

How to Run an Education Workshop

How can education create justice and equity?

- Friends need to know about an issue in order to act
- We need to make sure that we understand not just the issue, but how systems of oppression and privilege have influenced how we understand an issue so that we can act on it in new ways
- Others, outside Friends, may have more accurate and culturally grounded information, we need to seek out their voices and expertise

Planning an Educational Workshop

1. Goal Setting:

- a. Why are you doing this?
- b. What is your goal? Make it something specific and measurable.

Sample goals: Friends will be able to explain what is involved in becoming a Sanctuary congregation and what next steps might be. OR Friends will be able to use 5 different strategies for lobbying their legislators.

2. Pick a time and place that is accessible to the people you want to have attend. Make sure the space works for what you will be doing:

- c. Do you need a projector, screen and speakers? Do people need to be able to get up and move around? Do people need tables at which to work? Can you offer childcare and is there a suitable place for childcare? Who will be serving as an elder? If the topic might elicit strong feelings, can members of M&C or Pastoral Care be present?
- d.

3. Set an agenda:

The agenda should include:

- At least one learning goal and at least one doing goal (learning in the service of new actions)
- A list of the activities that will be offered
- How long each activity will take and who will be leading it
- An opening and closing that help people connect to each other and the topic
- A list of materials you will need
- A plan to address any accessibility needs

4. Advertise it well:

- Put the topic, time, place, date, and speaker(s) in the header of e-mails, in the first paragraph of text, and clearly and large printed on flyers
- Let people know who they can contact for more information, how accessible the space is, and whether or not there is childcare (there should be childcare)
- Be clear about how accessible the program is to younger Friends and invite them
- Advertise as far in advance as you can, send out reminders a week before and 2 days before the event
- Make good use of social media, listservs, etc. AND call those Friends for whom e-communication is not accessible

- Be conscious of personal information: if using social media, open listservs, or other public media sources, make sure any personal information and contact information shared has been cleared with the individuals whose information it is ahead of time [SEP]

5. Arrive early and create a welcoming space: [SEP]

- Set-up furniture and food ahead of time [SEP]
- Have a friendly person and someone knowledgeable about the space [SEP] greet people [SEP]
- If you have the capacity, have 1-2 people circulating ahead of time to [SEP] welcome people, help people connect, and make sure that newcomers are being introduced to long-time members/attenders [SEP]

6. Follow your agenda AND be flexible: [SEP]

- Offer what you said you were going to offer [SEP]
- If people are going to be asked to share personal information, set clear guidelines and expectations around confidentiality [SEP]
- Listen to where and how Spirit might be moving [SEP]
- Make sure all are included [SEP]
- Make sure those with children, accessibility needs, or other concerns [SEP] can fully participate [SEP]

7. Follow-up: [SEP]

- Share a summary or highlights from the event in a newsletter and at [SEP] the rise of meeting for those who were unable to attend [SEP]
- Write thank you notes to any speakers or presenters and invite other [SEP] to sign them [SEP]
- Make sure that identified “next steps” happen in a timely and [SEP] transparent manner [SEP]
- Review what worked and didn’t work with your planning team so you [SEP] can take pride in what went well and address any things that didn’t work so well at a future event [SEP]

8. Evaluation: [SEP]

Asking participants to evaluate an event they attended can be useful if you are planning more and not everything needs an evaluation. Evaluations that are short and solicit the specific feedback you want are most useful. Some sample questions you might ask: [SEP]

- On a scale of 1-5, how useful/effective/impactful (choose just one that alligns with your goals) was this workshop/presentation? [SEP]
- What were some things that really worked for you? Why? [SEP]
- What were some thing you wish had been different? How? [SEP]
- What topics or issues would you like us to see address in the future? [SEP]

- Let participants know how long this section will run and if they should hold or ask questions along the way
- Check to make sure that people can hear and see clearly as you start
- If you are showing a video - stop periodically to have people reflect on what they are seeing in pairs or groups of 3

4. Turn & Talk:

Before moving into questions of the presenter(s), invite everyone to turn to 2 other people and respond to a reflection question:

- What did you hear that particularly caught your attention?
- What were 3 things you learned, 2 questions you have, and 1 connection you are making about this issue to something in your life?
- What is a thought you have after hearing this? What is a feeling you had while hearing this? What is something you are curious about?

5. Open the floor to questions:

- Let everyone know how much time you have for questions or discussion
- If you have a panel, have a moderator manage the flow of the questions and answers (not everyone needs to answer all the questions)
- If you are having a discussion after the film, prepare a few questions that anyone watching it could respond to.
- Manage air time, invite those who haven't spoken to speak before those who have speak a 2nd or 3rd time.
- Pay attention to folks ability to hear everything, in a larger setting, questions may need to be repeated

6. Moving from learning to doing:

Back in small groups if you have many people, or in the whole circle if a few people, ask everyone to reflect on what they are going to do as a result of this information they have learned:

You can frame this invitation as:

- 1) an personal action: more learning, prayer, donation of time or money, different use of a resource, call a legislator, etc.,
- 2) an interpersonal action: volunteer with an existing group, get the meeting to do X, attend a rally/witness, have the meeting make/do/host/post, get X changed at Y place, etc.,
- 3) If you are asking people to lobby, donate, or otherwise get involved with an issue, have a single handout with all the salient information clearly organized. Make this document available via e-mail with active links. Size 14 pt. font.

7. Closing:

- Offer gratitude for your speaker(s) that is real, specific, and heart-felt
- Offer gratitude for the group
- Invite people to name something they are leaving with, an action they are committing to, or something they learned - keep it to one sentence if a medium size group, and do in small groups if many people
- Join hands and have a moment of closing silence and prayer (or vocal prayer)