

Planning Educational Activities with Eight Overlapping and Interlock Popular Education Principles By Larry Olds

This process privileges discussion of what to do over discussion of purposes and goals as the starting point in planning. Some of you who have been trained in the hegemonic practices of education may resist getting away from the common practice of defining goals first and may find yourself wanting to begin with a discussion of purposes. There is a full critique of that practice. Purposes, we argue, cannot be known separate from concrete action contexts, and are much harder to reach agreement about, than actions.

Questions based in principles defining popular education	<u>Planning notes</u>
<p>How do the activities help people name their world, tell the stories of their experience, speak and find their voice at the educational event?</p> <p><u>Start with experience</u></p>	
<p>How are tools of social analysis used to help people connect their experience to a broader understanding of it, to understanding political and other social connections?</p> <p><u>Deepen Analysis and Add New Information and Theory</u></p>	
<p>What activities will be used that use art, music, theater, dance, and other such ways to use people's non-verbal capacities?</p> <p><u>The whole person – the artistic voice</u></p>	
<p>What activities will be used to develop consciousness about becoming more fully human as well as to develop consciousness about the world</p> <p><u>Becoming more fully human</u></p>	
<p>How will you address race, class, gender, sexual orientation and gender expression, culture and other issues of privilege and oppression?</p> <p><u>Confronting Oppression and privilege</u></p>	
<p>How will you address the teacher/learner – learner/teacher issues?</p> <p><u>Working with, not for, people</u></p>	
<p>What will be the links of the education and action?</p> <p><u>Apply to Action</u></p>	
<p>How does the activity advocate a people/community centered versus a banking approach to knowledge?</p> <p><u>Respecting people's knowledge</u></p>	