

A process for designing a KFTC workshop

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1. Keep in mind these principles. In KFTC, leadership development:

- Never ends
- Strengthens the organization
- Builds individuals' skills, confidence and understanding – and ability to make change!
- Values the experience, insights and talents of all participants
- Encourages strategic thinking and collective action
- Builds commitment to KFTC's vision and goals of organizing
- Explores connections among social justice issues at the local, state and larger levels
- Examines and challenges racism, sexism, classism and other forms of discrimination
- Models KFTC's values, including our commitment to diversity, democracy and equality
- Is fun and creative

2. Consider different ways that adults learn.

People retain information best if they have a chance to “Talk, listen, see and do.” It is important to make sure that workshop methods give participants a chance to practice new skills, talk with each other and see visual aides.

Most of us have experienced the traditional model of education. It focuses on transferring information from experts (teachers) to the rest of us. In KFTC, we have found it helpful to work with a “spiral model” of education where each participant has valuable insight and experience to share. KFTC workshops often follow a spiral pattern that looks like this:

Start by exploring people's experience

Look for patterns

Add new information or theories

Practice skills and plan for action

Take action

Explore this experience

Look for patterns....

2. Answer these questions as you design a KFTC workshops

a. Identify participants. Who is the workshop for?

Think through the backgrounds of people you expect in the room. What factors (such as race, gender, educational levels, age, political awareness, and organizing experience) should you take into account as you develop the workshop design? What are the needs and expectations of the participants and the organization?

b. Clarify the purpose. What do you want participants to learn?

It is essential to know, explicitly, the goal for the workshop. Write this down at the top of the workshop design and refer back to it often! It helps to start with the phrase “For participants to learn....”

c. Develop learning objectives.

Learning objectives are the steps needed to achieve the goal or purpose of the workshop. Examples of workshop objectives include: “To explore reasons why...” or “To practice talking with a legislator about...” or “To identify why people join KFTC.”

d. Select learning/teaching methods

For each objective, brainstorm and select a learning/teaching method. Be sure to vary methods so that people with different learning styles can feel successful. Methods should be participatory and appropriate for the participants you expect. Below are some methods you may consider:

Visual	Verbal	Experiential
Maps	Fish bowl	role-plays
Tree analogy	Story-telling	scenarios
Posters	People introduce each other	musical chairs exercise
Pictures	TTMALGA (brainstorm)	games/skits
Video	Small group discussion	practice
Power analysis map	Presentation (panel or individual)	planning
Words on newsprint	Large group discussion	actual “doing” and reflecting
Drawing	Pairs discussion	field trip
	Readings	creating poetry, art, music, etc.

Other common methods include:

Small group problem-solving
Reflect on best/worst experiences
Examine other models or case studies

e. Review the flow. (Opening, breaks, closing)

Be sure that there is time in the beginning for people to get to know each other and to review the goals for the workshop. Consider the need to establish ground rules. Ensure that there are adequate breaks at appropriate times in the agenda. Ensure that there is a chance to reflect and evaluate the day.

f. Establish times and facilitators for each section.

Estimate the amount of time needed for each piece of the agenda. Adjust as needed. Figure out who will facilitate each piece.

g. Identify and prepare materials needed.

Identify any materials you will need. This could include: newsprint, easel, video projector, pens, tape, handouts, etc. Don't forget about keys to the building or refreshments for the group!

4. Facilitation tips

Give positive feedback and reinforcement for helpful responses.

Ask people to explain what they mean if you don't understand or feel the urge to correct.

Don't lecture. Challenge people to think by asking questions, giving problems for people to solve, and providing opportunities for people to learn through experience.

Get everyone to participate.

- Use people's first names.

- Find small roles for people who are holding back.

- Arrange the seating to encourage participation from everyone.

- Use a variety of methods, especially small groups and pair discussions, to get everyone talking.

Use newsprint to reinforce and record points being discussed. Write large and legibly. Use participants own words as much as possible.

Do not assume all participants can read and write.

When small groups report back, have them present just one idea at a time so that the last group to report still has something to add to the discussion.

Review the goals and agenda at the beginning and get agreement from the group.

Stick to time limits by making adjustments in the design as you go along.

Avoid the pattern where the facilitator comments on each response given by participants. Let participants respond to each other. Wait for people to add their comments. Ask people what they think of something someone else just said.

Ask open-ended questions. Give time for people to respond.

When evaluating a role play, start with what went well. Be sure to establish the positive before seeking critical evaluations and feedback. Allow the people who did the role play to critique themselves first.