

# POCKET POLITICAL EDUCATION

MAKING ECONOMIC JUSTICE POPULAR



## TRAINER'S GUIDE

BETA 1.0 : DEC '18



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# Introduction

United for a Fair Economy (UFE) is a national grassroots organization that supports social movements working for a resilient, sustainable, and equitable economy.

We believe a fair economy is one that has jobs with dignity and living wages and where workers have the democratic right to organize and share the wealth produced by their labor.

We believe in a robust public sector that works for the common good, funded through progressive taxes and accountable to the people.

We believe in equal opportunity and equal justice for people who have been marginalized based on gender, sexual orientation, race, nationality, and social class.

And we believe in sustainability and equity, where the 1% does not accumulate excesses of wealth to the detriment of others and the planet.

Most people in the U.S. know that the economy is unfair, but experts and corporate politicians use complicated language to disguise a simple fact: our economy is rigged by the 1% and against working people.

We believe education - by and for working people - is central to any strategy that seeks to build and sustain a movement for a fair economy.



Pocket Political Education is a resource that helps working people connect the dots between economic, racial, and gender inequality to inform strategic action for change. It consists of a series of “cards” each of which contains step-by-step instructions for one interactive activity.

Many of these cards refer to a handout or visual that can be found in “Pocket Political Education Charts and Handouts.”

The following is a detailed description of how we recommend using the cards and why we feel political education is imperative if we are ever to have a truly fair economy.

Please enjoy and thank you for joining us in this movement!

**Riahl O'Malley**

National Education Director

United for a Fair Economy

# 1. Why Political Education?

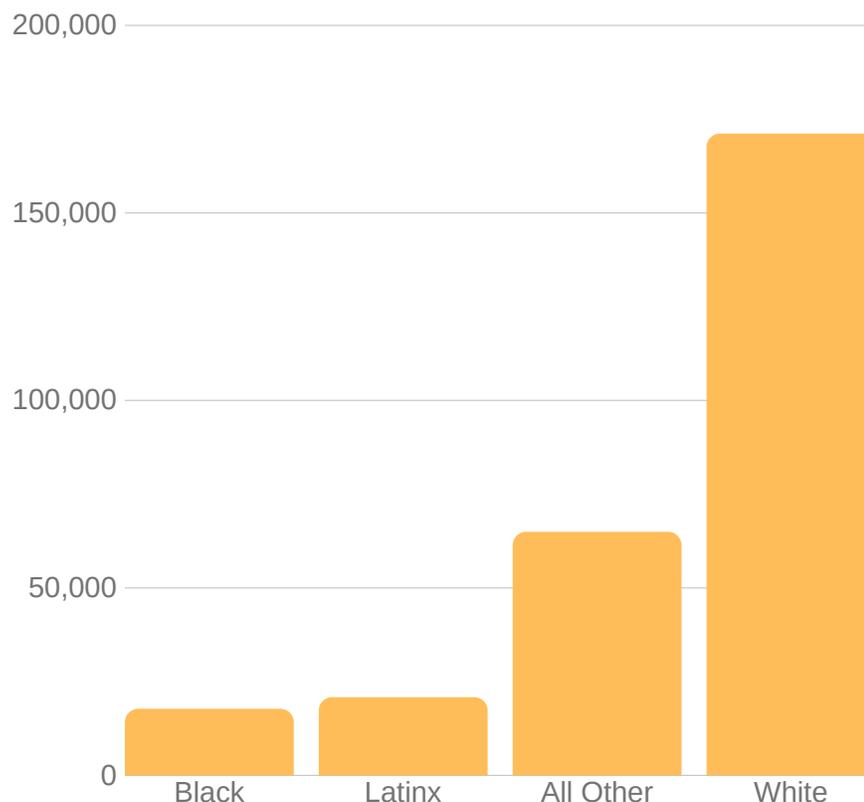
The growing divide in wealth and income is staggering. The richest one-tenth of one-percent owns nearly as much as the bottom 90%.

The racial wealth divide demonstrates another grim reality. The average Black family has fewer than 10 cents for every dollar owned by the average white family and Latinx families have just 12 cents.

Meanwhile the low-wage workforce is 58% women, and 29% of low-wage workers are women of color.

The problem seems to be getting worse. The gap in income between Black and White families has grown since the 1960's and the gap between rich and poor has exceeded levels seen during The Great Depression.

## Household Median Net Worth by Race, 2016



“Power concedes nothing without a demand, it never has and it never will.” - Frederick Douglass

The problem seems to be getting worse. The gap in income between Black and White families has grown since the 1960's and the gap between rich and poor has exceeded levels seen during The Great Depression.

These are signs of a rigged economy. The corporate elite have consolidated not only wealth, but power. They designed the rules in their favor making it increasingly difficult for the rest of us to get by.

This situation will not change on its own. We must build a people's movement powerful enough to demand a fair economy.

Political education is a tool for movement building. It involves learning from one another about the problems we face, the structures that cause them, and creating solutions together that build power to change the rules in our favor.

## 2. How To Use This Resource

The resource has three parts:

1

The Pocket Political Education Trainers Guide

2

The Pocket Political Education Chart Pack

3

A deck of “cards” each with its own potent political education activity

2 and 3 are available for free download at [faireconomy.org](http://faireconomy.org)

On each card there is a powerful activity you can use with your community organization, faith community, union, or classroom. They take the wisdom of everyday people and turn it into a strategy for profound change.

Many of us have been led to believe that only experts can understand the economy, but the fact is, we are the economy. We work, consume, we raise families, and pay taxes.

These activities reveal to us how the economy was built to benefit the 1% while causing harm to working people and communities of color.

They examine how structural racism and sexism create inequalities between working people and how these divisions are stoked by the one percent to consolidate even more wealth and power.

But here’s the hopeful part: If this structure was built, it can be unbuilt. These activities help us to figure out how, together.

You can use this resource in many ways. You can use one of the activities during a presentation or in your classroom, or you can choose many of them to create an extended workshop.

If you print your cards at home, fold them in half so sides are back-to-back.

At the top is the TITLE of the activity

The OBJECTIVE is a summary of the activity, it describes what participants will do

Then, the approximate TIME the activity will take and the MATERIALS you will need

The SLIDE is the visual aid or handout you will use. This can be found on our website: [faireconomy.org](http://faireconomy.org)

Next, step-by-step INSTRUCTIONS for the activity. This is what you will say to the group, or, the question you will pose to the group to generate dialogue.

FRONT

# 10 CHAIRS

Objective: Physically demonstrate the wealth divide.

Time: 20 minutes

Materials: Ten chairs without arms & at least 10 people

Slide: #14

1. May I have 10 volunteers stand shoulder to shoulder in front of this line of 10 chairs facing the group? Each person represents 10% of the U.S. population, each chair represents 10% of private wealth.
2. Have a seat. This would be equal distribution of private wealth. I have some bad news, in the U.S. this is not the case.
3. This person on the end will represent the wealthiest 10% of the U.S. population. Because they have 77% of the wealth, they get 8 chairs. The other 9 people must share only 2 chairs. *Encourage people to move.*
4. How does it feel to be the top 10%? How does it feel to be the bottom 90%? For those who are not in the picture, what do you see?
5. The richest 1% has nearly 40% of wealth, that's four whole chairs!

On the opposite side of the card the NOTES include talking points you can use during the activity or things to consider before facilitating the activity

Instructions to you, the facilitator, are in italics

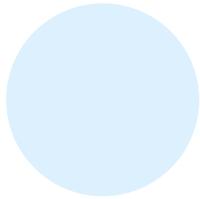
BACK

# 10 CHAIRS

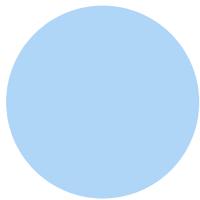
## NOTES

- Wealth at the very top has increased dramatically over the past 30 years. In the late 1970s the top 0.1% (the richest tenth among the one percent) owned 7% of total private wealth, in 2014 their share increased to 20%. Meanwhile the bottom half holds only 1%!
- While White people make up 65% of the population they hold 88% of the nation's wealth. 35% of the U.S. population are people of color, they hold just 12% of total private wealth.
- While we may be likely to see wealthy actors, athletes, and musicians of color the 1% is actually very white. Of the \$33.4 trillion dollars of wealth held by the top 1%, the Black 1% has only 3.2% and the Latinx 1% has only 3.4% of that total.

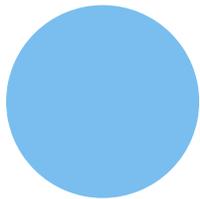
The cards come in a border of five shades of blue organized by type. If you use multiple activities together in the same learning event we recommend ordering the cards from lightest to darkest. The color categories are designed to help you and your group build trust with one another and have a more impactful learning experience.



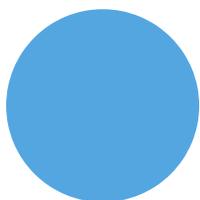
Opening activities or activities to be used between the others (an ice-breaker, for example) are bordered in **LIGHTEST BLUE**.



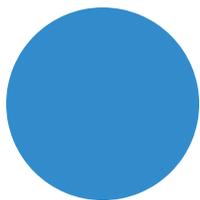
Activities that get people sharing stories and identifying patterns are bordered in **LIGHT BLUE**.



Activities that point to overall trends are bordered in **BLUE**.



Activities that point to the structures that cause these trends are bordered in **DARK BLUE**.



Closing activities or action-oriented activities are bordered in **DARKEST BLUE**.

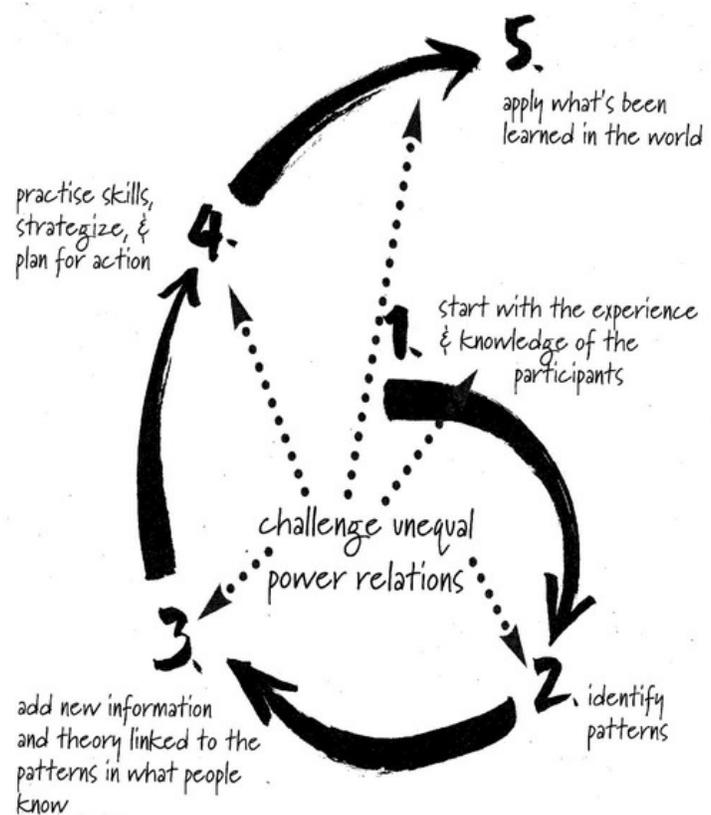
### 3. The Popular Education Spiral

We have categorized our cards like this to recommend the order in which you use these activities. It follows the “Popular Education Spiral.”

Popular, in Spanish, means of and for the people. This methodology is centered around the people who are oppressed by our current economic system. It sees the people, rather than academic “experts”, as leaders in the struggle for economic justice.

The spiral begins with participants sharing their own knowledge and experience. The group then looks for patterns, similarities and differences, between their experiences.

New information is added so participants can identify the structural and historical causes of their own and each other’s experience.



Source: Education for Changing Unions

Equipped with a deeper understanding of why they face certain challenges, the group can create a strategy to address their problems at the roots.

Once they take action outside of the training or workshop they have new experience to draw upon and the spiral begins again.

Rather than simply delivering a speech or lecture we find that the spiral allows people to discover for themselves why these issues are relevant to them and their community. They also build relationships with one another which leads to greater trust and better teamwork.

“You practice learning in groups so that people can learn to solve problems through group action.”

- Myles Horton

There is one aspect of the spiral that must be addressed at every stage in the process.

Our commitment to challenging imbalances of power begins in our own groups, organizations, and classrooms. Inequalities of race, class, gender, and sexual orientation play out in the way we think, act, and relate to one another.

As we learn to make change together we must also unlearn oppressive thoughts and behaviors taught to us by an unjust society. Our movements are stronger when we hold ourselves to values of equity and fairness.

“It is not our differences that divide us, it is our inability to recognize, accept and celebrate those differences.”

- Audre Lorde

## 4. Facilitation

You don't have to be an expert to lead these activities. As facilitator your role is to support the group in their process of learning and transformation.

Like any skill, great facilitation comes with practice. Here are 10 important tips to help you hone your craft.

### **(1) Provide clear instructions**

Review and visualize the activities before you facilitate them. This will save time and help you keep participants engaged.

### **(2) Ask open-ended questions**

There are many questions on these cards, use them! This encourages dialogue and empowers participants to take charge of their own learning.

### **(3) Let the people speak**

Wait for people to comment; don't be afraid of silence. If folks don't respond, ask the question again. Ask if there is someone who hasn't yet spoken has something to offer. Many people will participate if given the right opportunity.

### **(4) Read the group**

Listen closely to people's responses. Regularly scan the room and read people's body language. This will tell you a lot about how people are receiving the workshop.

### **(5) Make a plan, adapt as necessary**

Start late? Participants low on energy? Maybe you need an energizer or you need to change from large to small group discussion.

Whatever the change, anticipate how it will impact the rest of your agenda and make intentional adjustments.

## **(6) Challenge unequal power relationships**

Encouraging people to speak will sometimes reveal oppressive attitudes and behaviors. Find ways to call people in to transform those behaviors without discouraging constructive participation.

## **(7) Know your own story**

Our stories are one of the most important tools we have in our work for social justice. Reflect on why you are working to end racial, economic, and gender inequality, and practice telling it out loud.

## **(8) Contribute to the discussion**

Consider beforehand some of the points you think are essential based on the goals you have for your workshop. If they don't emerge from the group, offer them yourself as part of the discussion.

## **(9) Work as a team**

We highly recommend working with a co-facilitator, particularly someone from a different race & class background. Meet before and after the workshop to share your personal stories, plan, and review.

## **(10) Be yourself!**

There are many ways to be a great facilitator, find your own voice. Try new things and reflect afterwards on what went well and what you might do differently. Don't be afraid to say that you "don't know" something or pose a question back to the group. This is the mark of a great facilitator!

## 5. Design

Design involves planning the goals and structure of your workshop from beginning to end.

Before you take out your cards and start planning we highly recommend you take time with your co-facilitator to answer the following questions. This will help you cater your workshop to the particular group and context where you will be facilitating. (This instructional design model is adapted from Dr. Jane Vella, see more in the resource section on page 22.)

### **WHO:**

Who are your participants? Be specific: where do they work? What city are they from? What is their age, gender, and race? What languages do they speak? How many people will there be?

We find that these activities work best with groups of 10-30 people.

### **WHY:**

What motivates these participants to come to your workshop? How will this workshop help them to address a particular challenge they face?

We like to hear this directly from participants themselves by reaching out beforehand and asking them!

### **WHEN:**

How much time do you have? When will it be?

Pick a workshop time that works best within participants busy lives and schedules. Remember to factor in adequate breaks and mealtimes.

## **WHERE:**

What does the workshop venue look like? What is the set up? Where is it located?

We find these activities work best if people are arranged in a circle large enough so that all participants can see one another and can also see the flip chart paper & slides.

## **HOW:**

Now you can review the cards! First, spend time reviewing the activities. Then, select some of the activities you think best address the “why” you listed. Then, prioritize them. What is most necessary for this particular group? Determine if they fit into the timeframe you have available. And finally, choose the order of activities (remember the spiral!)

Once more: review, select, prioritize, and order.

## **EVALUATE:**

How do you plan to evaluate the training?

We often use a verbal or written evaluation at the end of a workshop. For a verbal evaluation we ask participants, what worked for you? What might you do differently? We record their answers on flip chart paper in front.

Why all the flip chart paper?

For many large group discussions we recommend that you use flip chart paper to record a summary of each person’s response. This has a number of advantages, including validating contributions from the group and helping learners track and retain the content of the discussion. After all, the lessons come not only from the facilitator, but what is said by our peers!

## 6. Event Planning

Here is a task list to help you plan your event. Assign a due date and person responsible for each item.

- Assemble planning team
- Assign person and due date to each task
- List people and places for outreach
- Contact prospective participants
- Ask participants about their expectations for this workshop
- Design workshop
- Select handouts and accompanying materials
- Confirm interpreters (if needed)
- Confirm childcare workers (if needed)
- Confirm food (if needed)
- Book interpreting equipment
- Send materials to get translated
- Send materials to interpreters
- Create supplies list
- Get supplies
- Print handouts
- Determine lead facilitator for each activity
- Pre-prepare flip chart paper
- Have an awesome workshop!
- Document the event by taking photos
- Pass a sign-in sheet
- Participant evaluation
- Team debrief
- Email workshop details (such as the date and how many attended) to your partners or supervisors. Let us know if you have feedback!



## Great Practices for Multilingual Spaces<sup>5</sup>

<b>1. Outreach</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Multilingual outreach materials</li> <li><input type="checkbox"/> Note that interpretation will be provided</li> </ul>
<b>2. Translation of Materials</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All materials (registration forms, handouts, Powerpoint slides, signs, etc.) proofread, translated, and shared with interpreters in advance</li> </ul>
<b>3. Identify Languages Present and Type of Interpretation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What languages will presenters use?</li> <li><input type="checkbox"/> When dividing into small groups, assure all bilingual groups have an interpreter</li> <li><input type="checkbox"/> Decide consecutive or simultaneous interpretation</li> </ul>
<b>4. Schedule interpreters</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Make sure interpreters are trained, not merely bilingual</li> <li><input type="checkbox"/> Schedule interpreters (at least 2 weeks) in advance</li> <li><input type="checkbox"/> If needed for more than 1 hour, confirm at least 2 interpreters needed</li> </ul>
<b>5. Equipment</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Test equipment in advance (in event space) and have back-up batteries</li> <li><input type="checkbox"/> Use equipment sign-out sheet, avoid requiring IDs</li> <li><input type="checkbox"/> Have enough equipment for all participants, not merely those who don't speak dominant language</li> <li><input type="checkbox"/> Have volunteer to monitor equipment, hand out, and collect at the end</li> </ul>
<b>6. Set-up Space Inclusively</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Bilingual staff at registration area</li> <li><input type="checkbox"/> Set-up space to avoid segregation by language</li> </ul>
<b>7. Start with Interpreter Introduction</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Allow time at the very beginning of the event for the interpreters to briefly introduce themselves and explain the interpreting process</li> </ul>
<b>8. Facilitate with Language Justice in Mind</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants speak directly to each other (not to the interpreter)</li> <li><input type="checkbox"/> Only one person speaks at a time</li> <li><input type="checkbox"/> Everyone speaks loudly and clearly at a moderate pace</li> <li><input type="checkbox"/> The interpreters should never act as participants</li> </ul>

<sup>5</sup> Just Communities Curriculum, and Alice Johnson for BRIDGE Curriculum, adapted by Tony Macias & Catalina Nieto

## 8. Action for a Fair Economy

We mentioned earlier that political education is just one part of building a movement for a fair economy. While learning itself is an enriching experience, our goal is for people to take action on the content they learn from these activities.

There are many types of action we can take. We advocate for strategic action taken in groups towards the equitable redistribution of power and resources.

What do we mean by strategic? Many of us see taking action as an individual choice: whether to participate in a protest or start buying biodegradable cleaning products. We leave the big decisions to those who we perceive as powerful.

But the fact is we are powerful! We are the source of value in the economy!  
We make the world run!

In order to make the large-scale change we need people to make individual changes, work together to create alternatives to our current system, and pressure decision-makers to change the rules.

Connect with your local community organization working for economic, racial, and gender justice.

Use this workshop as an opportunity to build leadership and recruit more people to join the movement for a fair economy!



## 9. More Resources

Of course, there is much more we could say. Luckily, there are many other brilliant people who use education to build movements for economic and racial justice.

Here are some resources we recommend if you want to find out more:

### EDUCATION & TRAINING

#### Readings

Pedagogy of the Oppressed by Paulo Freire

Teaching to Transgress by bell hooks

The Long Haul by Myles Horton

Education for Changing Unions by Bev Burke, Jojo Geronimo,  
D'Arcy Martin, Barb Thomas and Carol Wall

The Courage to Teach by Parker Palmer

On Teaching and Learning by Dr. Jane Vela

#### Organizations

The Highlander Center for Research and Education

School of Unity and Liberation

Training for Change

Runaway Inequality

The Wayside Center for Popular Education

Wildfire Project

Beautiful Trouble

Equipo Maiz (website in Spanish)

Center for Story-Based Strategy

## **RACE, GENDER, & ECONOMICS**

### **Readings**

The Color of Wealth by Meizhu Lui et al.

Class Matters by bell hooks

Jackson Rising: The Struggle for Economic Democracy and Black Self-Determination in Jackson, Mississippi by Kali Akuno and Ajamu Nangwaya

The Color of Law: A Forgotten History of How Government Segregated America by Richard Rothstein

This Half has Never Been Told: Slavery and the Making of Modern Capitalism by Edward E. Baptist

Freedom is a Constant Struggle by Angela Davis

Harvest of Empire by Juan Gonzales

Illegal People by David Bacon

Born on Third Base by Chuck Collins

### **Organizations**

Insight Center for Community and Economic Development

The Movement for Black Lives

Action Center on Race and the Economy

Race Forward

Demos

Institute for Survival and Beyond

## 10. Conclusion

Remember to have fun! The work for racial and economic justice is a marathon, not a sprint. We must take care of ourselves and one another on this long journey towards a new world.

Thank you to: Jeannette Huezo, Jay-Marie Hill, Marie Frances Rivera, Tess Ewing, Steve Schnapp, Anne Price, Eroc Arroyo-Montano, Mike Lapham, Richard Lindayen, Michael Young, Fernando Martinez, Jen Douglas, Mike Leyba, Suzanna Schell, Ben Ehler, the United Association of Labor Educators and many more for your feedback, encouragement, critique, and camaraderie. Likewise for Tony Macias and Catalina Nieto for your contributions to the Language Justice portion of this resource.

Also thank you to the original designers of many of the activities found in this resource, including Jeannette Huezo, Steve Schnapp, Chuck Collins, Felice Yeskel, and Chaka A. K. Uzondu.



# Sources

## Economy Quiz

<https://aflcio.org/paywatch/highest-paid-ceos>

<http://www.pewsocialtrends.org/2016/06/27/1-demographic-trends-and-economic-well-being/>

[http://www.epi.org/publication/the-top-charts-of-2016-13-charts-that-show-the-difference-between-the-economy-we-have-now-and-the-economy-we-could-have/?mc\\_cid=f022fe6a6f&mc\\_eid=0cfad73299](http://www.epi.org/publication/the-top-charts-of-2016-13-charts-that-show-the-difference-between-the-economy-we-have-now-and-the-economy-we-could-have/?mc_cid=f022fe6a6f&mc_eid=0cfad73299)

<https://www.opensecrets.org/news/2016/11/the-price-of-winning-just-got-higher-especially-in-the-senate/>

<http://www.epi.org/blog/the-racial-wealth-gap-how-african-americans-have-been-shortchanged-out-of-the-materials-to-build-wealth/>

<http://www.epi.org/publication/black-and-hispanic-women-are-hit-particularly-hard-by-the-gender-wage-gap/>

<http://www.taxpolicycenter.org/statistics/historical-highest-marginal-income-tax-rates>

[https://www.ssa.gov/oact/NOTES/pdf\\_notes/note151.pdf](https://www.ssa.gov/oact/NOTES/pdf_notes/note151.pdf)

<https://itep.org/wp-content/uploads/undocumentedtaxes.pdf>

<https://www.oxfam.org/en/pressroom/pressreleases/2017-01-16/just-8-men-own-same-wealth-half-world>

## Race, Gender & Income

Pew Research Center's Tabulations of 1968-2016 Current Population Survey Annual Social and Economic Supplement.

Institute for Women's Policy Research, IWPR Fact Sheet #C446, updated September 2016.

<http://www.ustranssurvey.org/report>

## Income vs. Wealth

<http://libertystreeteconomics.newyorkfed.org/2016/08/which-households-have-negative-wealth.html>

## Race, Gender & Wealth

[http://www.mariko-chang.com/AFN\\_Women\\_and\\_Wealth\\_Brief\\_2015.pdf](http://www.mariko-chang.com/AFN_Women_and_Wealth_Brief_2015.pdf)

## Ten Chairs

<https://www.federalreserve.gov/econres/scfindex.htm>

<http://wid.world/data/>

[http://www.ips-dc.org/wp-content/uploads/2016/08/The-Ever-Growing-Gap-CFED\\_IPS-Final-2.pdf](http://www.ips-dc.org/wp-content/uploads/2016/08/The-Ever-Growing-Gap-CFED_IPS-Final-2.pdf)

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## Rule Changes: Trade

<https://ideas.repec.org/a/elg/rokejn/v2y2014i4p429-441.html>

[https://www.citizen.org/sites/default/files/nafta\\_factsheet\\_mexico\\_legacy\\_march\\_2018\\_final.pdf](https://www.citizen.org/sites/default/files/nafta_factsheet_mexico_legacy_march_2018_final.pdf)

<https://nacla.org/article/tracking-economy-paying-nafta>

Note: sources for information used on UFE slides can be found at the bottom of each corresponding slide