



The Center for Sustainable Development

Addressing Rural Development Challenges with Sustainable Solutions

lesson plan

community workshop

Lesson Plan on Ten Seed Participatory Community Wide Needs Assessment

The Ten Seed Technique

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Level of workshop leader: Promoter

Level of Workshop Participant: End-user; Community Member

Duration of Workshop: 9 hours including lunch

BACKGROUND FOR LESSON PLAN

Assumed Knowledge

The community has agreed that a Community-wide needs assessment will be beneficial.

Anticipated Difficulties/Problems

- Information may not be well received due to cultural differences between workshop leaders and participants.
- Community members may be resistant to behavioral changes.
- Strong personalities may dominate workshops.
- Stakeholders with vested interest may want a needs assessment favorable to them.

Solutions

- It is important that the promoter is from the same culture and speaks the same language as the participants.
- Drawings and illustrations should be appropriate for and familiar to the community members.
- Strong personalities may be able to be reasoned with in order to understand the importance of the participatory process, given projects that will occupy them, or taken aside for a key person interview.
- Stakeholders with vested interest may be taken aside for a key person interview.

Useful Internet Links:

This lesson plan has adapted information from the [Ten Seed Technique](#) by Ravi Jayakaran and CARE's Household Livelihood Security Assessments. [A Toolkit for Practitioners](#).

PURPOSE

Goal of Workshop/Purpose: What workshop participants will be able to do as a result of the lesson.

The purpose of the workshop is for community members to assess and to prioritize needs within their community and to discover sustainable solutions.

Objective 1: Participants will work in an environment where they feel safe discussing community-wide needs and develop a needs list.

Objective 2: Illiterate villagers will be enabled to participate in discussions relevant to their situation analysis.

Objective 3: Participants will use a tool like the Pocket Chart Tool or the Ten Seed Technique to prioritize the listed needs.

Objective 4: Participants will discuss the findings and agree upon a prioritized needs list which is most appropriate for the community.

MATERIALS

- About 15 drawings of community needs traditionally identified by community members.
- Large sheets of newsprint.
- Colored pens or marker pens.
- Sticky tape.
- Colored markers.
- Seeds for voting
- [How-To Card](#)

BRIEF SUMMARY OF LESSON:

Introduction:

Activity 1. Introductions

Introductions. Ice Breaker: Sing a song or play a game.

Statement of Purpose: Tell the participants what they'll be able to do as a result of the lesson.

Guided Practice:

Activity 2. Open discussions about community need and prioritizing a list of problems and needs.

Activity 3. Discovering underlying causes to problems and needs.

Activity 4. Discovering solutions.

Workshop Conclusion

Activity 5. Conclusion.

Activity 6. Follow Up.

BEGINNING OF LESSON:

INTRODUCTION

Activity 1. Introduction

Purpose

- To help build a feeling of team spirit and mutual understanding.
- To generate group self-esteem and creativity.
- To understand the purpose of the workshop.

Time: 1.5 hours

Materials

- About 15 drawings potential problems that are found in communities. Think carefully about the conditions in the community and adjust your drawings to the local situation.
- Large sheets of newsprint.
- Colored pens or marker pens.
- Sticky tape.

What to do

Introduction:

1. Introductions. Ice Breaker: Sing a song or play a game.
2. Introduction: Tell the participants what they'll be able to do as a result of the lesson.

15 MINUTE BREAK

GUIDED PRACTICE:

Activity 2. Open discussion about Community Need and Prioritizing Problems and Needs.

Purpose : Participants will openly discuss problems and needs within the community.

Time: 2 hours

Materials

- Paper.
- Colored pens or marker pens.
- Sticky tape.
- 10 seeds for each participant.

What to do

Guided Practice

1. Ask the group to imagine all the problems and needs that are faced by the community as a whole.
2. Include all of the problems and needs discussed by the group in a large drawing that is placed (or drawn) on the ground.
3. Give each individual in the group ten seeds.
4. Ask them to place the seeds on the problems they feel are the most important (their ten seeds can be placed over one problem, or spread among several).
5. Once all of the individuals have placed their seeds, ask the participants to discuss the results.
6. Summarize the resulting information on a sheet of paper.

Workshop Participants:

Take 5 minutes to discuss the process. Talk about what you do and don't understand, what you do and don't like.

Notes

Active participation can be enabled by giving everyone an equal chance to share views. For example, two groups might be formed out of the community – one of women and one of men – so that women can feel comfortable participating in the discussion.

Sometimes it may be necessary to “filter out” the over dominating people in the group, so that others can participate.

It is almost mandatory that the facilitators carrying out the 10 seed technique listen with a positive attitude. This essentially means being open to new perspectives and ideas without pre-assumptions.

Ideas for Drawings:

- Low income; poverty
- Not enough seed to plant
- Poor irrigation
- Many diseases
- Bad road to community
- Lack of education among villagers
- No school
- No access information and training on improved agricultural methods
- Unsustainable environmental practices
- Lack of potable water

LUNCH: 1 HOUR

Activity 3. Discovering Underlying Causes to Problems and Needs

Purpose: Participants will discover underlying causes to problems to problems and needs.

Time: 60 minutes

Materials

- Diagrams prepared during the Ten-Seed discussion session.
- Paper.
- Colored pens or marker pens.
- Sticky tape.

What to do

Guided Practice

1. Ask participants to continue working in the same small groups as during the Open Discussion session.
2. Give the groups the task of reviewing: "Which of the needs have you discovered are most important for the community?"
3. Ask them if the information collected shed light on the relative importance of the multiple problems faced by the community.
4. Can they determine the underlying causes of the problems? List these underlying causes with the summary of problems.
5. Ask them to compare underlying causes between the prioritized problems and see if there are similar causes.
6. Can they select causes that contribute to several problems?

After 20 minutes ask each small group to present its prioritization. Let each group respond to any questions asked by other participants.

Workshop Participants:

Take 5 minutes to discuss the underlying causes. Talk about what you do and don't understand, what you do and don't like.

Activity 4. Discovering Solutions

Purpose: Participants will create a list of potential solutions to the underlying causes to problems.

Time: 2 Hours

Materials

- Diagrams prepared during the Ten-Seed discussion session and summary of problems and underlying causes.
- Paper.
- Colored pens or marker pens.
- Sticky tape.

What to do

Guided Practice

1. Ask participants to continue working in the same small groups as during the Open Discussion session.
2. Give the groups the task: What are some solutions which would stop the causes to the problems?
3. Include all of the solutions discussed by the group in a large drawing that is placed (or drawn) on the ground.
4. Ask them to place the seeds on the solutions they feel are the most important (their ten seeds can be placed over one solution, or spread among several).
5. Once all of the individuals have placed their seeds, ask the participants to discuss the results.
6. Summarize the resulting information on a sheet of paper.

Workshop Participants:

Take 5 minutes to discuss the solutions. Talk about what you do and don't understand, what you do and don't like.

BREAK: 15 MINUTES

CONCLUSION:

Activity 5. Conclusion

Purpose

To reinforce what has been learned.

Time: 1 Hour

Materials

- Diagrams prepared during the three sessions.
- Paper.
- Colored pens or marker pens.
- Sticky tape.

What to do

Guided Practice

1. Discuss and review what has been learned and decided.
2. Ask the group to ensure the validity of the summarized information.

Workshop Participants:

Take 5 minutes to discuss the results. Talk about what you do and don't understand, what you do and don't like.

Workshop Evaluation by workshop participants.

- A workshop evaluation form can answer a number of questions.
- Did the participant achieve the goal of the workshop?
- Could the workshop be improved to better meet cultural or practical needs?
- Did the promoter do a good job?

Participant Assessment/Evaluation: What the promoter will do to see if the workshop was taught effectively and that the students have achieved the goal of the workshop.

- Watch faces.
- Ask questions.
- Listen carefully to group discussions; is everyone participating in the discussion?
- Analyze common mistakes and positive solutions observed during independent practice.

Activity 6. Follow Up

Purpose: The promoters review the information to identify key trends and issues and identify Best Practice Activities that can be combined and developed into a project. To work with the community in moving to the next step of implementation of the solutions.

Time: Open

Materials

What to do

Guided Practice

1. A proposed project is developed based upon solutions identified by community members and Best Practice Activities.
2. This is then presented to the local authorities and community representatives to inform them of the results and to ensure the validity of the information.
3. A date is set with the community members to take the next step: a series of workshops that will enable them to use Best Practice Activities as solutions for the problems and needs they identified.

GENERAL NOTES

How to be a facilitator

The most important thing is to remember that a facilitator is not a teacher. When doing a participatory assessment, all members of a group are equally important. The facilitator is not a leader who directs the group to where he thinks it should go. Instead he helps the group to understand their own situation and to make informed decisions about how to improve that situation.

It is important that the facilitators carrying this out with a positive attitude. This essentially means being open to new perspectives and ideas without pre-assumptions. Success is guaranteed when one develops this "listening attitude". If handled correctly, the exercises will generate animated discussions among the participants.

His/Her role is to facilitate the process and to help to:

- identify issues of importance to the group
- express their problems
- analyze their problems
- identify possible solutions

The facilitator should not:

- direct the group
- give information instead of letting the group find it for itself
- advise or suggest what the group should do
- make assumptions about what is the right response
- correct the group

Before approaching the community, group facilitation should practice under the guidance of an experienced trainer.

Emphasis for Promoters is placed on social skills: controlling dominant personalities in group settings while seeking the participation of silent participants.

Overview of approaching the members of a community:

The activities in the community are initiated by informing, sensitizing and motivating the authorities and individual community members about the objectives of the project and the importance of a participatory needs assessment.

When the promoters arrive in the community, they first contact the local community leaders to explain the purpose of the study. The team states that the purpose of the visit is to get to know the people better, and to understand their lives, needs and challenges.

Once the authorities commit their support and active participation in the promotion process, the community can be approached through:

1. Meetings with different groups in the community such as mother's groups, youth groups, agricultural groups, etc.
2. General community gatherings

The size of the group should not exceed 30 people. If the community is larger, it needs to be split into smaller groups for workshops.

Information collected will shed light on the relative importance of the multiple problems faced by the poorest families. How people prioritize their own problems is important in determining underlying causes and also in mobilizing local support for solutions. Participatory methods should be used to identify the consequences and primary causes of each problem.