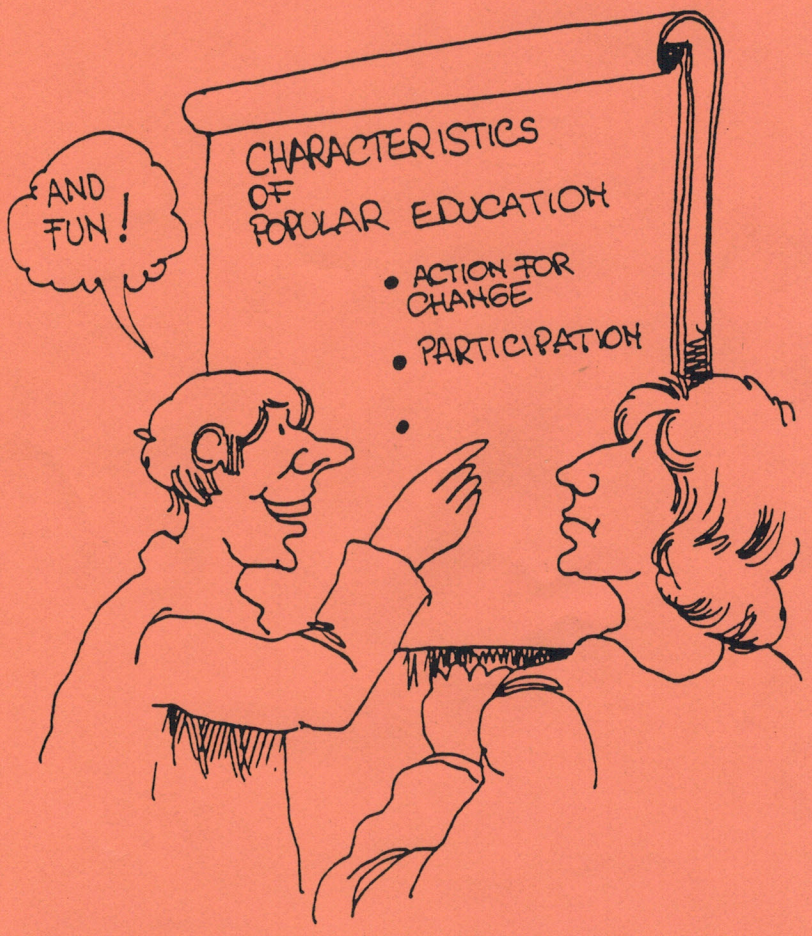
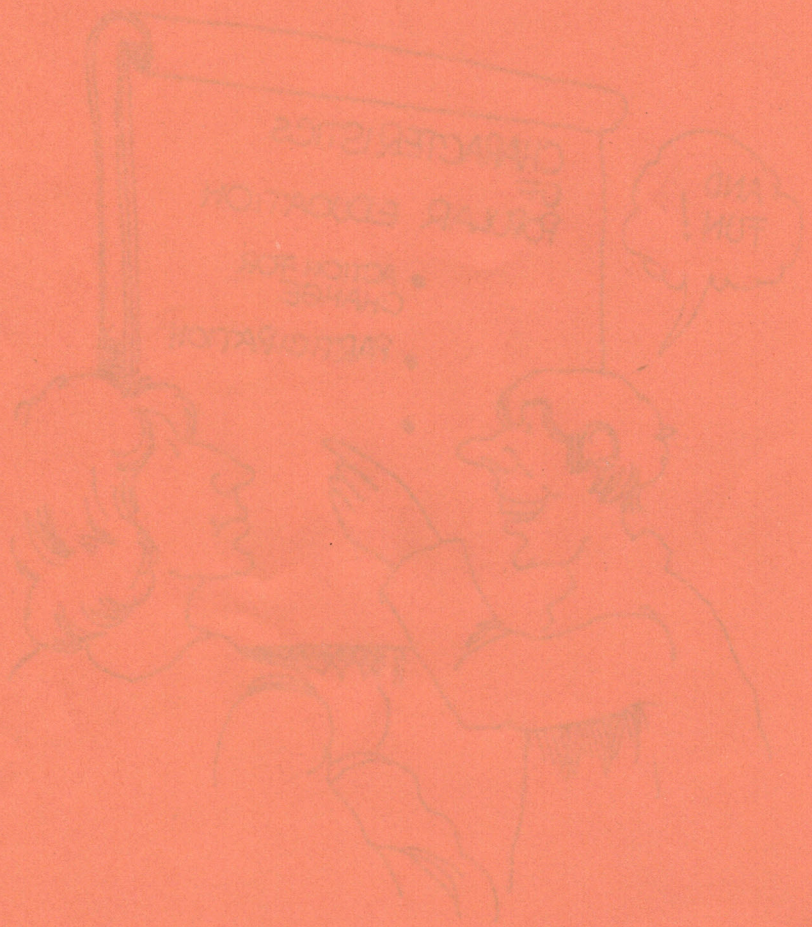
Serious Fun



Justice Methodologies



Cartoon from A Popular Education Handbook, Rick Arnold and Bev Burke, joint publication of CUSO- Develo9pment Education, Ontario Institute for Studies in Education Adult Education Department

Serious Fun - Justice Methodologies

Dear Friends,

We are grateful for the opportunity to share with you our work-in-progress that we have provisionally entitled "Serious Fun - Justice Methodologies"

For a number of years now we have been involved in the wonderful enterprise of popular education and economic literacy training. We have seen the effective use of these methodologies by groups working for social change and watched interest in these methodologies grow dramatically over the years. Our experience has led us to conclude that with a little help groups can embark on the exciting process of developing their own popular education methodologies to meet the particular needs of their organization and community. The materials that we share with you now are the beginning of our effort to develop a do-it-yourself popular education methodology workbook.

The inspiration for our work has been Popular Education, as first introduced by the Brazilian educator Paolo Freire, and developed and used extensively by grassroots groups across the globe, particularly in the nations of the South. Groups like SISTREN(Jamaica), Gabriela(Philippines) and the Women's Alternative Economics Network(USA) have used popular education in creative new ways and have informed our work. It has been used extensively by women's groups in many parts of the world for organizing for empowerment.

Our Understanding of Popular Education

Popular education is much more than an interesting way to learn, it is a process of education for justice and social transformation. Its vision of social change is a process that must involve the whole person. Engagement and learning must to be on all levels: intellectual, spiritual, emotional and ethical.

Popular education is a process that trusts a group to build its own analysis and solutions. It challenges teaching methodologies that simply supply information, particularly when information is external to the group's own experience. In popular education, a group goes through a process of building a collective analysis and sense of power, and then identifies what new information they require bringing in resource people as needed.

Our Particular Concerns

In our own work, we are seeking to shape popular education to achieve several other goals as well:

--help the group self-identify themselves in terms of race, class, gender

--explore the inter-connectedness of race, class and gender dynamics

--elicit group exploration of their core values, and how these compare with dominant values.

You will see these themes reflected in these materials.

Because popular education means trusting a group, and facilitating their leadership, we feel that tools need to be shaped to fit each group's needs and situation, rather than using pre-planned workshops or formats.

Our Materials

The materials we hope you will help us evaluate include a description of ten elements of a popular education process that takes a group from analysis to action. Each group will need to start at its own best place - the process suggested tries to include a variety of starting places. Each step is important but only the group knows where it wants to begin. A starting point closest to "home" is likely to yield the best results.

To help you meet your goals we have written brief descriptions of some participatory methodologies and suggestions of when they are most useful.

We hope this provides you with a range of situations and tools to lead a group.

Finally, as you work with our preliminary efforts we you will keep in mind some basic characteristics of popular education:

--everyone teaches, everyone learns

--develops analysis/answers through a group process building on sharing life experience

--leads to collective action for change

----and it's fun!

We welcome your feedback.

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Popular Economics Education - A Process

Group Building—Where We Fit Into the Picture

1. Establishing Identity

- Tasks:
  - identify oneself
  - one's perception of the problem
  - the relationship of the problem to the people in the group
  - build group identity
- Group Goals
  - get knowledge of one another as a group
  - build trust
  - articulate different perspectives on the problem and recognize missing perspectives: men and women, whites, people of color, ethnic groups
  - move from individuals to group and develop a sense of collective power
- Useful Methodologies: sculpturing, personal histories, drawing

2. Building and Affirming Knowledge and Experience

- Tasks:
  - further exploration of the problem
  - build group's own analytical framework for understanding the problem including challenging own ideas and the prevailing viewpoints
  - differentiate the group's own perceptions from media created truths or givens
- Group Goals
  - create a climate where people's own perceptions are encouraged to grow, change and develop
  - help people to realize that their experiences are valid starting points for analysis
  - create an environment where group members feel safe to challenge the dominant perceptions and deepen their understanding of their own attitudes
- Useful Methodologies: timeline, personal histories, collage, myths and facts

3. Personalizing an External Reality - Getting Inside someone else's reality

- Tasks:
  - identify the roles and actors in the problem (especially difficult and potentially emotionally charged)
  - create a role reversal

- explore realities, power relationships from multiple perspectives
- Group Goals:
  - put people in a context to understand the problem from a new perspective
  - explore the power dynamics between multiple actors
  - address the emotional levels of the problem and explore own feelings(hate, guilt, anger, powerlessness, isolation)
  - grapple with the complexities of relationships and responses
- Useful Methodologies: role plays, simulation games, drama, live illustration

Building a Power Analysis - from the most local to the global

4.Understanding Household Relationships

- Tasks:
  - explore the differential roles that men, women and children play in a household and for the household (paid and unpaid work, care giving, management etc.)
  - explore the differential power relations within the household determined both internally and by culture and practice
  - explore how these differential relations are mirrored in the broader society
  - explore how race, gender and class determine who makes up a household and the relationships within it
  - explore feelings of fear and anxiety about household relationships
- Group Goals
  - add race, class and gender to the analysis
  - gain experience identifying loci of power
- Useful Methodologies: 24 hour clock, collage, role play, personal histories

5.Doing a Local Power Analysis

- Tasks:
  - Identify who owns, who decides, who wins and who loses
  - Identify the sources of decision-makers' power
  - Identify how public consciousness is shaped
  - Identify the strengths of change agents and where the points of influence are vis-a-vis those in power
  - Define power, identifying different types of power and the impact of race, class and gender, ethnicity on these definitions
- Group Goals
  - identify the obstacles and opportunities to change and the many ambiguous possibilities

- identify their place in the structure of power and possible conflicting attitudes
- understand how a dominant media creates a climate for the powerful to act
- explore groups' role in creating the problem as well as the solution

- Useful Methodologies: songwriting, Post-It Game, drawing, sculpturing, live illustration, role plays, simulation games, drama

6. Connecting the Local to National and Global Realities and Structures of Power

- Tasks:
  - identify the ways in which our lives are involved in the global economy or where we fit in the picture - jobs, environment
  - identify how the policies made outside our communities and those who makes those policies, are changing reality within our community
  - explore who are the winners and losers, especially by race class and gender, in the community, US society and the world
  - identify sources and types of power
- Group Goals
  - understand how local solutions are limited unless related to macro trends and decision- makers
  - understand that our lives are intertwined with people throughout the globe
  - identify the multiple levels of change needed
  - identify potential allies and partners
- Useful Methodologies: drawing, Post-It Game, simulations/role plays, live illustrations

7.Exploring Values

- Tasks:
  - build on analysis to identify the dominant economic values - Whose values are served by the present reality?
  - examine our values and their relationship to the dominant values
  - explore how values are created and changed
  - identify what values we want to see as alternatives
- Group Goals:
  - affirm that economic and political decisions are value decisions
  - see and acknowledge our own contradictions when we buy in
  - accept the idea that there are alternatives to present economic structures
  - recognize that there are difficult value choices
  - understand how our values are influenced and who is served

- Useful Methodologies: collage, "What would you say if…?", sculpturing, timeline, drawing

How to Translate Understandings into Action

8. Conveying New Information in a Participatory Way

- Tasks:
  - integrate new factual information into analysis and translate it into easy to understand exercise
  - convey information to a new audience by involving them in the portrayal of the information(human bar graphs)
- Group Goals:
  - avoid traditional teaching styles of 'talking at' groups
  - get the group to share their new information and analysis with others in order to affirm and deepen their own learning and reality test their analysis
  - help the group turn their own learning into action strategies
- Useful Methodologies: live illustrations, myth/facts, songwriting, drama

9. Trying Out Alternatives in a Safe Environment

- Tasks:
  - develop alternative action strategies and simulate the actions and their outcomes
  - evaluate different action outcomes
- Group Goals:
  - strengthen the group process through moving beyond their analysis to the formulation of a variety of action strategies
  - allow the group to analyze the possible reactions to their action proposals and to develop responses and alternative strategies to avoid and counter potential problems
  - build group skills at problem solving and critical perspective on their own ideas and plans
  - examine individual and group anxieties and fears about working for change
- Useful Methodologies: role plays/simulations, "What would you say if…?"

10. Design Action Outcomes in a Participatory Way

- Tasks:
  - design advocacy/action strategies that seek to utilize and respect the same educational methodologies that the group has used in its own learning
  - design action strategies that address the problems identified at the beginning of the process using the

input of all members of the group, reflecting the particular skills and talents of all group members

- Group Goals:
  - complete the development of the group's self understanding as an analysis/action/reflection process group
  - build confidence and trust within the group by carrying analysis through to action
  - reaffirm the skills of group members
- Useful Methodologies: "What would you say if…', songwriting, myths and facts, drama (street theater)

Educational Methodologies

Drama: Drama offers multiple opportunities both for self-learning and for sharing the group's learnings with others. Creating and recreating events from real life experience in order to be able to analyze those events afterward or conveying a complex message through simple words and actions.

Steps: 1. Group decides on an event to recreate or the storyline for a simple message; 2. Characters and script or story line is developed 3. Simple props are gathered and the drama rehearsed. 4.The drama is presented followed by a discussion to analyze the responses to the drama and new insights learned.

Tip: Encourage group members to take on roles that are the opposite of their own personality(a timid women plays a dominant male) or represent an adversary(welfare client plays welfare caseworker)

Uses: helpful for identifying problems that might not emerge in discussion; good for expressing information on an emotional as well as an intellectual level; helps group members overcome inhibitions and fears by taking on other personalities

Simulation Games/ Role Plays: These games allow the group to seek to understand the motivation and thinking of key actors in a problem, to enter into their decision-making process and to create situations for interaction and relationship. Simulation games often have greater detail (several sequential scenarios), use props, and may require more prior planning. Role plays can be done quite spontaneously or be developed by the group itself.

Steps: 1. The group defines the problem and the principle actors(groups, organizations, families, individuals) important to solving the problem. 2.The group breaks up into the principle actors and consider the action options for solving the problem.(They may enter into private negotiations). 3. The group acts out a public event (public hearing, stockholder meeting etc.) where all actors get to have their say. 4. The group considers the outcome of the simulation, evaluating the responses of different actors.

Tip: The possibilities for intrigues and bribery often make this great fun.

Uses: good for posing the difficult ethical choices faced by well meaning groups; a way to try out different action options and see what potential outcomes might be; helps give insight into the perspective of others who are at the decision-making table.

Personal Storytelling: Exercises to identify and reveal group member's relationship and experience to particular issues and problems and to build an awareness of group diversity of perception and ideas as well as their commonalties. For example,

family economic history including parent's and grandparent's experiences in the Depression and WWII.

Steps:1.Each group member shares a story from their personal history related to the issue 2.The group discusses the similarities and differences in the experiences related to the issue 3.The group may be able to identify the connections between issues and events that this sharing has revealed.

Tip: It takes time but the benefits are enormous.

Uses: Can be used to construct social and/or economic histories of local communities, the US, other parts of the world; to identify changes in women's and men's roles within the household and in the larger society; to identify present economic problems and expectations; a way to affirm the experience of each member of the group.

Time Line - This exercise is a multi-layered technique that makes it possible to relate personal histories to national, local, international, political, cultural, economic and spiritual events and trends through creating a single record that includes all of the events.

Steps: 1. Construct a single sheet of paper at least 10 - 15 feet long and 3-5 feet high. 2.Draw one or more lines across the length of the paper and mark decades or 5 year periods along the line. 3. Each group member describes and notes on the timeline an important economic event in their personal/family life. 4. Members then add other important economic and political events(the Depression, the Third World Debt crisis, the election of Ronald Reagan) 5. The group discusses the relationship of the events. Another round can be added indicating the cultural value shifts that certain events represent.

Tip: The exercise needs at least 1-2 hours but can also be done in a series of time blocks, using each new time block to add a new dimension to the timeline.

Uses: to explore the causal relationships between personal economic history and macroeconomic events and policies; to use historical perspective to trigger visioning for the future; to illustrate the similarities and differences in the economic histories of group members

The Twenty Four Hour Clock: This is a special kind of personal history exercise that helps to identify different responsibilities and tasks of men and women within the household and in daily life.

Steps: 1. Each member of the group is given a sheet of paper with a circle drawn to represent a twenty four hour clock; 2. Each person notes down their major activities for a normal 24 hour period(the time they wake up, hours at work, child care time, community meetings etc. 3. Group members share their notes; 4.

Group members discuss the differences in the responsibilities of men and women, the reasons for those differences; 5. identify paid and unpaid work and how various kinds of work are valued; 6. Economic values could also be assigned to unpaid work in an exercise to measure the full range of contributions to economies.

Tip: A difficult but important way to discuss the relationships between men and women in a mixed group.

Uses: good for specifying gender division of labor and women's multiple roles, possible areas of gender discrimination and getting to underlying anger and frustration at existing role divisions; a way to explore alternatives to present gender roles.

Sculpturing: People positioning themselves in ways which express power relationships. The result is a human sculpture which represents the group's understanding and knowledge of a specific theme.

Steps: 1) choose a theme. Here, best themes are quite general—religion, democracy, media, development/underdevelopment, what our organization is now and what it might look like. 2) A first idea can be changed or added to, as a process, to get message across. 3) There is no prior discussion of theme—sculpture can be done in large or smaller groups. Plan sculpture seeking consensus, and then present it without words. 4) Discuss particular images or power relations that emerge.

Tips: Sometimes scary for folks, but a great way to use movement and visuals to identify relationships.

Uses: Good introduction to an issue. Good for exploring power dynamics. A good tool for a "break" after talking/listening sessions. A helpful tool for report-backs from small groups. Good exercise for learning non-verbal communication.

Live Illustration: This encompasses a variety of techniques for sharing information in a lively, participatory way. It involves using people's bodies as part of an illustration of data or relationships.

Steps: 1. Live illustrations include visual enactments of graphs, both a single moment and changes over time. Examples include: the distribution of wealth and income in the US, changes in employment, taxation, ethnic groups in a community etc.

Tip: . An alternate approach involves buying a cake or pizza, and cutting it into a pie chart to show percentage relationships, and then eating it!

Uses: Use to convey information in a lively, participatory way. Breaks through fears of graphs and charts (though you might use written charts to back up the illustration).

Drawing: Exercises that let individuals and groups visualize problems, solutions, relationships, goals emphasizing non-verbal skills. They can range from individual pictures for introduction to murals of macroeconomic analysis.

Steps: 1.Choose a theme, 2.Individually or in groups brainstorm points to be included and the images to be used, 3.begin drawing using one or multiple artists 4. select one or more interpreters to present the drawing

Tip: Artistic skill is not a prerequisite for success in the exercise.

Uses: good way to portray what the group knows; great for exploring the linkages between people and problems, local and global; a good way to visualize policy; good for visioning desired changes; drawings can be reused as discussion starters with other groups or made into posters etc.

Collage: This tool is a creative activity to illustrate the manifestations of a problem or issue in a collective way. Participants cut pictures from magazines or other graphics to build a picture that describes the issue visually.

Steps: 1. You will need large paper, glue, scissors, pictures (magazines, graphics). 2. Define issue to illustrate, and search for pictures; gluing to create a composite picture. 3. Discuss aspects of issue that emerge. [A church group built their collage in the shape of an alter, with additional props - clothing, money, wine glasses - to illustrate societal "gods" or values in contrast to their own.]

Tips: leave plenty of time; lots of fun to use your hands!

Uses: a great group building process. Good starter for introduction to a theme. Can be used to explore paid and unpaid work or to build a group identity from individual experiences. A good tool for exploring values and for naming the symptoms or visible aspects of a problem.

Post-it Game: This tool is used to get at the causality of issues. It challenges the group to dig deeper to look at what's behind the obvious.

Steps: 1. On an 81/2x11 piece of paper high on the wall, write one problem (homelessness, workfare) 2. Ask what causes the problem . Write the response on a post it and place it below the problem word. 3. Explore the cause of this second point and consecutively add post-its to get at new levels of causality 4. Branch out to reveal multiple levels of causality. 5. Allow for

dialogue around each point.. [Example: homelessness—cuts in government money for housing--[unemployment: new line]--budget deficit—tax cuts and increased military spending—corporate drive for profits...]

Tip: Can also be done starting with an individual's personal story.

Uses: Good for building group analysis; good for identifying causality and interests (power); good for linking personal stories to systemic forces.

Myth/Facts: This process, through written pieces and small or large group exercises, allows a group to identify and challenge common assumptions about a specific issue, and to share information that debunks misconceptions. Group might also explore the values behind a myth, and how these values are shaped.

Steps: 1.With a facilitator or in small groups define common assumptions or explanations that are given for a specific issue/problem. 2. Makes a parallel list of some of the fallacies behind these assumptions (here, the group might call on specific individuals or written materials to help inform the discussion). 3. Discuss how "myths" are created, and how to challenge them.

*Tip: K*eep the focus on group process and discovery rather than teaching.

Uses: Good for building an analysis of an issue; generating information about an issue; and naming misconceptions or prejudices in a way that externalizes them. Good tool for sharing learning's with a broader community and a good way to share new information in a participatory way. The list can be made into a handout.

"What Would You Say If...?" This is a particular form of role-play that allows the group to build a case regarding their issue, and to develop the skills for making their case to others.

Steps: Group divides into pairs, and shapes a scenario to address their particular issue (e.g. "What would you say if a co-worker tells you Affirmative Action is no good because it threatens their job?;" What would you say if you're at a family gathering and your uncle tells you we need more tax breaks for the rich, because they create the jobs...") 2. Pairs take pro and con roles and "create" arguments.

Tip: Think of some of the most controversial assertions that need unpacking.

Uses: Particularly useful after group has worked in an issue, to sharpen skills for taking action. . Builds important skills and

confidence for convincing the most difficult audience—family and co-workers. Good for personalizing abstract issues. Group may want to build a list of all the arguments and turn this into a flyer for broader circulation.

Songwriting: Writing new words for familiar melodies in order to give a critique, make hard information more accessible, build group solidarity by translating group thinking in to fun process into a collective product.

Steps:1. choose a theme, 2. brainstorm the main points the group wants to raise, 3. choose a familiar melody, 4. develop the verses fitting the melody to the main points 5. perform it, 6.discuss ways the song might be used

Tip: Make the song a message to a particular political/public figure, make the song a humorous commentary on a particular policy.

Uses :a good group builder, helps summarize a discussion, encourages creativity and increased sensitivity to the role of culture, creation of a song is empowering, good as a one part of an action on a theme

Popular Education Planning Work Sheet

1.Profile of the Group(Race, Gender, Economic Levels, Interests, Experience)

- Ways to include perspectives not represented

2.Description of the Issue or Problem to be addressed

3. Desired Outcomes:

Analysis Building

- understanding an issue -
- understanding the community -

Problem Solving

- how to get done what needs to be done
- overcoming problems
- how to involve people

4. Role of a Facilitator

We have drawn on the following resources in preparing this pamphlet:

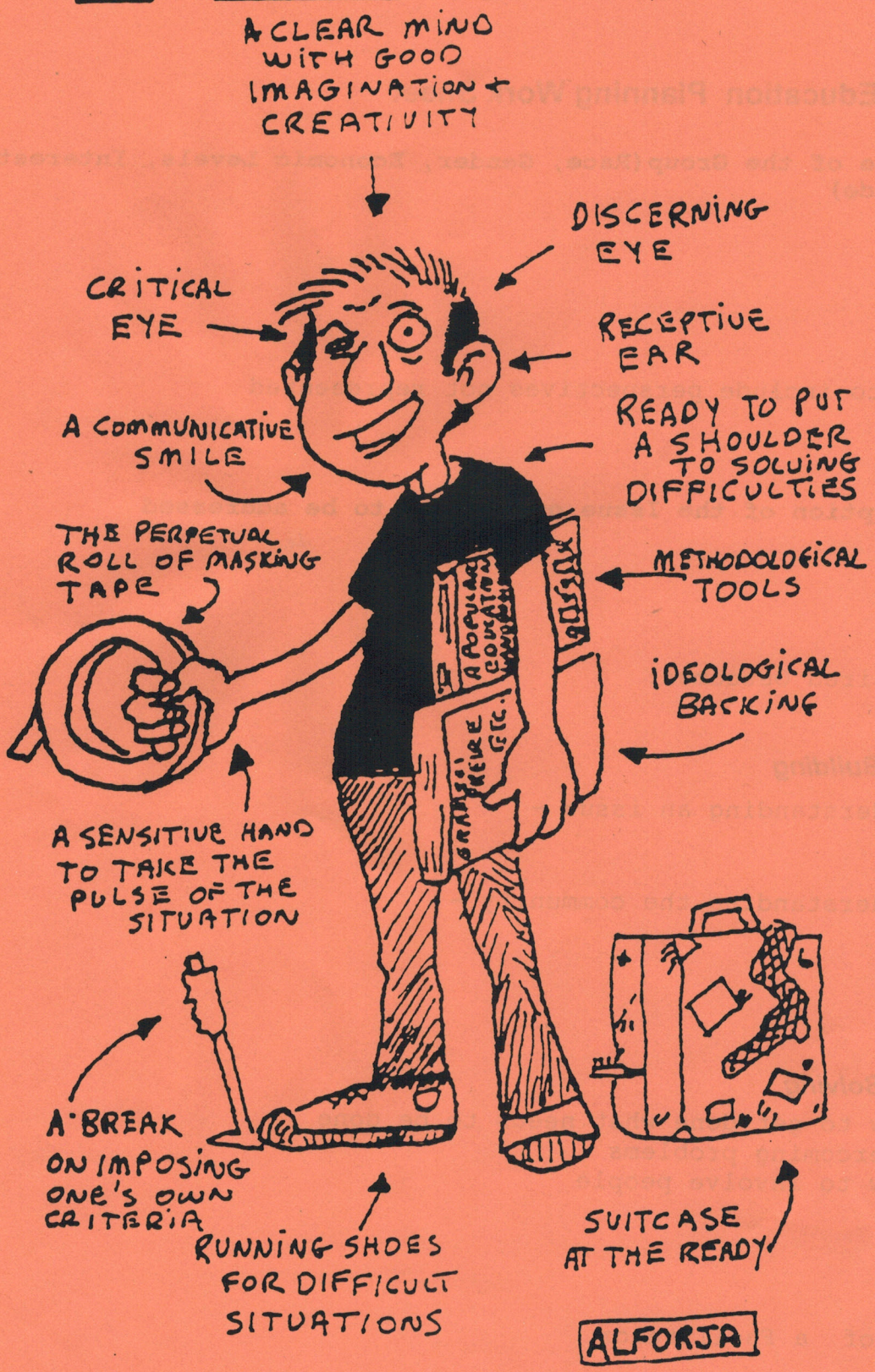
Rick Arnold & Bev Burke, A Popular Education Handbook. A joint publication of CUSA-Development Education; Ontario Institute for Studies in Education - Adult Education Department, Ontario 1983.

GATT-Fly, Ah-hah! A New Approach to Popular Education. Between the Lines, Toronto, 1983.

Andrew Boyd, The Activist Cookbook: Creative Actions for a Fair Economy, United for a Fair Economy, Boston, 1997. [617-432-2148]

Pamela Sparr, United Methodist Study Guide on Global Economic - Seeking a Christian Ethic, General Board of Global Ministries, The United Methodist Church, Cincinnati Ohio 1993. [To Order: Order # 1843 from Service Center, General Board of Global Ministries, 7820 Reading Road, Caller 1800, Cincinnati Ohio 45222]

THE POPULAR EDUCATOR



Source: A Popular Education Handbook, Rick Arnold and Bev Burke, joint publication of CUSO - Development Education, Ontario Institute for Studies in Education Adult Education Department