



United Students for Fair Trade

empowering alternatives

1301 Clifton St NW
Washington, DC 20009
(202) 296-6727

Nica PopEd Training

Time: 90 min

Desired Outcomes:

1. Use popular education as an experiential example
2. Give people an understanding of what popular education is and how to use it
3. Give people the philosophical underpinnings of why we use it
- 4.

Materials:

- Cocoa
- Hot water
- Mugs
- Paper
- Pens
- White board
- Markers
- Copies of outline

Agenda

1. Cocoa activity at breakfast
 2. I want everyone to take out a piece of paper and spend 5 minutes thinking about the most boring class you have taken. The worst class? The best class.
 3. In pairs, I want you to talk about why your experience was not good. How about the one that was good—what was the difference?
 4. Do a go around and say why the class that was good was good, the notable contrasts.
 5. Reflect on the activity: How did that work for people? What did you get out of it? How was it different from a traditional fair trade 101?
 6. Who has heard of popular education before? What do you think it is? When have you used it?
- Popular education is:

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- * rooted in the real interests and struggles of ordinary people
- * overtly political and critical of the status quo
- * committed to progressive social and political change in the interests of a fairer and more egalitarian society.
- * its curriculum comes out of the concrete experience and interests of people in communities of resistance and struggle
- Σ its pedagogy is collective, focused primarily on group learning and development for action

Popular Education is a type of education that:

- * takes place within a democratic framework;
- * is based on what learners are concerned about;
- * poses questions and problems;
- * examines unequal power relations in society;
- * encourages everyone to learn and everyone to teach;
- * involves high levels of participation;
 - includes people's emotions, actions, intellects and creativity
 - uses varied activities.

Everyone teaches and everyone learns in a collective process of creating new knowledge.

Popular Education is a cyclical process that starts by drawing out participants' experience, looks for shared patterns of experience and knowledge, moves from experience to analysis; adds new information and ideas, then moves from analysis to encouraging collective action to change oppressive systems, and then reflects and evaluates its own process.

7. Why do we use it?

- a. History (Bacon)
 - i. Folk schools
 - ii. Popular education
 - iii.
- b. Values

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What are USFT's Core Values? (Moving toward thinking about do we see these as being aligned with Pop Ed? Transformative education)

c. How does banking style reinforce systems of oppression?

8. So what does Popular Education look like? How do we integrate it into the trainings we do?

a. Generate examples

i. Games

ii. Reflections

iii.

So, throughout the week, we'll do a lot of modeling of different styles and tools. Some of the workshops we'll coach throughout so you can recreate them. If you have questions or concerns about the tools/methods, say something, and if you feel like I'm banking too much, say something. Share the worksheet.

Last quick example: Maybe use pizza game.