



# Training Curriculum

*Presented by Peace Action  
and National Priorities Project*



## Train for Change

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*All Move the Money materials are available online at:  
<http://nationalpriorities.org/works-on/military-security/>*

We are excited that groups and local organizers will use this curriculum to train grassroots activists. We believe that our life experiences, combined with solid information, are the key ingredients to building a politically empowered movement to change federal spending priorities.

### **The heart of this curriculum is shaped by the strong belief that:**

- We each bring valuable experience and information to the table.
- We are each motivated, self-directed learners.
- Attendees may question new information and need to “try it out” prior to integrating it.
- Attendees will be most effective if they want to engage and participate because it “makes sense” and not because they were told to do so.

### **Our goals as facilitators:**

- Bring the full richness of experience and knowledge from the group to bear on the discussion and our learning.
- Share information and give participants the opportunity to review, manipulate and integrate it into their understanding of both the problem and solution.
- Support participants as they begin to clarify and refine their own point of view.

### **Tips for facilitators:**

- **Be purpose driven:** Focus on understanding and sharing with participants the purpose and goals of each session.

- **Prepare ahead:** Make sure you have the materials you need and instructions for small groups (either pre-written on butcher paper or on a handout).
- **Review the instructions:** Read them, have them on butcher paper and pass them out. This will save you time in the long run.
- **Relax:** Running a training session is like hosting a party (welcome people, appreciate them, make them feel at home, have snacks, let them know they will learn and have some fun).
- **Time:** Keep track of the time. Often letting participants be timekeepers helps.
- **Face the group:** Have someone else write on the butcher paper.
- **A team of trainers always trumps one**

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## Acknowledgements

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The need has never been greater for a revitalized grassroots movement to move the money from war and wasteful military spending to fund human needs.

For the past few years, local initiatives combining public education, congressional pressure and passage of local resolutions have been growing – largely due to the efforts of volunteers working with shoestring budgets. This movement needs more training, coordination and strategic direction in order to galvanize stakeholders, influence public opinion and change the debate in Washington.

While the mismatch between federal spending and popular priorities is not new, there is new urgency to spark and strengthen new alliances between economic and racial justice, labor, faith-based and peace groups so that – together – they weigh in on the national budget debate. For example, any deficit reduction proposal that does not include significant cuts in Pentagon spending will have a dramatic and negative impact on funding for critical domestic programs and even the major entitlements – Social Security and Medicare.

We hope the Move the Money Trainings are a substantial resource to support growing the grassroots movement for changing national spending priorities. We would like to acknowledge the great work of the many people who helped us build this resource and continue to support us in our work:

Our collaborative efforts with LeeAnn Hall at Alliance for Just Society and Charlene Sinclair, of Insinc Consulting have been invaluable in bringing together the information, techniques and the political insights necessary to making the trainings successful.

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We could not have prepared the Move the Money Trainings without the energetic support of 2012 Summer interns: Zaynah Shaikh at National Priorities Project and Laura Nissley at Peace Action.

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# Welcome and Review [Time: 15 minutes]

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## **Materials:**

- Goals listed on butcher paper
- “Rules of the Road” begun on butcher paper
- Agenda written out on butcher paper

## **Welcome**

**Personal introduction by the facilitator(s):** Welcome attendees. Tell them who you are, why you’re here, etc. *Let participants know that they will have a chance to introduce themselves.*

## **Review of Goals, Agenda, “Rules of the Road”**

### **Facilitator:**

“The goal of this training is to engage community leaders in a discussion of federal budget priorities, Pentagon spending, and defense transition. Our vision is to shift the public dialogue from one that *assumes* increased Pentagon spending to an in-depth discussion of how our real interest in long-term security might be better served by investing in human services, education and manufacturing for civilian use. We believe the only way to accomplish these goals is to mobilize thousands of everyday people into the debate by building the knowledge and confidence to become engaged in budget discussions within families, organizations, communities, faith communities and the broader public. And to spark the planning needed to support the workers, their families and communities as they transition from dependency on defense contracts to civilian needs production. We hope this training will give you the tools to begin this process.”

*“Let’s review our goals for the training.” (At this point you will want to turn to the prepared butcher paper and review the goals.)*

### **Facilitator:** “Today: Participants will:

- Explore how Pentagon spending fits into the larger national federal spending and revenue debate.
- Understand how local budget work connects with the larger national struggle over federal spending and revenue.
- Develop a larger narrative that incorporates the “moving Pentagon spending into jobs and human needs spending” frame.
- Explore the range of actions available to them to initiate a defense transition and/or shifting to an economy that works for all including city council resolutions, state bills, and interfacing with the Office of Economic Adjustment.

- Become acquainted with National Priorities Project’s resources, and others, with a focus on how they could be used in their future work.

**Note:** *You may want to also ask participants if they have any additional goals to add. If so, these additions should be added to the list. If there are expectations/goals that you know will not be achieved don't be afraid to be clear that we will not be able to get to that specifically during this training.*

**Facilitator:** Review of training agenda and associated handouts.

**Facilitator:** “Let’s review what we like to call the “Rules of the Road” or agreements for how we will work together today:

1. Step up, step back. If you tend to lie back during group discussions, step up. And if you are a talker, be conscious of that, and give other people room.
2. Put all mobile devices on vibrate.
3. Are there any additional rules you’d like to suggest?

## **Today’s Framework and Introductions**

### **[Time: 25 minutes]**

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**Materials:**

- Butcher paper
- Markers

**Learning Objectives:**

- To situate the work of local and state based groups in the training.
- To broaden the understanding of how this work intersects with the issue of Pentagon spending and subsequently shapes budget priorities.
- To address how cuts in Pentagon spending will impact on good paying manufacturing jobs, local economies.
- To begin to collectivize our analysis of how these local fights are connected to each other and the larger fight to cut the Pentagon budget, protect and create jobs and increase spending for human needs.

### **Today’s Framework**

**Facilitator:** Offer a brief introduction to the political framework for the day. (Sample below.)

Every year decisions are made in Congress about how to spend our tax dollars. The main goal of the workshop is to engage community leaders – especially in an election year – in a discussion of federal budget priorities and Pentagon spending.

The dominant narrative is that government is broke, so services must be cut. We don't think so. We believe wrong decisions are sending our tax dollars to the wrong places and reflect the wrong priorities, and that some people and corporations aren't paying their fair share of taxes.

The federal budget is a document that shapes and in some cases dictates how we function as a society and therefore should reflect our common values and priorities. A national debate is underway in the media and in the halls of Congress about the role of government in the economy and in our lives.

This training will help you get the facts, and explore questions of racial equity and how to link local struggles to changing national spending priorities. You will leave with resources that will help you go deeper into the materials we cover today and take effective action within an increasingly diverse community.

The ultimate goal of this training is to help build a strong grassroots movement with enough political power to help shape national spending priorities that are in the best interest of the greatest diversity of Americans. One of the main assumptions in the current debate is that ever increasing Pentagon spending is good for national security and the economy. We want to shift the discussion to a dialog on how our long-term security might be better served by investing in jobs, human services and education. We want to help manifest an economy and federal budget that works for all Americans.

Over 50 years ago, President Dwight Eisenhower warned us about what might happen to our federal budget, our values and future. He coined the term "Military Industrial Complex" in his last speech to the nation and warned that the Military Industrial Complex would slowly but surely take control of the economy, national budget and values in our society.

The only way to make a fundamental change in national spending priorities, or as we like to say, "Move the money from wars and new weapons to fund our communities" is to mobilize more and more citizens into the debate. There are a great many ways open to us today, including accessing the resources available through the Pentagon's Office of Economic Assistance, passing City Council resolutions and/or State bills, and more!

## Introductions

**Facilitator:** “Now, let’s get to know each other.”

**Note:** *The following are two methods of doing the group introductions (Activity A or Activity B) — one utilizes small groups based on common issues, the other the more traditional “around the room.” The first serves as a good icebreaker and gets participants focused on issues of common concern early in the process, but can be cumbersome to set up which results in lost time. The second avoids the organizational hassles, but can suffer from the fact that it is difficult to limit people to the necessary short introduction.*

### Activity A: Utilizing Issue Mapping To Introduce Groups/Individuals

This activity will be done in small groups of participants clustered according to organization or issue foci. Each group will discuss and report out an overall “map” of their organization/issue.

The facilitator asks people to form small groups based on their “home” organizations or issue priorities. Each small group has a piece of butcher paper and markers.

Small Group Assignment: Please assign a note taker, a facilitator and a report back person. Each small group has 10 minutes to discuss and write down the answer to the following questions:

- What is your name and the name of your organization(s)?
- What are 3 key things about your current work (local, state and national) on budgeting, revenues and spending priorities that you can share with the group?
- How do you think these can be/are tied to the federal budget?

Large Group Report back: Each group has 2 minutes to share the name of their organization(s), their names and the 2 key things about their current work. The facilitator lists the issues covered in the room and makes a summary of how the local fights are connected to changing national spending priorities.

### Activity B: Introduce yourself

Describe briefly (in 60 seconds or less):

- What is your name and the name of your organization/union?
- What are 1-2 key things the group should know about your current work (local, state and national)?

# Understanding Federal Budget Priorities, Part I

## [Time: 45 minutes]

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### Materials:

- Large copy of blank “Where Your Federal Income Tax Dollar Went” (small version, found in Appendix. Note: you will need to enlarge in copy shop.)
- Handouts of “Where Your Federal Income Tax Dollar Went” (found in Appendix)
- Round stickers in groups of 20 to be posted on the graph
- “If Paychecks Could Talk” Video (available on NPP’s YouTube page)
- Handouts of National Priorities Project’s Budget Categories (found in Training Materials)
- Computer and internet capability
- Butcher paper
- Markers

### Learning Objectives:

- To understand the spending priorities in the federal budget.
- To build a sophisticated understanding of historical, current, and projected Pentagon spending.
- To broaden participants’ understanding of how their work intersects with the issue of Pentagon spending and how the issues they care about are affected by federal budget priorities.
- To begin to collectivize our analysis of how local fights are connected to each other and to the larger fight to cut Pentagon spending.

## Spending Our Nickels [Time: 15 minutes]

### Instructions:

- Facilitator posts enlarged copy of “Where Your Federal Income Tax Dollar Went.”
- Facilitator asks participants to visualize how they’d like to see their tax dollar spent, and vote for their priorities by placing their nickels (the dots) in the space that corresponds to each budget category. Handouts of National Priorities Project’s Budget Categories help participants understand the potential contents of each bar.
- Facilitator gives approximately 5 minutes for participants to place dots on the chart, asking participants to pretend the dots are nickels and fill each column from the bottom.
- Using NPP’s “Where Your Federal Income Tax Dollar Went” handout, show how participants’ individual federal income taxes are actually allocated.
- Group discussion. To participants: “Why did you vote the way you did?”

## **Pentagon 101 [Time: 30 minutes]**

**Note:** Using NPP’s “Trade-offs” [<http://nationalpriorities.org/interactive-data/>] you can get community-level information on the “opportunity costs” of Pentagon spending. NPP can also supply you with state-level data on a host of federal programs like Head Start and the Low Income Home Energy Assistance Program (LIHEAP). See the Federal Priorities Database: <http://nationalpriorities.org/interactive-data/database>.

### **Instructions:**

- Play Video: “If Paychecks Could Talk”
- Work through PowerPoint Presentation — “Pentagon 101”
- **Facilitator:** “Let’s bring it even closer to home.” Have participants take out computer or use a projector and go to the NPP website. Demonstration of NPP’s Federal Income Tax Receipt.
  - NPP’s Federal Income Tax Receipt [<http://nationalpriorities.org/interactive-data/>]
  - NPP’s Trade-offs [<http://nationalpriorities.org/interactive-data/>]
- Facilitator asks for comments and takes questions.

## **An Economy that Works for All: Racial Equity [Time: 35 minutes]**

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### **Materials:**

- Handout “Impact of Federal Spending on Communities of Color” (found in Training Materials)

### **Learning Objectives:**

- To deepen participants’ understanding of the challenges that communities of color face due to institutionalized racial inequities.
- To begin an exploration of how a federal budget which prioritizes wars and weapons over human needs has a disproportionate and often hidden impact on communities of color.

### **Instructions:**

- This section opens with an introduction to frame the discussion followed by a small group exercise.
- Break the participants into three or four small groups and assign each group one issue (Housing, Education, Jobs, etc.). Ask each group to work through how budget decisions regarding their issue may have a hidden or disproportionate impact on communities of color.
- Have each group report their findings.
- Large group wrap up/final thoughts.

**Facilitator:** Introduction (Drawing from the following):

- We have been discussing the federal budget and how our tax dollars are spent.
- We have looked at how the budget prioritizes the Pentagon over community needs.
- We have looked at the trade-offs for all of our communities. Now we will look at the federal budget through racial equity lens or glasses.
- The federal budget plays a key role in supporting programs that have the potential to raise communities of color out of poverty and joblessness.
- Even as we examine racial equity, we realize that there are others that also suffer from institutionalized inequity: women, LGBTQ, individuals who are low-income, physically challenged.
- Unfortunately, due to today's tight agenda we are not able to make all the connections between all the groups who struggle with institutionalized inequity.
- Our country has a long history of racial division and discrimination.
- We have chosen to begin with race because we're living in a time when the economic divide between people of color and white folks is growing. And there is a long-understood connection between racial discrimination and poverty.

**Facilitator:** "Earlier today we talked about how our tax dollar is spent. In 2013, 27 cents of every tax dollar was spent on the military and 2 cents was spent on education. Does the militarization of the federal budget impact on all people and communities equally or the same?"

**Facilitator:** "What do you think?" Brief large group discussion.

**Summarize and frame the small group discussion:** "There is a popular misconception that racial inequality is a problem of the past. We all are suffering. Or we have moved past it. President Obama was elected, right? We are in a time when many indicators show that the racial equity gap is growing in education, jobs and hiring.

Yet our nation's institutions, laws, Supreme Court rulings, and federal spending policies are generating inequities. Even at a time of individual achievement: such as President Obama, Oprah Winfrey, Representative Raul Grijalva, or Dr. Sanjay Gupta who are all examples of the many people of color who are in public life.

Institutionalized inequity is also reflected as policing becomes more discriminatory. Some examples of a series of high profile shootings by both police and civilians are Oscar Grant & Trayvon Martin or unidentified people shot on the US-Mexico border.

For the moment we will separate out attitudes, culture and media. In the end, if the system, laws, and federal budget policies were changed, attitudes, culture and media would follow.

We are going to search together with our racial equity lens or glasses for the hidden, unintended impact of a federal budget that spends more on the military than meeting human needs on communities of color."

**Facilitator:** Offers a personal story or a local example.

**Sample:** “I will share a personal story from my own work. Then we will break down into small groups to use the racial equity lens or glasses to examine sections of the federal budget.

[The following is a SAMPLE EXAMPLE.] Let’s look at one example from the peace movement: nuclear weapons. Nuclear weapons endanger the existence of our planet, damage our environment and health. Their existence and proliferation is a threat to all.

In the Congress, despite the deficit and the budget crisis, there are calls by some to spend billions over the next 10 years to modernize the nuclear weapons stockpile although many scientists agree that our bombs will be “just fine” for the next 75 years. All of us will be affected if billions of dollars are poured into modernizing nuclear weapons instead decommissioning and dealing with the damage uranium mining has done to Mother Earth, but is there a disproportionate impact and unintended consequence for a community of color?

Absolutely. American Indians living on the Navajo reservation. Hundreds of mines and uranium mills continue to contaminate the water, air and ground. Navajo people have one of the highest rates of cancer, generation after generation.

Billions spent to modernize nuclear weapons will harm all of our communities and the Navajos will continue to pay even more dearly for that decision. Some in the uranium industry have raised the idea of reopening some of the mines if the nuclear weapons modernization plans go forward.

Most who have opposed the use and continued hoarding of these deadly weapons have not put on their racial equity glasses. The modernization of nuclear weapons stockpile will rob our communities of urgently needed public services and rebuilding of infrastructure, etc. Nuclear disarmament is a peace movement issue, but seen through the lens of racial justice, it is a special crisis problem for American Indians.”

**Facilitator:** “Let’s break down into four small groups and conduct our own racial equity impact study. For the next 10 minutes, we’ll look at the impact of race in the following categories by answering this question: What is the hidden, unintended impact on communities of color in (one area listed below) and what would it look like with greater investment, if the money was moved from the Pentagon to fund human needs?”

1. Public service cuts that result in layoffs of public workers.
2. Cuts in funding for housing programs.
3. Cuts in education.
4. Cuts in healthcare.

“If you get stuck in the discussion, use the lens or glasses! Remember we are all affected by budget cuts, but what might be the unique, hidden, unintended impacts on communities of color?”

**Facilitator:** Conduct a large group debrief and summary. It is important to bring out the specific unintended consequences and disproportionate impacts on communities of color. Some may only focus on the impact we all experience, so teasing out the specific impacts and its relationship to the historic racial poverty divide may be helpful.

**Facilitator:** “Tell us what you found in your racial equity impact study.” Highlights recorded. Facilitator reinforces with facts.

**Facilitator:** Debrief. Possible summary ideas noted below.

“Important that we look at the federal budget through the lens of equity and inclusion for all. Unfortunately, historically our society has not been able to yet fulfill that promise for all. Federal budget is a yearly decision made in Congress that has an impact on all our communities. It also has a racial equity impact on top of the history of economic disparities, systemic and institutionalized racism and discrimination.

Why is it important to look through this lens? Builds empathy, transcends personal experience. Strengthens analysis and understanding of the systems and policies that create racial division. Only organizers who look at the local budget fights through racial equity lens, will be effective in organizing strong alliances and politically empowered coalitions to change national spending priorities.

So much more that unites us all, than divides, but when budget decisions are being made we need to bring the 99% together, in all its diversity, to challenge the systemic inequalities.”

**Facilitator:** “Why are issues of racial equity important to our efforts to change federal spending priorities? Why does it matter?” (Drawing from the following)

- This is a basis for broader coalition building.
- It addresses a challenge all movements and organizations face: to be more inclusive and racially diverse.
- It increases our political clout when we represent the interests of the diverse 99%.
- Racial equity is a foundation stone of a more democratic, inclusive society.
- The issue of race and racial equity is an issue of growing, not declining, importance due to changing demographics. In the next 20 years people of color will be the majority of the young and in 30 years a majority of the population as a whole.

### **Summarize points made during all of the sections in the morning session:**

Facilitator offers a handful of the morning's highlights and then transitions to next section: "We are in a political moment which requires that we examine and redefine security. Security is not solely a military concept; it is also connected to personal and economic security."

## **Understanding Federal Budget Priorities, Part II**

### **[Time: 25 minutes]**

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### **Elephants in the Room**

#### **Materials:**

- Elephants in the Room fact sheets (found in Training Materials)

#### **Instructions:**

- Using "popcorn brainstorming" participants are asked to call out myths, fears, concerns/objections to cutting the Pentagon budget (may include: jobs & economy, taking care of veterans, terrorism, America's role as a world leader, etc.).
- Divide participants into small groups to discuss concerns and to formulate responses to address these concerns.
- Bring the groups together to give a 2 minute report on what they discussed in their group.
- Applaud the hard work.

**Facilitator:** We call the next section "Elephants in the Room" because as organizers and activists, we know that political discussions sometimes occur at odd times – family gatherings, while bowling or on a picket line – and suddenly "elephants" appear seemingly out of nowhere.

An elephant is one of those hard questions that is often hammered on by the media and usually based on an emotionally charged assumption or fear.

Frequently it is an assumption not often challenged by a counter narrative in everyday life.

There are a number of "elephants" when it comes to the subject of cutting the Pentagon budget.

Let's brainstorm a list of "elephants." What have you heard? What are some of the fears or myths associated with cutting Pentagon spending?

Just shout them out. (Facilitator makes a list on butcher paper.)

**The "Elephants" most often raised:**

- Jobs & economy
- Taking care of veterans & families
- National security
- Acts of terrorism/homeland security
- America's role as a world leader

"These are the some of the "elephants." In your Training Materials, we've provided fact sheets for each."

**Note:** *Keep in mind that it is a very uncertain time for people. It is a moment when we need to respond to people's fears in order to map a road out of the crisis.*

**Facilitator:** "Let's break into small groups and discuss how to respond to these fears. We are asking that you prepare a 2 minute response to the "elephant" assigned to your small group." Assign one "elephant" to each group and have them prepare a response to the issue.

**Note:** *Facilitator has participants count off by the number of "elephants" that have been identified.*

Facilitator brings group back for debrief which begins with each group giving their 2 minute response. List responses. It is essential to **summarize and reinforce with facts.**

## **BREAK FOR LUNCH [Time: 30 minutes]**

**Facilitator preparation for next session:** Set up Jeopardy! Choose 2 participants to ask to be the debaters in the next section.

**Facilitator:** Call the group back. Outline the agenda for the afternoon.

## **Understanding Federal Budget Priorities, Part III [Time: 25 minutes]**

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### **Let's Play Budget Jeopardy!**

Use the Jeopardy game format to assist participants in building a deeper understanding of the federal budget and provide informational tools for crafting responses to objections in Pentagon spending.

#### **Materials:**

- **Game Board:** Five columns of three questions each (available in Appendix and printed

and assembled in advance), plus a row of the five category headings across the top.

**Note:** Questions each consist of three pieces of paper, taped at the top only and one atop of the other. First up is “the question” (which in Jeopardy is the actual answer), over which is taped “the answer” (the actual question), and on top the number of points that question is worth. The “Final Jeopardy” question: “The City of BLANK contributed this much to the total Pentagon budget for FY20XX” should be taken from the NPP Trade-offs database for the community in which you’re presenting.

[<http://nationalpriorities.org/interactive-data/>]

- **Scoreboard:** Using newsprint make a grid with 2 columns, one for each team, where the total points for each team will be written.
- **Markers**
- **Two noisemakers** with different sounds so you can tell them apart (bell, whistle, shaker, BUT NOT a Kazoo)
- **Candy**
- **An applause sign**
- **MC’s list of questions and answers** (available in Training Materials and printed in advance)

### **Instructions:**

- Announce the name of the game: “Let’s Play Budget Jeopardy!”
- Begin the game with whatever fanfare you want to use as you make your entrance (use the applause sign).
- Announce the roles for this game, which include:
  - Game Show Host, facilitator who moderates the show and acts as judge, deciding which teams to call on and how many points to assign
  - Assistant Host, participant chosen and prepared in advance who operates the game board (and the score board, if necessary) and holds up the “applause” sign at appropriate moments
  - Volunteer Scorekeeper, participant chosen and prepared in advance
- Divide group into two teams. Each team sits together.
- Give each team a noisemaker.
- Ask the teams to think of a team name. Assign them one if this takes longer than 15 seconds. Write these names on the scoreboard.
- Ask each team to designate one person as their sound person, the only person who sounds the noisemaker.
- Read the rules aloud. (Rules are below. They should also be distributed as a handout or posted.)
- Play the game.
  - Pick a team to go first. (Try miming the flip of an imaginary coin and select one team or the other at random. This sets a light tone for the game and enforces the host’s total and arbitrary power.)
  - When a team selects a question “The Pentagon for 100, please,” the assistant peels off the “100” sheet, revealing “the answer.” The host then reads the answer aloud

- from her/his handout, in the form “The answer is...QUESTION.”
- The host determines which team signals first, and allows them to answer...etc. according to the rules.
  - Keys to success:
    - The host is key to the success of the game. Play this BIG. You’re the MC of a GAME SHOW — act accordingly. Keep it big, light, and bouncy. Try using your tacky radio personality voice.
    - Use the Theme Song — After bounding on to the stage and taking bows, the host can start humming the Jeopardy theme (“Na na, Na na, Na na, Naaaa...”) and conduct the group to get them to sing along. At the end, get everyone applauding. Later, if one team is moving too slow, start humming it again, and others will join in.
    - Contestants take this game pretty seriously. They question things. The MC has to keep control. Refer to the rules whenever possible, and camp it up “As the rules clearly state...” When necessary, an arbitrary exercise of power — identified as such — works well to keep things moving and adds a lightness and humor to the proceedings.
    - Keep it moving — this is fast paced when it’s working well.
    - Watch for “Ringers” — by the time you play this game, especially if you’ve looked at the sign-in sheet, you’ll know if you have any people in the room who already know about Pentagon spending, or are simply the kind of person who will try and answer every question. ONE SOLUTION — announce in advance that you’re on the lookout for ringers, and that anyone who answers three times (rightly or wrongly) is cut off. Try and remember to warn any player after they’ve answered twice. “That’s two for you, Madam. One more and you’re outta here!” You’ll get a laugh.
    - Keep the Scores Close — if one team is moving way ahead, call on the other team more frequently (remember, you’re infallible), and use broader discretion on what constitutes a “correct” answer.
    - Give out LOTS of candy — right answers, wrong answers, what have you. Tossing it is encouraged.
    - The facilitator can use questions as an opportunity to BRIEFLY reinforce or go deeper on the issues.
    - HAVE FUN!

**Jeopardy Rules** (read aloud):

1. The first rule is to listen very closely to these rules because there are a lot of them. And they’re NOT identical to the television version.
2. Answers are given in the form of a question. There will be five categories with three questions in each, plus a final bonus question in which each team will be allowed to wager all, some or none of their points. You must give the answer listed on the game board. Even if your answer is true, it may not necessarily be the correct one.
3. Assign one person to be your noisemaker. If you know the answer, only that person makes the noise. The first team to make a noise will be recognized. (Alternatively,

- you could have teams stand around a table and the first person to know the answer to the posed question can reach for the noisemaker.)
4. If two noises are heard at once, the host can flip a coin, or arbitrarily decide.
  5. If you answer correctly, you win the number of points designated for that question. **YOU DO NOT LOSE POINTS** for an incorrect answer.
  6. If you don't have an answer or have the wrong answer, the second team has an opportunity to answer. If the second team answers correctly they get the points. If the second team guesses incorrectly or passes, then the host will give the correct answer.
  7. Teams will alternate selecting questions, regardless of who gives the correct answer.
  8. Any attempts to cheat, or not show proper reverence to the game show host or the assistant host, may result in a loss of points. The amount of the penalty levied will be at the sole discretion of the game show host.
  9. **Finally, and MOST importantly, ALL decisions by the host are correct, irrefutable, and final, no matter how blatantly arbitrary or capricious.**

## **Making the Case for Shifting Federal Spending Priorities** **[Time: 60 minutes]**

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### **Learning Objectives:**

- To take the participants through the process of identifying concerns/objections to cutting the Pentagon budget.
- To develop effective responses to those concerns/objections. (Beginning with building participants' information base and their understanding of oppositional concerns/objections, we will move towards the construction of strategic arguments.)
- In addition, participants will see NPP and others as resources for their local campaigns.

**Facilitator:** "We've had an opportunity to look at the federal budget process, Pentagon spending and the impact of current funding priorities on all of us, and especially on communities of color. We'll now take some time to drill down a bit further on Pentagon spending and begin to strategize on how we can shift federal priorities away from Pentagon spending and towards spending on human needs."

### **The Great Debate — Can we move the money from the Pentagon budget and maintain good paying jobs?" [Time: 35 minutes]**

The debate format is used to build participants' confidence in making the case for cutting Pentagon spending and responding to opposition arguments.

Debate: The only way to preserve good paying jobs in [LOCATION] is to move the money from the Pentagon budget to fund defense transition to civilian needs production. Yes or No?

**Instructions:**

- Decide before beginning the exercise if there is sufficient time left in the training to allow two rounds of debate.
- The facilitator will ask for 2 participants/debaters. (*Note: It is useful to approach people during the lunch break to ask them to volunteer.*)
- Each debater will be given 10 minutes with half the room to prepare a 2-minute statement of position. After the positions are prepared debaters will deliver their 2-minute argument.
- Participants will vote with their feet by going to the side of the room of the debater they believe won the debate; not whom they agreed with, but who won the debate.
- The facilitator will debrief the debate by engaging the group in charting out the key arguments made by each side, identifying what was effective in the opposition's argument and how we could strengthen our argument.
- Time permitting, participants will then be paired with the debater they think lost and coach them for the rebuttal 2-minute round. (**Note:** *If necessary move some participants to make the groups balanced.*)
- A vote will be taken one more time and a victor announced.
- The facilitator will make summary points at the end. The goal is to enable the participants to think critically about the information.

**Facilitator:** “We have spent some time coming up with responses to the ‘elephants in the room’ and ways to address the impact of federal funding priorities on our communities. In this next exercise we are going to simulate a real-world debate on Pentagon spending. We call it the Great Debate. I’ll explain the rules. Two people have graciously agreed to debate each other with your help! [NAME] will argue ‘Yes, we can cut Pentagon spending to fund human needs.’ And [NAME] will argue ‘No, we cannot.’”

- Divide the room in half for 10 minutes of debate preparation.
- Debaters have 2 minutes to present their argument. The room votes.
- Time permitting, the groups reconvene for 5 minutes to prepare for a rebuttal. Ask participants to focus on the argument made by “their opponent” that they believed was most effective.
- Again they present the arguments for 2 minutes and a second vote is taken.

**Facilitator:** “What were the most persuasive arguments by both sides and why? What can we learn?”

- List key points.

**Campaign Slogan, Spoken Word, or Bumper Sticker [Time: 25 minutes]**

**Instructions:** Divide the group into approximately 4 small groups.

**Facilitator:** “The budget, like the Constitution and Bill of Rights, is a document that should guide our society and reflect our values.”

**Facilitator:** “Use ‘popcorn brainstorm’ to answer: “What values do you want to see represented in our nation’s budget?”

**Facilitator:** “For the next 10 minutes, discuss 2 questions:

- What values do current federal spending represent and are they reflective of our values?
- How are our families and our communities affected and shaped by spending decisions generally, and Pentagon spending in particular?”

**Facilitator:** “Develop a campaign slogan, rap, or bumper sticker that captures the values reflected or NOT reflected in the federal budget and/or in the federal budget process.”

**Facilitator:** Call large group together

- Call on each group to perform their rap or chant their slogan or recite their bumper sticker. (List high points on butcher paper.) Follow up with a group response.

## **Engaging in the National Debate and Taking Action for a Sustainable Local Economy [Time: 120 minutes]**

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### **Materials:**

- Handout “Federal Budget Timeline: Opportunities to Take Action” (found in Training Materials)
- Two Handouts on “Local Editorial on defense transition and Scenario”
- Butcher paper and Markers

### **Learning Objectives:**

- To motivate and empower participants to take action individually and collectively to redirect federal spending away from the Pentagon and into key social programs, job creation, and defense transition.
- To understand the vital role of local engagement and action in changing national spending priorities and preparing for defense transition.
- To explore how defense industry transition fits in their local economy.
- To leave the training with a sense of how all can work towards an economy that works for all.

**Facilitator:** “The purpose of this session is to begin to develop effective strategies for intervening in the federal budget process and plan for defense transition in your state/area.”

- Quickly review the Federal Budget Timeline handout. Where are we in the annual budget process? What, if any, are the special circumstances driving the decision-making process in the short, medium and longer term? Elections? Budget gridlock? (10 min.)

**Facilitator:** “Now we will break into small groups to role play a defense transition scenario in a small town.”

- Hand out the local paper editorial and the fact sheet for the role play, titled “Defense Transition Scenario” and “November 17, 2013 Editorial via Syracuse.com”
- Review the facts. And divide into small groups for 25 minutes following the instructions in the handout.

Bring the group back together. Each group gets 3 - 5 minutes to report back.

- Debrief, discuss, summarize (list key points on butcher paper)

**Facilitator:** Conduct a large group debrief and summary. Highlight the importance of labor-community alliance building, engagement with local elected officials, and the need for public engagement in planning for defense transition. “In the 20<sup>th</sup> century people worked towards economic conversion. In today’s context we need “community conversion” which protects manufacturing jobs and transitions from economy which is heavily dependent on defense contracts instead of civilian needs and fully funded social services.”

**Facilitator: Planning for the Future** Large group discussion on the next steps in [STATE] (Have the following (or like) questions written up on butcher paper) (60 min.)

- How will we work on 3 tracks (Congressional, state and at the grassroots) between now and the elections, post elections into 2015?
- What are upcoming opportunities for action? What specific capabilities, actions, and messages are best suited to take advantage of them?

**Facilitator:** “The truth of the matter is that doing nothing will mean that Pentagon spending will continue to take up more of the ‘pie’ – depriving our communities of social programs and educational opportunities. Without planning for reductions in defense contracts communities which have depended on defense contracts for good paying jobs will be caught in the lurch – families, communities, and small business will suffer. This is a moment of unparalleled opportunity. Taking effective action is the only thing that stands between the social service cuts, job loss, and us. We need “community conversion” which creates the basis for local sustainable economic development, protects manufacturing jobs, and ensures that needed social services are fully funded. These are all great ideas — the test will be our commitment to follow-through and turn these into action.”

## **Closing [Time: 10- 15 minutes]**

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### **Instructions:**

- Summarize the day
- Review the take home materials
- Use a closing circle to share closing thoughts

**Note:** *Facilitators should try to make the links between the goals of the training and the next steps. Let the day end on a hopeful note – celebrate the big gains we can make as we organize for changing national spending priorities.*

For example:

“We have covered a lot of ground today. We hope that you are inspired to organize to change national spending priorities. We hope you feel more able to refute the argument that we are broke and can’t afford to take care of the most vulnerable. Our future depends on moving the money from wasteful spending on wars and new weapons to fund human services. Our country needs a real discussion of how our long-term security might be better served by investing in green jobs, human services, and education. Please take the time to fill out the evaluation; we need your input to refine the curriculum. We can also keep you connected to other groups who are working in communities across the country to change national spending priorities.”

**Facilitator:** Choose a closing circle activity.

# Evaluation

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## Move the Money Training — National Priorities Project and Peace Action

City, State, Date

Dear Friends,

Thank you for attending the “Move the Money” training. Our goal is to give you critical information to empower you to intervene in the debate over our country’s budget priorities, and to provide resources that will assist you in your work. Your feedback is critical to our efforts to improve future workshops. Thank you for taking the time to fill out the following brief survey.

What is your biggest take away from this workshop?

Are you more prepared to engage in the debate over Pentagon spending in the national budget? If so, please say how, and if not, please let us know what else you need.

**Please respond to each question using a scale of 1 (low) to 5 (high).**

Overall value of this workshop:

1                      2                      3                      4                      5

Please explain:

### **Today’s framework and introductions**

Did the facilitation set you at ease and help build your understanding of people and interests in the room?

1                      2                      3                      4                      5

### **Understanding federal budget priorities**

Did this session help you to understand the spending priorities within the federal budget?

1                      2                      3                      4                      5

