   - What were you thinking during the activity?
   - What impact did your feelings and thoughts have on your desire to learn?
   - Have you had an experience similar to this in your past? How did it affect your ability to learn?

2. Present the learning outcomes or lesson description.

Effect of an unsafe environment on learning   **15 minutes**

1. Ask participants: "What things can cause people to feel unsafe, uncomfortable or unwelcome in a workshop?"

2. Ask participants to demonstrate what someone looks like when they are uncomfortable or intimidated in a workshop, or in general don't want to be there. Get participants to observe those around them.

3. Ask participants to describe the visible cues that show that someone is uncomfortable or feels unsafe in a workshop. Record answers on flip chart.

4. Ask participants to define an unsafe learning environment. *An environment that causes a high level of stress, where people do not feel comfortable participating and want to leave.*

5. Ask participants what impact an unsafe learning environment has on learning:

    In an unsafe learning environment, the learner is more aware of the need for survival and protection of self from embarrassing or humiliating situations than on learning Sustained stress makes it difficult for them to learn and retain new information (Jensen, 2008; MacLean, 1990; Medina, 2014)*.*

6. Tell participants that:

    -   Activities or situations that cause high levels of stress are usually the cause of an unsafe environment.
    -   People can bring stresses from their home or work life into a workshop. We cannot eliminate these stresses, but we can try to reduce additional stressors.

    Steps 7-12 are optional for higher-level participants

7. Show participants the picture titled: *Neuron Connections Developing in the Brain between Birth and 2 years of Age.*

8. Explain that:

    -   The picture is showing a close up of neurons in our brain. A neuron is a cell that processes and transmits information through electrical and chemical signals.

    -   The picture illustrates the healthy development of these neurons from 0 – 2 years of age.

    -   Neurons connect to each other to form neural networks. The more we learn the more networks we form. Indicate the points of connection (networks) at 2 years of age.

9. Ask participants to describe the difference they see between the brain of a newborn and a 2 year old.

    There are many more connections between neurons (neural networks) in a 2 year old.

10. Ask: "Does anyone know what high levels of stress can do to our brain?"

11. Explain that:

    - Moderate to severe stress shrinks the neurons in the parts of our brain responsible for formation of new memories and rational thinking (Davidson & McEwen, 2012).

    - Stress can also stop us from forming new connections between neurons. This is what we need to learn and retain new things. This means stress can stop us from learning new things (Laxmi, Ghosh, & Chattarji, 2013). This is why we have difficultly learning and remembering things when we are in an unsafe learning environment.

    - Under stress the connections between the neurons in parts of our brain are reduced. They look more like the neurons in the brain of the 1 month old child.

12. Ask participants to talk with a partner:

    - Partner A explains to partner B the impact that high levels of stress have on the brain.
    - Partner B explains to partner A the connection between stress and an unsafe environment

13. Clarify any confusion or misunderstanding with the large group.

Safe Learning Environment   **35 minutes**

1. Ask participants to define a safe learning environment. *An environment where participants feel a sense of belonging and acceptance, where they are comfortable sharing their views and perspectives, and feel respected.*

2. Explain that participants are going to develop strategies that they can use to create a safe learning environment and reduce high levels of stress for their participants. *Provide the following example: "Establish a group agreement to ensure respect among participants."*

3. Divide participants in 4 groups, and give each group one of the scenarios from the *Safe Environment Scenarios* handout. Ask them to develop strategies to address the situation they were given.

4. Ask small groups to present their answers to the large group one by one.

5. Stop between each presentation to provide a unique applause or cheer to maintain the energy of the group.

6. Explain to participants that throughout the day they are going to be learning about what learners need to be successful. Tell participants that a safe learning environment is one of the things that learners need.

7. Write "Safe learning environment" on the flip chart titled *What Learners Need*.

Review   **10 minutes**

1. Ask participants to find a partner.

2. Partner A shares something that makes a learning environment unsafe. Partner B provides a solution that will make the environment safe. Partner A and B take turns providing problems and solutions.

3. *Optional: If you have included the section of the lesson that describes the impact of stress on the brain, ask participants to use their bodies to show you the difference between a neuron under sustained stress versus a neuron in a safe learning environment. Ask some participants to explain the reasons behind their representation.*

References

Conel, J. L. (1939). *The Postnatal Development of the Human Cerebral Cortex. Volume 1. The Cortex of the Newborn.* Cambridge: Harvard University Press.

Conel, J. L. (1941). *The Postnatal Development of the Human Cerebral Cortex. Volume II: The Cortext of the One-Month Infant.* Cambridge: Harvard University Press.

Conel, J. L. (1951). *The Postnatal Development of the Human Cerebral Cortex. Volume IV. The Cortex of the Six-Month Infant.* Cambridge: Harvard University Press.

Conel, J. L. (1959). *The Postnatal Development of the Human Cerebral Cortex. Volume VI. The Cortex of the Twenty-Four Month Infant.* Cambridge: Harvard University Press.

Courchesne, E., & Pierce, K. (2005, April-May). Brain overgrowth in autism during a critical time in development: implications for frontal pyramidal nueron and interneuron development and connectivity. *International Journal of Developmental Neuroscience, 23*(2-3), 153-170.

Davidson, J. R., & McEwen, S. B. (2012). Social influences on neuroplasticity: stress and interventions to promoter well-being. *Nature Neuroscience*(15), 689-695.

Jensen, E. (2008). *Brain-Based Learning: The New Paradigm of Teaching .* Thousand Oaks: Corwin Press.

Laxmi, R., Ghosh, S., & Chattarji, S. (2013). Functional Connectivity from the Amygdala to the Hippocampus Grows Stronger After Stress. *Journal of Neuroscience*, 7234-7244.

MacLean, P. D. (1990). *The Triune Brain in Evolution: Role in Paleocerbral Functions .* New York: Plenum Press.

Medina, J. (2014). *Stress.* Retrieved 11 05, 2014, from Brain Rules: http://www.brainrules.net/stress

Nolte, J. (1993). *The Human Brain.* St. Louis: Mosby Year Book.

Reflections on Lesson

Neuron Connections Developing in the Brain Between Birth and 2 years of Age
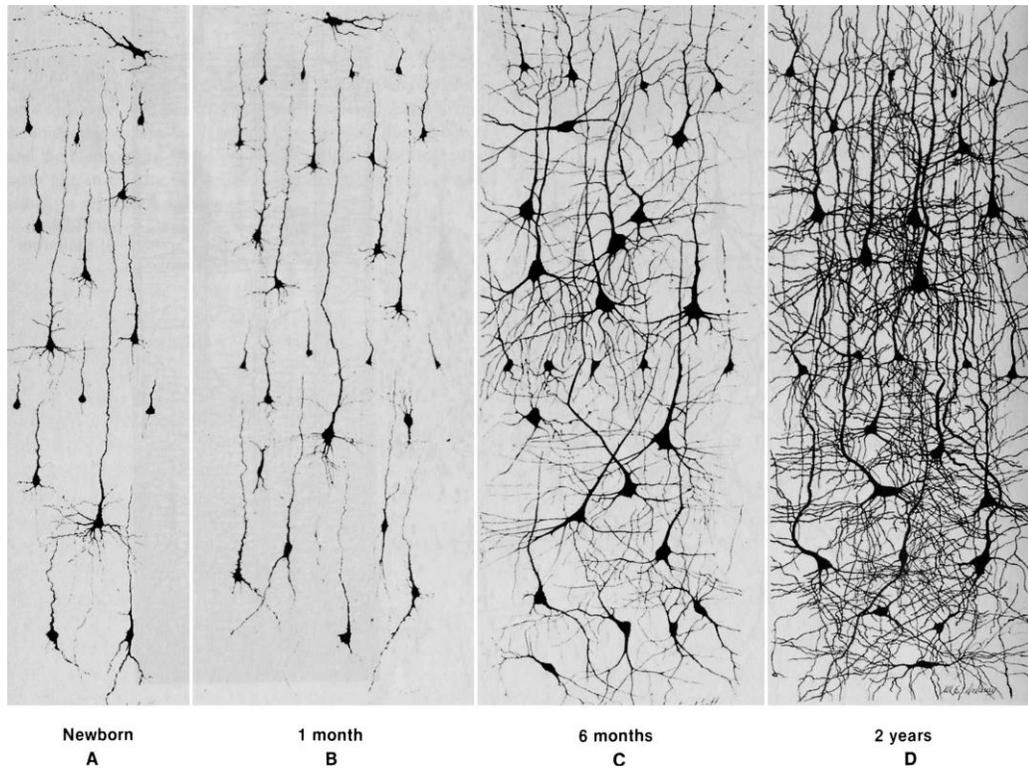
(Courchesene & Pierce, 2005 adapted from Nolte, 1993 that combines figures from Conel, 1939;1941;1951;1959)

Safe Environment Scenarios

One of the participants has a lot of problems going on at home, and it makes it difficult for him/her to concentrate during the workshop.

A couple of the participants are very confused by the instructions they were given and are becoming really frustrated.

The supervisor of several participants is present at the workshop. As a result, the participants aren't talking or participating actively.

Participants are afraid to speak, because they don't want others to think they are stupid if they get the wrong answer.

Someone is coming to a workshop from outside of the city. They don't know anyone and are very nervous.

Lesson Plan 4: Motivation   🕐   **1 hour total**

Lesson Description

In this lesson, participants learn about the types of motivation and how to motivate groups to learn; this is important to ensure active participation.

Learning Outcomes

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

1. Differentiate between intrinsic and extrinsic motivation.

2. Develop strategies to increase motivation.

Materials

- ☐ Flip chart paper
- ☐ Markers
- ☐ Tape
- ☐ Sticky notes
- ☐ Flip Chart titled "What Learners Need" (from previous lesson)
- ☐ Flip Chart of 7 approaches to creating motivation
- ☐ 3 separate pieces of flip chart paper, titled as follows:

  o Find Connections & Increase Accountability

  o Build Success & Be Enthusiastic

  o Make it Interesting & Provide Feedback

Preparation

- ☐ Read and prepare lesson plan

- ☐ Write learning outcomes on the flip chart

- ☐ Write list of 7 motivation approaches on flip chart paper (See lesson plan). Put only the title of the approaches on the flip chart. The full explanation can be provided verbally.

- ☐ Write the following titles on 3 separate pieces of flip chart paper:

  o Find Connections & Increase Accountability

  o Build Success & Be Enthusiastic

  o Make it Interesting & Provide Feedback

Introduction   **10 minutes**

1. Ask participants to think about their main activity during the work week. This could be their job, studying or taking care of their family.

2. Ask participants to discuss with a partner: "What motivates you to do this main activity?" *You may need to indicate that an activity can have many motivating factors.*

3. Ask participants to share their responses with the full group. As they respond, write each answer on a separate sticky note. Post the sticky notes up, classifying them mentally as intrinsic and extrinsic motivation as you post them. Do not title these two categories and do not explain to participants your criteria for classifying the types of motivation.

4. Present learning outcomes or lesson description.

Types of Motivation   **15 minutes**

1. Ask participants to look at the two categories you have created with the motivations that they discussed in the introduction.

2. Ask participants to consider what the motivations in the first group have in common. Write down these characteristics beside the forms of motivation. Repeat the exercise with the second category of motivation.

3. Ask participants to provide a title for each category. Some groups may come up with the categories intrinsic and extrinsic. Others may not. This is okay. Use the titles that they created.

4. Explain that as they have identified, there are two types of motivation. These are commonly classified as intrinsic and extrinsic. Add these titles if they have used different terms and explain the definition of each.

5. Add characteristics to each of the types of motivation that they may have forgotten.

   o *Intrinsic motivation: Can be thought of as "internal" motivation. It involves doing something because it is personally rewarding. It is driven by interest or enjoyment and doesn't rely on external pressures or rewards. For example: Studying a language because you find it interesting.*

   o *Extrinsic motivation comes from outside of the individual. It can be thought of as "external" motivation. Common extrinsic motivations are rewards (for example money or grades) for showing a desired behavior, and/or the threat of punishment following misbehaviour. For example: A student studying for a test because they want a good grade.*

6. Ask participants: "Why is motivation important for learning?" *When participants are motivated they will learn and apply information more readily.*

7. Ask participants: "As trainers, should we encourage intrinsic or extrinsic motivation?"

   Intrinsic motivation is preferable.

Extrinsic motivation is helpful in these cases:

- *To help create initial interest and participation in something the person had no interest in at the beginning.*

- *To motivate people to acquire new skills or knowledge. Once these initial skills have been acquired, people may then become more intrinsically motivated to pursue the activity.*

- *As a source of feedback: people like to know when their performance has achieved a standard deserving of a reward.*

Extrinsic motivators should be avoided in these cases:

- *If the individual already has high intrinsic motivation and finds the activity rewarding. Adding rewards may make someone feel that you are not recognizing their existing motivation.*

- *Offering a reward might make a "play" activity seem more like "work".*

Increasing Motivation   **25 minutes**

1. Explain there are numerous ways to create motivation within groups.

2. Ask participants to share ideas on how they would motivate participants in a training environment. Record their responses on a piece of flip chart paper.

3. Explain that many of these ideas can be grouped into 7 general approaches. Write or reveal the 7 approaches below on flip chart paper and provide a brief explanation of each approach.

   - **Create a Safe Learning Environment:** Participants will be motivated when they feel respected and enjoy the learning environment. Using a variety of teaching methods, responding effectively to participants, and using humour and enthusiasm are all things you can do to create a safe and positive environment in your workshop.

   - **Build Success:** People need to experience success at least 75% of the time to stay motivated (Bennett & Rolheiser, 2001). To ensure that participants feel success, you need to engage them at the correct level of difficulty. Participants are more likely to experience success when you teach base concepts first and slowly build up to more complex concepts.

   - **Increase Accountability:** Participants will be more motivated if they are accountable to you and their peers. You can build accountability by putting time limits on tasks, creating consequences when something is or is not completed, and observing what participants are doing.

   - **Find Connections:** You can create motivation by relating new concepts to the experiences of participants. For example, in a lesson on waterborne diseases

you can connect to past experiences by asking participants to think about a time when they got sick from drinking dirty water.

- **Be Enthusiastic:** Studies have shown that the enthusiasm of a teacher directly affects student's intrinsic motivation (Patrick, Hisley, & Kempler, 2000). You can show enthusiasm with the level and tone of your voice, eye movement, facial expressions and gestures.

- **Make it Interesting**: Use humour, vivid ideas, creativity and a variety of active learning methods to create interest in the topic. For example, share an interesting statistic or picture at the beginning of a session; use games or a skit, etc.

- **Provide Feedback:** It is important to tell participants what they are doing well and what they can do to reach their objectives more effectively. Try to assess them frequently, monitor their progress and check for understanding.

4. Ask participants to decide which of their ideas to motivate groups belongs to which of the 7 approaches. Try to match at least one of the examples shared to each type of motivation.

5. Explain to participants that they will be divided into groups and given two categories to brainstorm additional techniques for building motivation. Use the first category, "Create a Safe Learning Environment" to provide an example:

6. Indicate *Safe Learning Environment* on the flip chart. Ask participants: "Based on our previous session, how would you create a safe learning environment?" *Responses might include: Respond appropriately to participants, use humour, ensure basic needs like food and water are met, show respect to all participants, etc.*

7. Tell participants you want them to think through similar strategies or actions for the remaining categories in their groups.

8. Divide participants into 3 groups, and assign each group 2 categories by passing out the prepared flip chart papers. Provide groups approximately 5 minutes for participants to think through different strategies they could use to build this type of motivation.

9. After 5 minutes, ask each group to present their strategies. After each group presents, ask the larger group to add any additional strategies they could use. Record these on the different flip chart papers.

10. Continue until all groups have presented. Summarize the categories and add the word "Motivation" to the flip chart of *What Learners Need.*

Review   **10 minutes**

1. Divide participants into two groups, and ask each group to create 2 questions they would use to "quiz" the other group and check that they understand the content covered in this lesson.

2. Provide 2-3 minutes for each group to create their review questions.

3. Have each group ask the other group their questions and discuss responses.

References

Bennett, B., & Rolheiser, C. (2001). *Beyond Monet.* Toronto, Ontario: Bookations Inc.

Patrick, B. C., Hisley, J., & Kempler, T. (2000). What's Everybody So Excited About?: The Effects of Teacher Enthusiasm on Student Intrinsic Motivation and Vitality. *The Journal of Experimental Education.*

Reflections on Lesson

Lesson Plan 5: The Four Things Learners Need   🕐 **30 minutes total**

Lesson Description

In this lesson, participants discuss why practice and connection to existing knowledge are important for learning. Participants also illustrate the four things that learners need, and discuss what steps they can take to help people learn.

Learning Outcomes

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

1. Explain the importance of connecting to existing knowledge for anchoring new information in the brain.

2. Discuss the importance of practice for learning.

3. Describe the four things learners need.

Materials

- □ Flip chart paper
- □ Markers
- □ Tape
- □ Blank paper (1 for every participant)
- □ Flip chart titled *What Learners Need* (from previous lesson)

Preparation

- □ Read and prepare lesson plan
- □ Write learning outcomes on the flip chart
- □ Prepare paper and markers for participants to use (one for each)

Introduction   **5 minutes**

1. Hand out one piece of blank paper to each participant.

2. Ask the participants to draw the shape below, as a "learning shield" of what learners need to be successful. Draw the image on the board or flip chart to provide a visual.
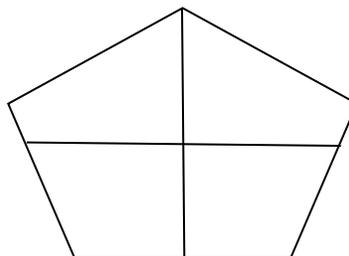
3. Ask the participants: "What are two things we have already discussed that participants need to learn effectively?" *Motivation and Safe Learning Environment.*

4. Refer to the flip chart titled "*What Learners Need*" from previous lessons with *motivation* and *safe learning environment* written on it.

5. Ask the participants to draw an image or symbol in two sections of their "shield" to represent these two concepts.

6. Present the learning outcomes or lesson description.

Connection to Existing Knowledge   5 minutes

1. Ask participants to stand up and balance themselves on the tip toes of one foot.

2. Ask participants to show you how they can make themselves more stable. *They will hold on to objects, use more than one foot, come down off tip toes, etc.*

3. Explain that the more points of connection we have the more stable we are. Just as we need more connections to stabilize ourselves standing on tip toes, we need more connections with information to be able to remember it.

4. We create these connections by making information meaningful and relating it to something we already know. The stronger the relevance and the connection to what we already know the better we will be at retaining the information.

5. Explain the following analogy: If you were to give someone directions on how to get to a certain location, it is best to use reference points that the person already knows. The more reference points you provide the easier it will be to remember the directions.

6. Explain that this is the third thing learners need: "Connection to Past Experience" and write it on the flip chart titled *What Learners Need.*

7. Ask participants to fill in the third section of their learning shield with a new image or symbol to represent the connection to past experience.

Practice, Practice, Practice   10 minutes

1. Ask participants: "What would happen if you practiced standing on one foot on your tip toes every single day?" *You would become more balanced and it would get easier. You wouldn't have to concentrate as much on balancing; it becomes more natural.*

2. Explain that this process is the same with any skill, but also with information. A child learning to walk will struggle and will fall down. With enough practice however, the child will begin walking and improve until they can walk with ease.

3. Explain that this same process happens in the brain; the more we practice something or use information, the easier it is to remember and use.

Optional: The following (steps 4-5) are more appropriate for participants who also completed steps 7-12 in the Safe Learning Environment lesson explaining neurons.

4. Explain to participants the reason that this occurs is because the more we recall and work with information, the more connections are established between neurons within our brain.

5. Explain that this process of practice is like going for a walk through an overgrown forest. The first time you go on the walk it is very slow because you have to forge a new path through the forest (draw a thin line on the flip chart). Every time you use the pathway it gets bigger and more established until it becomes a highway you can drive down (draw more and more lines). This is similar to the brain: the more we use information, the stronger the networks between neurons. This means that we can process information through neural connections faster and with increased ease. If we do not use a particular path for a long time, the forest may grow back and it will take longer to go down the path. You may not even be able to find the path again.

6. Explain that practice is the fourth thing learners need. Write "Practice, practice, practice!" on the flip chart titled *What Learners Need.*

7. Ask the participants to fill in the fourth section on their learning shield to represent the forth thing learners need, *practice.*

8. Tell participants that they are now armed with their "learning shield" and can go out into the world of training to provide participants with the 4 things they need to learn effectively.

Review   **5 minutes**

1. In pairs, ask participants to discuss the following.

   - A skill they have learned which required repetition and practice to achieve.

   - Why it is important to link new information to something participants already know or understand.

Reflections on Lesson

Lesson Plan 6: The Stages of Learning   🕐 60 minutes total

Lesson Description

In this lesson, participants learn about the four stages of learning and how a learner progresses through the stages. Understanding how people progress through different stages of learning is important for trainers to provide proper support and guidance while also avoiding potential trainer pitfalls.

Learning Outcomes

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

1. Describe the four stages of learning.

2. Evaluate how different stages of learning impact learner performance and attitude.

3. Optional: Create strategies to support participants in all stages of learning.

Materials

- □ Flip chart paper
- □ Markers
- □ Tape
- □ Paper
- □ Pens/Pencils
- □ *Sana's Story* (See end of lesson plan)
- □ Optional: *Learner Profile* handouts

Preparation

- □ Read and prepare lesson plan
- □ Write the learning outcomes on the flip chart
- □ Write the phrase "I only know one thing: That I know nothing" on the flip chart
- □ Draw the *Stages of Learning Ladder* on flip chart paper
- □ Print 4-5 copies of *Sana's Story*
- □ Optional: Print the *Learner Profile* handouts

Introduction   **5 minutes**

1. Present the participants with the phrase "I only know one thing: That I know nothing" on the flip chart.

2. Ask the participants: "What do you think this phrase means?" *The phrase is often attributed to the philosopher Socrates, who believed that wisdom begins by admitting one's ignorance. Learning begins when you admit that you don't know everything.*

3. Present learning outcomes or lesson description.

The Stages of Learning   **25 minutes**

1. Divide the participants into small groups of 3-4 people. Give each group a copy of '*Sana's Story*' and ask them to read it. Ask the participants to try to divide the story into different stages of Sana's learning process about hand washing as they read it.

2. Ask each small group to present how they have divided the story to the large group.

3. Explain to participants that there are four stages of learning. Post the *Stages of Learning Ladder* on the flip chart. Explain each stage as follows:

    - *Stage 1: Unconsciously Unskilled. A person does not know something and is unable to identify what they do not know. They may not recognize a new skill as useful and thus they are not motivated to learn it.*
    - *Stage 2: Consciously Unskilled. A person does not have a particular skill, but is aware of their shortcoming. The person recognizes the value in developing the skill.*
    - *Stage 3: Consciously Skilled. A person has a particular skill but it requires concentration and focus. They have not yet mastered the use of the skill.*
    - *Stage 4: Unconsciously Skilled. A person has had so much time and practice with a specific skill that it has become natural for them. They can perform the skill easily without concentrating.*

4. Use the example of *Sana's Story* and your own examples of learning specific skills or knowledge to help explain the 4 stages of learning. *Possible examples to use include: Knowing how to read and write, driving a car, building a biosand filter, learning how to play an instrument, learning how to use a camera, etc.*

5. Ask the participants: "Where on these stages do we function as trainers?" *The answer is that often, we function in Stage 4. However, we do not want to be in this stage, because it means we cannot effectively communicate skills and knowledge to others.*

6. Ask the participants: "When a person is in Stage 4 with a particular skill, is it possible for them to effectively teach that skill to others?" *The answer is no. They need to break down the skill into all its steps so that they can explain it clearly to a learner, but often do not understand their own competency enough to do so.*

7. Explain to the participants that a trainer should function outside of the stages of learning. *The trainer must have mastered a skill, be self-aware, and remember what it felt like to be a learner.*

8. Explain that as trainers, the key stages for us to remember are Stage 1 and Stage 4. Stage 1 is where many learners may be when we first go into a community to teach about WASH skills or behaviours. Our goal is to trigger an awareness to move them forward. Stage 4 is important because this is a "trap" trainers can fall into. We must break down skills, competencies, and our own understanding to effectively communicate skills and knowledge to others.

Optional: Strategies to Support Learners   **25 minutes**

This section is more appropriate for higher-level participants who want to examine strategies for supporting learners through different stages of the learning process.

1. Explain that participants will create strategies for supporting learners at each stage. They will do this by reading a learner profile and recording their ideas on a piece of flip chart paper.

2. Keep the participants in their small groups. Give each group a piece of flip chart paper, a marker, and one profile from the *Learner Profile* handout.

3. Give the groups 5 minutes to develop and record their strategies.

4. Ask each group to post their strategies on the wall.

5. Ask participants to walk around the room and read the strategies. Encourage them to add additional strategies.

6. As a large group, ask the participants:

   - "Was there anything that surprised you?"
   - "Were there patterns or strategies that appeared in all stages of learning?"
   - "What strategies will you use with learners in the future?"

Review   **5 minutes**

1. Ask the participants to discuss with a partner the characteristics of each stage of learning. They should select a specific skill and use it to illustrate each of the stages. Some skills they could use include: reading and writing, driving a car, riding a bike, playing an instrument, building a house, cooking, etc.

Reflections on Lesson

Sana's Story

Sana always rinsed her hands with water after using the toilet. When people asked her if she practiced effective handwashing she said "Yes." It wasn't until she attended a WASH awareness workshop that she discovered that she was not practicing correct handwashing.

Sana realized that she should wash her hands with soap, not just water. She also discovered that she should be washing her hands after changing her baby's diaper, and before handling food. Sana was afraid that she would forget to wash her hands at these critical times.

At the workshop, they gave Sana a poster to remind her when to wash her hands. She looked at it multiple times a day as a reminder. Over time, Sana realized that she no longer needed the poster. She automatically washed her hands with soap at the critical times.

Questions:

1. By learning about proper handwashing techniques, Sana went through different stages in her learning. Try to divide the story into different stages of Sana's learning.

2. Now that you have divided the story into different stages of learning, try to give each stage a title or general description.

Stages of Learning Ladder

Stage 4: Unconsciously Skilled

Stage 3: Consciously Skilled

Stage 2: Consciously Unskilled

Stage 1: Unconsciously Unskilled
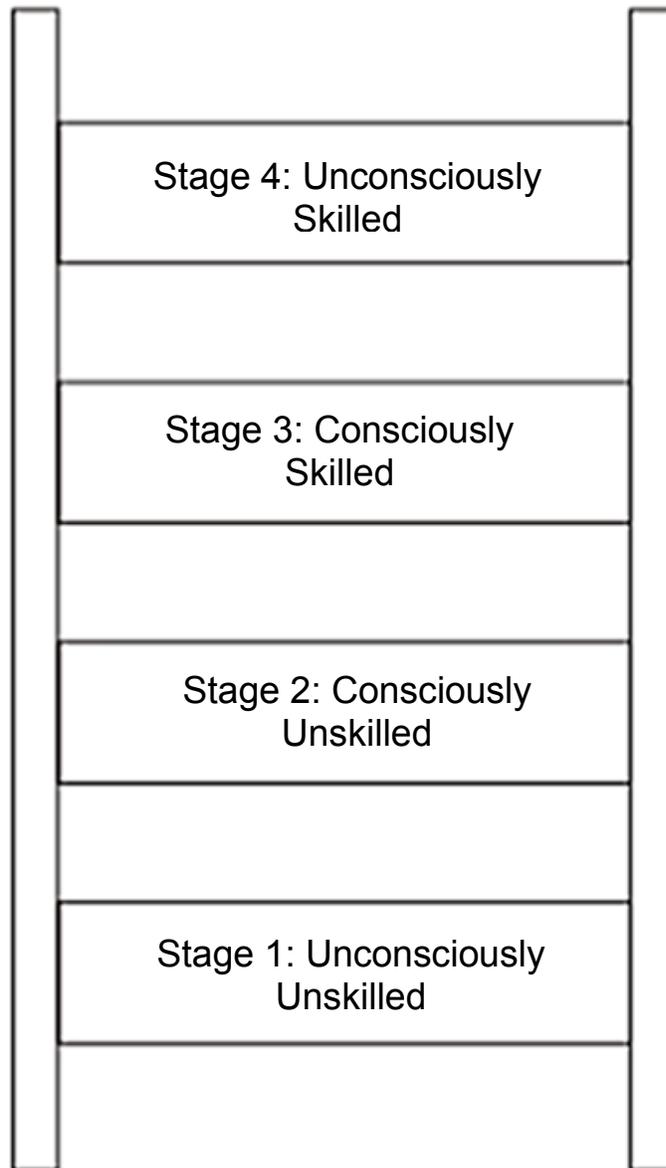
Adapted From (Adams, 2011)

Learner Profiles

Learner Profile 1: Unconsciously Unskilled

Learners:

- Are not aware of the importance or relevance of a new skill
- Do not see the benefit or need for learning something new
- Are confident in their current level of understanding or ability

---

Learner Profile 2: Consciously Unskilled

Learners:

- Understand what they need to learn
- Are aware of their own lack of knowledge or ability
- Realize the benefit of additional training or learning
- May feel overwhelmed

Learner Profile 3: Consciously Skilled

Learners:

- Can reliably demonstrate their skill
- Need to concentrate to perform the skill
- Can demonstrate their ability but cannot teach others well

Learner Profile 4: Unconsciously Skilled

Learners:

- Can easily perform the skill without concentrating
- Can perform the skill while mentally focusing on something else
- Are able to perform the skill instinctually and do not understand how complex it is for others

---

Lesson Plan 7: Active Learning

1 hr 20 min total

Lesson Description

In this lesson, participants are introduced to the concept of active learning. Using active learning strategies is important for creating an inclusive, participatory training environment.

Learning Outcomes

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

1. Describe active learning.

2. Contrast active learning against other instructional methods.

3. Explain the importance of active learning in effective training.

4. Create solutions for barriers to using active learning in training.

Materials

- □ Flip chart paper
- □ Tape
- □ Markers
- □ Paper
- □ Pens/pencils
- □ Active learning jigsaw puzzle (See end of lesson plan)

Preparation

- □ Read and prepare the lesson plan
- □ Print active learning jigsaw puzzle and cut out pieces (2 copies)
- □ Write learning outcomes or lesson description on the flip chart

Introduction   15 minutes

1. Explain to the participants that you will be dividing them into 2 groups. Each group will be given a puzzle to complete together.

2. Tell participants that as they put their puzzles together, they should try to think of the significance of the words on each piece: What do they have in common? *To make the activity more exciting, the two groups can compete in a race.*

3. Break the participants into 2 groups and give 1 puzzle to each group. Give the groups 5-10 minutes to complete their puzzle.

4. Present the learning outcomes or lesson description.

Investigating Active Learning   **10 minutes**

1. In their small groups, ask the participants to discuss what the larger puzzle represents. *Learning tools and/or activities to facilitate active learning.*

2. Share answers in the large group.

3. Explain that each of the activities in the puzzle can be used in various ways to promote an active, participatory learning environment. The activities by themselves are not necessarily participatory, how we choose to use them will make them participatory.

4. Ask participants:

   - "How would you define 'active learning'?"

   Active learning is a learner-focused approach where opportunities are provided for participants to meaningfully talk and engage in individual and group activities around a topic. Knowledge is co-created by bringing together the experiences of different participants. Active Learning uses participatory techniques and is based on the idea that to learn people must do more than just listen.

   - "How is this different from passive or more direct types of learning?"

   Passive or direct instruction is an expert-centered delivery model that often relies on lecture and learners sitting while listening to a presentation or speech.

5. Ask the participants: "Why is the introductory activity in this lesson considered active learning?" *Because people shared their ideas and experience and worked together to solve something collectively.*

6. Ask the participants: "What picture does the puzzle create? Why did we choose this image to represent Active Learning?" *The leaves of the tree represent the creation of collective knowledge and each participant's input into the group.*

Active Learning and WASH   **15 minutes**

1. Refer to the posted flip chart with the four things learners need (safe learning environment, motivation, connection to past experience, meaningful practice).

2. Ask participants: "How does active learning relate to what participants need?"

   - *Safe environment: promotes sharing between participants.*
   - *Motivation: participants are expected to be engaged and are accountable to the group they are working with.*
   - *Connection to existing knowledge: participants share their experiences with each other.*
   - *Practice: participants do a variety of activities to help them learn.*

3. Ask participants: What is the goal of education in water, sanitation and hygiene (WASH)? *For participants to adapt healthier behaviours.*

4. Ask participants: "Why then should we use active learning and not just direct instruction to teach others about WASH?" *Active learning makes the WASH*

concepts being taught relevant to learners' lives. As learners are taught new concepts, they connect them to existing knowledge and practice with the information, which helps them to retain the information. When people have the opportunity to practice, they feel more confident. All of these things make it more likely that the participant will be successful in applying what they have learned.

Addressing Barriers to Active Learning   **30 minutes**

1. Explain to participants that while active learning can promote longer-lasting and practical learning among our participants, sometimes people hesitate to use participatory activities.

2. Ask the participants: "What are some possible arguments that people may have against using active learning techniques?" Create a list on the flip chart paper. Possible challenges might include:

   o Too time consuming
   o Loss of control by instructor
   o Learners are not used to the instructional style

3. Ask the participants to select which identified challenges they believe are most difficult for them to address as trainers. Participants can vote on 3-4 challenges by raising their hands, placing a mark or sticker beside their choice, etc.

4. Divide participants into 3-4 groups and assign each group one of the challenges they identified as being difficult to address.

5. Tell participants to imagine they are going into a new community where participants are unaccustomed to active learning and skeptical about participatory activities. In their small groups they must develop strategies to::

   • Resolve the challenge they have been assigned**.**

   • Explain the importance of active learning and participatory activities to the skeptical group of participants.

6. After 10 minutes, ask each group to present their strategies to the full group. Discuss and add any additional strategies which are missing.

Review   **10 minutes**

1. Tell the participants they are going to return to their 2 groups from the introductory activity.

2. Explain that each group will look at the different examples of learning techniques from the puzzle and discuss the following:

   • Which techniques they already use and are comfortable with
   • Which activities they would like to incorporate into their next workshop
   • How they will incorporate the new activities into their next workshop

---

Reflections on Lesson
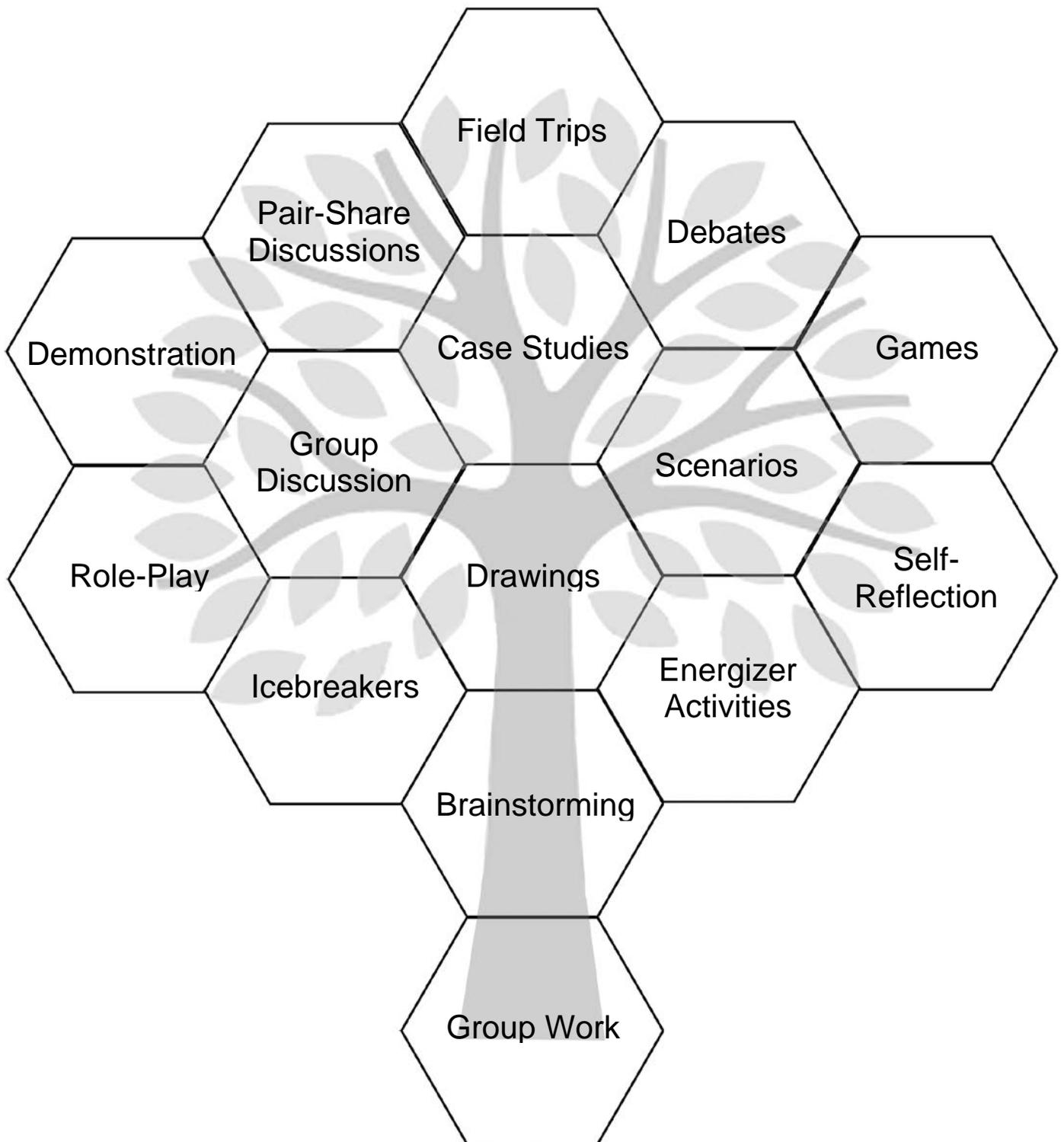
Lesson Plan 8: Lesson Plans   🕐 45 minutes total

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.

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.

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.

Reflections on Lesson

Lesson Plan #: Title   🕐 **XX minutes total**

Lesson Description

Learning Outcomes

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

4.

5.

Materials

☐

☐

Preparation

☐

☐

Introduction   **XX minutes**

5.

6.

Topic 1   **XX minutes**

1.

2.

Topic 2   **XX minutes**

12.

13.

Review   **XX minutes**

4.

5.

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.

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.

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.

Reflections on Lesson

Lesson Plan 9: Effective Questioning and Think Time   🕐 60 minutes total

Lesson Description

In this lesson, participants examine the different ways we ask questions, how question structure can impact learners, and the importance of allowing think time before participants respond. This helps trainers ask better questions in their trainings.

Learning Outcomes

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

1. Distinguish between different types of questions.

2. Explain the importance of think time in responding to questions.

3. Demonstrate techniques for asking effective questions.

Materials

- □ Flip chart
- □ Markers
- □ Tape
- □ Pen/pencils
- □ Paper
- □ "Question Mission" sheet (See end of lesson plan)

Preparation

- □ Read and prepare lesson plan
- □ Write learning outcomes on the flip chart
- □ Print and cut the three "Question Missions"

Introduction   10 minutes

1. Have the participants stand up and find a partner. Ask each person to think of a person or thing (noun) and keep it a secret.

2. Explain the rules of the game: Within their pairs, the purpose is to discover the other person's "secret word," however they are only allowed to ask yes/no questions. Ex: *"Is your word an animal?" "Is your word green?" "Does your word fly?"*

3. Have the participants spend time questioning each other in an attempt to discover each other's secret words.

4. After participants complete the activity, ask them:

   - "What affected your ability to discover the other person's word?"

- "What would have made it easier to discover the other person's word?"

5. Ask the participants to find new partners. Tell them that this time they must ask questions that require more than a one word response. *For example: "What does your word look like?" "How is your word used?"*

6. Allow participants time to figure out what their new partner's "secret word" is. Return to the larger group.

7. Debrief the exercise: Was it easier to discover the secret words the first or second time? Why?

8. Present the learning outcomes or lesson description.

Open and Closed Questioning   **10 minutes**

1. Ask the participants: "What is the purpose of asking questions?"

   - *To check for understanding*

   - *To find out what participants know about a topic*

   - *To get participants to think more deeply about a topic*

2. Reflecting on the introductory activity, ask the participants how they might describe the two types of questions used. *Open and closed questions.*

3. Define open and closed questions for participants if required.

   Closed questions*: Used when looking for very specific answers. Solicit one or two word responses.*

   Open questions*: Do not restrict or influence a response. Solicit longer responses. They can be used to encourage critical thinking and allow participants to demonstrate understanding, practice with content, share personal anecdotes and opinions, or elaborate on simple answers.*

4. Ask the participants: "What are the benefits of using closed questions?" Write any suggestions on the flip chart. *Closed = fast, easy, simple facts.*

5. Ask the participants: "What are the benefits of using open questions?" Write any suggestions on the flip chart. *Open = More thinking, reflective, opinions, feelings, deeper conversation.*

6. Indicate that closed questions do not always result in closed responses and that depending on our intention, both closed and open questions serve a valuable purpose in effective questioning.

Think Time   **5 minutes**

1. After they have identified the previous questions as open or closed and discussed their responses, ask a difficult open question to the group such as "What is the impact of open questions on neural pathways in the brain?" After 1 second, say "Okay, obviously no one understands. Let's continue."

2. Ask the participants a second difficult question, such as: "What is the impact of chronic stress on the neural pathways in the brain?" Answer the question immediately without giving participants time to respond. *Under chronic stress, neurons in the brain shrink over time, reducing the connections that form neural pathways.*

3. Ask the participants a third difficult question, such as: "How do you help move a learner from stage 2 to stage 3 in the stages of learning?" Answer the question immediately without giving the opportunity to respond. *Provide opportunities for practice, and give encouragement and feedback.*

4. Ask the participants:

   - "How are you feeling?"
   - "What did you experience while I was asking those three questions?"

5. Explain that trainers often wait only 1-2 seconds after asking a question before calling on a response. This is not long enough; they should ideally wait 5 seconds. Count out 5 seconds silently. We call this "think time."

6. Ask the participants:

   - "What is happening in the brain during think time?

     With a short think time, learners have little time to mentally process information before being called on to respond. Learners need time to find the information in their brains.

   - Why do you need think time?"

     Without appropriate think time learners can become overwhelmed by too much information or experience increased stress, which affects the ability of participants to respond, the quality of their responses, as well as their level of motivation.

Effective Questioning   **10 minutes**

1. Explain to participants that, as trainers, they can use a mix of open and closed questions to get more information from participants, stimulate discussion, get participants to think critically about their opinions, and help them elaborate on their understanding. These types of questions are called 'probing questions'.

2. Read out the following scenario:

   - *A trainer asks the following question: "Why is it important to wash your hands before eating?" A participant responds with: "It is important to have clean hands". This answer is not quite what the trainer is looking for, but is a step in the right direction. How can the trainer get more information from the participant?*

3. Ask the participants if they could give an example of a question that would help get more information from the participant after he/she has already given an answer. Write their answers on the flip chart. Some examples might include:

   - What do you mean by "clean hands"?

- When we wash our hands, what are we washing off?

- How can pathogens on our hands make us sick?

4. Explain to participants that using probing questions to get more information from participants may not always work. As a trainer, you may need to simply ask a different question. Different types of questions will lead to different types of responses. Effective questioning uses an intuitive mix of different questioning techniques.

5. Ask the participants if they would like to add more questions to the list. Some examples might include:

- *Could you expand/elaborate on...?*

- *Is there anything else you would like to add?*

- *What makes you think that?*

- *What are the reasons for that?*

- *What do you think the solution is?*

- *In what ways does this relate to…?*

- *What kind of things might you…?*

6. Explain to participants that using questions effectively is a very powerful and valuable skill to have as a trainer or facilitator. Some professions, such as lawyers, coaches, therapists, politicians, and others, use effective questions as one of their main tools in being successful at their jobs. It is a skill like any other which requires practice.

Practicing with Questions   **20 minutes**

1. Ask the participants: "Does everyone understand?"

2. Ask the participants:

- "What type of question did I use when I asked if you understand?"
- "How did everyone respond to this question?"
- "What would be a more effective way to find out if participants understand?"

3. Explain to participants that they will now practice asking questions to:

- Check for understanding

- Find out what participants know about a topic

- Get participants to think deeply about a topic

4. Explain that participants will be divided into small groups. Each group will be given a mission.

5. Break the participants into 3 groups. Give each group a mission and tell them they have 5 minutes to develop the questions for it.

- Mission 1: Create 3 to 4 questions to check for participants' understanding on how to motivate learners.

- Mission 2: Create 3 to 4 questions to find out what participants know about biosand filters.

- Mission 3: Create 3 to 4 questions to get participants to think more deeply about the stages of learning.

6. Ask participants to return to the full group. Slow each group to share their mission and the questions they developed.

7. Ask the full group: "Do the questions developed by the group accomplish their mission? Why or why not?"

8. In the large group, ask the participants to share reflections about the exercise.

Review   **5 minutes**

1. In pairs, ask the participants to come up with 2-3 questions that they would use to find out if participants had learned the concepts in this lesson.

Reflections on Lesson

Question Missions

Mission 1: Create 3-4 questions to check for participants' understanding on how to motivate learners.

Mission 2: Create 3-4 questions to find out what participants know about biosand filters.

Mission 3: Create 3-4 questions to get participants to think more deeply about the importance of active learning

Lesson Plan 10: Active Listening   🕐 **60 minutes total**

Lesson Description

Participants will explore the concept of active listening and its impact on effective learning. They will also examine active listening strategies and use techniques to establish clear communication between trainers and learners.

Learning Outcomes

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

1. Explain the importance of active listening for learning

2. Clarify and summarize given information accurately and effectively

3. Model active listening strategies

Materials

☐ Flip chart paper
☐ Paper
☐ Markers
☐ Pens/pencils

Preparation

☐ Read and prepare lesson plan

☐ Write learning outcomes on the flip chart

☐ Write the definition for "active listening" and "summarizing" on flip chart paper (See lesson plan)

Introduction   **5 minutes**

1. Ask participants: "How do you know if someone is really listening to you?"

2. As participants brainstorm ideas, write their responses down on the flip chart.
   Examples might include: "Posture, facial expression, body language, nodding, etc."

3. Review the responses, adding any ideas which are missing.

4. Explain to participants that our body language communicates whether or not we are really interested in, or listening to, a speaker.

5. Present the learning outcomes or lesson description.

Active Listening Skills   **25 minutes**

1. Ask the participants: "We know what 'Active Listening' looks like, but how would you define it?" Ask a few participants to volunteer responses, then summarize and define active listening. Write the following on flip chart paper: *Active listening is a communication technique which involves giving free and undivided attention to a speaker, and seeking to understand both the content and underlying feeling or attitude behind what they are saying.*

2. Ask the participants: "How does this differ from just "listening"? *Listening is a passive process. Active listening facilitates clear understanding between people.*

3. Explain to participants active listening can be divided into 3 groups of skills: **Body language, following skills, and reflecting skills**. Write the 3 skills on flip chart paper.

4. Explain the first component of active listening is communicated through our body language and facial expression. Refer to the list on the flip chart from the introduction.

5. Explain the second component is known as following skills. These are skills which express the listener's interest while still allowing the speaker to tell his/her story. Write the following on flip chart and discuss with participants:

   - Attentive silence

   - Verbal encouragement when appropriate (Ex: "Ahh," "Right!" "And?")

   - Infrequent and timely questions (Why did she…?)

6. Explain the third component is known as reflecting skills. These are skills where the listener re-states information with understanding. Often, we do this through clarifying given information, summarizing, or paraphrasing.

Clarifying   **25 minutes**

1. Tell participants that they are going to practice one of the reflecting skills: Clarifying.

2. Explain that there are two ways for the listener to clarify given information:

   - Ask either open or closed probing questions to explore the speaker's words more fully
   - Paraphrase what the speaker is saying and ask if you have interpreted it correctly.

6. Tell the participants you are going to say a vague WASH-related statement which needs to be clarified. You will divide them into 3-4 groups to create questions they would ask as follow-up to clarify the given statement and find out what you are *really* trying to say. Each group will have the same statement.

7. Divide participants into 3-4 groups then say a vague statement such as: "Hygiene is important in our household."

8. Ask participants to take 2-3 minutes to brainstorm follow-up questions they could use to clarify the given information.

9. After 2-3 minutes, have each group volunteer a question. Record the questions on the flip chart. After each group has volunteered a response, if needed add additional clarifying questions such as*: "Why do you think…?" "Can you tell me more about…?" "What do you mean…?" "Did you mean to say…?"*

10. As a large group assess if the questions would help to clarify the meaning of the statement on hygiene.

11. Explain to participants that once you have clarified the given information, it is important to summarize the key ideas or concepts.

Summarizing   20 minutes

1. Explain that summarizing is another important reflecting skill that we are going to practice.

2. Ask participants: "What is meant by summarizing?"

3. After a few participants volunteer ideas, confirm and write the following on flip chart paper: *A summary should concisely describe the main idea of given information, include important details, and make connections.*

4. Ask participants: "Why is summarizing important?" *Summarizing helps us to ensure that what we hear is what the participant intended to say.*

5. Explain to participants that when summarizing, there are two key questions to keep in mind:

   - *What are the key details?*
   - *What information is irrelevant or unnecessary?*

6. Explain to participants you are going to give them a chance to practice their summarizing skills. Explain that you will tell the large group a short 2-3 minute story about a personal training challenge or highlight from your experience. As you tell the story, they should try to write a short 2 to 3 sentence summary of your story. At the end of the story, they will form partners and compare summaries.

7. Ensure all participants have a pen and paper, or are comfortable trying to summarize the story mentally if they prefer not to write.

8. Tell the participants a 2-3 minute story about either a training challenge you experienced, or a training highlight from your experience. *Try to share an interesting example and stay within the given timeframe. Too short will not provide enough challenge to summarize, and too long may overwhelm participants.*

9. After you finish your story, ask participants to form pairs and compare their summaries with their partner.

10. Ask participants to share any similarities or differences they noticed in their summaries. Despite everyone hearing the same story, interpretations will likely vary.

11. In the large group, ask participants to share their reflections on the activity.

The Importance of Active Listening   25 minutes

1. Ask participants: "Why is active listening important?" Record responses on the flip chart.

2. Explain to participants that active listening is important for a trainer in two ways:

   1) We look for and observe active listening behaviors among our participants. If we do not see people actively listening in our training, we should do something differently to engage participants more fully.

   2) We use active listening to show our participants we are really listening to them and interested in the things they have to say. By modelling active listening behaviors we ensure that our participants feel listened to and validated.

Review   5 minutes

1. Ask the participants to form pairs and discuss one thing new that they have learned about active listening they will incorporate into their work as a trainer. As they do so, ask them to focus on modelling their active listening skills – body language, following skills, and reflecting skills.

Reflections on Lesson

Lesson Plan 11: Presentation Skills   🕐 **1 hr 25 min total**

Lesson Description

In this lesson, participants practice using effective word choice, gestures, posture, facial expression, tone, speed, and clarity of speech to communicate clearly during training sessions.

Learning Outcomes

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

1. Explain how a trainer's presentation style affects participants' ability to learn.

2. Demonstrate effective word choice, gestures, posture, facial expression, tone, speed, and clarity of speech.

3. Use body language to clarify meaning.

Materials

- ☐ Flip chart paper
- ☐ Markers
- ☐ Tape
- ☐ *3 Pile Sort* Card Game – (See WASH Resources for regional variations http://resources.cawst.org/)
- ☐ *Charades Words* (See end of lesson)
- ☐ Small sweets/candy/chocolate (at least one per participant)
- ☐ Hat or small container
- ☐ "Tongue twister" (a phrase that is difficult to say quickly) in the local language
- ☐ Pictures of "Honest vs Dishonest" facial expressions (See end of lesson)

Preparation

- ☐ Read and prepare lesson plan

- ☐ Write learning outcomes on the flip chart

- ☐ Print and cut out *Charades Words*

- ☐ Print 4-5 copies of the *"Honest vs Dishonest"* facial expression pictures

- ☐ Download and print *3 Pile Sort* Card Game

- ☐ Write the "tongue twister" below on the flip chart – If you are doing this in another language, ask in advance for a local tongue twister.

  - o 'She sells seashells on the sea shore'

Introduction   **10 minutes**

1. Explain to participants that they are going to play a game that is often known as charades. Participants will take turns coming to the front, choosing a word from the hat/container and then acting it out for other participants without using any words or sounds. Ask the rest of the participants to guess what the word is by yelling out their answers. If someone guesses the answer before 10 seconds, both the guesser and the actor get a prize (sweets/candy/chocolate).

2. Ask for a volunteer from the group and let them pick a word. Repeat until at least 5 volunteers have acted out their words.

3. Ask participants: "How can you relate this game to presentation skills?" *Using body language is very important in communication to help get your message across.*

4. Present the learning outcomes or lesson description.

Types of Communication   **10 minutes**

1. Explain that communication falls into three categories: Verbal, Non-verbal, and Para-verbal. Write the three categories on the flip chart.

   Trainer Note: If "Verbal," "Non-verbal," and "Para-verbal" terms will be difficult for your audience to understand, you may instead use these categories: "words," "body," and "voice."

2. Ask the participants: "What is the difference between each of these types of communication?"
   - ***Verbal communication*** *is what we communicate through the words we use.*
   - ***Non-verbal communication*** *is what we communicate through body language and position, physical appearance, gestures, and facial expression.*
   - ***Para-verbal communication*** *is what we communicate through the way we deliver our words (tone, speed, clarity of speech).*

3. Ask participants: "What conveys more meaning - verbal or non-verbal communication?"

4. Explain to participants that while the words you use are important, non-verbal and para-verbal communication also have a significant impact on how well people understand you and what they think you are trying to communicate.

5. Share the following example: Children can learn sign language, understand body language, and detect the tone in your voice before they learn how to speak words. The way we give information can be just as important as the information itself. Ask participants to keep this in mind as they practice their facilitation skills.

6. Show the following list to the group and explain that these are some of the specific communication skills that we will be working on today.

- Verbal:
    - Word Choice
- Non-verbal:
    - Gestures and movements
    - Posture
    - Facial expression and eye contact
- Para-verbal
    - Tone
    - Speed
    - Clarity of Speech

7. Explain that you will demonstrate each skill one at a time and give them an opportunity to practice with each.

Practicing Verbal Communication   **10 minutes**

1. **Word Choice**

    a) Ask participants: "When you are choosing words to describe a concept (such as sanitation), what are some things you need to consider about your participants?" Record their answer on the flip chart.

    Examples of possible responses:

    - ***The level of your participants:*** *Do not use words that are too technical if the participants has limited experience in the subject. Your words should draw them in to the subject by using ideas or explanations that they can relate to.*

    - ***The attention span of your participants:*** *You can talk to participants for a maximum of ten minutes before you need to do something to regain their attention (Medina, 2008). To ensure that people retain the information you are sharing, keep your message concise, deliver it in small chunks, and build in at least a short activity every 10 minutes.*

    - ***The preconceptions of your participants:*** *Know your participants and be conscious of their preconceptions. Avoid using examples or descriptions that may offend them, make them less likely to view you as a credible source, or cause them to stop listening openly to what you have to say.*

    b) Ask the participants to find a partner and practice choosing the right words to describe a particular topic to a particular audience. Tell them they will have 2 minutes to silently think about how they will explain the topic (they can write down their ideas if they want), and then each partner will have 1 minute to give a short explanation to their partner.

        - Partner A should explain why it is important to use a latrine (pretend they are explaining to children).

        - Partner B should explain the features of a safe storage container (pretend they are speaking to a group of community elders).

    c) Debrief in the large group by asking for one or two volunteers to share their reflections about the exercise..

Practicing Non-verbal Communication   **15 minutes**

1. **Gestures and Movements**

   a) Ask participants: "What are gestures?" *Gestures are a movement of your body (especially of your hands or arms) that represent or emphasize an idea or message.*

   b) Explain to participants that gestures can add or detract from the message you are trying to convey. Ask participants to share examples of common gestures they use in daily life. *Ex: pointing, thumbs up/down, waving, beckoning, number gestures, etc.*

   c) Explain that when we speak, we often unconsciously or spontaneously use certain gestures to emphasize specific words or phrases. If we speak about digging a latrine pit, we may simultaneously use a gesture to depict the act of digging or using a shovel. If we say there is a five minute break, we may physically indicate 5 using our fingers. In many cases, gestures can help reinforce the message we are communicating through a mix of verbal and non-verbal communication.

   d) Explain to participants that you are going to divide them into four groups, and you would like each group to come up with a gesture to represent a specific instruction.

   e) Divide participants into 4 groups and assign each group one of the following:

      i.   Work in pairs
      ii. Divide into small groups
      iii. Return to the full group
      iv. Attention please

   f) Give each group 1-2 minutes to come up with a gesture for their instruction.

   g) Ask each group to present their action to the rest of the participants and have the others guess what the action represents.

   h) Explain to participants that in addition to gestures, there are other movements we may use that can be helpful—or harmful—for improving our communication.

   i) Ask participants: "What is an example of a movement that may be helpful for communicating?" *Moving forward or stepping to the side can signify that the speaker is transitioning to a new topic. Moving closer to participants to hear what they have to say can communicate that the trainer is actively listening.*

   j) Ask participants: "What is an example of a movement that may make your communication less effective?" *Ex: Playing with rings or jewelry, playing with marker cover, pacing back and forth too much, rustling papers…these movements can make the speaker appear nervous or unfocused and may make the audience less open to listening.*

2. **Posture**

   a) Ask participants: "What is posture?" *The way in which your body is positioned when you are sitting or standing.*

b) Ask participants: "How does posture affect the message you are communicating?" *When you have good posture people will be more likely to pay attention and take you seriously. Your posture sets the tone in the room.*

c) Ask the participants to demonstrate good and bad training posture in both a seated and standing position.

3. Facial Expression and Eye Contact

a) Tell participants that facial expressions convey the emotions behind words. How much people trust what you are saying is affected by facial expression. For example, if you smile and are genuine they will trust you. Facial expressions can also influence the sound of your voice. For example, when you smile, your voice will sound friendly; when you're serious, your voice sounds serious.

b) **Optional:** Share the following fun fact with participants: A study on facial expression was done in the USA by asking people to choose who they thought was the most competent by comparing two pictures of people. The pictures they were comparing were actually politicians who previously ran against each other in Senate elections. The subjects of the test were shown pictures of the candidates for one second, and correctly chose the election winner 70% of the time. When asked why they chose one person over the other, most answers were about the way that the person smiled and whether or not it was genuine[1].

c) Show participants the three images – one of a trustworthy-looking person, one more neutral, and the other dishonest-looking – by distributing copies of the picture for participants to examine in small groups.

d) Ask participants to consider which of the three appears more trust-worthy and honest, and what elements of the person contribute to this. *Highlight characteristics such as a downturned mouth, raised or furrowed eyebrows, smile versus frown, etc.*

e) Ask the participants: "Why is appropriate eye contact also important, in addition to your facial expression, when you are training?"

In most cultures, making regular eye contact for 1-3 seconds with individual audience members helps them to feel acknowledged and engaged, and allows you to check for non-verbal signs that they understand what you are talking about.

Practicing Para-verbal Communication   15 minutes

1. Tone

a) Ask participants:

- "What is tone?"
  Tone is a combination of pitch, quality and strength (projection) of voice. It is the overall sound of your voice.
- "How does tone affect communication?"

If your tone is pleasant, people will want to listen. If people find your tone uncomfortable for their ears, i.e., too high, or too quiet, they will not want to listen to what you have to say.
Tone communicates emotion. The tone you use should match the message you are trying to communicate.

b) **Optional:** Share the following fun fact with participants. Margaret Thatcher, the prime minister of England from 1979-1990, received criticism for the "shrill pitch" of her voice. She had voice training to lower her pitch to increase her appeal with the public.

c) Write this sentence on the flip chart: "Tone is a combination of pitch, quality and strength of voice."

d) Ask participants to practice 2 different tones (loud and low, high and quiet) while saying the sentence out loud.

e) Note: Depending on context, you may need to discuss with participants the possible implications of working with tonal languages, where different pitch is used to convey specific meaning.

2. Speed

a) Explain that many people have a tendency to speak too fast when they are presenting in public, because they get nervous or are worried about managing their time.

b) In pairs:

- Ask the participants to practice speed of voice while telling each other what they have learned so far in this lesson. Ask one person to speak too quickly and the other to speak too slowly.
- Ask the participants to explain to each other the impact of speed of voice on communication. What happens if a trainer speaks too fast? Too slow?
- Summarize the pair discussions in the large group.

3. Clarity of Speech

a) Ask the participants:

- "What do we mean by clarity of speech?" *Clarity of speech is a combination of articulation (how your tongue, lips, and jaw move to make specific sounds) and enunciation (the act of pronouncing words clearly).*
- "Why is it important to have good clarity of speech*?" It is important to ensure that you are being correctly understood. Clarity of speech can also help in displaying confidence.*

b) Show participants the flip chart titled "Tongue twister."

c) In pairs, ask participants to say the tongue twister as quickly as possible while articulating and pronouncing their words carefully. For fun, you can begin slowly and repeat the exercise at increasing speeds.

Practicing Presentation Skills   **20 minutes**

1. Lay out the *Three Pile Sort* cards.

2. Explain that participants are going to tell each other short stories based on one of these cards. They should focus on their presentation skills.

3. Divide participants into groups of four.

4. Ask participants to choose a card that appeals to them and then return to their group.

5. Ask each participant to create a short story about the card they selected and share the story with their small group. There is no need for them to write down the story – the activity should be done with minimal preparation.

6. Ask the small groups to give feedback to each other on their verbal, non-verbal, and para-verbal communication skills.

Review   **5 minutes**

1. In their groups of 4, ask the participants to:

   - Discuss why the way we explain information can be just as important as the information itself.
   - Discuss which presentation skills they are confident in, and which ones they would like to improve.
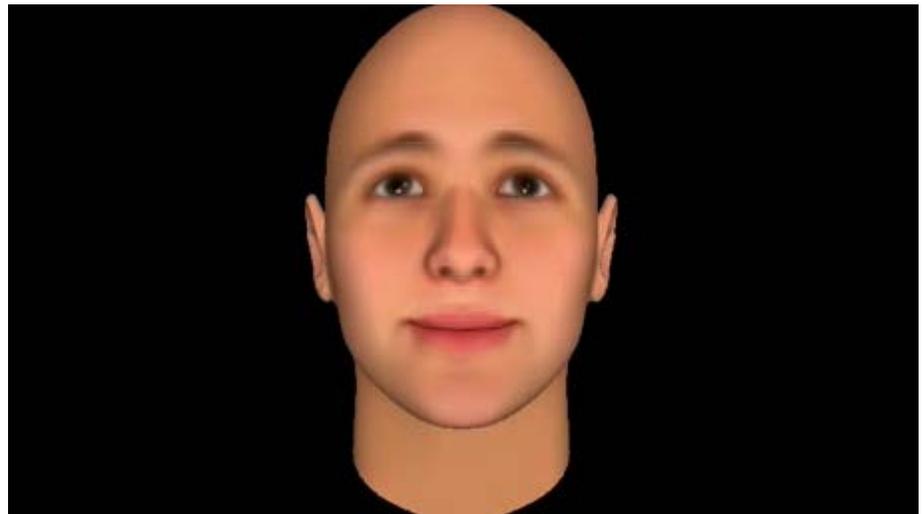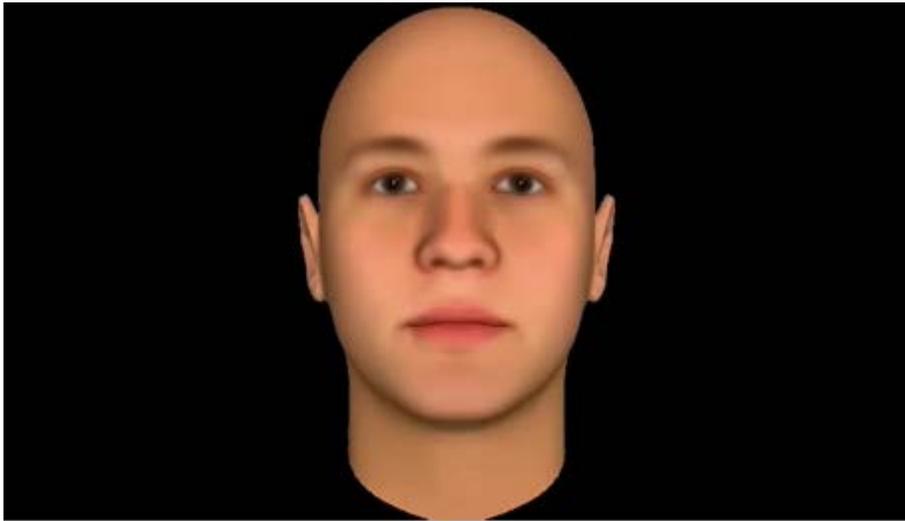
Reflections on Lesson

[1] (Todorov, Mandisodza, Goren, & Hall, Inferences of Competence from Faces Predict Election Outcomes, 2005)

Charades Words

Elephant	Making Tea
Driving a car	Reading newspaper
Smelling a flower	Washing hands
Lion	Umbrella
Bicycling	Driving motorcycle
Butterfly	Snake

Honest vs Dishonest

(Princeton University, 2008)

Lesson Plan 12: Giving Clear Instructions   🕐 **50 minutes total**

Lesson Description

In this lesson, participants learn techniques for giving clear instructions to facilitate active learning with groups.

Learning Outcomes

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

1. Explain why clear instructions are important for learning.

2. Demonstrate techniques for giving clear instructions.

Materials

□ Flip chart paper
□ Tape
□ Markers
□ Two pieces of blank paper for each participant
□ *Energizers Hand Out* (See end of lesson plan)

Preparation

□ Read and prepare the lesson plan

□ Print copies of *Energizers Hand Out* (1 for every 5 participants)

□ Write learning outcomes on the flip chart

Introduction   **10 minutes**

1. Give each participant a piece of paper and ask them to close their eyes.

2. Tell the participants that they are not allowed to ask questions.

3. Read the following instructions:

    - Fold the paper in half and tear off the bottom right corner

    - Fold the paper in half again and tear off the upper right corner

4. Ask the participants to open their eyes and show everyone their unfolded paper. It is very unlikely that the results will be the same.

5. Ask the participants: "Why did this happen?" *This happened because people interpreted the instructions differently. They couldn't see an example and couldn't see what other people were doing, so they each interpreted the instructions their own way.*

6. Explain that participants understand things differently based on their experiences. If you do not clearly communicate the desired outcome, people may end up doing things differently from how you anticipated.

7. Present the learning outcomes or lesson description.

Giving Instructions   **15 minutes**

1. Tell the participants that they are going to do the activity from the introduction again, but this time with more specific instructions.

2. Distribute a second piece of paper to participants and ask them to close their eyes.

3. Read the following instructions to participants. Pause between each instruction to ensure everyone understands before moving on:

   - Hold your paper in landscape position, with the long sides of the paper at the top and bottom and the shorter sides of the paper in your hands.
   - Rip off the upper right corner of the paper
   - Bring your hands together from left to right, folding the paper in the middle.
   - Hold the folded edge of the paper in your left hand. The ripped corner should be in the upper right side.
   - Rip the bottom left side of the paper, along the folded edge.

4. Ask participants to open their eyes and compare pieces of paper.

5. Ask the participants: "Which instructions were more effective, the first or the second? Why?"

6. As a large group, ask the participants to identify effective strategies for giving clear instructions, based on their discussion. Record the answers on the flip chart. Title the list of strategies "Giving Clear Instructions".

   Examples

   - *Give a small amount of information at one time.*

   - *Ask participants to do one thing at a time.*

   - *Show an example of what you mean.*

   - *Give the instructions in chronological order.*

   - *Always share the goal of the activity at the beginning; people follow instructions better if they know the final goal.*

   - *Be specific, even if it takes more time.*

   - *Break into groups after the instructions are given, not before.*

Practice Giving Instructions   20 minutes

1. Explain that in small groups, participants will practice giving instructions for energizers. Each participant will select one energizer and practice giving instructions to their group. Group members will give feedback to each other about the clarity of their instructions.

2. Break the participants into groups of 4 to 5. Hand out the *Energizers Handout* to each group and ask them to find a space to practice giving their instructions.

3. As a large group, ask participants to share any reflections on giving and receiving instructions. Reinforce that you want them to discuss the instructions, not the content; there will be another time to discuss the content of the energizers.

4. If new strategies are mentioned for giving good instructions, add them to the list (*Giving Clear Instructions)* on the flip chart paper.

Review   5 minutes

1. In pairs, ask the participants to select what they believe to be the three most important strategies for giving clear instructions.

Reflections on Lesson

Energizers Hand Out

All energizers come from International HIV/AIDS Alliance publication "100 Ways to energize groups: Games to use in workshops, meetings and the community."

Howdy Howdy

Participants stand in a circle. One person walks around the outside of the circle and taps someone on the shoulder. That person walks the opposite way around the circle, until the two people meet. They greet each other three times by name, in their own language. The two people then race back, continuing in opposite directions around the circle, to take the empty place. Whoever loses walks around the outside of the circle again and the game continues until everyone has had a turn.

Who is the leader?

Participants sit in a circle. One person volunteers to leave the room. After they leave, the rest of the group chooses a 'leader'. The leader must perform a series of actions, such as clapping, tapping a foot, etc, that are copied by the whole group. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. The group protects the leader by not looking at him/her. The leader must change the actions at regular intervals, without getting caught. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.

The sun shines on...

Participants sit or stand in a tight circle with one person in the middle. The person in the middle shouts out "the sun shines on..." and names a colour or articles of clothing that some in the group possess. For example, "the sun shines on all those wearing blue" or "the sun shines on all those wearing socks" or "the sun shines on all those with brown eyes". All the participants who have that attribute must change places with one another. The person in the middle tries to take one of their places as they move, so that there is another person left in the middle without a place. The new person in the middle shouts out "the sun shines on..." and names a different colour or type of clothing.

Mime a lie

Everyone stands in a circle. The facilitator starts by miming an action. When the person on their right says their name and asks "What are you doing?," they reply that they are doing something completely different; for example, the facilitator mimes swimming and says "I am washing my hair." The person to the facilitator's right then has to mime what the facilitator said that they were doing (washing their hair), while saying that they are doing something completely different. Go around the circle in this way until everyone has had a turn.

Robots

Divide the participants into groups of three. One person in each group is the robot controller and the other two are the robots. Each controller must manage the movements of their two robots. The controller touches a robot on the right shoulder to move them to the right, and touches them on the left shoulder to move them to the left. The facilitator begins the game by telling the robots to walk in a specific direction. The controller must try to stop the robots from crashing into obstacles such as chairs and tables. Ask participants to swap roles so that everyone has a chance to be the controller and a robot.

Filter, human, Pathogen

In this game the filter beats the pathogen, the human beats the filter, and the pathogen beats the human. A scary pose represents a pathogen, a flexing pose represents a human, and a boxed-shaped pose represents the filter. Decide on these poses as a group.

Participants divide into two teams. Each team decides whether they will be a filter, human or pathogen without telling the other team. The teams stand with their backs to each other. On the count of three they turn around to face the other team and mime an action representing what they are. Sometimes, neither group will defeat the other because they will both choose to be the same thing. Repeat several times.

Lesson Plan 13: Practice Lessons   🕐   **3.5 hrs max**

Lesson Description

In this lesson, participants deliver an existing 10 minute lesson on a WASH topic to practice their training skills and receive feedback.

Learning Outcomes

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

1. Deliver an existing WASH lesson.

2. Reflect on their lesson delivery (strengths and areas in need of improvement).

3. Provide positive and constructive feedback to other trainers.

Materials

- □ *Practice Lessons 1-12 (1 lesson per participant)*
- □ Materials listed on all *Practice Lessons* (See master materials list and WASH Resources http://resources.cawst.org/ for any required regional content.)
- □ Flip chart paper
- □ Markers
- □ Tape

Preparation

- □ Read and prepare lesson plan
- □ Print *Participant Practice Lessons* if not distributed at end of Day 2

  - Practice Lessons 1-12

- □ Print lesson plans and materials for all lessons, and attach them to the corresponding lesson

- □ Write learning outcomes or lesson description on the flip chart

- □ Review *Trainer Essentials: Giving Effective Feedback*

- □ Note: If you are facilitating alone you should have a maximum of 12 participants. If you have more than 12 participants you should have 2 facilitators and for this session divide into two groups. Otherwise, duplicate a select few lessons.

- □ Note: If participants are uncomfortable delivering lesson plans, rather than modifying different lesson plans during the second practice session they can use that time to re-deliver their first lesson plan. If they choose this option, they should focus on incorporating feedback received during their first delivery.

- □ Note: If possible encourage participants to read *Trainers Essentials: Giving Effective Feedback* prior to this lesson.

Introduction   **2 minutes**

1. Ask participants: "Of the four things learners need, which one is required to strengthen knowledge and move through the stages of learning?" *Practice*.

2. Tell participant that they are going to have the opportunity to practice teaching lessons to each other and providing feedback.

3. Present the learning outcomes or lesson description

Setting the stage for the Practice Lessons   **30 minutes – 1.5 hours**

1. Tell the participants that each person will be given a 10 minute lesson plan on a WASH related topic to present to their group.

2. Explain to participants that during the lesson they should practice the skills they have learned so far.

3. Select 3 core skills that you would like participants to work on specifically and write them on the flip chart. This will help focus participant's feedback. *Skills could include:*

   - *Active listening*
   - *Effective questions*
   - *Presentation skills*
   - *Providing clear instructions*
   - *Creating a safe learning environment*

4. Tell the participants they will have 30 minutes to 1 hour to prepare their lesson. After that time, they will present their lesson to their group. Group members should actively participate in each other's lessons and provide feedback.

5. Tell the participants that they can make assumptions around the level of participants and the context of their lessons. They can decide if their lesson is part of a bigger workshop, if the participants are high or low level, etc.

6. Divide the participants into two groups if you have a large number of participants. For time's sake, there should be no more than 12 people per group.

7. Give the *Practice Lessons 1-12* to participants. If in two groups, tell the participants to remember their group because they will return to the same groups for *Adapting Lesson Plans* the following day.

8. Provide the participants with at least 30 minutes to prepare their lessons. More than 30 minutes and up to 1 hour may be necessary if they are struggling to finish on time. As they prepare, circulate to answer questions and provide support.

Delivering Practice Lessons   **up to 3 hours**

1. Once the participants have prepared their lessons, ask them to meet in the groups.

2. Explain that an important part of the practice lesson is providing feedback to our peers. The goal of this process is not to be perfect, but to learn as much as possible about our strengths and how we can improve.

3. Remind participants of the 3 things they should focus on when providing feedback.

4. Share the following guidelines for providing feedback:

- **Be Specific:** To improve the learner's competence, the feedback must be very specific, even when it is positive. Learners need to know exactly what they are doing to help or hinder the achievement of their objectives.

- **Describe your personal experience:** The feedback should describe the experience or feelings of the person offering it. It should consist of clear descriptions, relevant information, and should not contain evaluation or advice. The experience of the behaviour should be expressed using "I" ('When you said…, I thought you were…, and I felt…').

- **Focus on Behaviour:** Refer to what learners do or say instead of what they are. Focus on behaviours that can be changed, and not on personality traits. Describe observable behaviours, avoid drawing conclusions or ascribing intent.

- **Avoid Overloading:** The feedback should focus on no more than 2-3 key messages. Prioritize your feedback based on importance and focus on the most important issues.

- **Acknowledge the positive:** Ensure that you tell participants what they did well, not just what they need to change.

5. Invite the participants to facilitate their lessons. After each lesson:

- ask the participant who facilitated the lesson to comment on what they did well and what they could improve
- ask those who participated in the lesson to provide positive and constructive feedback
- provide your own feedback to participants

Review   **10 minutes**

1. After all participants have finished facilitating their lessons, ask them to discuss: "What did you learn from this experience?"

2. Ask the participants to discuss in pairs: "What is one thing you want to work on tomorrow when you practice delivering lessons again during the session on *Adapting Lesson Plans*?"

Reflections on Lesson

Lesson Plan 14: Learning Styles   🕐 **50 minutes total**

Lesson Description

In this lesson, participants discuss some of the different ways in which people learn and the need for engaging multiple learning styles while training. Participants analyze specific activities that can engage multiple styles of learning.

Learning Outcomes

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

1. Explain three foundational learning styles: visual, auditory, and kinesthetic.

2. Describe why training should include activities that engage multiple learning styles.

Materials

- □ Flip chart paper
- □ Paper
- □ Tape
- □ Markers
- □ Pens/pencils
- □ *Active Learning Puzzle Pieces* (See Active Learning lesson; 1 copy)
- □ *Learning Styles Table* (See "Exploring Learning Styles Activity" instructions below)

Preparation

- □ Read and prepare lesson plan
- □ Write the learning outcomes on the flip chart
- □ Prepare the *Learning Styles Table*

Introduction   **5 minutes**

1. Ask the participants: "In coming here today how did you find the location? If you have been here before, how did you find it the first time?" *Participants will likely have different types of responses – read the directions, looked on a map, used GPS, practiced the route beforehand, etc.*

2. Ask the participants: "Why did different people use different ways to find the same information?" *People have different preferences for how they take in and remember information.*

3. Ask participants: "How do you think this relates to the overall process of learning?" *Each of us has preferences in terms of how we process and retain information. Yet despite our preferences, we are still able to utilize other methods of learning.*

4. Present the learning outcomes or lesson description.

Identifying Learning Styles   **15 minutes**

1. Tell participants that while the process of how people learn is not fully understood, one of the most common theories of how people learn is called the VAK model: visual, kinesthetic, and auditory.

2. Ask the participants: "What do you think each of these means?" As the participants respond, record their answers on the flip chart under the three main categories.

    -   Visual: Learn through seeing, watching, or reading
    -   Auditory: Learn through listening and speaking
    -   Kinesthetic: Learn through doing and physically moving

3. Designate three areas of the room as Auditory, Visual or Kinesthetic.

4. Explain that while everyone learns in multiple ways, you would like the participants to choose the area of the room they feel represents how they learn best.

5. Ask the participants to go to the area of the room which best represents their preferred learning style.

6. Give them five minutes to discuss with the people in that area:

    -   Why they think they learn best in that way

    -   Examples of how they learn most effectively

7. In the large group, ask each learning style group to share the examples of how they learn effectively. Reiterate that no one is limited to only one particular way of learning, and that participants will likely identify with multiple styles of learning.

Exploring Learning Styles   **20 minutes**

1. Tell participants that they are going to work in small groups of 2-4 people to complete a table that illustrates which types of learning activities activate particular learning styles.

2. Each group will be given a few activities. They will need to decide which learning styles are activated by those activities.

3. Post the *Learning Styles Table.* It should look like the table below, with more rows for activities. To save time, you may want to pre-prepare the list by writing down all the activities on the table in advance.
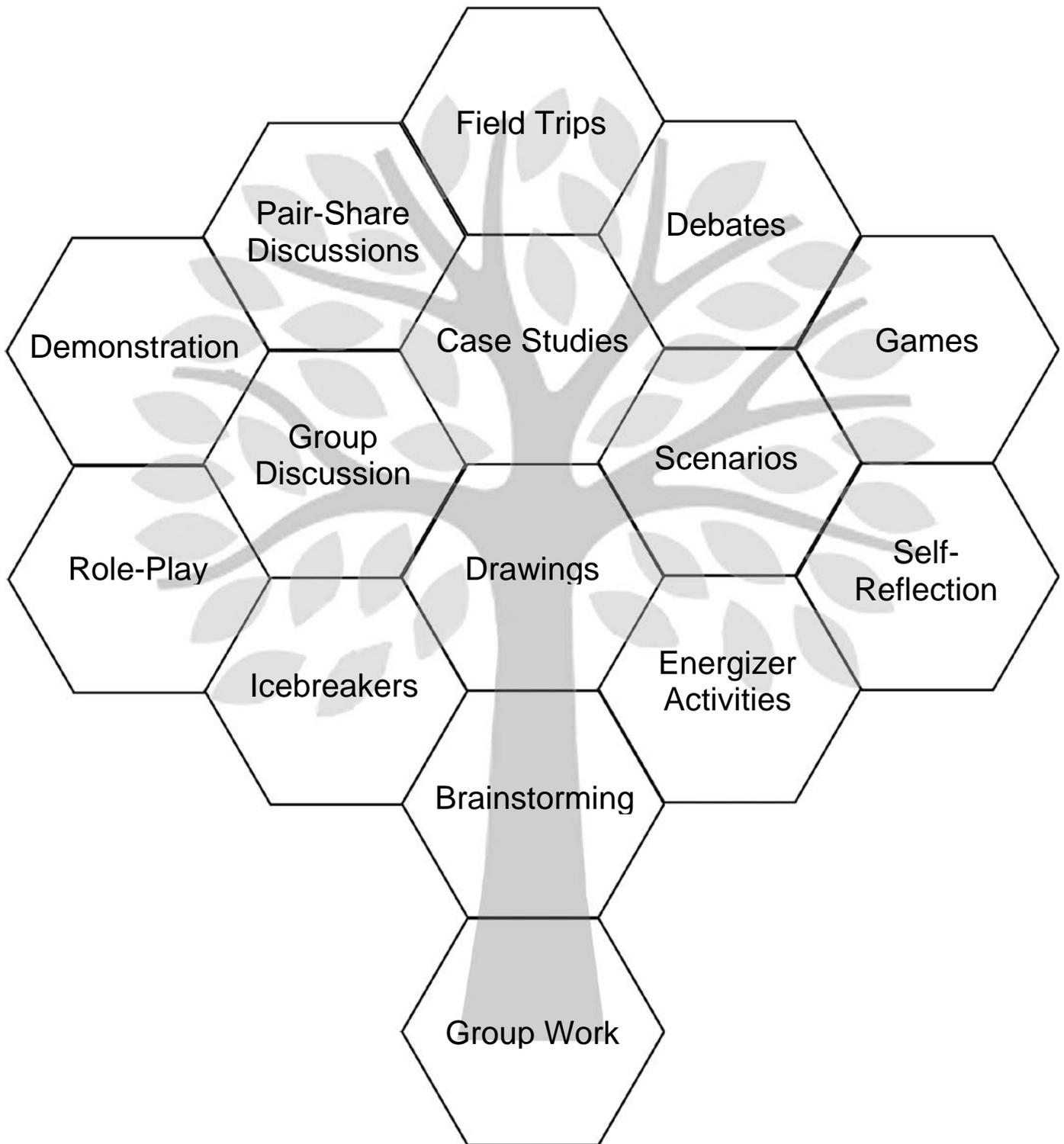
Activity	Kinesthetic	Visual	Auditory

4. Divide participants into groups, and equally distribute the *Active Learning Puzzle Pieces* among them.

5. Allow 5 minutes for participants to discuss what learning styles are activated by the activities on their puzzle pieces.

6. Ask each group to post their activities on the table at the front of the room, and to check off which learning styles each activates.

7. As a large group ask participants to look at how the activities have been classified, and identify any activities they believe have been classified incorrectly. Discuss these activities as a full group and change the classification if required.

8. Discuss the significance of the results. *As trainers, if we incorporate a mix of instructional techniques into our trainings, we will involve the largest number of participants across multiple learning styles. We want to ensure our activities, and our trainings, are diverse and engaging for all learners.*

Review   **10 minutes**

1. In small groups, ask the participants to create a cheer or song with movements (like a cheer at sporting event) to explain the three basic learning styles.

2. Give participants 5 minutes to create their cheer/song and then share it with the full group.

Reflections on Lesson

Field Trips

Pair-Share Discussions

Debates

Demonstration

Case Studies

Games

Group Discussion

Scenarios

Role-Play

Drawings

Self-Reflection

Icebreakers

Energizer Activities

Brainstorming

Group Work

Lesson Plan 15: Responding to Participants   🕐 **1 hr 20 min total**

Lesson Description

In this lesson, participants act out common training scenarios and practice responding appropriately to different situations. This lesson is intended to prepare trainers for times when an appropriate response will be required to maintain their participants' confidence and to provide a safe learning environment.

Learning Outcomes

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

1. Identify moments when trainers need to respond to participants.

2. Demonstrate responding effectively to different situations.

Materials

□ Flip chart paper
□ Tape
□ Markers
□ *Storyteller* Activity (See lesson plan)
□ *Responding to Participants – Scenarios* (See lesson plan)
□ *Responding to Participants – Challenging Situations* (See lesson plan)

Preparation

□ Read and prepare lesson plan

□ Write the learning outcomes on the flip chart

□ Print and cut *Storyteller* activity

□ Print and cut *Responding to Participants – Scenarios*

□ Print and cut *Responding to Participants – Challenging Situations*

□ Write learning outcomes on the flip chart

Introduction   **10 minutes**

1. Break the participants into two groups.

   - Explain that the participants in the first group will be "storytellers". Each of them will receive a statement to say and will walk around the room trying to tell their story to as many people as possible.

- The participants in the second group will be "responders". They will receive a description of how they should respond to the stories they are told.

- The storytellers should tell their statement to as many responders as they can. Explain that responders will raise their hands to indicate that they are available for a storyteller to speak to them, and will lower their hand while they talk with the storyteller.

- Ask participants to pay attention to how they feel throughout the activity.

2. Distribute approximately an equal number of "storyteller" and "responder" papers to the participants and ask them to begin the activity. Allow them to walk around and share their stories for a few minutes.

3. As a large group, ask the storytellers: "How did you feel when you told your story?"

4. As a large group, ask the responders: "How did you feel when you responded to people?"

5. Ask the participants: "How is this experience like responding to participants in training?"

6. Share responses as a large group.

7. Present learning outcomes or lesson description.

Responding to Participants for Common Situations   **20 minutes**

1. As a large group, ask the participants: "Why it is important to respond appropriately to participants?"

   Responding appropriately to participants will help them to deepen learning and clarify confusion. If you respond in a way that makes them feel good, it will encourage them to learn more. You also need to know how to respond to ensure that you are maintaining a safe environment for participation.

2. Explain that you have 3 common scenarios where a trainer needs to respond to a participant effectively. Explain that participants will be divided into 3 groups and each group will be given one of these scenarios to discuss.

3. Explain that for each scenario the group should come up with different ways of responding effectively and record their ideas on a piece of flip chart paper.

4. Explain that after a few minutes, each group will present their scenario and their ideas for responding to it. After each group has presented, the larger group can volunteer any additional ideas.

5. Divide participants into 3 groups, assign each group one of the 3 given scenarios (see *Responding to Participants – Scenarios*), and provide them with approximately 5-10 minutes to discuss and record their ideas.

6. After each group presents, as a large group discuss the trainer responses that the group created for their scenario. Record any additional responses from the large group on the flip chart to create 3 complete lists.

7. Explain that one of the key skills for trainers in responding appropriately to many training situations relies on the ability to actively listen to what participants are saying.

Trainer Note: Possible Responses:

- ***Scenario 1** – Getting More Information*
  - *Ask them a follow up question such as "Why do you say that?"*
  - *Ask them to explain themselves more*
  - *Ask if there are other participants that can add more information to the response.*

- ***Scenario 2** – Misunderstanding of Meaning*
  - *Thank the participant for their response and then apologize for not being clear about the intention of the question.*
    - o *Ask your question again with clarified meaning and allow the same person to answer if they choose. Allowing the same person to answer helps with their confidence; they might feel embarrassed that they misunderstood the question.*

- ***Scenario 3** – Long Answers*
  - *Interrupt the conversation and thank them for wanting to share so much information.*
    - o *Explain that you want to make sure that you are able to capture everything that they say.*
    - o *Pull out the important information from what the participant said and relate it back to the topic.*
    - o *Re-state what the participant said, check with the participant to ensure that you captured the essence of what they were trying to say.*
  - *It is important not to allow participants to carry on for a long time because other participants might get bored and the conversation can go off topic.*
  - *If it is a participant that always gives long answers choose them at strategic times to speak in the large group.*
  - *If you have a participant that likes to talk a lot, try and have your back turned to them when you ask a question so that it doesn't appear that you are ignoring them when they raise their hand to answer.*

Challenging Situations for Responding to Participants   **45 minutes**

1. Explain to participants that there are other difficult situations where they need to respond to what participants have said or are doing.

2. Explain that we will focus on 3 additional challenging situations:

- When participants give an incorrect answer to a question

- When participants are learning a new skill but are doing it incorrectly

- When participants are doing something dangerous

3. Explain that the participants will be in groups and that each group will get one of these situations. They will create a 1-2 minute skit in which one person is a "trainer" who responds to the situation and the others are "participants."

4. Divide the participants into 3 groups and assign each group a situation (see *Responding to Participants – Challenging Situations*). Give them 5 minutes to prepare their skit.

5. Ask one group to present. After they present ask the trainer from the skit how they felt about their response. Then ask one of the participants from the skit how they felt about the trainer's response.

6. In their small groups, ask participants to discuss if the trainer could have responded more effectively.

7. If there could have been a more effective response, ask a volunteer to take the place of the trainer in the original skit, and to demonstrate the alternative response.

8. As a large group discuss how effective the original and/or alternative response was. Record the techniques on the flip chart.

9. Ask participants what other techniques they came up with. Record answers on the flip chart.

10. Follow steps 5 – 9 until each group has had an opportunity to present their skit.

Review   **5 minutes**

1. In pairs, ask the participants to discuss the situation that they feel will be the most difficult for them to respond to as a trainer. Based on what they've learned, how will they respond?

Reflections on Lesson

Storytellers

My wallet was stolen	I won the lottery!
My sister died yesterday	I am having a baby
I broke my leg	My son graduated from university
My spouse left me for another person	I bought a new house
My child is very sick in the hospital	I am going on a date tomorrow

Responders

Respond by crying	Respond by saying "Great!"
Respond by saying "Ok."	Respond by asking "How do you feel?"
Respond by staring at them and then walking away	Respond by shrugging your shoulders
Respond by saying "That's too bad."	Respond by saying "I am happy for you."
Respond by laughing	Respond by clapping your hands

Responding to Participants – Challenging Situations

Challenge 1 – When participants give an incorrect response to a question

Challenge 2 – When participants are learning a new skill and doing it incorrectly

Challenge 3 – When participants are doing something dangerous

Responding to Participants – Scenarios

Scenario 1 – Getting more information

You are delivering an introductory lesson to a group of community people on the importance of water, sanitation, and hygiene (WASH). You have explained that it is not enough to address only one aspect of WASH, but that a broader, integrated approach will yield better results. To assess participant understanding you ask the following question: "Why do you need to teach about water, sanitation and hygiene, not just one of these three topics?" In response, a participant volunteers the following answer: "Because they are all important." Their answer is correct however it does not tell you if they have understood your lesson. How do you respond to the participant, and how can you get them to share more information?

Scenario 2 - Misunderstanding of meaning

You are about to begin a session on the importance of lesson planning for well-structured training. To introduce the topic, you ask the group of participants the following question: "What is the purpose of an introduction?" Enthusiastically, one participant raises their hand and volunteers the following response: "It is to get to know people!" Realizing the participant has misunderstood what you meant to say, how should you respond? How can you correct the error without embarrassing a participant who is clearly motivated and interested in learning?

Scenario 3 – Longwinded answers

You are presenting a training session on the importance of safe water and its connection to good health. You can see the participants are engaged and find the topic interesting. There are several people in the group who love to talk and volunteer their ideas. At one point in the lesson you ask the following question: "Why is safe water important for health?" One of the talkative participants begins to respond, but then starts telling a story about safe water and how it affected someone in their life. The story is long and begins to go off-topic. You can see other participants are becoming bored after a few minutes. What can you do to get the participant to finish their story without hurting their feelings? How can you bring the focus back on-topic and re-engage the other participants?

Lesson Plan 16: Adapting Lessons   3.5 hrs max

Lesson Description

In this lesson, participants identify situations in which they may need to adapt a lesson plan. They discuss and practice strategies to modify pre-existing lessons.

Learning Outcomes

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

1. Identify situations where it is necessary to adapt a lesson plan.

2. Apply different strategies to adapt a lesson.

Materials

- □ *Practice Lessons to Adapt 1-12* (1 lesson per participant)
- □ Materials listed on all *Practice Lessons to Adapt 1-12* (See master materials list and WASH Resources http://resources.cawst.org/ for any required regional content.)
- □ Flip chart paper
- □ Markers
- □ Tape

Preparation

- □ Read and prepare lesson plan
- □ Print *Practice Lessons to Adapt 1-12 (1 per participant)*
- □ Review *Practice Lessons to Adapt 1-12* and prepare required materials
- □ Review: *Trainer Essentials: Giving Effective Feedback*
- □ Note: If participants experienced difficulty in the previous practice session, they can choose to re-do their first lesson in this session rather than a new, modified lesson.
- □ Write learning outcomes on the flip chart

Introduction   5 minutes

1. Ask participants: "Has anyone participated in a lesson or workshop that was not appropriate for the audience?"

2. Ask participants who have experienced this to share.

3. Present learning outcomes or lesson description.

When to adapt a lesson **5 minutes**

1. Ask participants, "When is it necessary to adapt a lesson?" or "Can someone give an example of a situation where you would need to change a lesson?"

2. Record participant responses. *Ex: When the lesson is inappropriate for the audience, i.e. literacy level is to low, material is too complex or too simple, the activities are not culturally appropriate, the required materials or space are not available, there is not enough time to complete the lesson, etc.*

Modifying lessons **30 minutes – 1 hour**

1. Explain to participants that they will need to adapt a lesson to make it more appropriate for a specific group or conditions. This will help them practice in changing lessons to meet the needs of different contexts and different participants.

2. Explain that the top section of each lesson plan has a specific scenario or problem. The participants will need to modify their lesson plan accordingly to address that problem. The participants may need to modify activities, outcomes, length, etc. but should remain within a 10 minute timeframe.

3. Hand out the *Practice Lessons to Adapt* and provide participants with at least 30 minutes up to modify their lessons. More than 30 minutes and up to 1 hour may be necessary if they are struggling to finish on time.

4. Note: Some lessons are more difficult than others to modify. Try to match difficult scenarios and lesson plans with more advanced participants if possible.

Deliver lessons **Up to 3 hours**

1. Ask participants to return to groups 1 and 2 from the previous day's practice lessons and deliver their adapted lesson.

2. Remind participants of the following guidelines for providing feedback:

- **Be Specific:** To improve the learner's competence, the feedback must be very specific, even when it is positive. Learners need to know exactly what they are doing to help or hinder the achievement of their objectives.

- **Describe your personal experience:** The feedback should describe the experience or feelings of the person offering it. It should consist of clear descriptions, relevant information, and should not contain evaluation or advice. The experience of the behaviour should be expressed using "I" ('When you said…, I thought you were…, and I felt…').

- **Focus on Behaviour:** Refer to what learners do or say instead of what they are. Focus on behaviours that can be changed, and not on personality traits. Describe observable behaviours, avoid drawing conclusions or ascribing intent.

- **Avoid Overloading:** The feedback should focus on no more than 2-3 key messages. Prioritize your feedback based on importance and focus on the most important issues.

- **Acknowledge the positive:** Ensure that you tell participants what they did well, not just what they need to change.

3. Before each participant teaches their new lesson to the group, ask them to explain their given challenge. If participants chose to re-do their lesson from the previous practice session, ask them to describe which things they are working to improve during this second session.

4. After each lesson:

   - ask the participant who facilitated the lesson to comment on what they did well and what they could improve
   - ask those who participated in the lesson to provide positive and constructive feedback.
   - provide your own feedback to participants

Review   **5 minutes**

1. After all participants have finished facilitating their lessons, ask them to discuss: "How did you feel about your presentation today compared to yesterday?"

2. Ask them consider which approaches to adapting lessons worked well and what they will try to do in the future when they adapt lessons.

Reflections on Lesson

Lesson Plan 17: Trainer Identity   🕐 **1 hr 10 minutes**

Lesson Description

In this lesson, trainers discuss different aspects of their identity and consider how their identity influences their interactions with participants. Understanding how identity affects group dynamics is important for creating a safe learning environment.

Learning Outcomes

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

1. Examine the elements of their identity.

2. Analyze how a trainer's identity influences participants' perceptions of them.

3. Analyze how a trainer's identity can influence their perception of participants.

Materials

□ Optional: Puppets from Day 5 Intro Activity *or* 1 piece of blank paper per participant
□ 1 Copy of *Power Flower* per participant (See lesson plan)
□ Flip chart paper
□ Markers
□ Tape
□ Pens/pencils

Preparation

□ Read and prepare lesson plan
□ Prepare flip charts with:
  □ *Power Flower*
  □ *Identity Triangle*
□ Write questions from *Power Flower* topic (see below) on a piece of flip chart paper
□ Write learning outcomes on the flip chart

Introduction

Option A   **5 minutes**

1. Ask participants: "What affects your first impressions of a person?" Record ideas on the flip chart.

2. Explain that participants and trainers have preconceived notions about each other as soon as they meet. A trainer's identify affects how participants react to them and how they respond to the information in a workshop. A trainer's identity also affects how the trainer perceives and responds to participants.

Option B   **15 minutes**

1. Ask participants to select one of the puppets created during the opening activity. They should not select their own puppet.

2. Ask participants to guess who their puppet belongs to, then explain the following in the large group:

   - "Which features of the puppet helped you recognize the person who made it?"
   - "How did you decide which features to put on your puppet?"

3. Explain that the puppets are representations of different aspects of our identity. This lesson examines how identity influences our work as trainers.

4. Present the learning outcomes or lesson description.

Identity Triangle   **25 minutes**

1. Tell the participants: "Trainers will be more effective if they are aware of their own identify and how it affects their perceptions."

2. Explain that one tool we can use to understand our identity is the *Identity Triangle*. Put the *Identity Triangle* on the flip chart.

Identity Triangle

Social Identity

TRAINER'S
IDENTITY

Organizational
Identity

Approach to
Education
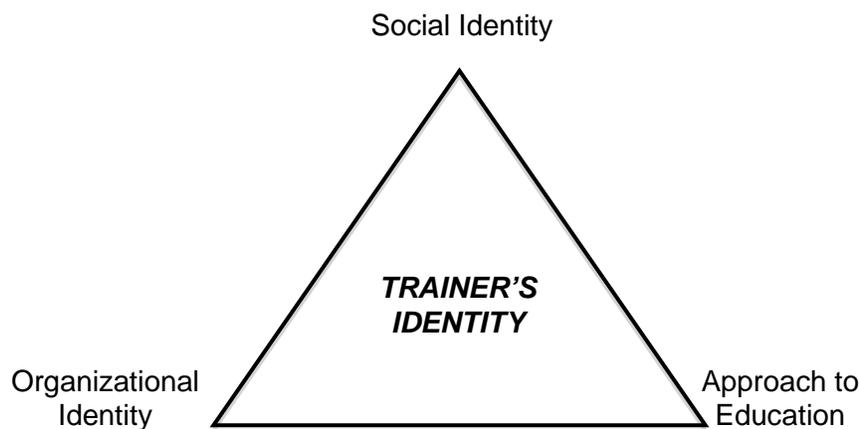
(Adapted from Arnold et al., 1991)

3. Tell participants that the triangle represents 3 aspects of identity: social, organizational, and approach to education.

4. Ask participants: "How would you define each of these types of identity?" Write down key words from their answers on the flip chart. Add any missing details.

- ***Social identity*** *considers your race, class, ethnicity, sexuality, religion, gender etc.*

- ***Organizational identity*** *has two parts. The first is how the reputation and the internal values and beliefs of an organization influence an employee's perception of themselves, and the perception that other people have of them. The second is whether or not we are part of the organization we are working with. Our "insider" or "outsider" status influences how we are perceived by participants and the level of flexibility and influence we have in our work.*

- ***Approach to education*** *is about the values that we bring to our work and what we believe our role as a trainer should be (Arnold et al., 1991). Approaches to education can be divided into 3 main categories. Write down the categories on the triangle beside the phrase "Approach to education":*

    *(1) **In an expert approach** knowledge is transferred in a one-way communication from the trainer to the participant. Active learning techniques are rarely used, and lectures are the predominant form of teaching. This technique is commonly used in many colleges and universities. It is also known as a passive or traditional approach to teaching.*

    *(2) **A participatory approach** to education and training places a high value on the experience and prior knowledge of participants, and acknowledges their potential and diversity. Active learning techniques are used to share information and learn new knowledge, skills and attitudes. The trainer and participant learn from each other, and together develop a shared understanding of a particular topic*

    *(3) **A transformative approach** to education and training does more than teach people knowledge and skills, it aims to change peoples' attitudes and behaviors by challenging their worldview and perspective. This fundamental change in the way that people think and act is achieved by using participatory techniques and encouraging deep reflection.*

    Trainers may use all of these approaches to training in their work, but may be more comfortable with one approach over another. Similarly, participants may have more comfort or experience with a specific approach. The approach we identify with most is considered our approach to education.

Power Flower   **25 minutes**

1. Pass out a *Power Flower* to each of the participants and post the large version of the *Power Flower* (drawn on a piece of flip chart) at the front of the room. Explain that the white petals of the *Power Flower* represent aspects of our social identity, the light grey is our approach to education, and the dark gray is our organizational identity.

2. Ask participants to fill in the inner petals of the *Power Flower*. Provide an example by filling in a few petals yourself on the *Power Flower* at the front of the room. An example of how to fill in the petals is shown below.

3. Once participants have finished filling in the inner petals, ask them to fill in the outer petals with the predominant identity of the people they train or will be training. If the

participants work with distinct groups of people have them fill in the outer petals individually. If they work with a similar demographic fill in the outer petals as a full group.

4. Once participants have filled in the outer petals, post the following questions on a piece of flip chart paper and ask participants to discuss them with a partner:

   - "How does your identity influence the way participants perceive you?"
   - "How does your identity influence your perception of participants?"
   - "How do the differences and similarities in the identities of you and your participants influence your work?"
   - "Given your participants' identities, what can you do to ensure a safe learning environment free of discrimination?"

5. Ask participants to share some responses in the full group.

Review   **5 minutes**

1. Ask participants to discuss with a partner:
   "How will the information from this lesson influence you the next time you are training?"

Reflections on Lesson

Example
Power Flower

Put aspects of your **participants' identity** in the outer petals

Put aspects of **your identity** in the inner petals

Male

Primary School

Female

University

Gender

Race

Level of Education

Ethnic Group

Language

Approach to Education

Religion

Organizational Identity

Social Class

Age Group

Ability / Disability

Geographic Region (Current)

Geographic Region (Origin)

Sexual Orientation
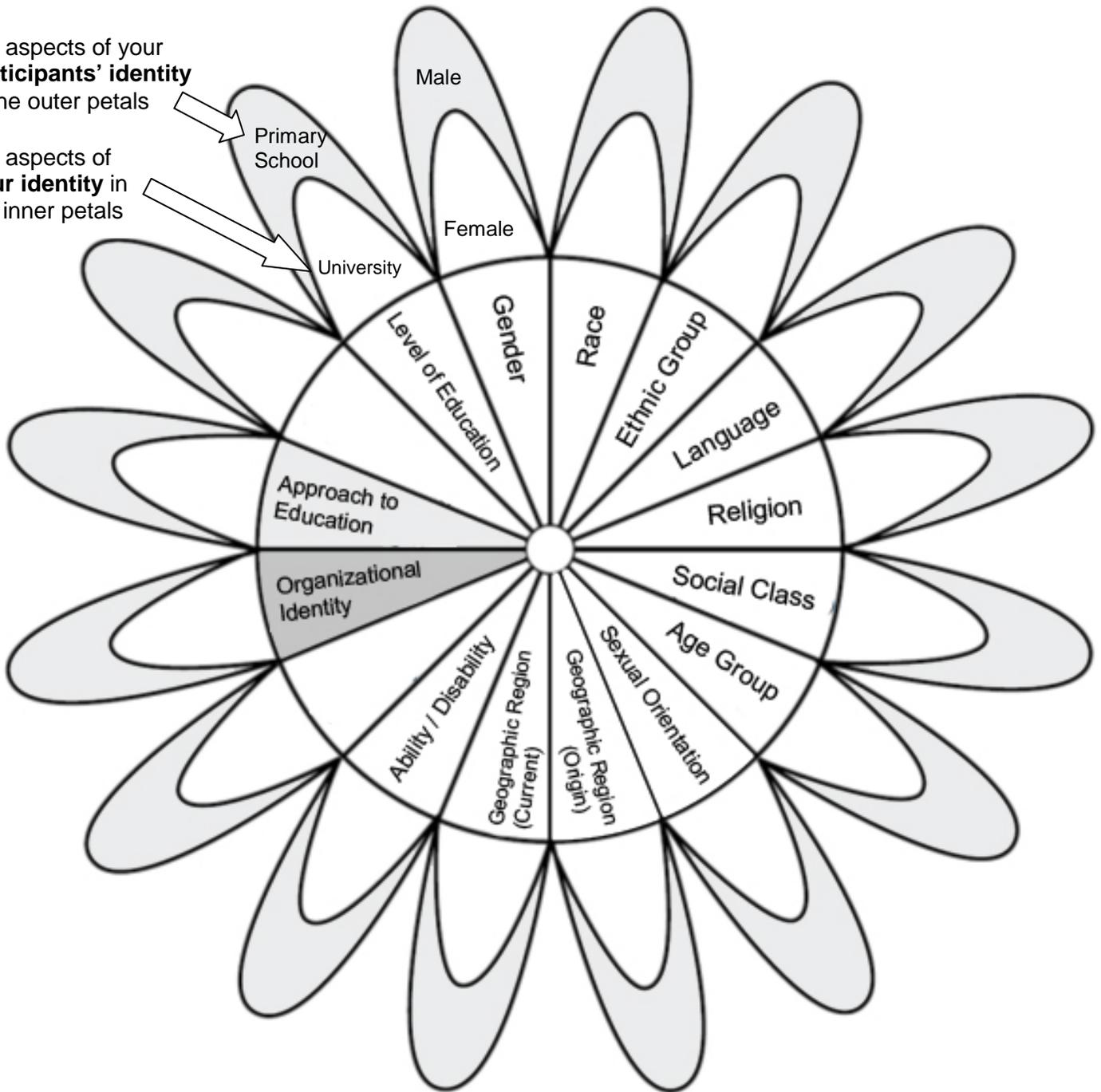
Power Flower
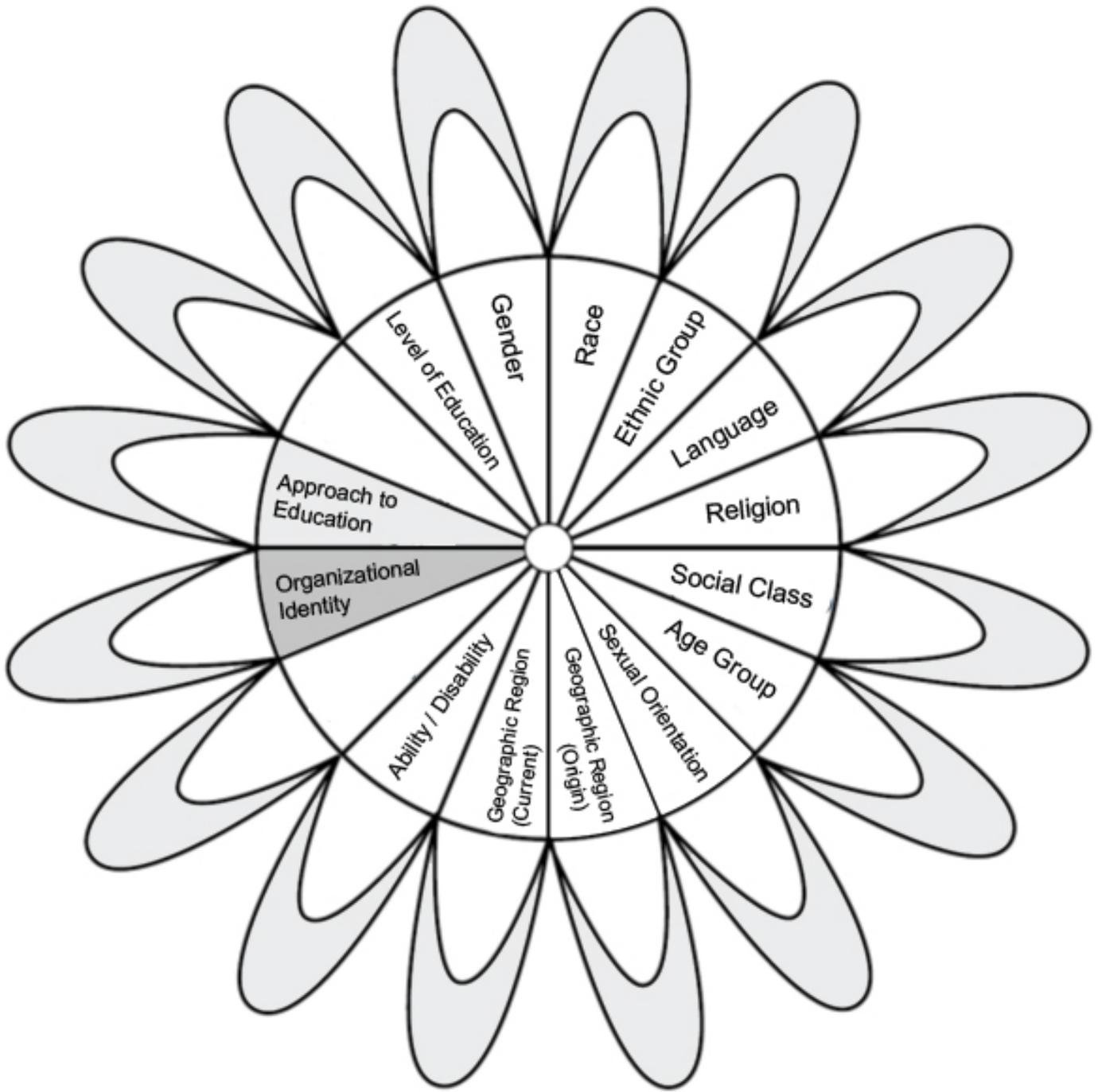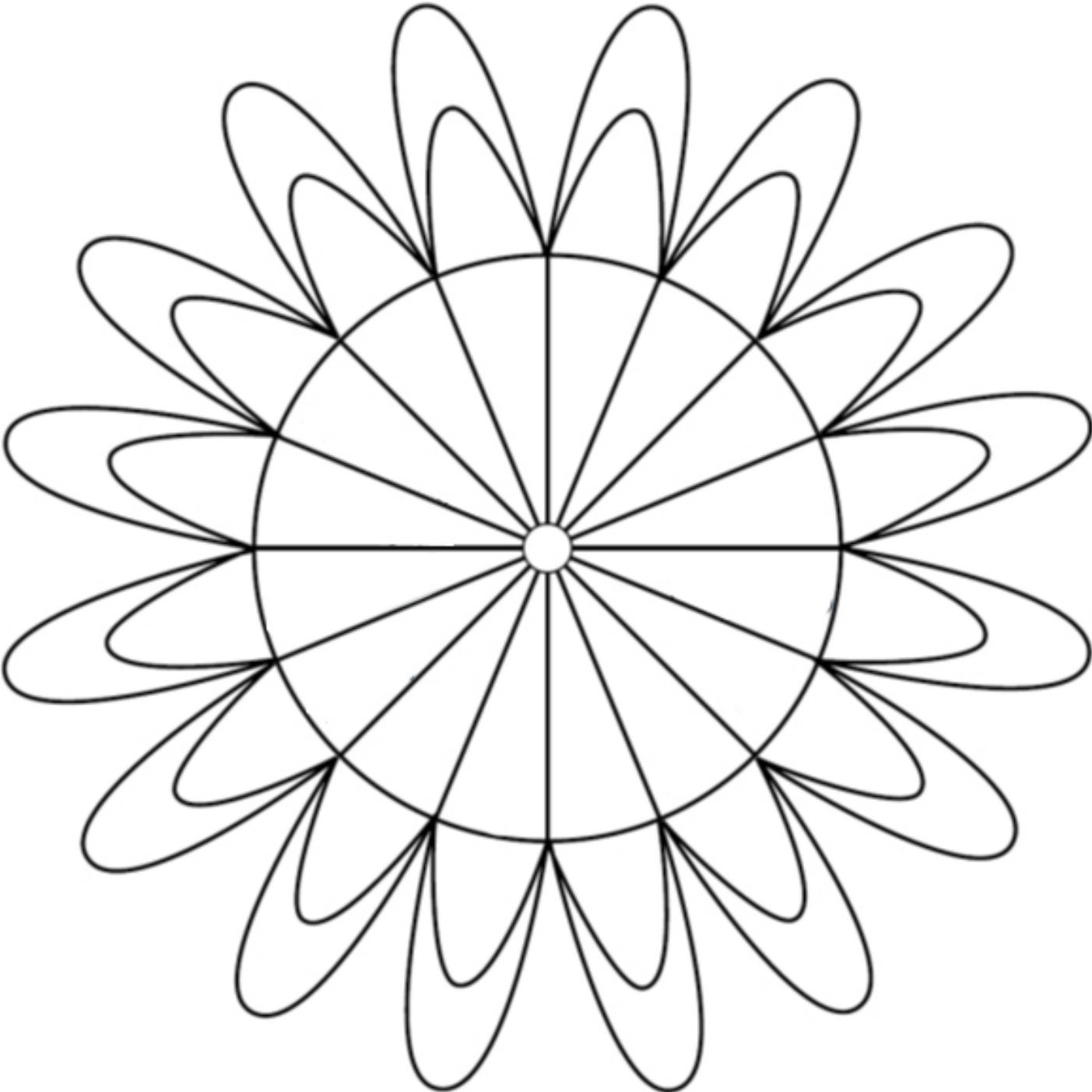
Lesson Plan 18: Overcoming Barriers to Participation   🕐 **1 hr 30 min total**

Lesson Description

In this lesson, participants learn about systemic and individual barriers to participation and discuss how these barriers can be addressed. These concepts are essential to ensuring that those who need to attend workshops are present and can fully participate.

Learning Outcomes

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

1. Identify barriers to equitable participation.

2. Evaluate methods for promoting equitable participation.

Materials

- ☐ Markers
- ☐ Flip chart paper
- ☐ Tape
- ☐ Paper or blank cards
- ☐ *Equality vs Equity* image (See lesson plan)
- ☐ **Option 1 Intro: Race**
  - o A "prize" to retrieve during the race in the introductory activity
  - o One small piece of paper for each person. Half of the papers should be blank. The other half should have one of the following phrases:
    - ▪ "You cannot separate your legs"
    - ▪ "You can only move sideways"
    - ▪ "You must have both hands touching the ground at all times when moving"
    - ▪ "You cannot run"
- ☐ **Option 2 Intro: Ball Toss**
  - o One piece of paper for each participant
  - o An empty container such as a box, garbage bin, etc.

Preparation

- ☐ Read and prepare lesson plan
- ☐ Option 1: Find a large space (inside or outside) where participants can run around without running into things or hitting each other.
  - o Prepare the blank pieces of paper and the papers with phrases specified in the materials list
- ☐ Write the definitions of individual and systemic barriers on a piece of flip chart paper

□   Write learning outcomes on the flip chart

□   Print 4-5 copies of the *Equality vs Equity* picture

Introduction   **15 minutes**

Option 1:
This activity is suitable for smaller training environments and/or those which do not have available outdoor space.

1. Explain to participants you are going to play a game. Each person will be given one piece of paper, and will need to throw it into a "goal."

2. Place the box, garbage bin, etc. in the front of the room near a group or row of participants. Explain this is the "goal" for the activity.

3. Tell participants in playing this game they cannot move from their seats, they cannot stand up, or move around. They can only sit in their seat and throw their paper.

4. Distribute one piece of paper to each participant. Tell them to crumple it into a paper ball.

5. Ask participants to throw their paper balls into the garbage bin.

6. After all participants have thrown their paper balls, reflect on the following:

    •   "Which people were more likely to succeed?" The people closest to the goal were most likely to get their ball into the goal, while those farthest away experienced the greatest challenge.

    •   "How did the people close to the goal feel?" "How did the people far away from the goal feel?"

    •   "What could we have done so that everyone in the game had an equal opportunity to succeed?" We could have changed the rules of the game; have removed restrictions; altered the layout so everyone was equally distant from the goal, etc.

7. Tell the participants: "In this lesson, we are going to look at how to break down barriers to participation."

8. Present the learning outcomes or lesson description.

Option 2

This activity is suitable for larger spaces and/or training facilities which have outdoor space available.

1. Explain to the groups that they are going to have a race. The object of the race is to be the first person to get to a prize on the other side of the room. Place the prize on the other side of the room. It should be far enough away to make the game interesting.

2. Tell participants that they are going to receive a piece of paper detailing what they can and cannot do during the race. They should not tell others what their restriction is - they should just follow it during the game. If a person receives a blank piece of paper, it means they have no restrictions.

3. Hand out the papers.

4. If the space permits, have everyone do the race at the same time. If not, do the race is small groups. Ensure that in each small group half of the participants have restrictions.

5. At the end of the race, ask participants to answer the following questions:

    *   "What happened during the race?" *Only one person was able to retrieve the object in question. Some people lagged far behind because of the restriction they had been assigned.*
    *   "How did you feel about what was happening in the race?"
    *   "If you think of the race as a metaphor for a workshop, what did people's restrictions represent?" *Challenges that we have that stop us from participating in a workshop effectively.*
    *   "What did the prize represent?" *Knowledge and Skills.*
    *   "What could you have done to ensure that everyone was able to get a prize?" *Have enough objects for everyone. Place the objects closer to the people with restrictions.*

6. Tell the participants: "In this lesson, we are going to look at how to break down barriers to participation."

7. Present the learning outcomes or lesson description.

Defining Equitable Participation   **20 minutes**

1. Present participants with the *Equality vs Equity* image and discuss.

2. Ask participants to discuss with a partner and then share in the full group: "What does 'equitable participation' mean?"

    Equitable comes from the word equity which means fairness or justice in the way people are treated. When we talk about equitable participation we mean ensuring that everyone in the group is treated fairly and has the opportunity to take part fully in activities.

3. Ask participants: "How does this differ from equality?" *Equality focuses on treating everyone equally, whereas equity focuses on providing those who require it with increased opportunities in order to achieve equality in outcomes.*

4. In two to three groups, ask the participants to discuss the following question: "What barriers to participating in a workshop are you aware of or have you experienced?" These can be barriers that prevent participants from attending the workshop, as well as barriers that prevent participants from actively participating in the workshop once they are already present." *Provide some examples: low literacy, shyness, sickness, location, etc.*

5. Give numerous pieces of paper or blank cards to each group. Ask them to write one barrier on each. If there are low literacy participants in the group, ask participants to draw a picture beside the barrier to represent it.

6. Ask the groups to share their barriers alternating turn by turn. As they present each barrier, ask them to tape the paper or card with the barrier to the back of a chair – one barrier per chair if possible. If a barrier is presented by one group, the other group does not need to duplicate it.

7. As they add barriers, ask participants to place the chairs in a circle. At the end of the activity there should be a large circle of chairs. At the centre of the circle place a piece of paper that says "equitable participation", and explain that the chair represents the barriers to accessing equitable participation.

8. If you don't have chairs available, use physical obstacles that will create a distance between the participants and the words "equitable participation." Choose obstacles that can be removed one at a time.

Classifying Barriers   **20 minutes**

1. Post the definitions of individual and systemic barriers on the flip chart.

2. Explain that the barriers the group identified can be classified into two groups:

    - *Individual barriers: Barriers that come about due to an individual's personal limitations. These barriers might include: back pain, hearing problems, shyness, sight problems, slow/quick to speak, etc.*

    - *Systemic barriers: Systemic refers to something that is spread throughout – that affects a whole system or group of people. Systemic barriers include beliefs, policies, practices, or procedures that discriminate against certain groups of people (sexism, ageism, racism, classism, homophobia, ableism, etc.).*

3. Ask participants to organize the chairs with the barriers into two circles: an outer circle with systemic barriers and an inner circle with individual barriers.

4. Explain that if they disagree with where a chair (barrier) has been placed they can move it to a different location.

5. Summarize how the chairs have been organized by drawing a diagram on the flip chart with the two circles of individual and systemic barriers.
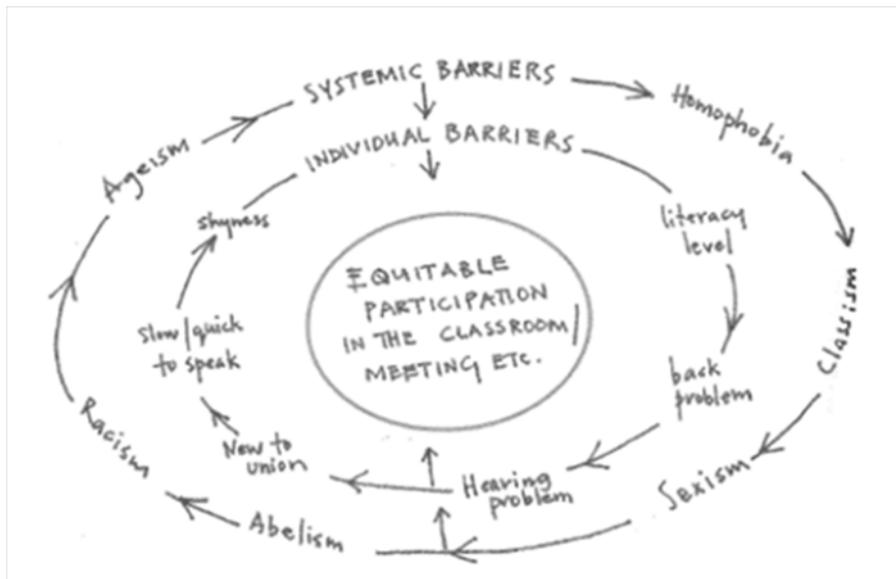
(Burke, Geronimo, Martin, Thomas, & Wall, 2002)

Breaking down Barriers   **30 minutes**

1. Explain to participants that they are going to discuss the ways different barriers can be removed.

2. In pairs, ask participants to select two or three barriers. They should have at least one individual and one systemic barrier. Ensure that one group is tackling racism and another is working on sexism or gender.

3. Provide a piece of flip chart paper to each pair to record their strategies, and approximately 10 minutes for the pairs to discuss and write down strategies for addressing their barriers.

4. Have each pair present their strategies to the large group and discuss.

5. If the large group agrees that the strategies presented will be effective for breaking down a specific barrier, the chair for that barrier can be removed from the circle.

6. Continue until all barriers have been addressed, the chairs or objects removed, and the word "equitable participation" can be physically reached.

7. Ask the participants to think individually and then discuss as a full group:

   - "What are some similarities in the strategies for removing each of the barriers?"
   - "What differences (if any) did you notice in how systemic and individual barriers are addressed?"

To reduce the length of this activity, ask participants to select the barriers that are most significant in their context and then share solutions for only these barriers.

Review   **5 minutes**

1. Ask participants to consider in pairs: "Which of the barriers do you find most challenging?" What strategy would you use to address it?"

References

Burke, B., Geronimo, J., Martin, D., Thomas, B., & Wall, C. (2002). *Education for Changing Unions.* Toronto: Between the Lines.

The Equity Line. (2014). Retrieved from http://theequityline.org/wp/2014/03/12/equity-and-equality-are-not-equal/

Reflections on Lesson

Equality vs Equity
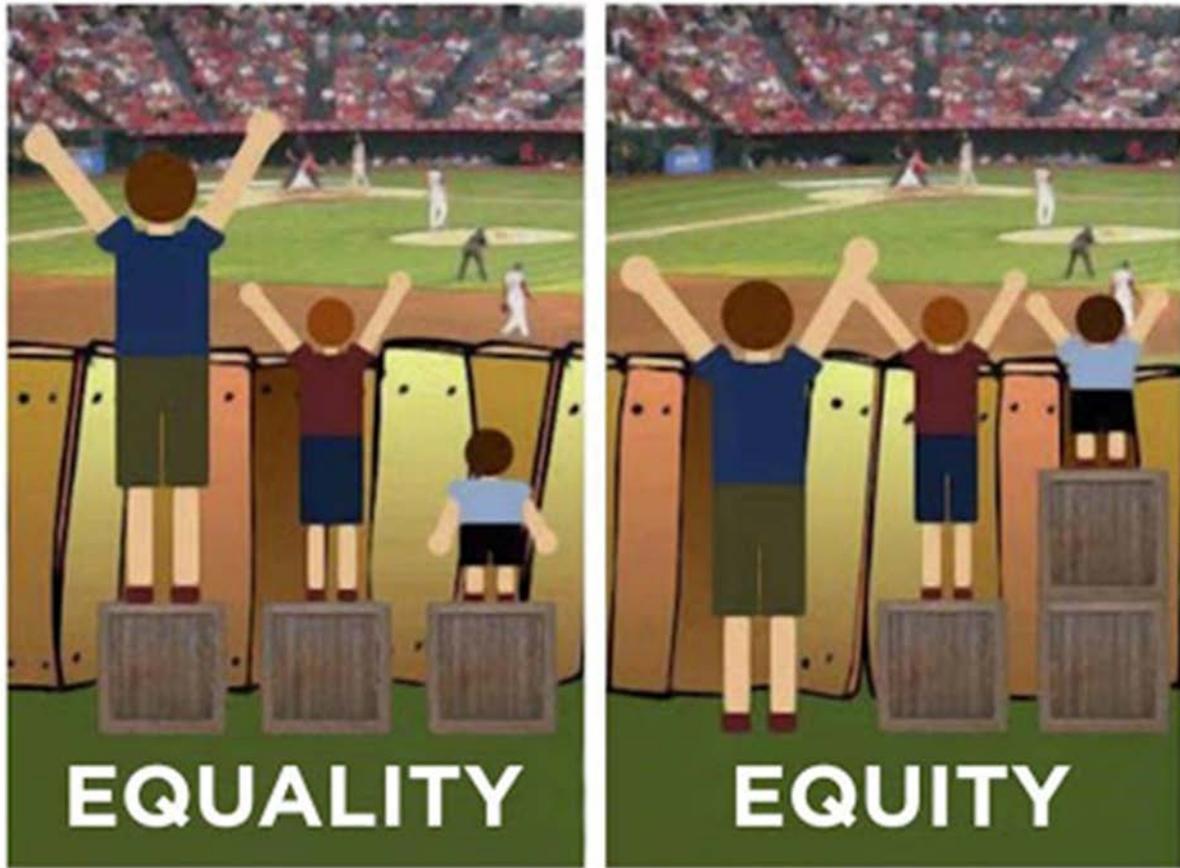
(The Equity Line, 2014)

Lesson Plan 19: Action Planning   🕐 **35 minutes total**

Lesson Description

In this lesson, participants will create an action plan. This helps them set goals to become better trainers and life-long learners.

Learning Outcomes

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

1. Create an action plan.

Materials

- ☐ Flip chart paper
- ☐ Markers
- ☐ Tape
- ☐ *Action Plan Template* (See lesson plan)

Preparation

- ☐ Read and prepare lesson plan
- ☐ Write the learning outcomes on the flip chart
- ☐ Write *Action Plan Example Goal* (see end of lesson) on flip chart paper
- ☐ Print *Action Plan Template* (1 for every participant)

Introduction   **5 minutes**

1. As a large group, ask participants to imagine they are leading a workshop and are almost finished. Ask them: "Why would you want participants to leave the workshop with an action plan?" *The purpose of the workshop is to give people new knowledge and skills to use in their lives. By creating an action plan, participants will leave with a clear idea of how to put their new learning into practice.*

2. Tell the participants they will create an action plan.

3. Present the learning outcomes or lesson description.

Action Planning   **20 minutes**

1. In pairs, ask the participants to discuss: "Why is continuous learning important for trainers?" *Continuous learning is important to ensure that our skills are up to date and that we are passing on accurate information to participants. The more we learn, the better we are as trainers and the more opportunities we have.*

2. In pairs, ask participants to discuss: "What skills would you like to develop to become a better trainer?"

3. Explain to participants that they will set 3 goals to work toward the skills they have identified.

4. Ask the participants: "Why is 3 a good number of goals?" *3 is a manageable number; more than 3 may overwhelm someone. It is easier to see results when we focus on a limited number of goals.*

5. Explain that goals are broken into 3 parts

   - What you will do

   - Why it is important

   - How you are going to do it

6. Post the *Action Plan Example Goal* on the flip chart.

7. Hand out a copy of the *Action Plan Template* to each participant and ask them to fill it in. Remind participants to be specific about their goals.

8. Ask the participants: "How will you use this action plan?" *Review it before going into training; share it with co-trainers so they can help you.*

9. Tell participants when they have accomplished a goal they can create a new one.

Review   **10 minutes**

1. Divide the participants into groups of 3 and ask them to share their action plans with each other.

Reflections on Lesson

Action Plan Example Goal

I will… practice responding to participants effectively when they give me an incorrect answer.

Because… if I do not respond effectively: participants may think their answer is correct, may feel bad because they gave the wrong answer, or may not want to participate.

My strategy to implement this action is… to practice with other trainers before a workshop; review my notes on how to respond to incorrect answers; watch how other co-trainers respond to participants; and have other co-trainers observe my training and provide feedback on how I respond to participants.

Trainer Action Plan

Name:
Date:

To improve my effectiveness as a trainer:

1. I will…

because…

My strategy to implement this action is…

2. I will…

because…

My strategy to implement this action is…

3. I will…

because…

My strategy to implement this action is…

Signature: _____

Lesson Plan 20: Workshop Closing and Final Evaluation 🕐 1 hr 30 min total

---

Lesson Description

In the workshop closing, participants review what they learned, evaluate the workshop, and receive a certificate. The final closing is an opportunity to consolidate participants' learning, gather feedback and celebrate successes.

Learning Outcomes

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

1. Complete a self-assessment.
2. Evaluate whether learning expectations were met.
3. Complete a final evaluation.

Materials

- □ Markers
- □ Tape
- □ Scissors
- □ *Review Leaves* (See template at end of lesson) (1 set per participant)
- □ Certificates
- □ Final Evaluations
- □ Participant CDs or USB flash drive with workshop materials
- □ Learning Expectations from Day 1
- □ Optional: Self-Assessment Table from Workshop Introduction (for Self-Assessment Option B)

Preparation

- □ Read and prepare lesson plan
- □ Write learning outcomes on the flip chart
- □ Cut out *Review Leaves (*1 set per participant). Alternatively, provide enough scissors for participants to cut out their own leaves.
- □ Create trunk and branches for Review Tree Activity (See picture in lesson)
- □ Tape the trunk and branches of the tree to a section of the wall.
- □ Post Learning Expectations from first day
- □ Print and sign certificates. Verify the names on the certificates are spelled correctly and all participants are accounted for.

□ Print participant final evaluations (1 per participant)

□ Prepare participant CDs/USBs if required (1 per participant)

□ Optional: Post Self-Assessment Table from Workshop Introduction (for Self-Assessment Option B)

Introduction **30 minutes**

Review Tree

1. Tell the participants that they will review all of the topics covered during the workshop by filling out a set of *Review Leaves.*

2. Hand out one set of *Review Leaves* to each participant.

3. Ask participants to write what they remember about the topics on the leaves.

4. Once participants have filled out the leaves, ask them to stick their leaves on the branches of the *Review Tree.*

Review Tree

Self-Assessment **10 minutes**

Option A:

1. Tell participants they will repeat the line-up exercise they did in the beginning of the workshop, and see if they have moved on the continuum.

2. Ask the participants to stand in the middle of the room.

3. Explain that you are going to be naming topics we discussed in Delivering Effective WASH Training. If people know a lot about the topic they should stand on one side of the room, and 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.

4. Call out the following topics:

    - What learners need to learn effectively

    - The effect of stress on the brain

    - Learning styles

    - Stages of learning

    - How to motivate learners

    - How to adapt lessons for low-literacy participants

5. Ask participants: "Did any of you place yourselves differently than on the first day?" If they did move, ask them: "What have you learned about the topic that you didn't know before?" Ask a few people to respond to the questions.

6. Ask participants to place themselves around the room according to what stage of learning they consider themselves to be in with regards to training skills. Designate sections of the room for each stage.

7. Ask some of the participants why they placed themselves in a particular stage.

Option B

1. Post the self-assessment table used in the workshop introduction.

2. Hand out sticky dotes to participants. The dots should be a different colour than the ones that they used for the introductory activity.

3. Ask participants to rate themselves based on their current level of knowledge on the topics in the table.

4. Ask participants "did you rate yourself differently than you did the first day?" Encourage some participants to share a few things that they know today, that they didn't know on the first day of the workshop.

5. Ask participants to place themselves around the room according to what stage of learning they consider themselves to be in with regards to training skills. Designate sections of the room for each stage.

6. Ask some of the participants why they placed themselves in a particular stage.

Learning Expectations Revisited   **5 minutes**

1. Review the *Group Learning Expectations* from the first day and ask the participants if each learning expectation was addressed. If not, give options for participants to find the information they were looking for or to identify next steps for follow-up.

Participant Appreciation   **5 to 15 minutes**
(Optional depending on time & Certificate Activity Selected)

1. Explain to the participants that this activity is a chance to express appreciation to each other.

Option A: Writing on Backs

Tape a piece of paper on each participant's back. Each participant then writes on every other person's back something they like, admire or appreciate about that person. When they have all finished, participants can take their papers home with them as a reminder.

Note: This option should not be used with low literacy participants or in cultures where touch between opposite sexes is considered inappropriate.

Option B: Networking Game

Ask the participants to form a circle. Ask participants to discuss how they can share information or work together in the future as they pass a ball of string from one person to another, forming a web.

Option C: How Do You Feel?

Ask each person to say how they feel at the end of the workshop:

"I feel _____ because _____." OR "My favorite part was _____."

Final Evaluations   **10 minutes**

1. Hand out printed final evaluations and ask everyone to complete one.

Group Photo   **10 minutes**

1. Arrange to have somebody take a group photo with the trainers and all of the participants.

2. Arrange to have the photo taken the day before if you wish to include the photo on the participant CD.

Certificates   **15 minutes**

Option A

Hand out the certificates randomly. Ask each participant to present the certificate they were given to the person whose name is on the certificate. When they hand the person the certificate, ask them to say something positive about the person--such as something they appreciated about, or learned from, that person during the workshop.

Option B

Randomly hand out the certificates face down to each participant. Ask the participants to check in secrecy whose certificate they have been given. Ask each participant to say something positive about the person whose name appears on the certificate (without saying the name of that person). Ask the group to guess who the person might be. Ask the person to give the recipient their certificate.

Option C

Hand out the certificates to each recipient. This may be more appropriate in certain countries and allows an opportunity for individual photos.

Reflections on Lesson and Workshop Overall

Review Leaves

Active Learning

Presentation
Skills

Qualities of an Effective
Trainer

4 Things Learners Need

Motivation

Safe Learning
Environment

Stages of Learning

Lesson Plans

Effective Questioning &
Think Time

Responding to
Participants

Active Listening

Giving Clear
Instructions

Learning Styles

Analyzing
Energizers

Working with an
Interpreter

Workshop
Planning

Trainer Identity

Overcoming
Barriers to
Participation

Managing Training
Challenges

Action Planning

Lesson Plan: Morning Reviews   🕐 **15 minutes each**

Lesson Description

This lesson plan contains a morning review for every day of the workshop. These review activities allow participants an opportunity to practice what they learned the day before.

Learning Outcomes

At the end of each morning review, participants will be able to:

1. Recall information from the previous day.

Materials

- ☐ Day 2: Music and speakers
- ☐ Day 3: Flip chart paper, markers, tape
- ☐ Day 4: Flip chart paper, markers, tape, *Concept Review Words*
- ☐ Day 5: Materials to make puppets. These can include: Paper bags, markers, yarn, buttons, tape, glue, sparkles, paints, crayons, string, sticks, fabric, socks, sponges, straws, balloons, wire, scissors, leaves, moss, be creative.

Preparation

- ☐ Read the daily review and ensure that all questions are relevant to the lessons you taught the day before.

- ☐ Create any new questions relevant to the lessons from the day before.

- ☐ Day 2: Prepare music and check audio

- ☐ Day 3: Write the following headings on the top of separate pieces of flip chart paper:

    - ☐ Active Learning
    - ☐ Lesson Plans
    - ☐ Effective Questioning and Think Time
    - ☐ Responding to Participants
    - ☐ Presentation Skills
    - ☐ Giving Clear Instructions

- ☐ Day 4: Print and cut out *Concept Review Words* (1 set for every 3 participants)

- ☐ Day 5: Set out puppet-making materials

Day 2 Morning Review   **15 minutes**

1. Ask the participants to come into an open space in the room. Tell them that you are going to play music and that they must walk around or dance until the music stops.

2. When the music stops, ask participants to find a partner.

3. Ask participants to discuss the following questions with their partner when the music stops. After each question, turn the music on again and ask participants to find a new partner:

   - What are the four things learners need?
   - Why is practice important for learning?
   - Why is it important to connect participants to past experience?
   - What is the impact of stress on learning?
   - What is the difference between intrinsic and extrinsic motivation?
   - When is it appropriate to use extrinsic motivation?
   - What are five ways you can motivate learners?
   - What are five things you can do to facilitate a safe learning environment?
   - What are the stages of learning?
   - How can you support learners at the stage of consciously unskilled (stage 2)?
   - What qualities of an effective trainer are you working on this week?
   - Why is self-reflection important for a trainer?

Day 3 Morning Review   **15-20 minutes**

1. Post flip chart paper with the following titles around the room:

   - Active Learning
   - Lesson Plans
   - Effective Questioning and Think Time
   - Responding to Participants
   - Presentation Skills
   - Giving Clear Instructions

4. Divide the participants into six groups.

5. Ask each group to go up to one of the flip charts and to write everything they know about the concept on the paper. Give them two minutes and then ask the groups to rotate. Continue until all groups have been to each flip chart.

6. When they have completed the exercise ask the groups to walk around the room and look at what has been written on each flip chart.

7. Note: If you discover incorrect information or missing key information on any of the flip charts, take the time to address this before moving on. You may want to spend additional time reviewing each topic to clarify before beginning a new lesson topic.

Day 4 Morning Review   **15-20 minutes**

1. Tell the participants that they will be working in groups to create a diagram showing the connections between different concepts. They will be given the concepts to work with. Participants can make their diagrams more complete by adding missing concepts using words or pictures.

2. Divide the participants into groups of three.

3. Provide each group with a piece of flip chart paper, markers, tape, and set of *Concept Review Words*.

4. Ask the participants to create a diagram showing the connection between the concepts.

5. When they have completed the exercise, ask the groups to post their diagrams on the wall for people to look at during breaks.

Day 4 Morning Review (Optional)   **15-20 minutes**

1. This activity can be done for 5-10 minutes each day of the workshop, or as a 20 minute session on Day 4 when there is extra time in the schedule.

2. Tell participants that they will be examining the different activities used throughout the workshop and why they were used.

3. On a piece of flip chart paper, create a table with the headings "What We Did" and "Why We Did It."

4. Ask the participants to recall different activities and elements of the workshop. For example: the group agreement, dances, drawings, icebreakers, etc.

5. Write each activity on the flip chart in the "What We Did" column.

6. Ask the participants to explain why they think each activity was included within the workshop or what it achieved. Write responses in the "Why We Did It" column.

Day 5 Morning Review   **30 minutes**

1. Ask the participants to create a puppet of themselves using the supplies provided. Give them fifteen minutes. Be sure to update them on the time.

2. Ask the participants to set down their puppets. Explain that they will be using them in a later lesson and should not spend time sharing their puppet with other participants at this time.

3. Ask the participants to stand in 2 circles, one inside the other. The participants in the inner circle should face outward, and the participants in the outer circle should face inward. Each person should now be looking at a partner. Participants will answer questions in partners. After each question, participants in the inner circle rotate

clockwise to face a new partner. The outer circle does not move. Provide participants with 2 minutes to discuss each question.

- How can you adapt a lesson for someone who has difficulty reading?
- What can you do to provide learners with the 4 things they need?
- Why is it important to know the stages of learning?
- Why should you use a variety of question techniques with learners?
- What presentation skills would you like to improve on?

Reflections on Lesson

Concept Review Words

Knowledge	Skills	Attitudes	Safe Learning Environment	Neurons
Active Listening	Neural Pathways	Practice	Motivation	Connection to Past Experience
Intrinsic	Extrinsic	Tone	Feedback	Unconsciously Unskilled
Unconsciously Skilled	Active Learning	Instructional Methods	Introduction Activities	Review Activities
Lesson Plans	Learning Outcomes	Think Time	Open Questions	Closed Questions
Body Language	Clarifying	Gestures	Emotion	Verbal Communication
Non-Verbal Communication	Energizers	Evaluation	Clear Instructions	Auditory
Visual	Kinesthetic	Critical Thinking	Self-Reflection	Trainer

Lesson Plan: Daily Evaluations   🕐 **5 – 15 min each**

Lesson Description

This lesson plan contains a daily evaluation for every day of the workshop. These evaluations allow participants to share their opinions and feelings about the workshop. The evaluations also provide an opportunity for the trainer to get feedback from the participants and make adjustments for the next day.

Learning Outcomes

At the end of each of these sessions participants will be able to:

1. Evaluate the lessons from earlier in the day

Materials

- □ Day 2:
  - o Practice Lessons 1-12
  - o Trainer Essentials: Giving Effective Feedback
- □ Day 3:
  - o Midweek Evaluation
  - o Lessons to Adapt 1-12

Preparation

- □ Day 2:
  - o Print Practice Lessons 1-12 (1 for each participant) for participants to take home and review. If you have more than 12 participants and two facilitators, you can duplicate lessons and split into two groups for practice sessions on days 3 and 4.
  - o Print Trainer Essentials: Giving Effective Feedback (1 copy per participant)
- □ Day 3:
  - o Print Midweek Evaluation (1 for each participant)
  - o Print Lessons to Adapt 1-12 for participants to take home and review.

Day 1 Evaluation - Fingers   **5 minutes**

1. Tell the participants they will rate the day on a scale of 1 to 5 using their fingers. Depending on participants' confidence with each other and the facilitator you can ask them to close their eyes.

   - Amount of information (1 too little to 5 too much)

- How safe the learning environment feels (1 unsafe to 5 very safe)
- How much you enjoyed the day (1 not at all to 5 very much)

Day 2 Evaluation – Body Position   5 minutes

1. Ask participants to rate how much they learned during each lesson. They will rate the lesson using their body. Standing tall with their hands in the air represents that they learned a lot. Crouching down signifies that they learned very little.

2. Say the name of each lesson, and ask participants to stand according to their rating.

3. Hand out the *Practice Lessons 1 to 12* to participants. Explain they can review their lesson overnight before the next day's practice delivery to become more comfortable with the content. Tell the participants to make sure they bring the lessons back to the workshop on the following day.

4. If they don't have it already, hand out *Trainer Essentials: Giving Effective Feedback*. Ask participants to read the Trainer Essential as homework.

Day 3 Evaluation – Midweek Evaluation   15 minutes

1. Hand out a midweek evaluation to each participant.

2. Ask the participants to fill out the evaluation and give it to you before leaving for the day.

3. Hand out the *Lessons to Adapt 1 to 12* to participants. Explain they can review their lesson overnight before the next day's practice delivery to become more comfortable with the content. Tell the participants to make sure they bring the lessons back to the workshop on the following day.

4. In your debrief at the end of the day with your co-trainers, read through the evaluations and identify any questions that need to be answered or issues that need to be addressed the next morning.

Day 4 Evaluation – Circle Share

10 minutes

1. Ask the participants to stand in a circle.

2. Ask the participants to respond to the following question: "What was the most significant thing that you learned today?" Allow everyone to respond.

Reflections on Lesson

Optional Lesson Plan: Analyzing Energizers   🕐 **30 minutes total**

Lesson Description

In this lesson, participants analyze the energizers used in previous lessons and throughout the workshop. This exercise prepares participants to select appropriate energizers when they deliver training.

Learning Outcomes

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

1. Describe why energizers are important for learning.

2. Analyze energizers to assess their appropriateness.

Materials

- ☐ Flip chart paper
- ☐ Markers
- ☐ Tape

Preparation

- ☐ Read and prepare lesson plan
- ☐ Write learning outcomes or lesson description on the flip chart

Introduction   **10 minutes**

1. Ask for a volunteer to lead the other participants in one of the energizers learned this week.

2. Ask the participants: "Would this energizer be appropriate for all the audiences you work with?"

3. Present the learning outcomes or lesson description.

Energizers   **10 minutes**

1. Ask the participants: "Why do we use energizers?" *Energizers help create a safe learning environment for participants by allowing them to play and get to know each other. Energizers can reduce the feelings of stress that may come from being*

overwhelmed. They allow the brain to take a break and focus on something different.

2. Ask the participants: "What energizers did we do this week?" Record their responses.

3. In pairs, ask the participants: "What should you consider when selecting an energizer for a specific audience?"

4. Ask participants to share their thoughts. Record the responses on the flip chart.

- *Are cultural references relevant to participants? An energizer may not be appropriate if it refers to a TV show or public figure that participants are not familiar with.*

- *Is the energizer appropriate for the clothing participants are wearing? An active game might not be appropriate if participants are wearing skirts, suits, or inappropriate footwear.*

- *Are participants comfortable with physical contact and interacting closely with each other? An energizer that uses physical contact may not be appropriate in some countries or contexts.*

- *Could the energizers be embarrassing for people? Save riskier energizers for later in the workshop when people are more comfortable with each other.*

- *Is your energizer safe? Consider whether someone could be injured in the energizer proposed.*

Review   **10 minutes**

1. Individually, ask the participants to order the energizers on the flip chart from least to most favorite.

2. In pairs, ask the participants to share why they ordered the energizers the way they did.

Reflections on Lesson

Optional Lesson Plan: Literacy and Essential Skills   🕐 **1 hr 15 min total**

Lesson Description

In this lesson, participants are introduced to the different ways in which literacy and essential skills affect learning. Participants examine different ways to support learners who lack these skills in a training environment.

Learning Outcomes

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

1. Explain how literacy and essential skills affect learning and training.

2. Identify solutions for how trainers can support people with literacy challenges and skills gaps.

Materials

- ☐ Flip chart paper
- ☐ Paper
- ☐ Markers
- ☐ Tape
- ☐ Pens/pencils

Preparation

- ☐ Read and prepare lesson plan
- ☐ Write the list of essential skills on the flip chart (See lesson plan)
- ☐ Write the learning outcomes or lesson description on the flip chart

Introduction   **5 minutes**

1. Ask the participants to form a line according to how confident they are in their skills in the following three categories. Have them create a new line for each category.

   - People who excel at spelling on one side of the room; those who struggle with spelling at the other.
   - People with strong math skills at one side of the room; those who struggle with math at the other.
   - People who always fill out forms correctly at one side of the room; those who struggle with filling out forms at the other.

2. Ask the participants to return to their seats. Ask them: "What did these three different lines demonstrate?" *They demonstrate that each of us has different skill-sets and competencies along a range or spectrum of abilities.*

3. Ask the participants: "We have recognized that people have a range of skills and competencies. Why does this matter for trainers?" *Participants will also have a range of strengths and areas for improvement. A trainer's duty is to be aware of this continuum, and to support learners while engaging their strengths.*

4. Present the learning description or learning outcomes.

Exploring Literacy and Essential Skills   **15 minutes**

1. Divide the participants into small groups.

2. Ask each group: "In the past few days within our lessons, what skills or abilities were required for you to participate successfully?"

3. Give each group 3-5 minutes to discuss and brainstorm different ideas. *Ex: Working together, communication, listening skills, reading and writing, etc.*

4. Have them volunteer their responses, writing the answers on the flip chart.

5. Explain that the responses can be largely organized into the terms "literacy and essential skills."

6. Write the word "literacy" on the flip chart. Ask the participants: "What does the word 'literacy' mean to you?" Record their ideas on the flip chart.

7. Provide the traditional definition of literacy: "The ability to read and write."

8. Explain that this definition has been expanded to include many life skills deemed essential in different societies. As with the introductory activity, literacy is not a "have" or "have not" situation, but rather a continuum.

9. Write the words "Essential skills" on the flip chart. Ask the participants: "What does 'essential skills' mean to you?" Record their ideas on the flip chart. *"Essential Skills" includes all of the foundational skills a person needs to learn and succeed as determined by their specific context. In one society they might include computer use; in another society they might include the ability to drive.*

10. Highlight the typical 9 literacy and essential skills on the flip chart, emphasizing the first 4 as core skills.

Core Skills
- Reading
- Writing
- Document Use
- Numeracy
- Technology Use *(specific technologies differ by context)*
- Critical Thinking
- Oral Communication
- Working with Others
- Continuous Learning

11. Ask the participants: "Why do you think the first 4 are called core skills?" *The first four literacy and essential skills are the building blocks for many of the others.*

12. Ask the participants: "What impact do you think a gap in literacy or essential skills could have on a person's life?" (Education, health, employment, etc.) *Research has indicated that a gap in these areas is correlated to reduced employment, health, and educational outcomes.*

Literacy and Essential Skills in Training   20 minutes

1. Ask the participants to individually reflect on this question: "How do the four "core" literacy and essential skills – reading, writing, document use, and numeracy – impact people's ability to participate in WASH training?"

2. Take four pieces of flip chart paper and label each with the name of one of the four core skills.

3. Divide participants into four groups, assigning each group to one of the four core skills. Allow the groups approximately 3-4 minutes to brainstorm and record WASH training activities that require their skill. After 3-4 minutes have passed, have the groups rotate. Repeat until each group has had time to record activities for every skill.

4. Review the completed lists. Ask the participants: "Is there anything that surprised you?" *Many WASH training activities require a large amount of reading and writing, interpreting numerical values, reading tables, performing calculations, etc. We may underestimate the extent to which these skills are required in our workshops.*

Creating Solutions   30 minutes

1. Tell the participants they will be working in groups to create short skits that illustrate solutions for working with participants who lack or are deficient in core skills. Each group will focus on one type of core skill.

2. Explain that the key point of this exercise is for us to understand skill gaps can occur among our participants, and that participants often have coping strategies to hide these gaps. Our goal is to think through the different ways we can diversify our activities or approach to reduce the incidence of any gaps impacting a person's ability to fully participate in our training.

3. Explain that their skits should:

    • Illustrate the challenges that occur if participants are weak in a core skill

    • Present a way of addressing their given challenge.

4. Divide participants into four groups and assign each group to one of the core types: reading, writing, numeracy and document use. Give participants 5 – 10 minutes to prepare their skits.

5. In the large group, present the skits. Between each skit, ask the observing participants to identify the strategies used to address the challenge. Record their observations and ask them to add additional strategies.

Review   **5 minutes**

1. In pairs, ask participants to discuss any strategies they saw in the skits which they would like to use in the future in a training situation.

Reflections on Lesson

Optional Lesson Plan: Managing Training Challenges   1 hr 10 min total

Lesson Description

In this lesson, participants identify and practice responding to potential training challenges. This prepares participants for responding effectively to difficult training situations in the future.

Learning Outcomes

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

1. Identify challenging training situations.

2. Apply multiple strategies to address training challenges.

Materials

□ Flip chart paper
□ Markers
□ Tape

Preparation

□ Read and prepare lesson plan

□ Write learning outcomes or lesson description on the flip chart

Introduction   10 minutes

1. Present the learning outcomes or lesson description.

2. Ask the participants to brainstorm a list of training challenges they have witnessed or experienced.

Prioritization   10 minutes

1. Tell the participants that they are going to work on 2 training challenges from the list they brainstormed. To decide which two challenges the group will work on, participants will vote using stickers or pens.

2. Ask the participants to select the two challenges they deal with most frequently and are the least prepared to deal with.

3. Give each participant a pen or a sticker and ask them to vote for the two challenges they want to work on by putting a sticker or a mark next to them on the flip chart.

4. Circle the two challenges that receive the most votes.

5. Note: If the challenges are more focused on responding to situations, use the below skit activity to act out the challenge and possible solutions. If the challenges are more focused on logistics, planning, etc. divide participants into groups and have each group brainstorm how they would address a particular challenge, then present responses to the full group. For more support on how to deal with training challenges, refer to the *Trainer Essential: Trainer Troubleshooting Guide*.

Developing Skits   **15 minutes**

1. Tell the participants that they will be divided into two groups.

   - Each group will be responsible for developing a skit about one of the selected training challenges.

   - Each skit should illustrate the training challenge and a response to it by the trainer.

   - One person in the skit will play the role of a trainer. The others will play the role of participants.

   - Tell participants that skits must be no more than 2 minutes in length.

2. Give participants 10 minutes to prepare their skits.

Practicing Solutions   **30 minutes**

1. Explain to participants that they are going to watch each other's skits multiple times:

   - The first time they see the other group's skit they should observe carefully and think about what they could do as the trainer to resolve the issue presented.

   - The second time they watch the skit, invite participants to replace the trainer mid-skit, and test a strategy they believe will resolve the situation. To encourage the participants, you may need to replace the trainer in the skit as an example.

   - Tell participants if they want to replace the trainer they should say "freeze." All the actors in the skit must freeze in their poses until the original trainer has stepped out of the scene and the new trainer has stepped in. The actors can then resume the skit.

   - The actors should react in a legitimate way to the strategy being tested. For example, if they believe the strategy will resolve the problem they should react positively; if they do not believe it will work, they should resist.

   - Other participants are invited to step in at any point and replace the current trainer.

   - Acknowledge that people may be hesitant to replace the trainer because their strategy may not work. Emphasize this is a safe place to make mistakes and test techniques.

2. Stop the exercise when participants have exhausted the possible strategies or are no longer volunteering to replace the trainer.

3. In the large group, ask the participants to discuss the following:

- "Which strategies worked well?" "Why?"
- "Which strategies did not work well?" "Why?"

4. Repeat the same process for the second group.

Review   **5 minutes**

(?) 1. Individually, ask the participants to write about their greatest fear as a trainer, and how they would like to respond to it.

Reflections on Lesson

Optional Lesson Plan: Working with an Interpreter   (clock icon) **55 minutes total**

Lesson Description

In this lesson, participants explore the challenges of working with an interpreter and discuss strategies for making this relationship effective. The skill of working with an interpreter is essential for ensuring that information is communicated correctly during a workshop.

Learning Outcomes

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

1. Identify what to do before a workshop to prepare for working with an interpreter.

2. Develop strategies to effectively work with an interpreter during a workshop.

Materials

- ☐ Flip chart paper
- ☐ Tape
- ☐ Markers

Preparation

- ☐ Read and prepare lesson plan
- ☐ Write learning outcomes or lesson description on the flip chart

Introduction   **10 minutes**

1. Tell participants they are going to work in groups of three to practice interpretation. They will number the people in their group from 1 to 3. Participant 1 will whisper a short phrase into the ear of participant 2 (so participant 3 cannot hear). Participant 2 will communicate the message to participant 3 only using gestures and signs. Participant 3 will guess what participant 2 told him/her.

2. Divide participants into groups of 3 and tell them they have 3 minutes to complete the exercise.

3. As a full group, discuss the similarities between this exercise and working with an interpreter. *Your message can be miscommunicated by the interpreter and the person receiving the message. With greater time and preparation you could do a better job of working with the interpreter and ensuring your message is communicated correctly.*

4. Present the learning outcomes or lesson description

Preparing to work with an Interpreter   **40 minutes**

1. Ask the participants to raise their hands if they have worked with an interpreter before.

2. Ask the participants: "What are some of the challenges of working with an interpreter?" Record their ideas on the flip chart.

3. Tell the participants that they will work in small groups to create strategies for working with an interpreter. Each group will focus on a different topic and will develop a 3-5 minute skit to demonstrate their strategies. The topics are:

   - What to do with an interpreter before a workshop

   - What to do with an interpreter during a workshop

   - What to do when an interpreter translates incorrectly

4. Divide participants into 3 groups and assign each group one of the topics listed above. Give the groups 5-10 minutes to discuss and create their skits.

5. In the full group, present the skits. After each skit, ask the participants watching the skit to identify the strategies they observed and to offer new strategies. Record their ideas.

Pre-workshop

- *Pre-workshop meeting to review format of workshop.*

- *Negotiate terms of employment and payment.*

- *Discuss agenda format.*

- *Provide material that will be used (e.g. Participant Manual, PowerPoints, Activities, etc.) for their review.*

- *Provide list of common terminology used during the workshop.*

- *Clearly communicate that they must interpret as close as possible to what you are saying.*

- *Make sure that if they don't understand something they ask for clarification before interpreting.*

- *Plan to double the time for a session when using an interpreter.*

During the workshop

- *If they don't understand something, make sure they ask for clarification before interpreting.*

- *Be conscious to keep information in small chunks so the interpreter can keep up without losing too much information.*

- *Ensure that the interpreter is communicating everything that is said during discussions from the participants.*

- *Debrief after the end of day 1 to clarify any issues you or they may have had.*

When the interpreter is translating incorrectly

- *Have a very clear discussion with the individual about the problems and how you can work together to fix them.*

- *Review key concepts in advance with the translator to ensure understanding.*

- *Simplify and make sure that your key messages are being communicated.*

- *Look for participants that also have capabilities to translate and get their help to make sure the key messages are being communicated.*

Review   **5 minutes**

1. In pairs, ask the participants to discuss a concern they have about working with an interpreter and if they now feel more confident to address this concern.

2. Share any additional or unresolved concerns with the large group and discuss.

Reflections on Lesson

Optional Lesson Plan: Workshop Planning   🕐 45 minutes total

Lesson Description

In this lesson, participants learn what they need to organize before, during and after a workshop to ensure that it runs smoothly.

Learning Outcomes

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

1. Generate a list of what needs to be done before, during and after a workshop.

2. Propose systems for running workshops efficiently.

Materials

- ☐ Flip chart paper
- ☐ Markers
- ☐ Tape
- ☐ *Workshop Logistics List* (See lesson plan)

Preparation

- ☐ Read and prepare lesson
- ☐ Write learning outcomes on the flip chart
- ☐ Make copies of *Workshop Logistics List* (6 copies, 2 per group)
- ☐ Write the following headings on separate pieces of flip chart paper:
    - o "Before the workshop"
    - o "During the workshop"
    - o "After the workshop"
- ☐ Post flip charts around the room for graffiti exercise

Introduction   10 minutes

1. Ask participants to raise their hands if they have organized a workshop.

2. Ask some of the participants that raised their hands to describe what went well in their organizing and what could have gone better.

3. Ask those that didn't raise their hands: "What are some of your greatest fears about organizing a workshop?"

4. Explain that in this lesson they will identify what needs to be done to organize a workshop and ensure that it runs smoothly.

5. Share the learning outcomes or lesson description.

Identifying Workshop Logistics   15 minutes

1. Tell the participants they will be identifying what needs to be organized before, during and after a workshop. They will be doing a graffiti exercise to identify what they know about organizing a workshop.

2. Divide the participants into 3 groups. Assign each group to one of the three following flip charts:

    *   "Before the workshop"

    *   "During the Workshop"

    *   "After the Workshop"

3. Tell them to write down everything that needs to be done at that particular time.

4. After 2-3 minutes, ask the groups to rotate to a different flip chart.

5. Once the participants have written their ideas for each topic, ask them to return to their original flip chart and review what has been added. Encourage them to add any concepts that are missing.

6. Give each group 2 copies of the *Workshop Logistics List*. Explain that the list is not complete, but may remind them of something they have forgotten.

7. Ask participants to compare the *Workshop Logistics List* with what they have on their flip chart. Ask them to add any missing ideas to the flip chart.

Prioritize   15 minutes

1. In their group, ask participants to highlight the workshop logistics of greatest importance on their list. Ask them to consider the following question: "Which of the logistics on the list are essential for the workshop to be effective?"

2. Once they have highlighted these items, ask the participants to circulate and look at what has been highlighted on the other lists.

3. In the full group, ask the participants: "Is there any disagreement between what you believed were essential logistics and what other groups highlighted?"

4. In the full group, ask the participants to share any tips or hints they have for successfully organizing a workshop.

Review   5 minutes

1. In pairs, ask the participants to think about the logistics they have identified and consider which logistics require the most time and effort to organize.

Reflections on Lesson

Workshop Logistics

Pre-workshop

- Identify the planning team

- Consider how participants will be supported after the workshop to successfully implement their skills. Plan and budget for the time this will require.

- Select trainers

- Select appropriate participants

- Advertise the workshop

- Identify a workshop host (if your host is not organizing the workshop)

- Identify and address barriers that will prohibit participants from attending the training (i.e. time, length of training, location, childcare, language, finances)

- Create workshop budget

- Invite and communicate with potential participants

- Organize and coordinate food and accommodation

- Manage participant travel

- Find a training site

- Organize the training site and set up

- Purchase and organize the training equipment and materials

- Do pre-workshop registration

- Do on-site registration

- Print the participant materials

- Find an interpreter if necessary

During the workshop

- Check that snacks and food are ready at the appropriate times

- Prepare the room in the morning and reorganize in the evening

- Prepare the flip charts for the day

- Prepare materials for lessons

- Check participant list details

- Prepare evaluations, certificates, and CDs

Post-workshop

- Transcribe workshop evaluations

- Clean up the workshop materials and space

- Replace workshop materials if needed

- Write workshop report

- Send workshop report to participants

- Offer ongoing support to participants

Delivering Effective WASH Training

Appendix 1: Practice Lessons

424 Aviation Road NE
Calgary, Alberta, T2E 8H6, Canada
Phone: + 1 (403) 243-3285, Fax: + 1 (403) 243-6199
E-mail: resources@cawst.org, Website: www.cawst.org

CAWST, the Centre for Affordable Water and Sanitation Technology, is a nonprofit organization that provides training and consulting to organizations working directly with populations in developing countries who lack access to clean water and basic sanitation.

One of CAWST's core strategies is to make knowledge about water common knowledge. This is achieved, in part, by developing and freely distributing education materials with the intent of increasing the availability of information to those who need it most.

CAWST will produce updated versions of this document periodically. For this reason, we do not recommend hosting this document to download from your website.

Stay up-to-date and get support:

- Latest updates to this document
- Other workshop & training related resources
- Support on using this document in your work

CAWST provides mentorship and coaching on the use of its education and training resources.

www.cawst.org/resources

CAWST and its directors, employees, contractors and volunteers do not assume any responsibility for and make no warranty with respect to the results that may be obtained from the use of the information provided.

Table of Contents

Practice Lesson 1: Behaviour Change Strategies   🕐 **10 minutes total**

Lesson Description

In this lesson, participants will discuss strategies to help members of their community change their hygiene behaviours to create positive changes in health.

Learning Outcomes

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

1. Identify strategies to influence their communities to adopt good hygiene practices.

Materials

☐ Flip chart paper
☐ *Case Study (See end of lesson plan)*
☐ Markers
☐ Sticky notes

Preparation

☐ Read and prepare lesson plan
☐ Pre-read the *Case Study* story and be prepared to read it out loud

Introduction   **2 minutes**

1. Ask the participants to think about a bad habit that they have and what would help them to change that bad habit.

2. As a large group, share some ideas of what people need to change their habits.

3. Present the lesson description or learning outcomes.

Strategies for Behaviour Change   **6 minutes**

1. Read the *Case Study* story of the little boy to the participants.

2. Divide the participants into groups of 2-4 people. Give each group a bundle of index cards.

    Ask the groups to write down 3-5 strategies that the boy could use to influence his classmates to wash their hands. The groups must write one answer per card and will have 2 minutes to complete this.

3. Explain that the participants should try to think of:

- What would motivate people to change their behavior
- Things which give people the ability to practice the behaviour
- *Ex: make a poster, teach them how to wash their hands, bring the sink closer, etc.*

4. Rotate through the groups and ask each to share one new idea. Continue to rotate through the two groups until all the ideas have been shared.

Review   **2 minutes**

1. Ask the participants to think of one person in their community that they would like to support to change their behaviour.

2. Ask them to think of the 2 most effective ways to support the person in their behavior change.

Reflections on Lesson

Case Study: The Hand Washing Experiment

A young boy learned that washing hands before eating could prevent sickness. He knew that many children in his village did not wash their hands before eating and he wondered how he could get them to change their behaviour. The boy decided he would try an experiment.

The boy invited 12 children to come to his classroom to put together a puzzle. He told them that once they completed the puzzle they would be allowed to eat some delicious cakes. Before the children began to work on the puzzle he warned them that the last child to play with this puzzle had been sick and there would be many germs on the puzzle pieces. He showed them soap and water at the far side of the classroom that they could use to wash their hands before eating the cakes.

The children worked together to complete the puzzle and then immediately went to the plate of cakes and began eating. Not one child stopped to wash their hands first. Obviously, the warning about germs was not enough to make them wash their hands. The boy knew he would have to try something else.

Practice Lesson 2: 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

Introduction　　　　　　　　　　　　　　　　　　　　**3 minutes**

1. Tell participants the following story:

   There once 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.

Possible Solutions　　　　　　　　　　　　　　　　　　**2 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 3-5 ideas on separate sticky notes.

Water, Sanitation, and Hygiene   **4 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 any one of these?" *They would continue to have diarrhea and not get healthy. All three components (water, sanitation, and hygiene) are needed for Fulano and his family to stay healthy.*

Review   **1 minute**

1. In pairs ask participants to explain why water, sanitation and hygiene are all important for health.

Reflections on Lesson

Practice Lesson 3: Disinfection   🕐 10 minutes total

Lesson Description

In this lesson, participants learn about three different ways to disinfect water and discuss the advantages and disadvantages of each.

Learning Outcomes

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

1. Define disinfection.

2. Evaluate different ways to disinfect water.

Materials

- ☐ Flip chart paper
- ☐ Markers
- ☐ 3 *Disinfection Posters* (SODIS, Boiling, Chlorine: See WASH Resources for poster sets http://resources.cawst.org/)

Preparation

- ☐ Read and prepare lesson plan

- ☐ Set up three stations. Each station should have a piece of flip chart paper divided into two columns.

- ☐ At each station place a different *Disinfection Poster*

Introduction   **2 minutes**

1. Ask the participants to share the first word that comes to their mind when they hear the word "disinfection".

2. Present the lesson description or learning outcomes.

Disinfection Methods   **7 minutes**

1. Explain to participants that disinfection is one step to make sure that water is safe to drink. It works by killing pathogens in the water.

2. Explain that there are three stations set up around the room and that each station represents one method to disinfect water.

3. Explain that there will be a poster at each station that the participants should use to discuss how the method works. After their discussion they should put one advantage and one limitation of that method on the flipchart provided at the station. They will have 1 minute and 30 seconds per station.

4. Break the participants into three groups and ask each group to go to a different station.

5. Give each group 1.5 minutes at each station then ask them to switch.

6. Ask participants to go around to all the stations one last time to read through the advantages and limitations of each disinfection method.

Review   **1 minute**

(?) 1. In pairs, ask the participants to discuss which method they would use and why.

Reflections on Lesson

Practice Lesson 4: Filtration   🕐 **10 minutes total**

Lesson Description

In this lesson participants learn about filtration, why it is an important step in water treatment, and how it works.

Learning Outcomes

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

1. Describe how filtration removes pathogens and dirt from water.

Materials

- □ Picture of a sieve (See end of lesson plan)
- □ 3 chairs
- □ Flip chart paper
- □ Markers
- □ Optional: Sieve
- □ Optional: Mixture of sand and gravel

Preparation

- □ Read and prepare lesson plan
- □ Put three chairs in the middle of the room in a line, about 1 metre apart from each other
- □ Print picture of a sieve
- □ Optional: Prepare sieve, and a mixture of sand and gravel

Introduction   **3 minutes**

1. Show participants the picture of a sieve. Ask the participants to imagine what would happen if you poured a bag of sand and small gravel on top. Ask one participant to comment on what would happen. *Larger items like the gravel will stay on top of the sieve and smaller items like the sand will pass through.*

2. **Optional:** If you have the materials, demonstrate how the sand and gravel mixture pours through the sieve. Ask participant to observe what is occurring and to share some of their observations

3. Ask the participants: "How is a sieve similar to a water filter?" *A sieve works like a filter to keep larger items (pathogens) in the filter and let the smaller items (water) flow through.*

4. Present learning outcomes or the lesson description.

Filtration   **5 minutes**

1. Tell the participants they are going to look at one way that pathogens are trapped in a filter by acting it out. The activity will illustrate the importance of pore size (space between the sand grains) in the functioning of the filter.

2. Ask the participants to stand up and move to the side of the room, facing the three chairs you have arranged 1 m apart from each other in a line in the middle of the room.

3. Tell the participants that the line of chairs represents the sand in a biosand filter. Explain that the sand in this particularly filter is composed of very large sand grains, so there is a lot of space between each grain of sand. You are going to pretend to pour dirty water containing pathogens into the filter. The participants will play the role of the pathogens in the filter. As you pour the water, the pathogens will move towards the filter and see if they can get through to the other side by going between the chairs.

4. When the pathogens walk through to the other side, ask the group "What could we do to make this filter work better at blocking the pathogens?" *We can add small grains of sand. This will make the pore size smaller.*

5. To symbolize the addition of small grains of sand put the line of chairs very close together. Ask the pathogens to try to get through. It will be much more difficult and they will be blocked. Explain that these chairs represent a very good filter with small pore sizes that allows the water to get through but blocks the pathogens.

6. Explain that in the biosand filter the selection of sand is important to ensure the correct pore sizes.

Review   **2 minutes**

1. Ask the participants to work in pairs and draw a picture illustrating how a filter traps pathogens.

Reflections on Lesson
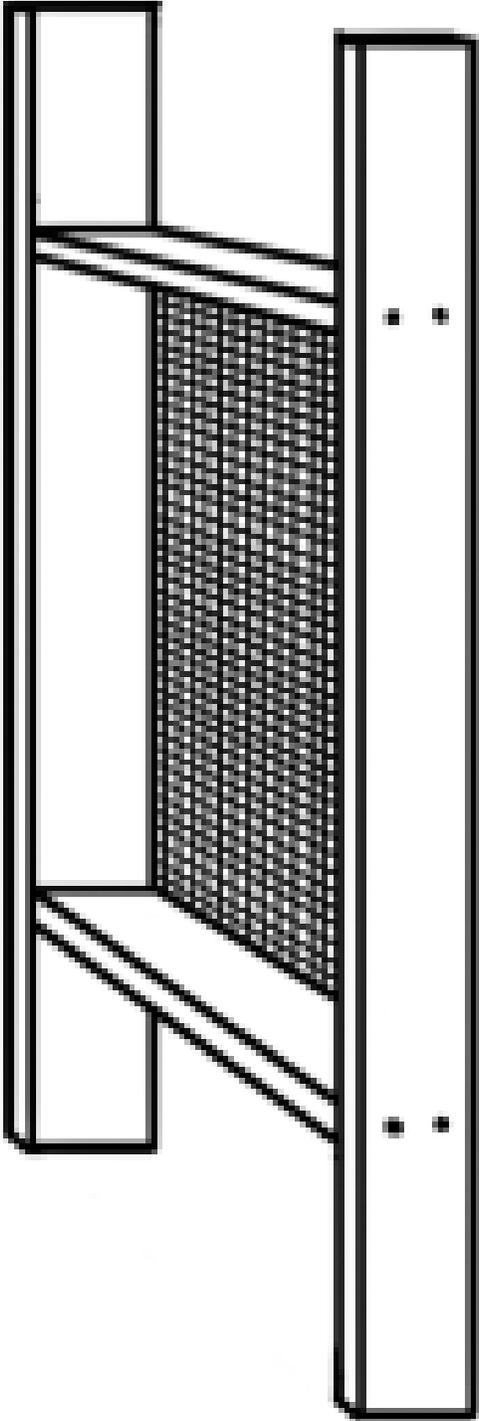
Practice Lesson 5: Effective Household Visit Practices 🕐 **10 minutes total**

Lesson Description

In this lesson participants discuss effective household visit practices.

Learning Outcomes

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

1. Identify effective household visit practices.

Materials

- ☐ Flip chart paper
- ☐ Markers
- ☐ Tape

Preparation

☐ Prepare a flip chart with the following instructions:

Y*ou visit a household and discover that they:*

- o *Do not wash their hands*
- o *Do not use a latrine*
- o *Do not use a safe storage container*

Help the household take action on their problems.

Introduction   **2 minutes**

1. Ask the participants to introduce themselves to someone as if they had never met before.

2. Now ask the participants to introduce themselves to the same person as if they are old friends.

3. Ask for two participants to volunteer the differences in the way they greeted the person they knew versus the person they didn't know.

4. Tell the participants that when working with households as community WASH promoters they have the opportunity to visit people they know and people they do not know. They need to be prepared to approach both types of households and help them make decisions on how they can improve WASH in their homes.

5. Present learning outcomes or lesson description.

Effective Household Visit Practices   **7 minutes**

1. Tell the participants you are going to present them with a household experiencing 3 WASH related challenges. You will divide them into 3 groups and each group will create ideas for how they would help the family identify and address one of their challenges.

2. Divide participants into 3 groups and give each group a piece of flip chart paper and markers.

3. Post the written instructions for the activity on the flip chart.

4. Give each of the 3 groups one of the WASH challenges identified on the flip chart.

5. Tell the participants to think how they would address this challenge with a household. What strategies would they use to communicate this problem, and how would they help the family address this during a household visit?

6. Give participants 2 minutes to create a few ideas and record them on their flip chart paper, then ask each group to present their ideas one at a time. After each group presents ask the large group if they have additional strategies to record.

Review   **1 minute**

1. In pairs, ask participants to discuss one strategy they think is very effective when visiting households.

Reflections on Lesson

Practice Lesson 6: Improving Sanitation   🕐 **10 minutes total**

Lesson Description

In this lesson participants learn to evaluate and rate the effectiveness of different latrine options.

Learning Outcomes

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

1. Rate a series of latrines.

Materials

☐ Flip chart paper
☐ Markers
☐ *Sanitation Ladder* activity cards. See WASH Resources for regionalized *Sanitation Ladder Activity* cards: http://resources.cawst.org/

Preparation

☐ Print and cut apart *Sanitation Ladder* activity cards (2 sets)
☐ On a sheet of flip chart paper, make a table with two columns and title them "Best" and "Worst."

Introduction   **2 minutes**

1. Ask the participants to close their eyes and picture the different types of latrines that they have used. Ask them to identify which latrine was the best and which one was the worst.

2. Ask the participants to share some of the qualities of the worst latrines they have used. Write these down on the flipchart under the heading "Worst."

3. Ask the participants to share some of the qualities of the best latrines they have used. Write these down on the flipchart under the heading "Best."

4. Present the lesson description or learning outcomes.

Sanitation Ladder   **7 minutes**

1. Explain to participants that they are going to be using a set of cards with pictures of different latrines on them. Their goal is to place the cards from the worst latrine to the best latrine. Give each group only 5-6 cards from the set (ranging from bad to

good latrine options) because they may not have time to discuss and order the entire set of cards.

Explain that if there is a disagreement, then the cards can be placed as equal and they can go back to them again later. Tell them that they will have 4 minutes to do this activity. Warn them when their time is almost up.

2. Divide the participants into two groups. Hand out a set of cards to each group.

3. Ask each group to share what the most important factors were when choosing where to place their cards.

The separation of feces from contact with humans is important to stop the spread of feces through the home and community. A good superstructure makes it safe and private for everyone to use. Having a hand washing station with soap helps to reduce disease transmission. Ventilation can keep it from getting smelly. Screens keep out flies and prevent them from carrying germs from feces to people's food.
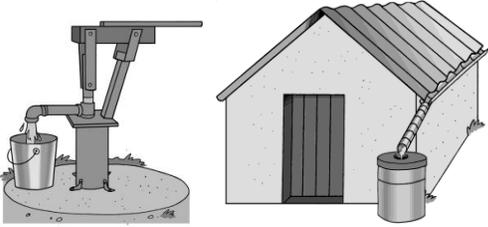

Review   **1 minute**

1. In pairs, ask the participants to tell each other one of the most important changes they observed in latrine design as they moved up the ladder.

Reflections on Lesson

Practice Lesson 7: Multi-Barrier Approach   🕐 **10 minutes total**

Lesson Description

In this lesson participants learn the five steps in the multi-barrier approach to safe drinking water.

Learning Outcomes

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

1. Describe the five steps in the multi-barrier approach to safe drinking water.

Materials

- □ Flip chart paper
- □ Markers
- □ *Multi-Barrier Approach* activity (See end of lesson plan)

Preparation

- □ Prepare *Multi-Barrier Approach* activity (3 sets)
- □ One set of the *Multi-Barrier Approach* cards are for the facilitator. Take the facilitator set of activity cards, match them appropriately and place them in the correct order. Cover them so participants cannot see them at the beginning of the lesson.

Introduction   **4 minutes**

1. Ask for two participant volunteers. Explain that one participant will represent contaminated water and the other will represent a human who is trying to avoid getting sick from the water. When the "water" is able to touch the "human," the human gets sick (and can act out becoming very ill).

2. Tell the human to remain standing in one place. Ask the water to try and touch the human (without hurting him/her). *The human has no barriers/defences so it is very easy to touch him/her.*

3. Ask for two more participants to represent a barrier by linking arms and standing in front of the human. Allow the water to try and touch the human again. Show that it is more difficult but the contaminated water can still make the human sick.

4. Ask two more participants to act as barriers and ask the water to try to touch the human again.

5. At the end of this activity, ask the participants to discuss what they noticed about the relationship between the number of barriers and how easy it is for the human to become sick.

6. Present the lesson description or learning outcomes

Multi-Barrier Approach   **5 minutes**

1. Explain that the multi-barrier approach is a five-step way of making sure that water is safe and will not make people sick.

2. Divide the participants into two groups and give each group the *Multi-Barrier Approach* matching activity. Ask the groups to match the pictures with the terms they represent.

3. Uncover the set of cards that you have prepared before the lesson. Show the participants the order of the five barriers. Describe each of the five barriers and what it does.

   a. *Protect your source water. Making sure that feces, waste, and other contaminants do not get into the water helps to keep it safe.*

   b. *Sediment your water. If your water has a lot of particles in it, allowing those particles to settle helps to remove some of the contaminants and makes it easier to treat with the next two steps.*

   c. *Filter your water. Different types of filters can be used to remove pathogens, dirt, and other contaminants from water.*

   d. *Disinfect your water. Methods like boiling, SODIS and adding chlorine are used to kill off any pathogens that might still be in the water and could make people sick.*

   e. *Store your water safely. This step is very important because if your container is dirty or if you dip dirty hands or scoops into the water, all of the work you did to make it clean and safe will not matter.*

Review   **1 minute**

1. In pairs, ask the participants to discuss why it is important to follow all steps of the multi-barrier approach.

Reflections on Lesson

Multi-Barrier Approach Matching Activity
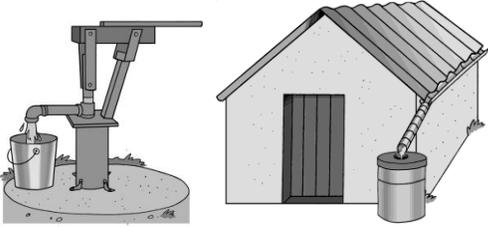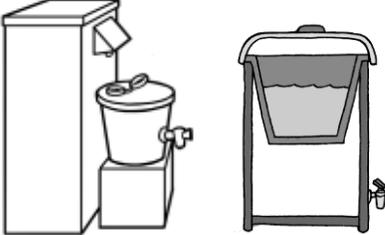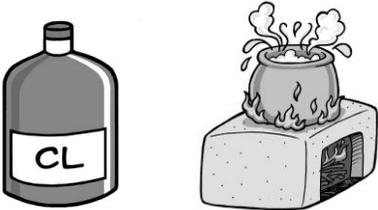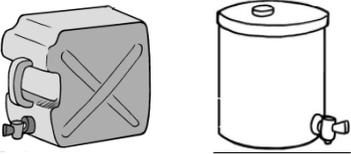
Sediment your water

Store your water safely

Protect your source water

Filter your water

Disinfect your water

Multi-Barrier Approach Matching Activity
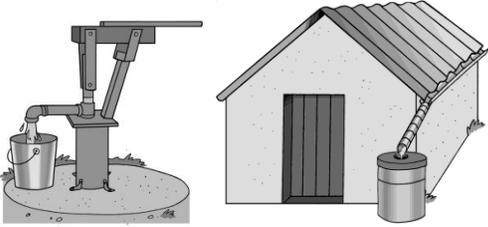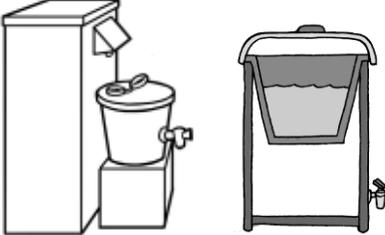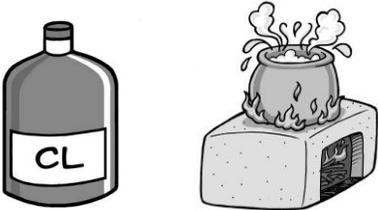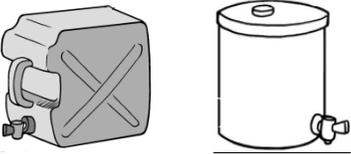
Sediment your water	**Store your water safely**
Protect your source water	**Filter your water**
Disinfect your water	

CAWST

Multi-Barrier Approach Matching Activity

Sediment your water	**Store your water safely**
Protect your source water	**Filter your water**
Disinfect your water	

Practice Lesson 8: Sedimentation   🕐 **10 minutes total**

Lesson Description

In this lesson participants learn what sedimentation is, why it is an important step in water treatment, and how to do it in their households.

Learning Outcomes

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

1. Describe sedimentation and why it is important to water treatment
2. Explain how to do sedimentation through settling and coagulation methods.

Materials

☐ Flip chart paper
☐ Markers
☐ 3 glasses of water
☐ A coin or other heavy item
☐ Sand
☐ Dust, dirt, or chalk
☐ *Sedimentation Picture Posters* (See end of lesson plan) through settling such as with alum or moringa seeds. If regional posters are available they can be substituted.

Preparation

☐ Read and prepare lesson plan

☐ Fill three glasses with clean water and put them at the front of the room.

☐ Put the coin, sand, and dirt near the glasses of water

☐ Print or prepare 3 *Sedimentation Picture Posters*

Introduction   **4 minutes**

1. Drop a coin (or other heavy item) into the first water glass. Ask the participants to describe what happened. *It sank to the bottom.*

2. Drop a handful of sand in the second glass. Ask the participants to describe what happened. *It sank to the bottom but more slowly and some remained suspended.*

3. Drop a handful of dust, dirt, or chalk in the third glass. Swirl if needed to get it to wet and start sinking. Ask the participants to describe what is happening. *The water became very dirty and cloudy. The dirt does not settle as quickly.*

4. Ask the participants what they think would happen if you left the glasses sitting for another 2 hours. Most of the *dirt would settle to the bottom of the glass, but the glass with the dust or chalk might remain suspended.*

5. Present the lesson description or learning outcomes.

## Sedimentation   **4 minutes**

1. Ask the participants to get into pairs and discuss why sedimentation is an important part of water treatment.

2. Ask a few pairs to share ideas with the full group about why sedimentation is important. Ex: *Makes the water look cleaner. Removes some of the pathogens in the water. Is an important step so that the water is not too cloudy for filtration, SODIS or chlorination. Helps to remove particles that may affect taste and quality of the water.*

3. Ask the participants: "If you have a bucket of dirty water like the water in this third glass, how would you go about doing sedimentation?"

4. Explain that there are two main ways to do sedimentation: (1) allowing the particles to naturally settle and then pouring off the liquid, and (2) using a coagulant like alum or moringa seeds to help the particles stick together and sink. Show the participants the picture posters.

Review   **2 minutes**

1. Ask the participants to take a look at the third glass and see how much it has settled, and how much it still needs to settle.

2. Ask them to explain to a partner how they would settle the water, and why it is important.

Reflections on Lesson
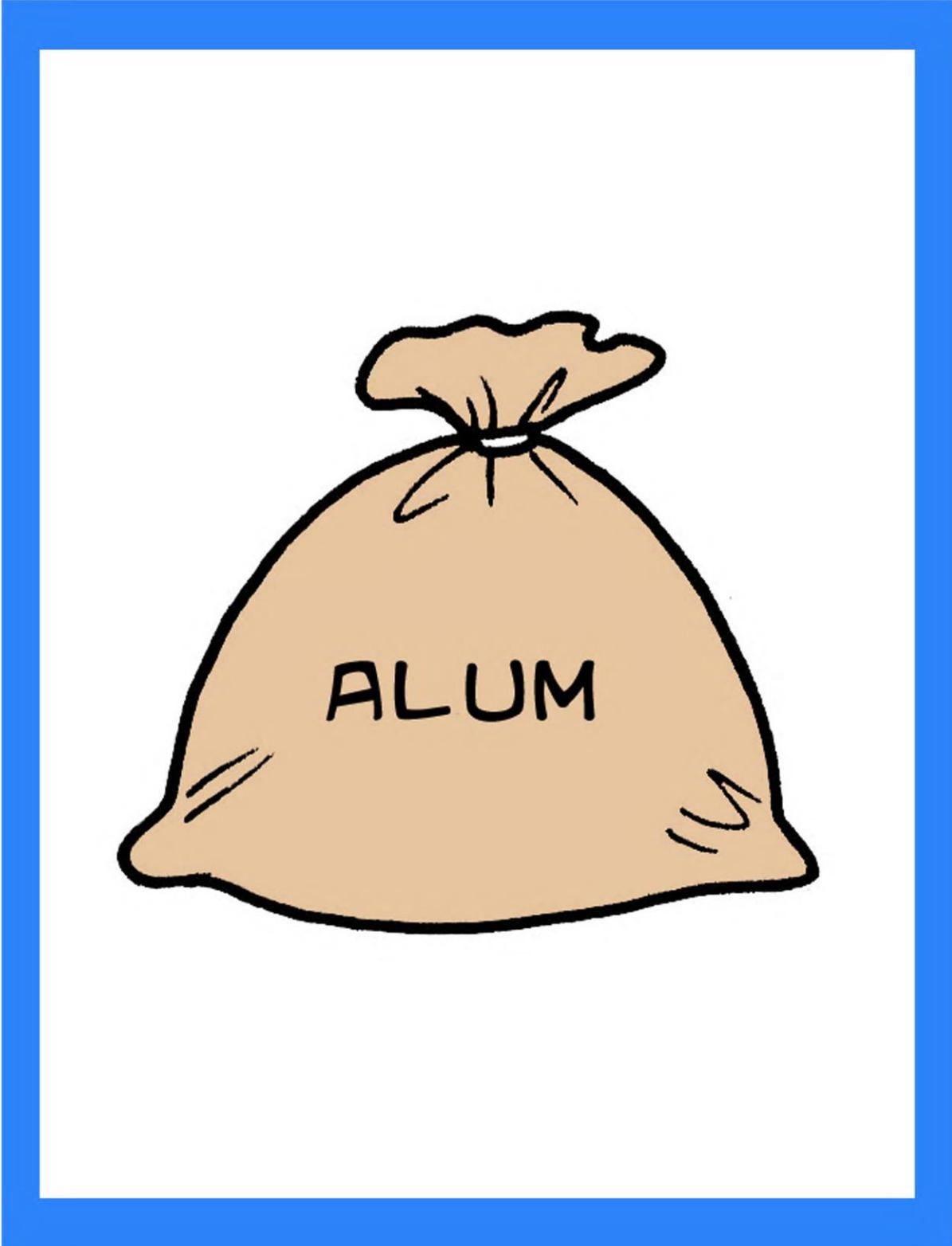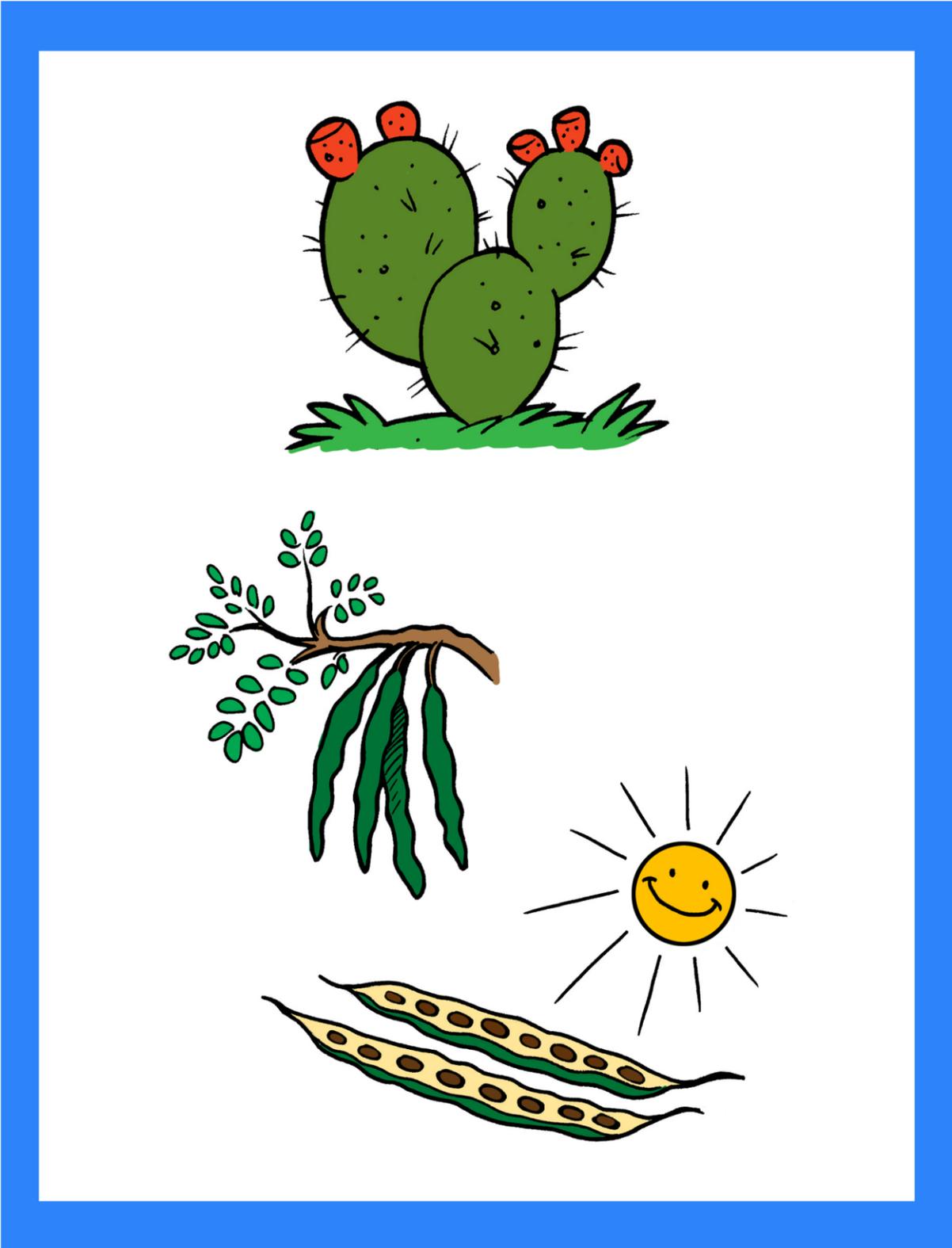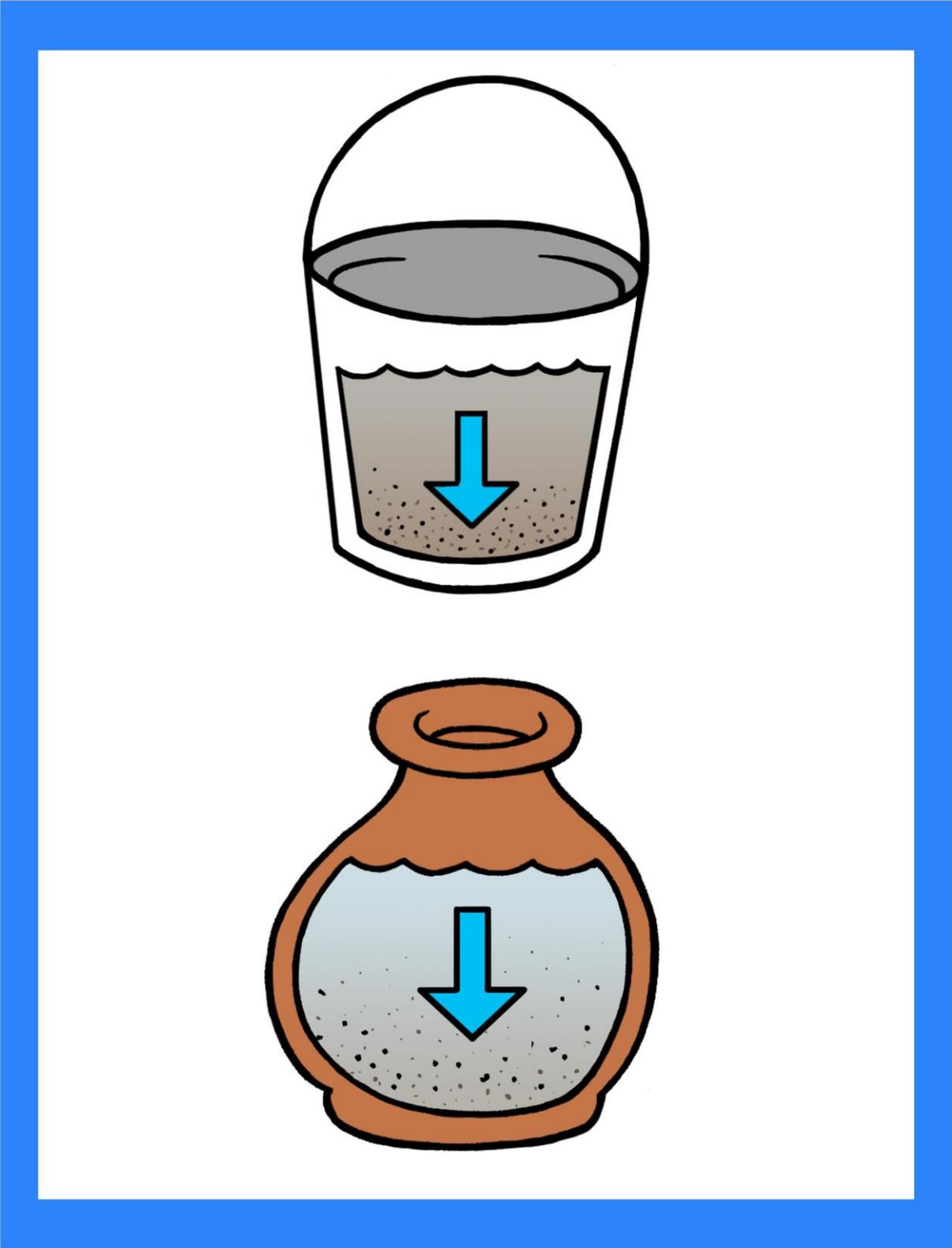
Practice Lesson 9: Source Water Protection   🕐 **10 minutes total**

Lesson Description

In this lesson participants learn how a surface water source (lake, river, stream, etc.) can become contaminated and what steps they can take to protect their water source.

Learning Outcomes

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

1. Explain how source water can become contaminated.
2. Identify strategies for protecting water sources.

Materials

- ☐ Flip chart paper
- ☐ Markers
- ☐ Two large pieces of paper with a river drawn on each

Preparation

- ☐ Read and prepare lesson plan.
- ☐ Arrange the room for two groups, with a table/space for each group to work.
- ☐ Draw a river on each large sheet of paper and place one in the middle of each table for the groups to use, along with extra markers.

Introduction   **2 minutes**

1. Tell the participants a short 1 minute story about a young boy who collects water every day at the same river. When he started drawing water several years ago, the water was always very clean and clear. Now it is often very cloudy, it sometimes smells funny, and his family is often getting sick.

2. Ask the participants to describe what might be contaminating the water (*feces, agriculture, industry, clothes washing, etc.*).

3. Share the lesson description or learning outcomes.

Protecting Source Water from Contamination   **7 minutes**

1. Divide participants into two groups and give each group a large piece of paper with a river drawn on it. Ask the groups to draw all the sources of contamination that they can think of that could make the water unsafe to drink.

2. Ask the participants to switch pieces of paper. On their new piece of paper ask them to write as many ways as possible to protect the river from the sources of contamination represented in the drawing (Ex: *fences to keep animals out, treatment plants for wastewater or industry, latrines to keep feces out, etc.*).

3. Ask each group to share one of the source water protection strategies they identified.

Review   **1 minute**

1. In pairs, ask the participants to share one new thing they learned about source water protection.

Reflections on Lesson

Practice Lesson 10: Water-Related Disease Transmission 🕐 10 minutes total

Lesson Description

In this lesson participants learn about the different ways that water-related diseases can be transmitted.

Learning Outcomes

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

1. Explain how water-related diseases are transmitted.

Materials

☐ *Transmission Routes Game* (See WASH Resources for regional variations http://resources.cawst.org)
☐ Flip chart paper
☐ Markers
☐ Tape

Preparation

☐ Remove the arrows from the *Transmission Routes Game*.

☐ Tape the picture of the feces and the picture of the human on the wall at the front of the room

☐ Prepare the "flies," "fingers," "fluids," and "food" cards to give to participants.

Introduction   2 minutes

1. Ask the participants to shake hands with everyone as if they are meeting them in the street.

2. Ask the participants to stop and with a partner discuss what kinds of diseases can be passed between people when they shake hands.

3. Ask the participants to discuss what other ways diseases can be transmitted.

4. Present the lesson description or learning outcomes.

Simplified Transmission Routes Activity   6 minutes

1. Show the participants the pictures of the feces and the human. Tell them that the goal of this exercise is to consider different ways that pathogens from the feces could end up making the human sick.

2. Depending on the number of participants, give each participant one of the four cards (flies, fingers, fluids, or food), or divide participants into pairs and give each pair one of the four cards.

3. Ask the participants to think of how the item on their card might help to transmit pathogens from feces to make humans sick. Give them a moment to think on their own or discuss with their neighbor/partner.

4. Use flip chart paper to write the four words (or post the four picture cards on the wall) and ask each participant or pair of participants to share their ideas for how it could make people sick. Add more information and clarify if needed.

   a. *Flies – If flies land on exposed feces and then land on people's food, they can make people sick.*

   b. *Fluids – If feces get into water sources because of open defecation, poorly sited latrines, or roaming animals, the water can make people sick. Water can also be contaminated by dirty hands and unsafe storage, etc.*

   c. *Fingers – If people do not wash their hands after going to the bathroom and before cooking, eating, etc., it can make them sick.*

   d. *Food – If food has been exposed to unclean water, dirty hands, or flies, it can make people sick.*

Review   **2 minutes**

Ask the participants to discuss what form of transmission is most common in their home or community.

Reflections on Lesson

Practice Lesson 11: Water Cycle   🕐 **10 minutes total**

Lesson Description

In this lesson participants learn about the water cycle and how it replenishes the different drinking water sources (groundwater, surface water, rain water).

Learning Outcomes

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

1. Illustrate the components of the water cycle

Materials

- □ Flip chart paper
- □ Markers
- □ *Water Cycle Poster* (See lesson plan)

Preparation

- □ Read and prepare lesson plan
- □ Print or prepare the *Water Cycle Poster*, but do not display it prior to the lesson
- □ Prepare three pieces of flip chart paper, each with one of the following written in large letters: "Ground water," "Surface water," "Rain water"

Introduction   **2 minutes**

1. Ask participants to raise their hands if they are familiar with the water cycle.

2. Ask those who raised their hands to state 1-2 parts of the water cycle.

3. Present the lesson description or learning outcomes.

Drawing the Water Cycle   **5 minutes**

1. Tell participants that they are going to work in groups to create pictures of the water cycle.

2. Write the following words on the board or flip chart paper: "Evaporation," "Transpiration", "Condensation," "Precipitation," and "Surface Runoff".

3. Divide the participants into groups of 3 to 4. Give each group a sheet of flip chart paper and a package of markers and ask them to draw the water cycle as best as

they can.

4. Ask the participants to label the different parts of the water cycle as best as they can using the terms provided.

The Water Cycle and Different Water Sources   **2 minutes**

1. Show the image of the *Water Cycle Poster* and briefly describe each of the processes shown on the diagram. Clarify any misconceptions or difficulties.

   Note: "_Evaporation" is the change of water from a liquid to a gas. "Transpiration" is the movement of water through a plant and evaporation from its leaves. "Condensation" is when water vapour in the atmosphere changes back into a liquid. "Precipitation" is the falling of condensed water from the atmosphere back to the surface. "Surface Runoff" is water that flows over the ground when too much rain falls to be absorbed into the soil at once._

Review   **1 minute**

1. Tell participants that you are going to say the names for different parts of the water cycle and you want them to create an action for it. Actions can be done individually; they don't need to be the same for everyone in the group.

2. Ask participants to stand up and then say the following parts of the water cycle as they do an action: *evaporation, condensation, precipitation*

Reflections on Lesson

NASA 2015 (http://pmm.nasa.gov/education/water-cycle)
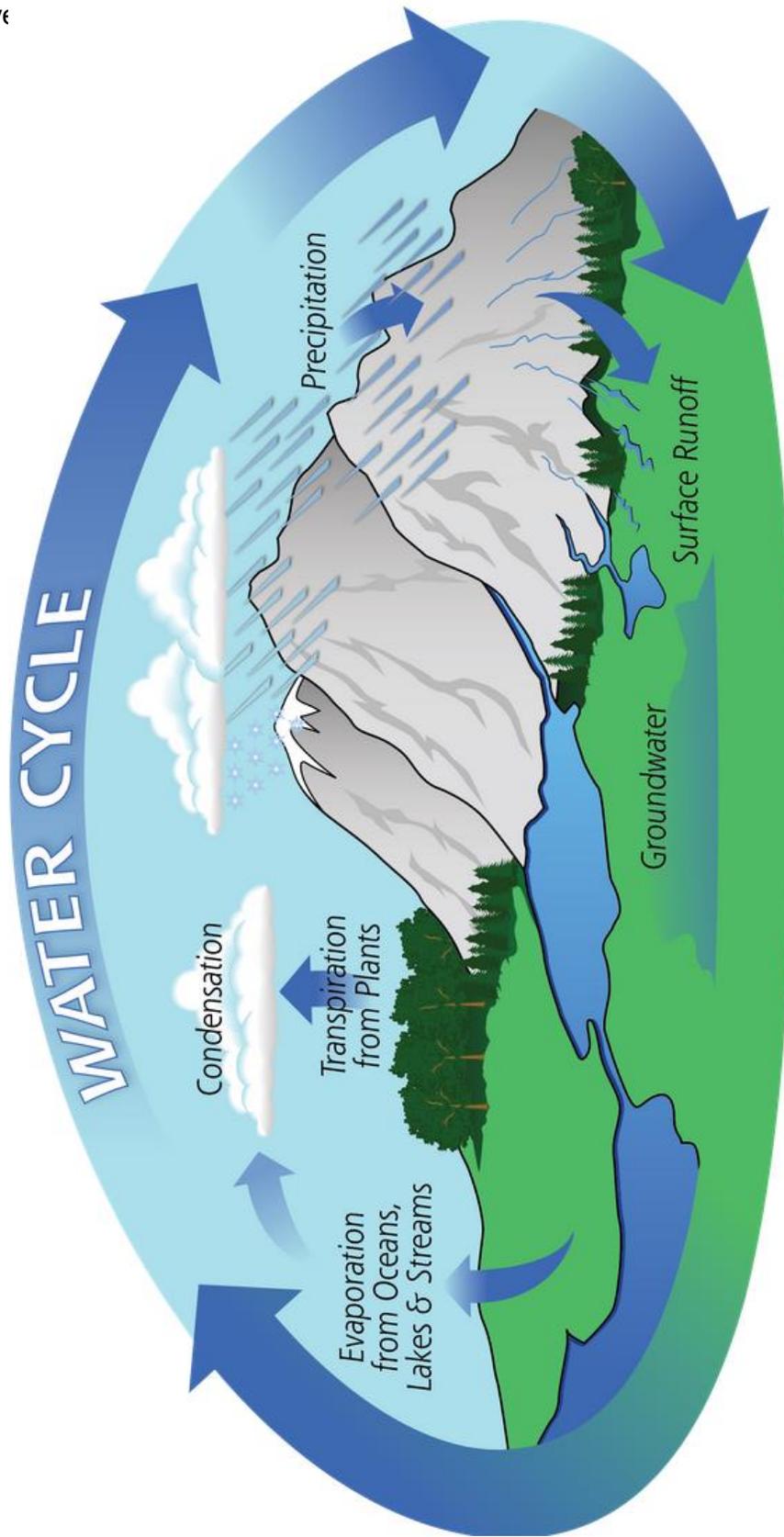
Practice Lesson 12: Organic and Inorganic Waste   🕐 10 minutes total

Lesson Description

In this lesson participants learn to classify their waste as organic and inorganic, so they can dispose of it more effectively.

Learning Outcomes

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

1. Classify their waste as organic and inorganic.

2. Explain what they can do with organic and inorganic waste.

Materials

☐ Flip chart paper
☐ Markers
☐ 3 sets of pictures of organic and inorganic waste (See lesson plan)
☐ Tape

Preparation

☐ Read and prepare lesson plan
☐ Print and cut out pictures of organic and inorganic waste

Introduction   **2 minutes**

1. Ask participants what they put in their garbage: (vegetable peels, plastic containers, pop bottles, glass etc. etc.)

2. Record their responses on the flip chart.

3. Present the lesson description or learning outcomes.

Classifying Waste   **6 minutes**

1. Tell participants that they are going to classify a set of pictures into two groups. You will not give them any criteria to do this.

2. Divide participants into 3 groups.

3. Give each group a set of pictures, and tell them to classify them into 2 groups. They have two minutes. They will need to justify their criteria for classification.

Note: If the groups are struggling after 1 minute*, ask them to divide the pictures into ones that represent things that are made by nature, and things that are manufactured. If they are not struggling do not give them advice.*

4. At least one of the groups should have classified their cards as materials that are manufactured and materials that come from nature, i.e. organic and inorganic. Ask the full group to stand in front of this set of cards. If everyone has classified their cards this way, stand in front of one set of cards.

5. On the flip chart, draw two columns.

6. Point to the group of pictures that represent organic materials. Ask participants what these images have in common. Record the answers in the first column of the flip chart. *They all originate from living things, they biodegrade quickly*, etc.

7. Point to the group of pictures that represent inorganic materials. Ask participants what these images have in common: Record the answers on the second column of the flip chart. *The materials are produced through a manufacturing process. They can take hundreds of years to break down, etc.*

8. Ask participants what title they would give to these two columns: Organic and Inorganic. Write these labels on the flip chart columns.

Review   **2 minutes**

1. Return to the list of garbage that participants developed in the lesson introduction.

2. Tell participants that you are going to read out the things on the list on by one. As you do this they should classify the things on the list by raising their fingers: One finger represents organic, two fingers represents inorganic.

3. Read through the list, and check to ensure participants are classifying the materials correctly.

Reflections on Lesson
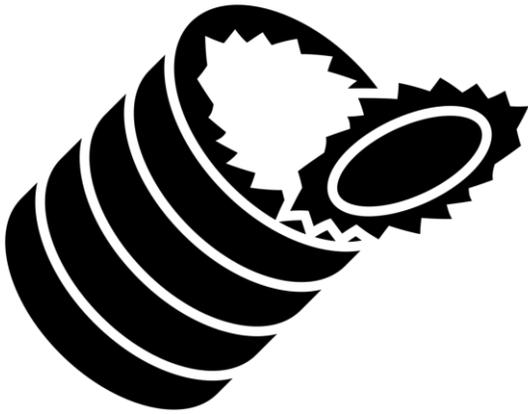
Ryzhkov Anton from The Noun Project
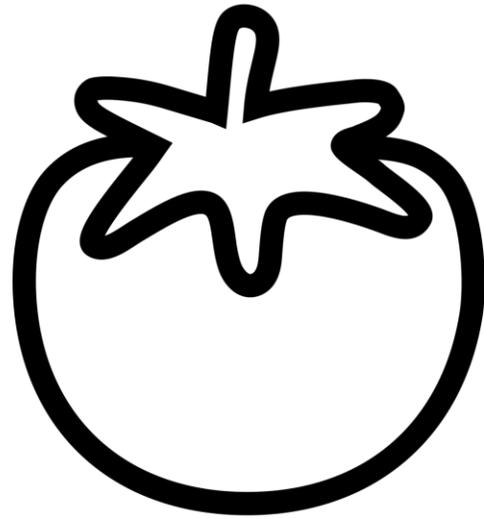
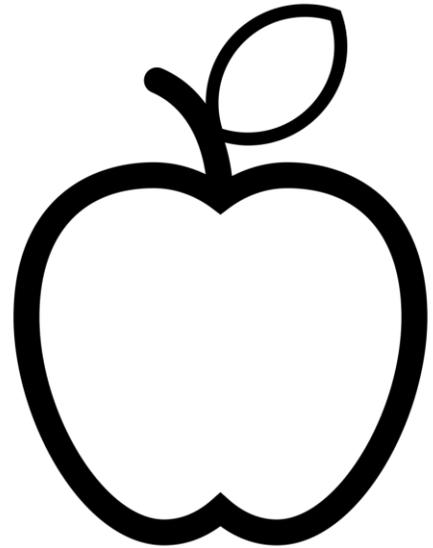Nathan Thomson from The Noun Project
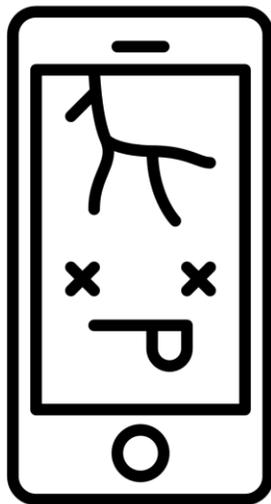
Marek Polakovic from The Noun Project
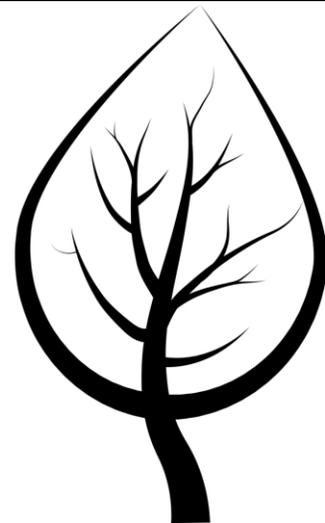
Benedikt Martens from The Noun Project
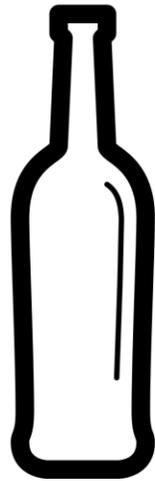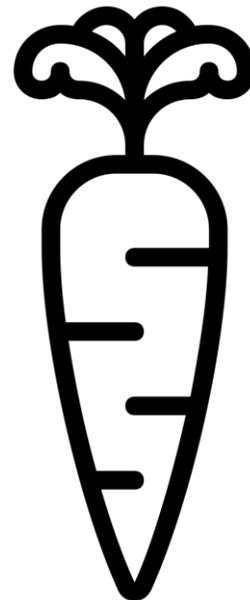
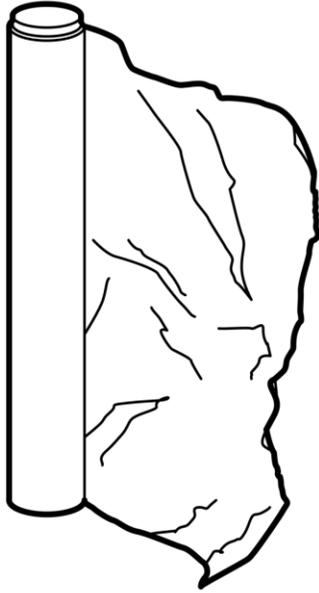Olivier Guin from The Noun Project

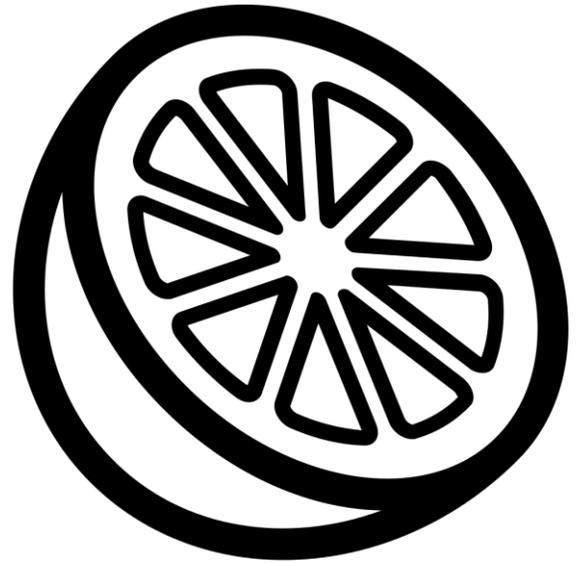Hunotika from The Noun Project

Julien Deveaux from The Noun Project

Yorlmar Campos from The Noun Project
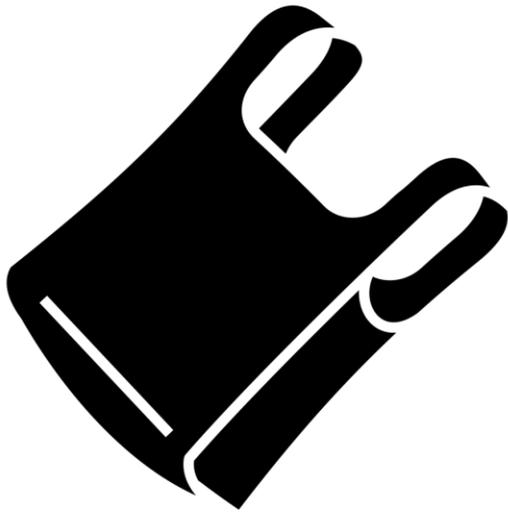
Enrico Magistro from The Noun Project

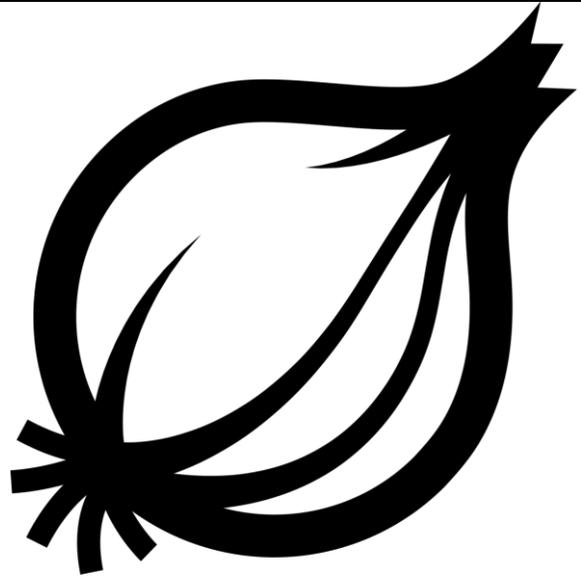
Arthur Shlain from The Noun Project
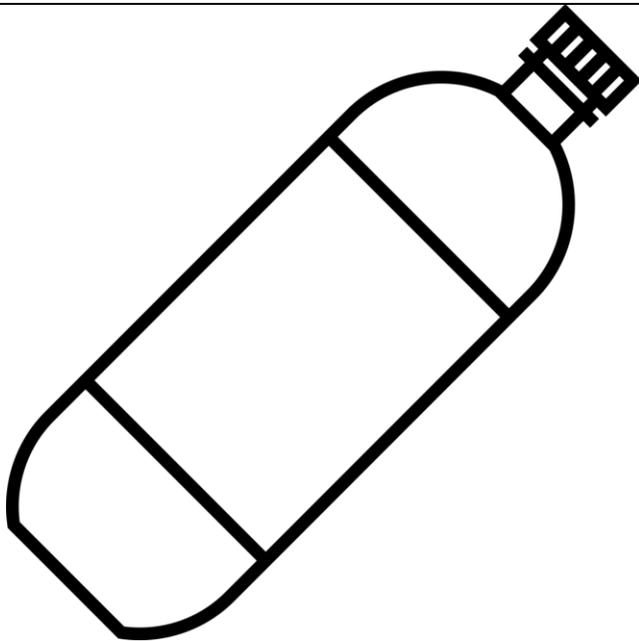

Natalia Matayoshi from The Noun Project
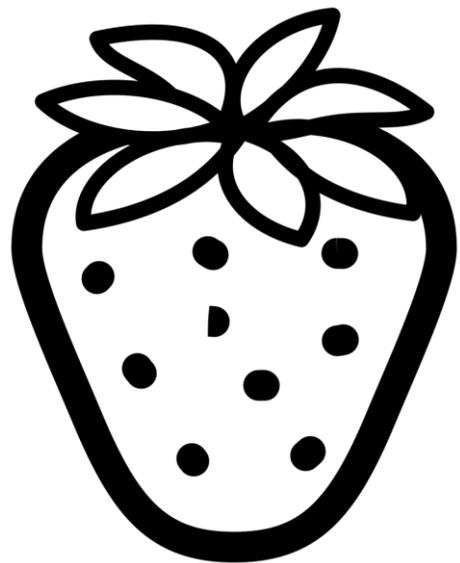

Ji Sub Jeong from The Noun Project

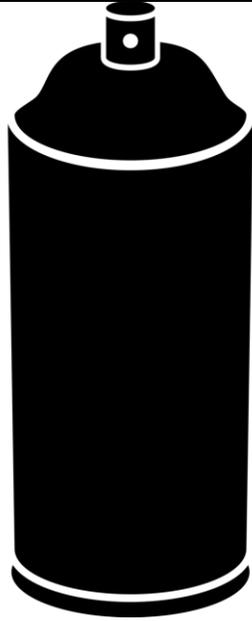Ryzhkov Anton from The Noun Project

Kyle Tezak from The Noun Project

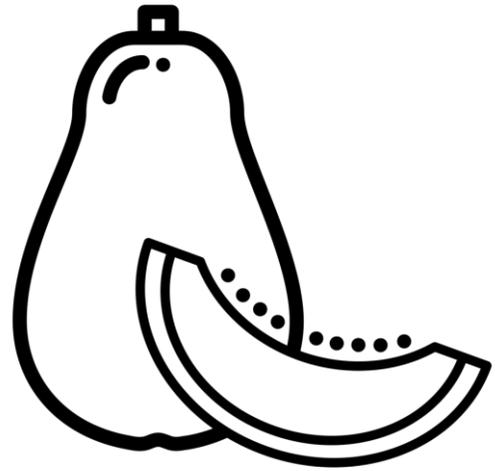Jake Dunham from The Noun Project

Hunotika from The Noun Project

Christoffer Skogsmo from The Noun Project

Guilherme Zamarioli from The Noun Project

Centre for Affordable
Water and Sanitation Technology

Delivering Effective WASH Training

Appendix 2: Practice Lessons to Adapt

424 Aviation Road NE
Calgary, Alberta, T2E 8H6, Canada
Phone: + 1 (403) 243-3285, Fax: + 1 (403) 243-6199
E-mail: resources@cawst.org, Website: www.cawst.org

CAWST, the Centre for Affordable Water and Sanitation Technology, is a nonprofit organization that provides training and consulting to organizations working directly with populations in developing countries who lack access to clean water and basic sanitation.

One of CAWST's core strategies is to make knowledge about water common knowledge. This is achieved, in part, by developing and freely distributing education materials with the intent of increasing the availability of information to those who need it most.

This document is open content and licensed under the Creative Commons Attribution Works 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by/4.0 or send a letter to Creative Commons, 171 Second Street, Suite 300, San Francisco, California 94105, USA.

CAWST will produce updated versions of this document periodically. For this reason, we do not recommend hosting this document to download from your website.

Stay up-to-date and get support:

- Latest updates to this document
- Other workshop & training related resources
- Support on using this document in your work

CAWST provides mentorship and coaching on the use of its education and training resources.

www.cawst.org/resources

CAWST and its directors, employees, contractors and volunteers do not assume any responsibility for and make no warranty with respect to the results that may be obtained from the use of the information provided.

Table of Contents

Lesson to Adapt 1: Maintaining a Latrine   🕐 **10 minutes total**

Instructions for Adapting this Lesson

⚠ You discover this lesson has been written in a way that includes some group discussion but is not as active as you would like. You know the quieter people in the room will not participate and the more vocal participants will dominate the discussion. Modify the lesson to be more engaging and participatory for the whole group.

Lesson Description

In this lesson participants will explore the importance of latrine maintenance.

Learning Outcomes

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

1. Describe what they can do to maintain a latrine.

Materials

☐ *John's Story* (See below)

Preparation

☐ Read and prepare lesson plan

☐ Review *John's Story*

☐ Write learning outcomes or lesson description on the flip chart

---

Introduction   **2 minutes**

1. Tell participants the story of someone with a very dirty latrine and the consequences of this. For example, *John's Story*:

   • There once was a man named John who had a very dirty latrine. The latrine was so dirty that you could smell it from far away. John was very lonely because no one wanted to visit him. They were afraid of using his latrine. John's children were always sick and missing school. His wife left him because she was so embarrassed by the latrine and didn't want to continue defecating in the open.

2. Ask the participants if they have ever used a bathroom like John's, and what the experience felt like.

3. Present the lesson description or learning outcomes.

Maintaining Latrines   **6 minutes**

1. Ask the participants if they are willing to help John.
2. Ask the participants to think of the things they would do to help a person like John maintain his/her latrine.
3. Ask the participants to volunteer suggestions. As people explain their ideas, write them on the flip chart, creating a list.
4. Complete the list of things people could do to maintain their latrines.

Review   **2 minutes**

1. Ask the participants to write down one aspect of latrine maintenance they would like to improve.

Reflections on Lesson

Lesson to Adapt 2: Pathogens   10 minutes total

Instructions for Adapting this Lesson

You planned to use PowerPoint in this lesson to show the different types of pathogens; however, you learn that your training location has no electricity or computer for use. In addition, you cannot find the PowerPoint file. Modify the lesson to avoid the use of PowerPoint.

Lesson Description

In this lesson participants will explore different types of disease-causing pathogens, and the diseases caused by each type.

Learning Outcomes

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

1. List the four types of pathogens

2. Identify one disease caused by each type of pathogen

Materials

- Computer
- LCD Projector
- PowerPoint with images of pathogens
- Flip chart paper
- Markers
- Tape

Preparation

- Read and prepare lesson plan

- Prepare learning outcomes or lesson description on PowerPoint.

- Display the PowerPoint images of pathogens at the front of the room for participants to use as a visual during the following activity.

Introduction   1 minute

1. Present the images of the four diseases: Hepatitis A, Cholera, Giardia, Tape worm.

2. Ask participants: "What do these all have in common?" *They can all be caused by fecal contamination of water.*

3. Present the learning outcomes or lesson description.

Types of Pathogens   **4 minutes**

1. Explain that although all of these diseases are caused by water contaminated by feces, they are all caused by different types of pathogens.

2. Tell participants that there are 4 types of pathogens. Ask them if they can name any.

3. Reveal the names of the different pathogens on the PowerPoint: *Viruses, Bacteria, Protozoa, and Helminths. Indicate the corresponding picture for each pathogen on the PowerPoint display.*

4. Explain that you have listed the pathogens in the order of their size, with viruses being the smallest.

Matching the Disease with the Pathogen   **4 minutes**

1. Place the names of the pathogens around the room.

2. Tell participants that you are going to call out the name of a disease and they need to run to the pathogen they believe causes the disease.

3. After each disease tell the participants the answer:

    o   Hepatitis A: Virus
    o   Cholera: Bacteria
    o   Giardia: Protozoa
    o   Helminth: Tape worm

Review   **1 minute**

1. In pairs, have participants act out each type of pathogen based on how they look in the pictures. As they do each action, ask the participants to name a disease that is caused by the type of pathogen they are pretending to be.

Reflections on Lesson

Lesson to Adapt 3: Personal Hygiene

10 minutes total

Instructions for Adapting this Lesson

You have prepared this lesson to use a lot of written material, but you realize that many people in your group have difficulty with reading and writing. Modify the lesson to be more accessible for those who cannot read and write.

Lesson Description

In this lesson participants will learn what "hygiene" means and will explore different types of hygienic practices.

Learning Expectations

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

1. Describe what is meant by hygiene.

2. List good personal hygiene practices.

Materials

- Flip chart paper
- Markers
- A bundle of cards with the words "Comb," "Toothbrush," "Soap," "Detergent," and "Nail-clippers" written on them

---

Preparation

- Read and prepare lesson plan

- Write lesson description or learning outcomes on flip chart paper

- Create cards with the words "Comb," "Toothbrush," "Soap," "Detergent," and "Nail-clippers" written on them.

- Place the cards somewhere visible at the front of the room.

Introduction   **1 minute**

1. Place cards with the following words at the front of the room:

    - Comb

    - Toothbrush **or** tooth sticks (tooth picks)

    - Soap

- Detergent

- Nail-cutters

2. Ask the participants what all of these words have in common. *They are used for personal hygiene.*

3. Present the lesson description or learning outcomes.

Definition of Hygiene   **2 minutes**

1. Ask the participants to individually write out a definition of what hygiene means to them.

2. Ask a few volunteers to share their written responses. *Hygiene is the general cleanliness of your home, your food and yourself.*

3. As participants volunteer ideas, write their responses on a piece of flip chart paper.

Personal Hygiene Graffiti   **5 minutes**

1. Explain to participants that they will be divided into two groups and will list as many different hygiene activities that they can think of, then rotate groups to share ideas.

2. Divide participants into two groups, give each group a piece of flip chart paper, and give them 2 minutes to write their responses.

3. Ask each group to rotate to the other group's paper and add any missing items from the list.

4. Ask each group to return to their paper and review what the other group has added to their list.

Review   **1 minute**

1. Ask the participants to write down one habit of good personal hygiene, when it should be done, and how frequently.

Lesson to Adapt 4: Poverty Cycle

10 minutes total

Instructions for Adapting this Lesson

You discover this lesson has been written in a way that does not actively involve the participants as much as you would like. Modify it to be more engaging, participatory, and dynamic for participants with different learning styles.

Lesson Description

In this lesson, participants explore how unsafe water and poor sanitation relate to poverty.

Learning Outcomes

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

1. Demonstrate the impact of unsafe water and poor sanitation on poverty.

Materials

☐ Flip chart paper
☐ Markers

Preparation

☐ Read and prepare lesson plan
☐ Write learning outcomes or lesson description on the flip chart

---

Introduction
3 minutes

1. Ask participants what can happen when people drink unsafe water. Record their answers on the flip chart.

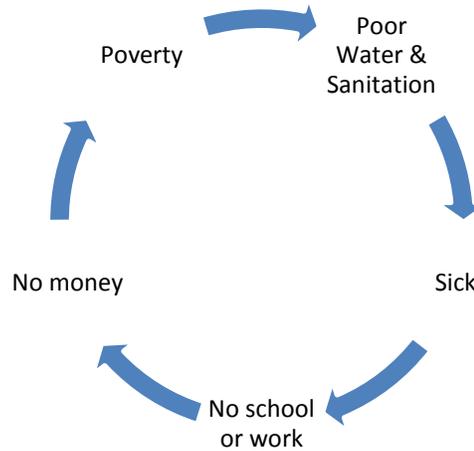2. Present the lesson description or learning outcomes.

Unsafe WASH and Poverty
6 minutes

1. Tell participants that unsafe water and bad sanitation contribute to poverty.

2. Explain the poverty cycle by drawing the following diagram:

Poor water and Sanitation → Sick → No school or work → No money → Poverty→ Poor water and Sanitation.

3. Ask participants if they have witnessed this cycle in their lives or in the lives of their friends. Ask a few volunteers to share their experiences.

Review   **1 minute**

1. In pairs, ask the participants to share something that surprised them or something they hadn't thought about before regarding the impact of unsafe water and poor sanitation.

Reflections on Lesson

Lesson to Adapt 5: Characteristics of Safe Water   🕐 **10 minutes total**

Instructions for Adapting this Lesson

⊘ You discover that most of the participants speak the language used in the training as a second language and have a lot of difficulty reading and writing in the training language. Modify the lesson to meet their needs more effectively.

Lesson Description

In this lesson, participants learn about the characteristics of safe water.

Learning Outcomes

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

1. Describe the characteristics of safe water.

Materials

- □ Flip chart paper
- □ Marker
- □ 3 glasses of water
- □ Dirt
- □ Soap or Milk

Preparation

- □ Read and prepare lesson plan
- □ Review the characteristics of safe water (See lesson plan)
- □ Prepare the 3 glasses of water:
    - o 1 clear glass of water
    - o 1 glass of water mixed with dirt
    - o 1 glass of water mixed with milk, chalk or something that makes the water cloudy

Introduction   **3 minutes**

1. Place 3 glasses of water in front of the participants (1 clear, 1 contaminated with dirt, 1 contaminated with something that makes it cloudy or colored).

2. Ask the participants to think about which one they would drink.

3. Take a poll. Ask the participants who would drink the first glass to put up their hand. Count the number of hands and ask someone why they would choose this one. Repeat this process for the remaining two glasses. **Note:** Leave the clear glass until last.

4. Present the lesson description or learning outcomes.

Safe Water   **5 minutes**

1. In pairs, ask the participants to write down a definition of safe water.

2. Write the following definition on the board and ask participants to read it out:

   "Safe drinking water does not represent any significant risk to health over the lifetime of consumption, including different sensitivities that may occur between life stages."

3. Ask participants to think of the characteristics of safe drinking water. Ask them to write down each characteristic they think of on a separate sticky note.

4. Collect the sticky notes and put them on the board. Ask participants to read through them and add extra characteristics if any of the following are missing:

   - *Clear*

   - *Tasteless*

   - *Colourless*

   - *Not salty*

   - *Pathogen free*

   - *Low in concentrations of toxic compounds*

Review   **2 minutes**

1. In pairs, ask the participants to discuss if they think any of the 3 glasses in the introduction would all be safe to drink based on the characteristics they have identified.

Reflections on Lesson

Lesson to Adapt 6: Vulnerable Populations   50 minutes total

Instructions for Adapting this Lesson

You have prepared a series of engaging activities to cover the topics in this lesson. However, the activities will take much longer than the time available. Modify the lesson to fit the 10 minutes you have. To do this, you will also need to reduce the number of learning outcomes.

Lesson Scenario

In this lesson, participants explore causes of reduced immunity that make certain populations more vulnerable to disease.

Learning Outcomes

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

1. Explain why people with low immunity are more likely to get sick from unsafe water.

2. Identify groups with low immunity to disease

3. Discuss possible supports for people with low immunity in their community.

Materials

- □ Flip chart paper
- □ Makers
- □ Tape
- □ Food coloring
- □ 2 clear glasses of water

Preparation

- □ Read and prepare lesson plan
- □ Write learning outcomes or lesson description on the flip chart

---

Introduction   5 minutes

1. Ask participants for two volunteers.

2. Tell the volunteers that they represent 2 kings: King #1 has a very small army and King #2 has a large army. Both kings are trying to protect themselves from "the enemy."

3. Recruit one participant to protect King #1 and recruit four participants to protect King #2.

4. Recruit another three participants to play the enemy army. Tell them that their task is to try to attack the kings by touching them.

5. Have the enemy army attack King #1. If they manage to touch the king, he has been attacked. Tell them not to be rough or aggressive.

6. Ask the participants to tell you what they observed. *The king's army was easily outnumbered and so the king was attacked easily.*

7. Now ask the enemy to attack King #2 (who has four soldiers).

8. Ask participants to observe what happened. *It was difficult for people to reach the king because he had more protection.*

(!)   Note: If needed, ensure you stop the activity quickly so that people do not get hurt.

9. Ask the participants: "Who in this exercise represented a vulnerable person? Why?" *King #1 because he did not have many soldiers. Vulnerable people have less immunity, i.e. fewer defenses to keep them healthy.*

10. Ask the participants what the enemy army represented. *Pathogens in the water that can make us sick.*

Low immunity   **10 minutes**

1. Ask participants what immunity is. *It's our body's ability to fight off pathogens that can make us sick.*

2. Ask participants to provide some examples of populations with low immunity. Record their answers. *If they do not include them on the list, be sure that people with HIV/AIDS, children under 5, pregnant women, and the elderly are added.*

3. Explain that people with low immunity can get sick from water that is only slightly contaminated whereas people with good immunity may not. Ask participants why this is. *Because the people with low immunity, i.e. less soldiers, have few defenses to protect them.*

4. Explain immunity using a glass demonstration. Fill two clear glasses with water. Add food coloring to one glass to represent people with compromised immunity and leave the second glass clear.

5. Add a drop of food coloring to each glass. The one with colour already should become a deep colour.

6. Explain that the colour is hardly visible in the glass representing the healthy person, but that it shows up as a deep colour in the glass representing the vulnerable person. Small amounts of contaminants lead to greater changes in the health of people with low immunity.

7. Ask the participants to share some ideas for what they could do in their projects or in their community to address the needs of people with low immunity. Record their responses on the flip chart.

Identifying Vulnerable Populations

1. Ask the participants to divide into groups according to zones or the people that they live near in their community.

2. Provide each group with two containers of toothpicks and the flip chart paper with one soldier on one side, and the group of soldiers on the other.

3. Tell participants that you are going to compare the number of households in their community where a vulnerable person lives with the number of households that have no vulnerable people.

4. Ask people to show using toothpicks how many households in their community are home to a vulnerable person. Ask them to place these toothpicks beside the picture of the single soldier.

5. Ask people to show using toothpicks how many households in their community DO NOT have vulnerable people living in them. Ask them to place these toothpicks beside the picture of multiple soldiers.

6. Ask participants to stand up and look at where other groups have placed their toothpicks. Ask them to identify which communities or areas of their community have the largest number of households with a vulnerable population.

7. Consolidate the toothpicks from each of the groups so that people can easily see the number of vulnerable households as compared to the number of household where a vulnerable person does not live. Discuss which pile is larger and why.

8. Ask what the implication of a large number of households with vulnerable populations is.

Review   **2 minutes**

1. Ask the participants to write down one thing from the lesson that they want to share with others.

Reflections on Lesson

Lesson to Adapt 7: Safe Storage   🕐 **10 minutes total**

Instructions for Adapting this Lesson

⚠ Some participants in your group are very quiet, while others are loud and outgoing. In this lesson you use a lot of questions only addressed to the large group. As a result when you ask questions, the same people respond all the time. Modify this lesson to be more inclusive so that the whole group can comfortably participate and contribute their ideas.

Lesson Description

In this lesson, participants learn how to keep treated water safe from re-contamination.

Learning Outcomes

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

1. Explain how safe water becomes contaminated

2. Identify ways of keeping stored water safe from contamination

Materials

□ 3 types of containers to store water:
  o pop bottle with a lid
  o container with no lid
  o container with a lid but no spout
□ Flip chart
□ Markers

Preparation

□ Read and prepare lesson plan

□ Find the safe storage containers

□ Write learning outcomes or lesson description on the flip chart

Introduction   **3 minutes**

1. Ask the participants: "What do you do to keep your most important valuables safe?"
   Lock them up, hide them, put them in a water tight container, etc.

2. Ask participants how important safe water is to them.

3. Ask participants to describe the effort they put into keeping their water safe compared to their other valuables.

4. Present the lesson description or learning outcomes.

How Water Becomes Contaminated   **3 minutes**

1. Tell participants that in many projects they test the quality of water that has just been treated as well as treated water that is stored in a container. In many cases the treated water is uncontaminated and the stored water is contaminated.

2. Ask participants how the stored water might be re-contaminated and record their answers on the flip chart.

    Ex: People's actions re-contaminate the water; they use unclean containers or open containers to store their water; in open containers the water can easily be contaminated by flies, fingers, animals and other dirty objects.

Keeping Water Safe   **3 minutes**

1. Show the group 3 water containers

2. Ask them to respond to the following questions:

    *   How could you modify the container to ensure it keeps water safe?

    *   How could you handle water to ensure it remains safe to drink?

Review   **1 minute**

1. Ask a few participants to tell you which container they would use in their homes.

Reflections on Lesson

Lesson to Adapt 8: Handwashing   🕐 10 minutes total

Instructions for Adapting this Lesson

The language and content in this lesson are basic and the lesson involves mostly direct instruction. You realize that the participants already understand handwashing and find direct instruction boring. Modify the lesson to be more interesting for your participants.

Lesson Description

In this lesson, participants will learn about the importance of and the steps for proper hand-washing.

Learning Outcomes

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

1. Explain why handwashing is important
2. Describe the steps of proper handwashing

Materials

□ Flip chart
□ Paper
□ Pens/Markers
□ Handwashing Steps (See end of lesson plan)

Preparation

□ Print *Hand-Washing Steps* (1 copy)
□ Review proper hand-washing technique

Introduction   **3 minutes**

1. Ask the participants to sit down and take out their notepads or papers.
2. Ask the participants to think of some ways people spread germs/pathogens from one person to another.
3. Ask for participants to share a few responses.
4. Introduce the topic of handwashing as one way to reduce the spread of germs.
5. Present the learning outcomes or lesson description.
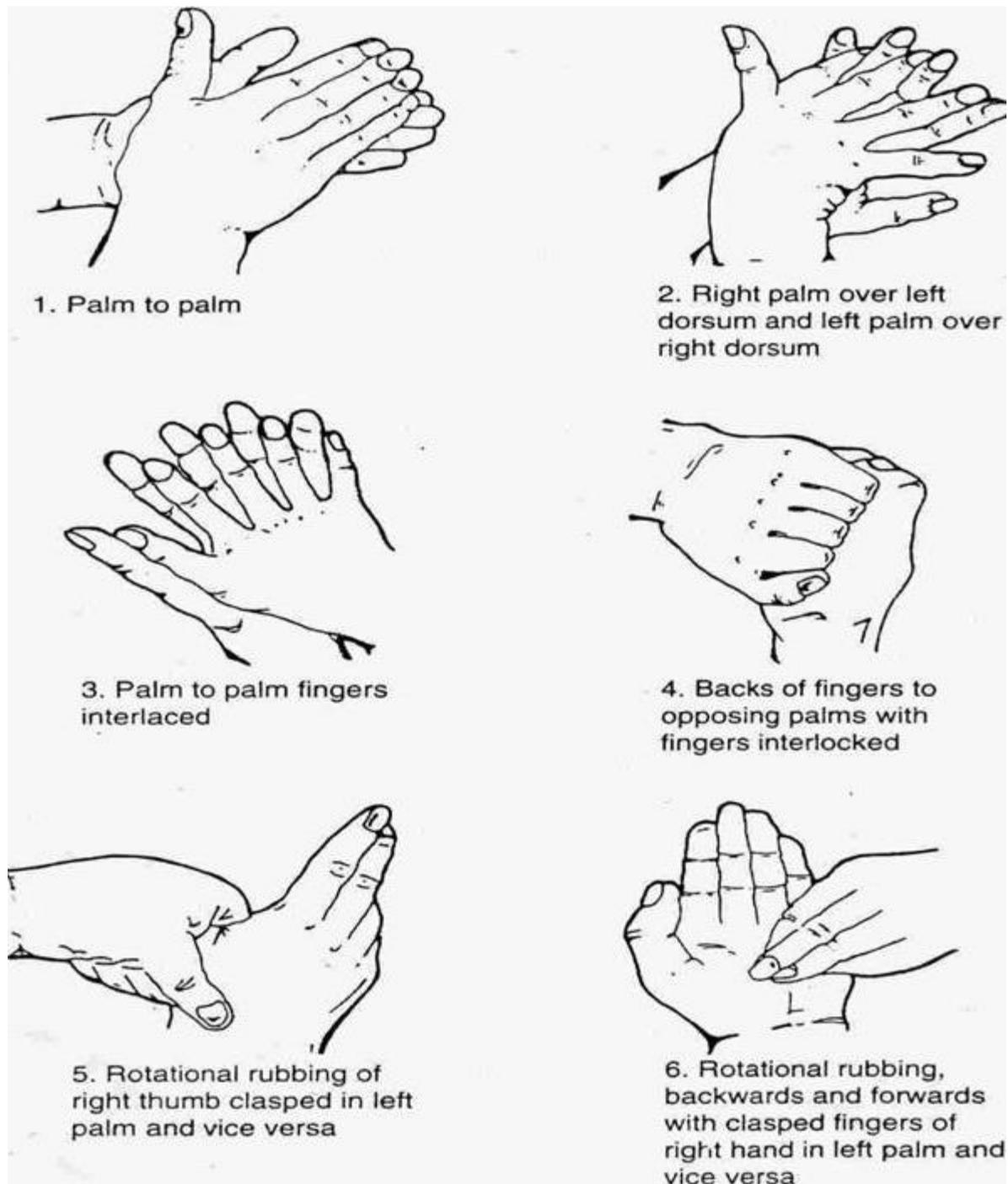
Steps to Handwashing **4 minutes**

1. Standing somewhere visible to all participants, explain that many people do not wash their hands effectively.

2. Explain to the participants the materials that are needed to wash your hands effectively: Running water, soap (or ash if no soap is available).

3. Ask the participants why soap or ash is important. S*oap and ash loosen dirt and germs so they wash off more easily. It helps to loosen the oils from your hands where the germs and dirt are attached. When you only use water you do not get all the germs off.*

4. Explain the following handwashing steps to participants.

    1. *Wet your hands.*
    2. *Add soap and lather.*
    3. *Scrub palms and between fingers.*
    4. *Rinse your hands for at least 10 seconds under running water.*
    5. *Dry your hands.*

Review **2 minutes**

1. Ask the participants if they can remember why using soap or ash is important for proper hand-washing.

2. Ask the participants to list the 4 main steps for handwashing.

Reflections on Lesson

Hand-Washing Steps

1. Palm to palm

2. Right palm over left dorsum and left palm over right dorsum

3. Palm to palm fingers interlaced

4. Backs of fingers to opposing palms with fingers interlocked

5. Rotational rubbing of right thumb clasped in left palm and vice versa

6. Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa

Lesson to Adapt 9: Features of Good Handwashing Stations

10 minutes total

Instructions for Adapting this Lesson

In this lesson you planned to use images to highlight the features of handwashing stations. Arriving at your training location, you realize you do not have the images that the lesson plan describes. Creatively modify the lesson to still achieve the learning outcomes.

Lesson Description

In this lesson, participants will discuss the features of a good handwashing station.

Learning Outcomes

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

1. Identify the features of a good handwashing station.

2. Describe why each feature is important.

Materials

- □ Flip chart paper
- □ Markers
- □ *Handwashing Stations* images

Preparation

- □ Read and prepare lesson plan
- □ Print *Handwashing Stations* images
- □ Create a table on the flip chart with two headings: "Design Features" and "Why?"

Introduction   **3 minutes**

1. Ask the participants to think about handwashing stations they have used in the past. Ask them to think of one of the best handwashing stations they have used and one of the worst handwashing stations they have used.

2. In pairs, ask the participants to share their examples of best and worst handwashing stations.

3. In the large group, ask 2-3 volunteers to share their examples.

4. Present the lesson description or learning outcomes.

Features of a good handwashing station   **5 minutes**

1. Pass around the images of handwashing stations.

2. Ask the participants: "What are the features of a good handwashing station that you see in these pictures?" Record their responses in the first column on the flip chart under the title: "Design Features".

    - *Easy to use, least amount of touching as possible, soap, running water*

3. For each design feature on the flip chart, ask the participants: "Why is this an important feature?" Record their responses in the second column on the flip chart under the title: "Why?"

4. Ask participants to reflect on one of the features that they had never thought about before.

Review   **2 minutes**

1. Ask the participants to find a new partner from the introduction.

2. In pairs, ask the participants to describe the handwashing station they use at home and to discuss what they can do to improve their handwashing station.

Reflections on Lesson
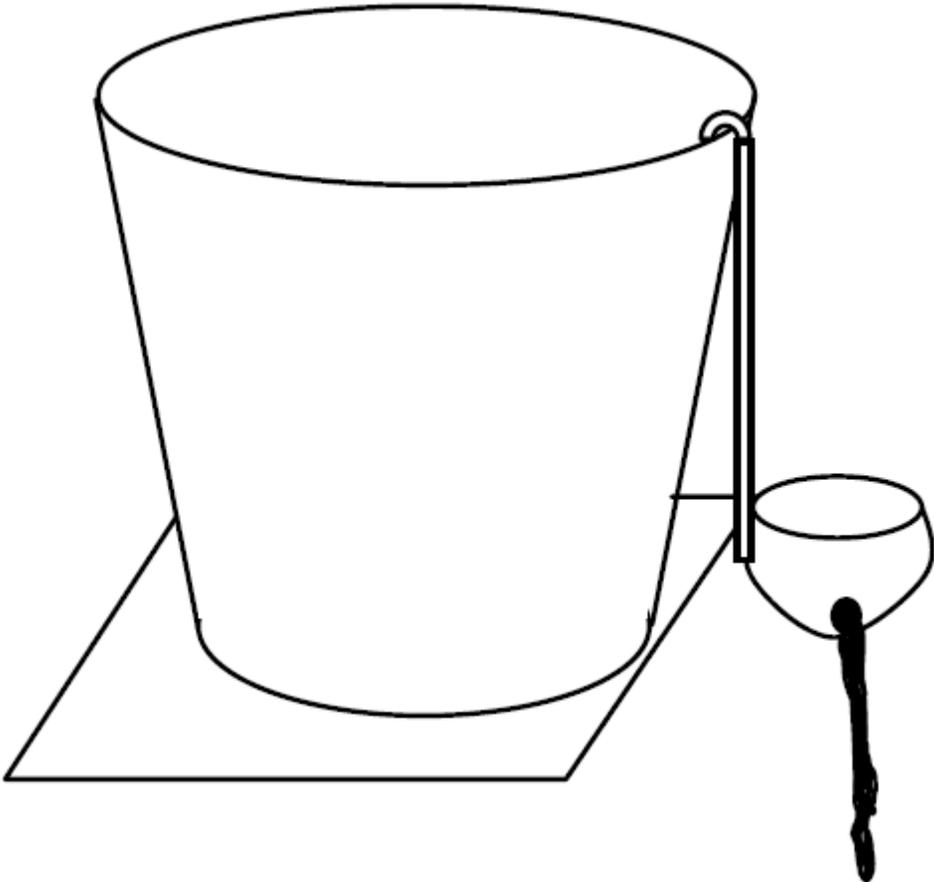
Lesson to Adapt 10: Siting Latrines   30 minutes total

Instructions for Adapting this Lesson

You discover that your participants are very uncomfortable and self-conscious about drawing and do not enjoy activities that require drawing. Modify the lesson to make them feel more comfortable by using other learning styles. You also discover that the lesson is too long. Ensure your new activities fit within the 10 minute limit.

Lesson Description

In this lesson, participants will learn four rules for siting a latrine.

Learning Outcomes

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

1. Explain four rules for siting latrines.

Materials

□ Flip chart paper
□ Markers
□ Blank paper (1 for each participant)

Preparation

□ Read and prepare lesson plan
□ Write learning outcomes or lesson description on the flip chart

Introduction   2 minutes

1. Tell the participants to imagine that they won a contest and a company will come and build them a house anywhere they want.

2. Ask a few volunteers to explain where they would put their houses, and why.

3. Explain to the participants that just as they would be particular about where they want their house, they should also be particular about where to put their latrine.

4. Present the learning outcomes or lesson description.

Latrine Siting Rules   **7 minutes**

1. Hand out a blank piece of paper to each participant and ensure that everyone has a pencil or pen. Explain that they will be drawing the rules for siting latrines.

2. Ask the participants to break their pages into four sections. Explain that in each section they will draw one rule. They can also use words on their diagram.

3. Explain that latrine pits fill up with solids and liquids. The liquids in the pit will soak into the soil surrounding the pit and will continue to travel through the soil. It is important to site your pit properly because the liquid will be carrying dangerous pathogens and you don't want it to contaminate water sources.

4. Discuss the following rules, making sure to give participants time to draw.

   - Rule 1: The bottom of a latrine should be 1.5 meters above the highest ground water level. If your latrine pit is close to the water table or in the water table you will pollute the water.
     - o Draw and show them on the flip chart paper.
     - o Ask the participants to draw or write this rule on one of the sections of their paper.

   - Rule 2: Latrines should always be placed downhill from a water source. Just as fluid moves downhill on the surface, it also does this as groundwater.
     - o Ask the participants to draw or write this rule on one of the sections of their paper.

   - Rule 3: As a general rule all latrines should be 30 meters from all water sources.
     - o Ask the participants to draw or write this rule on one of the sections of their paper.

   - Rule 4: The time it takes for the pathogens to travel to the water source is more important than the distance between the latrine and the water source.
     - o Ask the participants to draw or write this rule on one of the sections of their paper.

Review   **1 minute**

1. Ask the participants to share their drawings with a partner.

Reflections on Lesson

Lesson to Adapt 11: Prioritizing WASH Issues in a Household

10 minutes total

Instructions for Adapting this Lesson

You discover that the main activity in this lesson is difficult for participants to do and understand. They also don't see the connection between the lesson and the introduction. Adapt the lesson to make it clearer and more effective for participants.

Lesson Description

In this lesson participants will prioritize WASH changes in a household.

Learning Expectations

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

1. Discuss how to prioritize WASH issues in the household.

Materials

☐ *WASH Solutions* cards (See end of lesson plan)

Preparation

☐ Read and prepare lesson plan
☐ Print and cut out the *WASH Solutions* cards

Introduction   2 minutes

1. Ask the participants to discuss how they plan and prioritize their expenses.
2. Present the lesson description or learning outcomes.

Prioritizing WASH issues   6 minutes

1. Explain to participants that you will be ranking cards that show solutions to different WASH problems in a household. You will rank them from first to last.
2. Hold up one card and ask the participants where you should put it from first to last. Do not show them the remaining cards.
3. Based on the participant responses, place the card where it belongs.
4. Repeat steps 2-3 until you have placed all the cards where they belong.

5. Explain to participants why you ranked the cards that way.

Review – Pair Share   **2 minutes**

1. Ask the participants to discuss which criteria are most important for them to prioritize WASH changes in a household.

WASH Solutions Cards
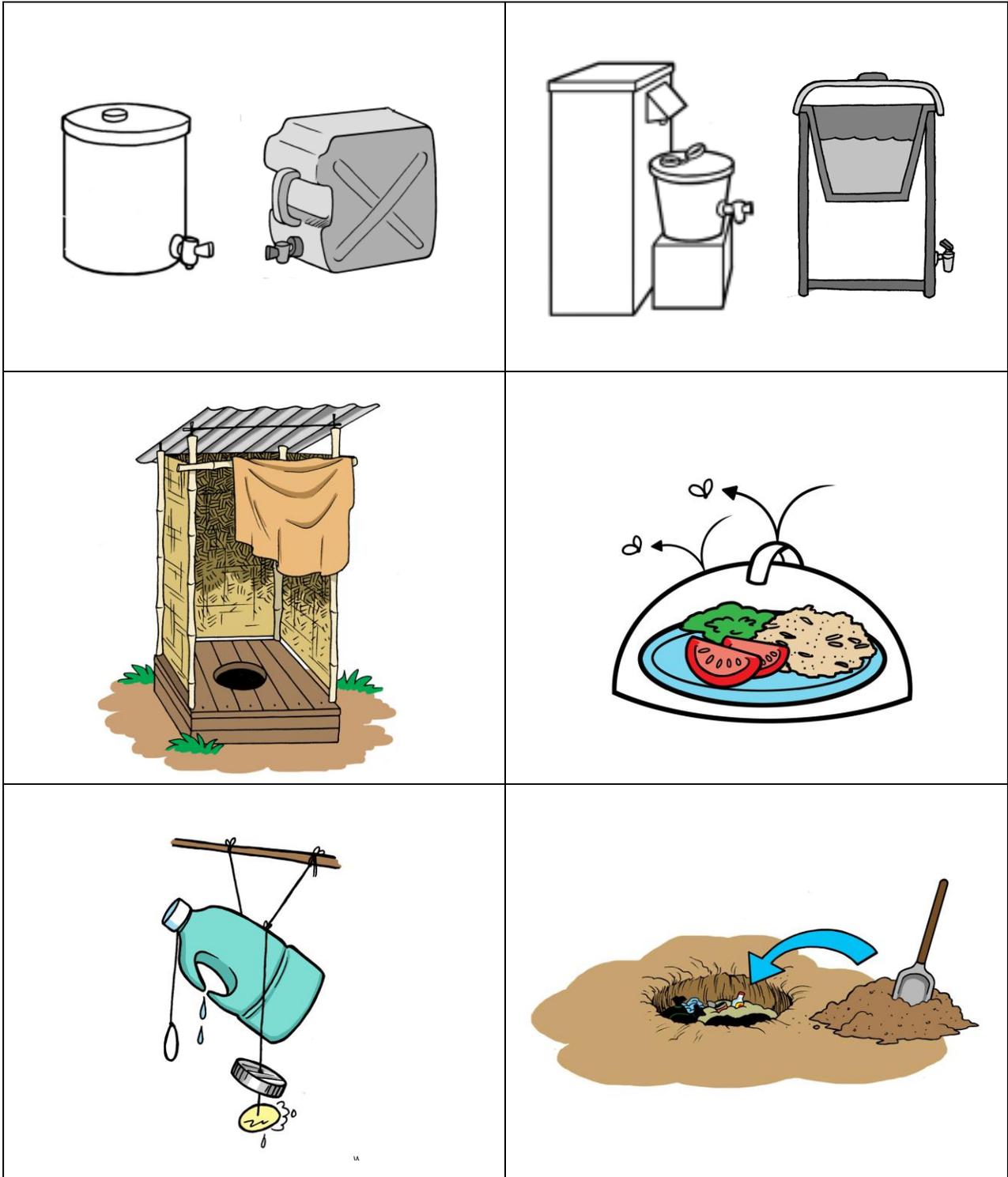
Lesson to Adapt 12: Disability and WASH   🕐 **10 minutes total**

Instructions for Adapting this Lesson

You have a group of lower literacy participants. You have prepared activities that require a lot of reading. Modify the lesson so that your audience can fully participate.

Lesson Description

In this lesson, participants will discuss the challenges faced by children and people with disabilities who want to access safe sanitation facilities. Participants will explore potential solutions to help overcome barriers for these groups.

Learning Outcomes

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

1. Identify challenges faced by children and people with disabilities who want to access safe sanitation facilities.

2. Describe adaptations to latrine technologies for people with disabilities.

Materials

- □ Flip chart paper
- □ Markers
- □ *Latrines for Children* Fact Sheet (See end of lesson plan)
- □ *Latrines for People with Disabilities* Fact Sheet (See end of lesson plan)

Preparation

- □ Read and prepare the lesson plan
- □ Print the fact sheets (1 copy each)

Introduction   **2 minutes**

1. As a large group, ask the participants to identify disabilities present within their communities. Write down their answers on a piece of flip chart paper. Ensure the list is visible to all participants.

2. Review the list as a large group.

3. Present the lesson description or learning outcomes.

Disability and WASH   **7 minutes**

1. Explain to participants that you are going to divide them into two groups to read a fact sheet and then present the information to the rest of the group. One fact sheet is about modifying latrines for children and the other is about modifying latrines for people with disabilities.

2. Divide the participants into two groups. Allow time for each group to read through the fact sheet and prepare their presentation.

3. Ask each group to present what they learned to the other group.

Review   **1 minute**

1. In pairs, ask the participants to discuss one thing they can do in their community to support people with disabilities to use sanitation facilities.

2. In pairs, ask the participants to discuss one thing they can do in their community to support children to use sanitation facilities.

Reflections on Lesson

Latrines for People with Disabilities Fact Sheet

All kinds of people experience a variety of physical difficulties, which can make it difficult to use standard latrines. For example, an elderly person with weak legs may struggle to squat or rise from the squatting position, and there may be nothing for a pregnant woman to hold onto for balance as they use the latrine. There may not be enough space for a person to enter with a wheelchair, and some people may be bedridden, for example, in a hospital situation (Oxfam, 2007). The World Report on Disability (2011) suggests that more than a billion people in the world today experience disability, with one in five people living in developing countries having a disability.

Lack of access to appropriate latrines can exclude people with disabilities and other physical vulnerabilities, making it difficult for them to participate in everyday life. Latrines built for institutions such as clinics, schools and public buildings should provide access for all potential groups of users. People with disabilities and other physical vulnerabilities, and their caregivers, should be consulted to gather information about their needs and possible modifications that will enable them to use the latrine.

Closing a latrine door using a hand bar (Credit: Shaw)

With some simple modifications, latrines can be made user-friendly for people with disabilities and other physical vulnerabilities. The following features can be taken into consideration when designing an accessible latrine:

- Locate the latrine as near as possible to the user

- Provide easy access to the latrine with a wide path (at least 120 cm wide) that is well drained, compacted and non-slip

- Construct ramps with a gentle slope using less than a 1:15 (6.6%) gradient

- Construct an entrance area large enough to allow a person in a wheelchair to move, entrance doors should be a minimum 80 cm wide to provide clear space

- Use outward opening doors to leave more usable space inside the latrine

- Ensure that the door can be opened and closed by the user when they are inside the latrine

- Provide additional space inside the latrine to move a wheelchair or for a caregiver to help somebody

- Use a raised seat for people who have a difficult time squatting

- Provide support rails for people to hold on to when moving to and from the seat

- Paint the entrance and footrests for the visually impaired

Latrines for Children Fact Sheet

Latrines can be scary places for children. They are often dark and large and the child usually has to enter the latrine alone. It is therefore not a surprise to find children's excreta on the ground outside latrines. Child-friendly latrines are easy and pleasant for children to use. The following is a list of suggestions to make latrines more child-friendly. You may also consider building separate child-friendly latrines, especially in a school setting.

- Lowered height of door handles and locks

- Lighter weight doors or labyrinth entry so doors are not required

- Lowered height of urinals

- Lowered height of seats (if seats are being used)

- Smaller diameter of seat or squatting hole

- Handles or hand bars to hold onto while learning to squat

- Availability of water or other anal cleaning material

- Enough space for an adult to help a child if necessary

- Good ventilation to reduce smells

- Well lit so the inside is not too dark

- Open and clear access while ensuring enough privacy, especially for girls

Hand washing facilities must also be easy for children to use. The tap and/or wash basin should be low enough for children to reach, or there should be steps or a foot stool available for smaller children to stand on. The tap and soap should also be easy for children to use on their own.

Children spend a large portion of their day at school. However, about half of all schools in the least developed and other low-income countries still lack access to sanitation facilities (UNICEF, 2011). Safe and child-friendly latrines in schools improve health, boost education achievement, promote gender equity and have a positive impact on communities. UNICEF provides guidelines for child-friendly latrines at schools based on age, shown in the following table.

Delivering Effective WASH Training

Appendix 3: Workshop Material Lists

424 Aviation Road NE
Calgary, Alberta, T2E 8H6, Canada
Phone: + 1 (403) 243-3285, Fax: + 1 (403) 243-6199
E-mail: resources@cawst.org, Website: www.cawst.org

CAWST, the Centre for Affordable Water and Sanitation Technology, is a nonprofit organization that provides training and consulting to organizations working directly with populations in developing countries who lack access to clean water and basic sanitation.

One of CAWST's core strategies is to make knowledge about water common knowledge. This is achieved, in part, by developing and freely distributing education materials with the intent of increasing the availability of information to those who need it most.

CAWST will produce updated versions of this document periodically. For this reason, we do not recommend hosting this document to download from your website.

Stay up-to-date and get support:

- Latest updates to this document
- Other workshop & training related resources
- Support on using this document in your work

CAWST provides mentorship and coaching on the use of its education and training resources.

www.cawst.org/resources

CAWST and its directors, employees, contractors and volunteers do not assume any responsibility for and make no warranty with respect to the results that may be obtained from the use of the information provided.

Table of Contents

3.1   General Equipment and Material List

General Materials
□   2-3 pads of flip chart paper
□   2 rolls of masking tape
□   4 packages of colored markers
□   1 package colored sticker dots
□   Multiple sets and sizes of colored sticky notes
□   1 package of blank A4 paper
□   Name Tags
□   Pens/pencils (1 per person)
□   Participant Manual (1 per person)
□   Notebooks (1 per person)
□   At least one chair per participant
□   Hat or small container
□   A "prize" to retrieve during the Barriers to Participation race, e.g. candy etc.
□   Small sweets/candy/chocolate (at least one per participant)
□   A suit jacket, tie, or other costume for dressing up to look strict and formal
□   Materials to make puppets. These can include: Blank paper bags, markers, yarn, buttons, tape, glue, sparkles, paints, crayons, string, sticks, fabric, socks, sponges, straws, balloons, wire, scissors, leaves, moss, etc. Be creative.
□   Certificate paper
□   Blank CDs or USB flash drives
□   Optional: Music and speakers
□   Optional: CAWST Introduction PowerPoint
□   Optional: LCD Projector
□   Optional: 1 random item for every participant

3.2 Materials for Print and Translations

Lesson plans that are not listed do not require printed or translated materials.

Lesson Plan	Materials to Print and Translate
1. Workshop Introduction	□ Course Manual □ Workshop Agenda
3. Safe Learning Environment	□ Safe Environment Scenarios □ Picture of Neuron Connections Developing in the Brain between 0 – 2 years
6. Stages of Learning	□ Learner Profiles □ Sana's Story
7. Active Learning	□ Active learning jigsaw puzzle (2 copies)
8. Lesson Plans	□ Sample lesson plan □ Lesson plan template
9. Effective Questioning and Think Time	□ Question Missions
11. Presentation Skills	□ Three Pile Sorting Card Game □ Charades Words □ "Tongue twister" (a sentence that is difficult to say very quickly) in the local language □ Picture of honest and dishonest facial expressions
12. Giving Clear Instructions	□ Energizers Hand Out (1 for every 5 participants)
13. Practice Lessons	□ 1 practice lesson per participant (Appendix 1)
14. Learning Styles	□ Active Learning Puzzle Pieces (1 per small group) □ Learning Styles Table
15. Responding to Participants	□ Storyteller activity □ Responding to Participants – scenarios □ Responding to Participants – Challenging Scenarios
16. Adapting Lessons	□ 1 Lesson to Adapt per participant (Appendix 2)
17. Trainer Identity	□ 1 Copy of Power Flower per participant
18. Barriers to participation	□ Equality vs Equity picture
19. Action Planning	□ Action Plan Template
20. Workshop Closing	□ Review Leaves (see template at end of lesson) (1 set per participant) □ Certificates □ Final Evaluations
Day 3 Closing	□ Midweek Evaluation
Day 4 Review	□ Concept Review Words

Practice Lessons Material List

Materials below are listed by lessons. All lessons require flip chart paper, markers and tape, pens, and paper. If no materials have been listed for a lesson, assume these materials as a minimum.

#	Lesson Plan	General Materials	Printed Materials
1	Behaviour Change Strategies	□ Sticky notes	□ 1 copy of Case Study
2	Importance of WASH	□ Sticky notes	
3	Disinfection		□ 3 Regional Disinfection posters (See regional posters: http://resources.cawst.org/)
4	Filtration	□ 3 chairs □ Optional: Sieve □ Optional: Mixture of sand and gravel	□ 1 Picture of a sieve
5	Household Visits		
6	Improving Sanitation		□ 2 sets of Sanitation Ladder activity cards
7	Multi-Barrier Approach		□ 3 sets of Multi-Barrier Approach activity
8	Sedimentation	□ 3 glasses of water □ A coin or other heavy item □ Sand □ Dust, dirt, or chalk	□ 1 set of *Sedimentation Picture Posters* through settling, alum and moringa seed
9	Source Water Protection	□ Two large pieces of paper with a river drawn on each	
10	Transmission of WR Diseases		□ 1 set of Transmission Routes Game Cards (See regional versions: http://resources.cawst.org/)
11	Water Cycle		□ 1 copy of the Water Cycle Poster
12	Organic and Inorganic Waste		□ 3 sets of pictures of organic and inorganic waste

3.3 Adapting Practice Lessons Material List

Materials below are listed by lessons. All lessons require flip chart paper, markers, tape, Pens, and paper. If no materials have been listed for a lesson, assume these materials as a minimum.

#	Lesson Plan	General Materials	Printed Materials
1	Maintaining a Latrine		□ John's Story
2	Pathogens		
3	Personal Hygiene	□ A bundle of cards with the words "Comb," "Toothbrush," "Soap," "Detergent," and "Nail-cutters" written on them	
4	Poverty Cycle		
5	Safe Water	□ 3 glasses of water □ Dirt □ Soap or Milk	
6	Vulnerable Populations	□ Food coloring □ 2 clear glasses of water	
7	Safe Storage	□ 3 types of containers to store water: □ pop bottle with a lid □ container with no lid □ container with a lid but no spout	
8	Handwashing		
9	Handwashing Stations		
10	Siting Latrines	□ Blank paper (1 piece for each participant)	
11	Prioritizing WASH Issues		□ *WASH Solutions* cards
12	Disability and WASH		□ Latrines for Children Fact Sheet □ Latrines for People with Disabilities Fact Sheet