

MEDIA IN ACTION



WORKSHOP TIPS:



GLOBAL ACTION PROJECT

Each workshop is designed to stand alone but we encourage you to use them all to get the most out of the curriculum. We also strongly encourage you to download the Workshop Principles & Facilitation Tips PDF on how to create a productive, safe and creative space for exploring issues, working together, and making media. Because you will be talking about and reflecting on oppression and inequality, which are deeply engrained and must be actively challenged, there can be difficult moments to facilitate through. If you choose not to review our broader document, consider referencing these very basic elements listed below - they will help support your use of the workshop.

Basic Workshop Principles & Tips:

“Safe Space”: Create an atmosphere in the group that maximizes everyone’s comfort level and that is determined by the youth together. This supports collective ownership of the space they will be part of and work in creatively. Safe Space includes agreeing to disagree, confidentiality, respecting each other’s ideas and the right to choose not to answer a certain question. Ground rules are set by youth at the beginning of a new group to help to set the tone for a safe space of mutual respect.

All voices heard: Encourage active participation by all in the group. Direct but do not dominate discussion. Educators should have clear goals but adapt to, and be sensitive to needs and interests of individual youth and the group as a whole.

“One Mic”: State that one person speaks at a time. When people talk over each other, it causes the group to lose focus. The facilitator or any group member can say, “one mic” to remind people to take turns.

Collective work: The youth work as a collective. The facilitator is there to guide the youth through the production and analysis of their media. Every effort is made to include everyone and incorporate individual ideas. Compromise is essential when working in a collective. People learn through collective processing, discussion, making, and reflection.

03

OPPRESSION & LIBERATION

Total Time:
2 hrs., 25 mins



GLOBAL
ACTION
PROJECT

CHAPTER



OPPRESSION & LIBERATION

total time: 2 hours, 25 mins

CURRICULUM WORKSHOP 3

WORKSHOP DESCRIPTION

Oppressive systems operate on several levels simultaneously. All too often, discussions of oppression with young people start and end with the ways in which people oppress one another interpersonally, and fail to examine the ways that oppression can be both institutionalized and internalized. In contrast, this workshop looks at oppression by examining how it functions in our lives internally, interpersonally and institutionally (the Three “I”s). Participants also have an opportunity to begin envisioning possibilities for liberation. Activities include critical viewing and group discussion.

OBJECTIVES

- Provide opportunity for youth to share experiences of prejudice, discrimination and oppression
- Familiarize group with the Three “I”s approach to identifying aspects of oppression and develop a critical language to analyze and discuss it.
- Introduce concepts of “dominant power,” “oppression,” “people’s power” and “liberation.”
- Use the Three “I”s model to envision what liberation could look like

MATERIALS & MEDIA

- Newsprint Paper
- Markers and Pens
- 3 I’s of Oppression Definitions Sheet (See Appendix A)
- GAP’s Media Power Framework (See Appendix B)
- Video Camera
- DV Tape
- AV Cable

FACILITATOR NOTES:

We recommend the Community Mapping and/or Power workshop before beginning this one. Many of the issues raised here are particularly personal, sensitive and challenging, so the Facilitator should be especially mindful of the on-going comfort level of the youth. As with many GAP workshops, this one begins with young people and their experiences. And from that, we provide a language and a framework for naming and analyzing these experiences. Armed with the concepts of internal, interpersonal, and institutional oppression, young people are asked to imagine what liberation might look like. We’d like to thank and acknowledge Third World Majority for their inspiration in doing this workshop.

I. WARM UP: STORYTELLING PAIRS 20 minutes



Today we are going to explore different types of oppression.

We are going to look at different scenarios involving injustice and oppression and try to understand the root causes of each.

But first, we are going to start with our own stories and experiences. So it is very important that we make sure we have a safe space here in the workshop.

Review the group expectations and norms from “The Being” (See the COMMUNITY MAPPING Workshop), especially the importance of listening and respecting each other’s views and ideas.

Think of a time when you experienced prejudice or discrimination.

After giving everyone a few minutes to think, ask the group to stand.

Have everyone pair off.

Ask each youth to share their story to a partner.

When each pair is finished, come back as a whole group and process.

Ask for a few pairs to volunteer their stories.

What commonalities did we hear?

What do you think were the deeper causes of those stories?

How did you feel when you experienced the prejudice or discrimination?

Did you take any action?

How have these experiences impacted your life?

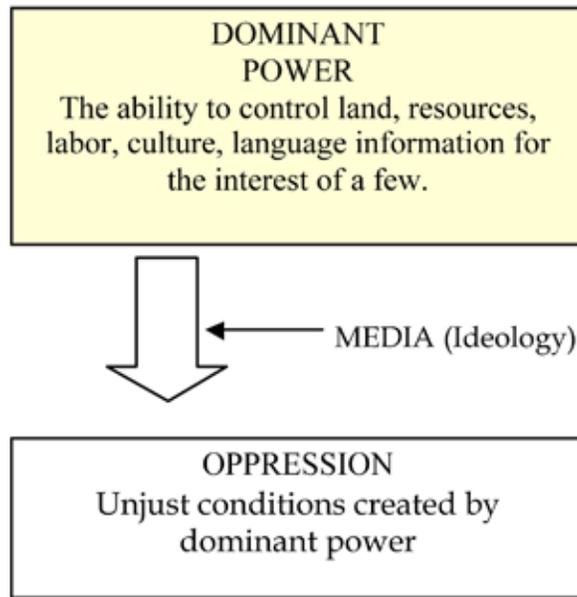
NOTE: The facilitator should feel free to share an experience from their own life.

In today's workshop, we are going to explore the deeper connections underneath your stories. Many of your experiences involved individual people: the storeowner who followed you around while shopping or the teacher who had low expectations of you.

However, we are going to understand prejudice and discrimination in its relationship to power - to broader systems and institutions of oppression.

2. THE THREE "I'S OF OPPRESSION: 40 minutes

Draw the oppression side of the Media Power framework on newsprint. (See the POWER Workshop for more)



What are some examples of unjust conditions that you can see in your lives?

You can use some of the examples from the youth's experiences in the icebreaker activity.

Here are some examples of unjust conditions youth have given:

- *Police harassment and brutality.*
- *Women are objectified in the media; harassed on the streets.*
- *Blacks and Latinos are disproportionately in prison.*
- *Unequal education (fancy science labs versus metal detectors)*

What do you think are some of the causes of these unjust conditions?

Oppression can work on many levels. In this workshop we're going to use a model called The Three "I"s to get a better understanding of how oppression works.

Institutional Oppression - The network of institutional structures, policies, and practices that create advantages and benefits for some, and discrimination, oppression, and disadvantages for others. (Institutions are the organized bodies such as companies, governmental bodies, prisons, schools, non-governmental organizations, families, and religious institutions, among others).

Interpersonal Oppression - Interactions between people where people use oppressive behavior, insults or violence.

Internalized Oppression - The process by which a member of an oppressed group comes to accept and live out the inaccurate myths and stereotypes applied to the group by its oppressors.

Split the group into small teams of 3 - 5 people.

Post the following 3 scenarios below on newsprint in separate areas of the room:

- Scenario 1: A young Asian woman hates the shape of her eyes and wants to get plastic surgery to make them more European looking.
- Scenario 2: A group of men make remarks to a woman on the street about her body.
- Scenario 3: Although black people account for only 12 percent of the U.S. population, 44 percent of all prisoners in the United States are black.

Teams have 10 minutes to discuss and identify WHAT system of oppression or oppressive ideology is going on and HOW that oppression works.

There is oppression at work in each of these scenarios.

Your job will be to identify WHAT kind of oppressions you see. Also, identify the difference between each of these scenarios in terms of HOW the oppression is working.

Each team will present a summary of their discussion, addressing the two primary questions -- what systems of oppression do they see, and how that oppression is working in the scenario.

Discuss with the full group which of the 3 I's were applicable

FACILITATOR'S NOTE:

Scenario 1 is an example of INTERNALIZED oppression. Participants might identify racism and sexism at work.

Internalized oppression is the way that people take on the beliefs or values of an oppressive or dominant force.

Scenario 2 is an example of INTERPERSONAL oppression. Participants might call out sexism or patriarchy.

Interpersonal oppression is the way that people act towards each other in oppressive ways.

Scenario 3 is an example of INSTITUTIONALIZED oppression. White supremacy may come up, as may racism, and class.

Processing Questions:

- *Where do you see the Three “I”s in your life?*
- *What are some of the main institutions that you interact with in your day-to-day? In what ways do they contribute to/maintain oppression?*
- *How is the media, as an institution, oppressive?*

3. TRIANGLE BAROMETER ACTIVITY: 40 minutes

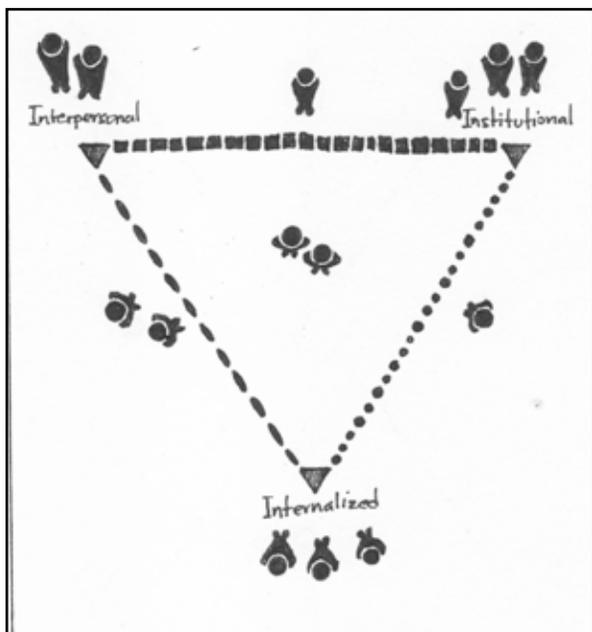
In this interactive activity, participants will have an opportunity to discuss how they see the Three “I”s playing out in a set of scenarios provided by the facilitator.

Post one of the following phrases on large newsprint paper in three different corners of the room, creating the shape of a triangle: INTERPERSONAL OPPRESSION, INTERNALIZED OPPRESSION, and INSTITUTIONAL OPPRESSION

In this activity, participants respond to scenarios read out loud by the facilitator by moving to the area of the triangle that they think represents the type of oppression that they see.

- *In an immigration raid in Laurel, Mississippi, Latino workers are separated from their black and white co-workers and are singled out for immigration checks.*
- *A six-year old boy brings a Barbie to show and tell and the teacher tells him that boys do not play with dolls.*
- *A group of young men go “beaner hunting,” violently attacking an Ecuadorian man.*
- *Same sex marriage is illegal in most US states.*
- *Someone leaves a comment on an online video about immigrant’s rights that says, “Go back to your own country.”*

Gather all of the youth in the center of the room go over the following instructions before reading the scenarios:



Listen carefully to the scenario.

Move to the area of the triangle that best represents the type of oppression going on in the scenario.

If you think it is an example of just one of the “I”s, go all the way into that corner, but if you think that more than one of the I’s comes into it, put your body in between the I’s that are in play (for example, if you think that a scenario has Interpersonal, Internalized, and Institutional aspects, stand right in the middle of all three).

We'll be talking about why we're standing where we are, and if you hear something that someone else says that makes sense to you, feel free to move to a new position.

FACILITATOR'S NOTE:

Participants may disagree about which aspects of oppression are at work in any particular example. The goal here is not so much to figure out who is correct, but to challenge participants to make their case for why they are standing where they are. Identifying oppression can be elusive, particularly in the Internalized and Institutional aspects, and the discussion generated by this activity can help participants to see how these three aspects inform each other.

Processing Questions:

How does the language of the "3 I's" help you to understand the challenges and oppression in your life and in your community?

How do these activities make you feel: Does it make you feel empowered or make you feel that oppression is everywhere and too big to change?

How can we use the "3 I's" to help us envision change?

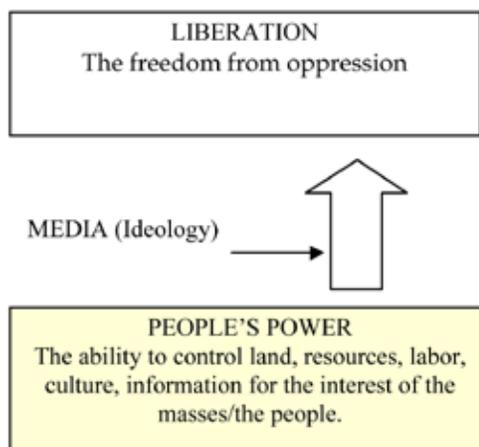
4. ENVISIONING LIBERATION: 30 mins



Sometimes when you see things for the first time or have new words to describe them - you see them everywhere. This can be overwhelming and frightening.

Now that we have moved from looking at personal prejudices - from individual conflicts to systemic and institutional oppression - it may seem like we are completely vulnerable and at the mercy of forces greater than ourselves, our families and our communities. This knowledge can lead to resignation or apathy.

This makes it extremely important to talk about justice and change and what we can do to bring them about.



Take a look at the Liberation side of G.A.P.'s Media Power chart.

We're going to do an acting exercise in which we'll imagine what liberation could look like.

What would the Three "I's" of Liberation look like?

Write the terms “Internalized Liberation,” “Interpersonal Liberation,” and “Institutional Liberation” on separate pieces of paper.

Split the group into small teams of 2-5. Each team will draw one of the “I”s from a hat.

Each team has 10 minutes to develop and rehearse a short scene in which they act out what liberation could look like, highlighting the “I” that they pulled out of the hat. Groups should be encouraged to base their scene on an aspect of their life that they find oppressive. If they struggle with developing an original scenario, you could suggest using one of the scenarios discussed in the Three “I”s of Oppression section.

Give a camera to each group. Have each team film their scene. The camera work is not fancy and you don’t need to use additional sound equipment – you’ll only need the built in mic.

Screen the Liberation Scenes.

Follow each performance with applause and a few questions:

- Which “I” of Liberation was being modeled here?
- What is in common in the ideas of Liberation acted out here?
- What is necessary to bring them about?

5. WRAP-UP: HAND, HEART & HEAD 15 mins

.....

Today we dealt with some very personal ideas and experiences. It can seem like oppression and oppressive forces are everywhere and impossible to defeat. We want to arm you with critical ideas, words and concepts – not to depress or demoralize you – but to provide ways for you to better understand yourselves and the world in order to change and better them.

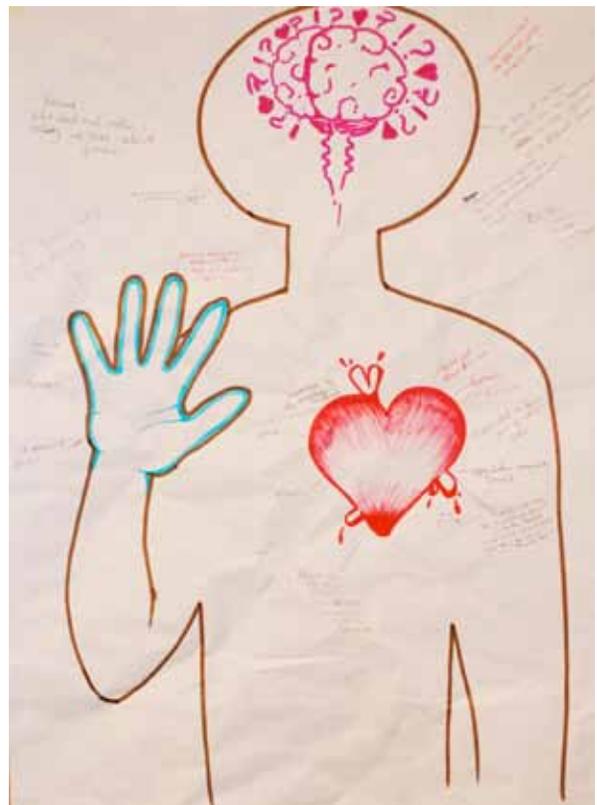
We are now going to do a wrap-up activity called “Hand, Head, Heart”

Here’s an outline drawing of a person with a brain, a heart and a hand drawn in.

In the head – write things you will remember from today.

In the heart – things you are feeling now.

In the hand – things you will take away from today.



APPENDIX A:

THE 3 "I's" OF OPPRESSION

DEFINITIONS SHEET

INSTITUTIONAL OPPRESSION:

The network of institutional structures, policies, and practices that create advantages & benefits for some, and discrimination, oppression & disadvantages for others.



INTERPERSONAL OPPRESSION:

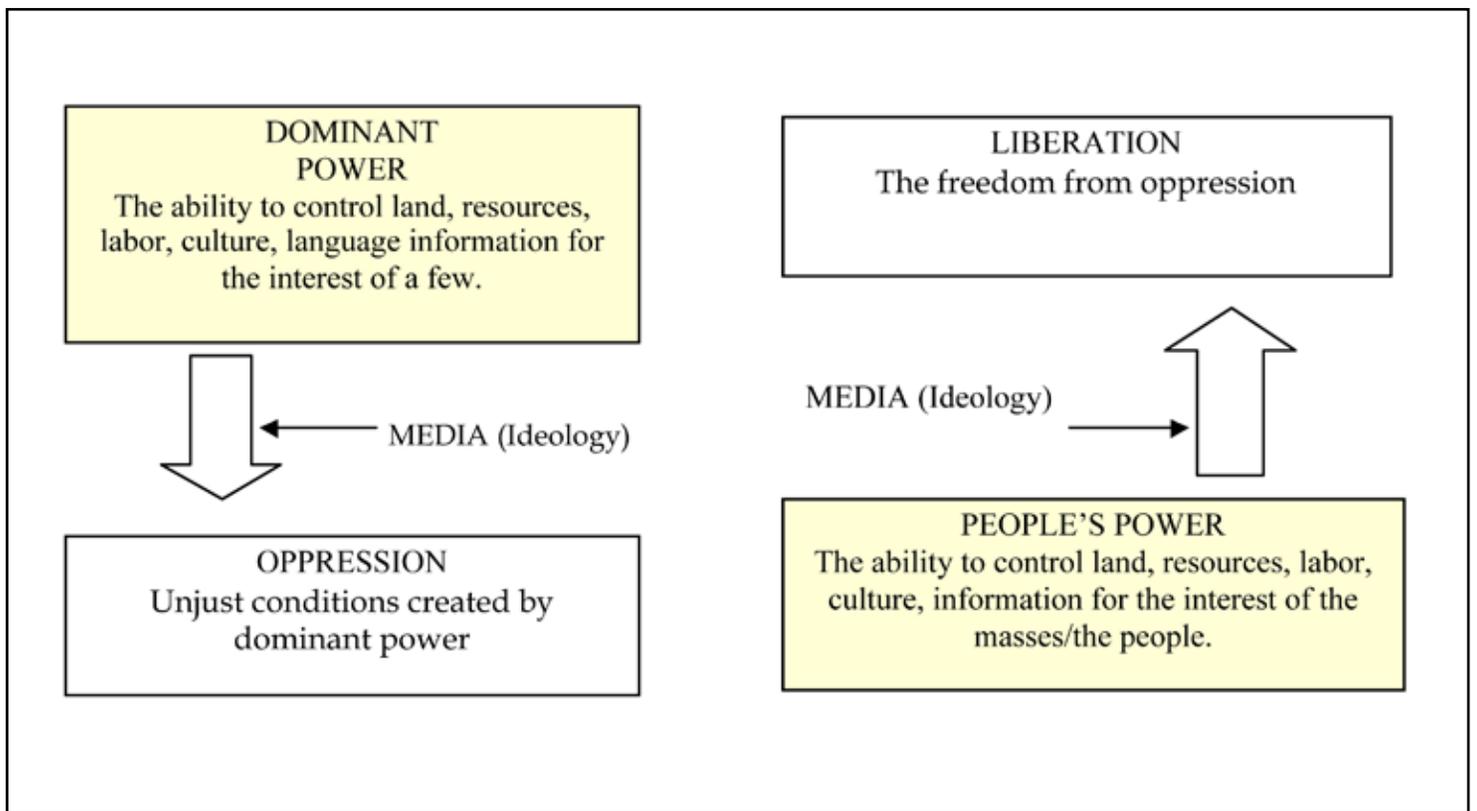
Interactions between people where people use oppressive behavior, insults or violence.



INTERNALIZED OPPRESSION:

The process by which a member of an oppressed group comes to accept & live out the inaccurate myths & stereotypes applied to the group by its oppressors.

APPENDIX B: COMMUNITY MAPPING TOOL





PEOPLE POWER



global
action
project

4 w. 37th street, 2nd floor
nyc, ny 10018
p. 212.594.9577
f. 212.594.9574
media@global-action.org