

Workshop 2b: Interpersonal Building and Transformation for Working Cooperatively

Session B: Three Levels of Oppression

Learning Objectives/Desired Outcomes:

Participants will leave this workshop with...

- Understanding of the root causes of horizontal hostility
- Understanding of the three levels of oppression: institutional, interpersonal, and internalized
- Increased confidence in being able to identify and communicate about oppression

Materials

- Clear stones (enough for each participant to have one)
- Nerf soccer ball (or alternative)
- A way to establish makeshift soccer goals
- Flipchart paper and markers

Preparation

- Make sure you have space for a nerf soccer game
- Create an Instructions Poster for the “Three I’s of Oppression” exercise
- Cut and paste the information about each level of oppression on a different sheet of paper (one oppression card per group)

Agenda

1. OPENING CIRCLE = Tools for Healing oppression

Grounding and Connecting with Wisdom Stones	Time: 15 min
<i>Instructions:</i> <ol style="list-style-type: none">1. Give each participant a clear stone, some glue and a piece of paper. The paper should be the same outline as the bottom base of the stone.	<i>Purpose:</i> To remind participants that we have powerful qualities we can draw on at anytime to help us

<p>2. Have them think of one word that is:</p> <ul style="list-style-type: none"> a. Grounding (centering) b. Inspiring c. Safe d. Healing strength e. Calming f. Happiness/Joy <p>3. Invite them to write their word with a marker on the paper and with clear glue (dries clear) stick to the bottom of the stone, so the word can be seen through the clear stone.</p> <p>4. Explain that words are powerful if we use them actively as tools when we need to confront challenging moments in the work we are doing.</p> <p><i>We are committing to ourselves to become better versions of ourselves by challenging that as we heal communities we can simultaneously heal ourselves by creating SEPARATE time and space from the work we do in order to take care of ourselves.</i></p> <p>5. They can take the stones home after their workshop once they dry</p>	<p>get through challenging issues</p> <p><i>Facilitator's Notes:</i></p> <p>Having all the supplies and work space organized ahead up time will make this process much easier and will keep it within the timeframe.</p>
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2. FIREBUILDER (Preparing the soil) = relationship and trust building

<p>Soccer Game for the System</p>	<p>Time 20 min</p>
<p><i>Instructions:</i></p> <ul style="list-style-type: none"> 1. Divide the group into two team for a game of indoor soccer. Make sure one of the team has at least twice as many players as the other team 2. Invite the teams to come up with their team names, and from now on refer to each team with their team names 3. Let the teams know the team with the least players has the power call time out and make up new rules whenever they want. 4. Initiate the game and see what happens 5. After playing for about 10-15 minutes, stop the game and reflect with the group: <ul style="list-style-type: none"> a. What happened? b. In what ways is this game similar to real life? c. Who in our society is the smaller team making most of 	<p><i>Purpose:</i></p> <p>To experience institutional oppression and create a shared experience that can serve as a springboard for the next exercise</p> <p><i>Facilitator's Notes:</i></p> <p>If the small team doesn't start making oppressive rules, you can whisper ideas to them to get them thinking like oppressors.</p> <p>Best if the rules are really oppressive, like: "if you have short hair, you can only play with one foot and you have to</p>

<p>the rules? (the 1%)</p> <p>6. Explain:</p> <ul style="list-style-type: none"> a. The rules they make to keep us from getting ahead is called: Institutional Oppression. b. If we start turning against each other, that's called inter-personal oppression. c. And when we start turning against ourselves, that's called internalized oppression d. These are the three levels that oppression happens - let's look at them more deeply... 	<p>have your hands behind your back," or "anyone wearing jeans has to play blindfolded," etc.</p>
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3. BRIDGE EXERCISE (Planting the seeds) = connecting personal experiences to the big picture

<p>The 3 "I"s of OPPRESSION: Institutional, Inter-personal, & Internalized</p>	<p>Time: 50 min</p>
<p><i>Instructions:</i></p> <ol style="list-style-type: none"> 1. Divide the group up into three small groups and assign each group a different level of oppression, giving them their respective cards 2. Talk through the following instructions with the teams (and also have them written on a poster) <ul style="list-style-type: none"> a. Choose roles (2 min): <ul style="list-style-type: none"> i. Facilitator: Reads the information on the card to the group and ask the questions to spark conversation ii. Timekeeper iii. Scribe iv. Presenters b. Share and discuss the information on the card using the questions provided (10 min) c. Create a presentation to share with the whole group to make sure everyone understands the form of oppression you discussed (13 min) 3. Bring the groups back together for presentations. Each group has 5-7 minutes to present 4. After the three presentations, discuss: 	<p><i>Purpose:</i></p> <p>To identify and consider the impact of these three levels/types of oppression.</p> <p><i>Facilitator Notes:</i></p> <p>The text for the oppression cards can be found in the appendix at the end of this workshop</p>

<ul style="list-style-type: none"> a. How do these forms of oppression work together? b. How do they hold up the competition and survival economies? c. Look at your wisdom stone. What is one way the wisdom on your stone can support you in addressing oppression? 	
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4. CLOSING CIRCLE (Saving Seeds) = Reflection

<p>HEAD, HEART & FEET Reflection</p>	<p>Time: 15 min</p>
<p><i>Instructions:</i></p> <ol style="list-style-type: none"> 1. Give everyone a few minutes to reflect on the prompt (best if you have it written on a poster or whiteboard): Name one thing you learned from our work together today (head), one thing you felt (heart), and one thing you now feel inspired to do (feet) 2. In a standing circle, invite everyone to share their reflections... NOTE: If the group is large, you can invite people to share in pairs or small groups 3. Honor what people share and make connections to the goals for next week with the group: <p>Next week, we will look at how we can draw on our shared wisdom to start interrupting oppression on the different levels it shows up in our lives</p>	<p><i>Purpose:</i></p> <p>To reflect on multiple levels to the content of the session</p> <p><i>Facilitator Notes:</i></p> <p>There are no wrong answers' validate anything anyone shares...</p>

APPENDIX

Text for the Oppression Cards (cut and paste onto separate pages)

Institutionalized Oppression

Institutionalized oppression involves enforcing discrimination in such a way that the status quo is maintained (for example, when school funding is based on property values, resulting in schools in low-income communities having less funding than schools in wealthier communities).

Students in low-income schools suffer the consequences as less educational opportunity results in less economic opportunity, and poverty in the community persists.

- **What are some additional examples of institutionalized oppression you have witnessed or experienced?**
 - **How does institutional oppression show up in the work place?**
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Interpersonal Oppression

When oppression is enforced through everyday interaction between individuals, this is interpersonal oppression. Interpersonal oppression may take place in a variety of ways. For example, a shop clerk might follow Black customers, expecting them to steal and making them uncomfortable. Interpersonal oppression may occur among friends and relatives as well as among strangers. For example, family members may psychologically and/or physically abuse elder or disabled relatives. Interpersonal oppression is often supported by institutional oppression. For example, if a lesbian teen is harassed by her classmates because she is a lesbian, this is interpersonal oppression. If school authorities allow or condone the harassment, that is institutional oppression.

- **What are some additional examples of interpersonal oppression that you have witnessed or experienced? Can you think of how it was supported by institutional oppression?**
 - **How does Interpersonal oppression show up in the work place?**
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Internalized Oppression

Internalized oppression occurs when an oppressed group starts to believe the misinformation and stereotypes about their respective group and act on it. This may look like a girl or woman accepting the fact that she will never excel in math or science or other fields dominated by men. This may look like a store clerk of color who rushes to wait on a white customer, but does not provide customers of color the same attention or hovers over them watching them making them feel uncomfortable, as if s(he) is worried they are going to steal. Some argue that internalized oppression is the most dangerous form of oppression, as the oppressed play a core role in furthering their own oppression.

- **What are some additional examples of internalized oppression that you have witnessed or experienced?**
- **How does internalized oppression show up in the work place?**