

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.

07

MEDIA ADVANCING MOVEMENTS

Total Time:
2 hrs., 20 mins



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CHAPTER



MEDIA ADVANCING MOVEMENTS

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CURRICULUM WORKSHOP 7

WORKSHOP DESCRIPTION

Understanding how media creates and promotes systems of oppression is key to also understanding how it can also be used to embody and promote the values of liberation. This workshop encourages participants to consider various impacts that media has had on them personally as well as on social movements in the 20th century.

OBJECTIVES

- Look at the role media has played in young people's own lives.
- Understand the historical context for media and its impact on society.
- Learn about specific movements and the role media plays in advancing their social justice.

MATERIALS & MEDIA

- Computer with internet access
- Projector
- Newsprint Paper
- Markers and Pens
- Index Cards
- Tape
- Hand-drawn Media Timeline
- Media Advancing Movements Case Study Sheets (See Appendix A-E)
- Liberation Media Worksheet (See Appendix F)

FACILITATOR NOTES:

While critical analysis is central to GAP's work, focusing only on the negative impacts of media can be disempowering. So while it is important for young people to become critical users of the media, our purpose is to also help them understand how media can be a creative, powerful tool for their own and others' liberation.

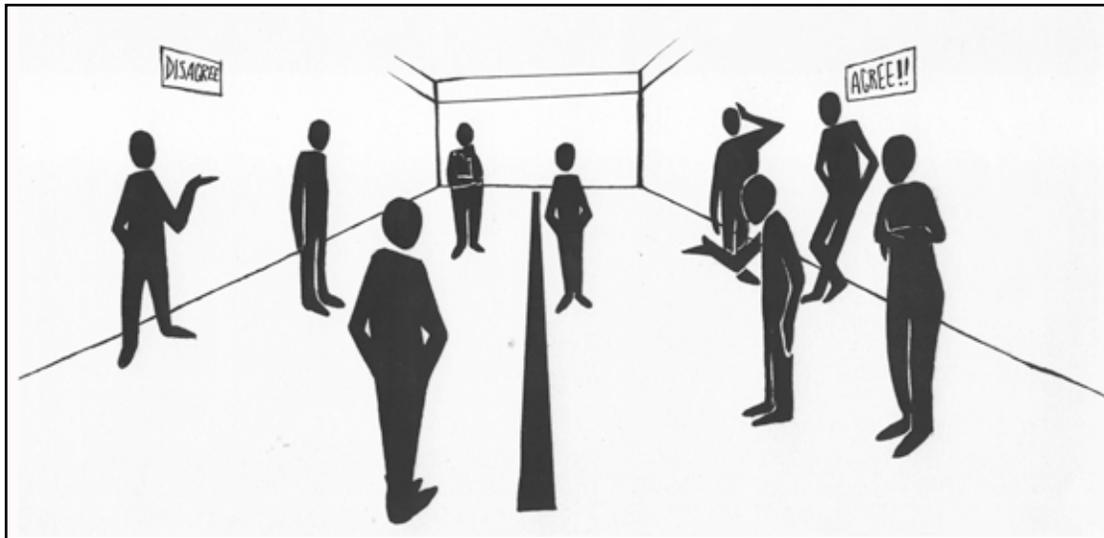
We begin the workshop by defining media and doing a quick barometer activity to uncover youth attitudes and beliefs about the media. Then, young people reflect on events in their life where media had a big impact upon them - for better or for worse - and as a group, create a media history timeline. Afterward, they break into small teams to explore five exemplary social justice media cases studies -- the Black Panthers, F.I.E.R.C.E, ACT UP, the Coalition of Immokalee Workers, and the Zapatistas -- and how different social justice movements and organizations have used media to advance their work. Finally, teams report back to the whole group on their learning and we discuss their opportunities for making social justice media.

I. WARM-UP: BAROMETER ACTIVITY (20 mins)

WHAT IS MEDIA?

Brainstorm as many different types of media as you can (movies, comics, radio, graffiti, video games, websites) and record all responses on newsprint paper.

Post signs on opposite end of the space, one that says AGREE, and one that says DISAGREE. Clear the space between the two signs, and have all participants stand in the middle.



I'm going to reveal a statement. Put yourself somewhere on the imaginary line between the AGREE and DISAGREE signs. This line is a spectrum, not black and white, so you can indicate how strongly you agree or disagree with the statement by where you stand on the line. The ends of the line (where the signs are) represent very strong agreement and disagreement, and all of the space in between the signs represents degrees of agreement.

After everyone has found their place on the line, I'll call on people to explain why they're standing in their spot. People will have an opportunity to respond to each other. Listen carefully to what other folks are saying. If you hear something that makes you re-evaluate where you're standing, move to a new spot on the line!

Here are some statements to read for the barometer activity:

- *Media is fair*
- *Media should be objective or neutral*
- *Media is entertainment and should not be analyzed*
- *Media is brainwashing us*
- *There is nothing to do to change the way the media is*
- *You can only make media if you have a lot of money*
- *"Media is not a mirror to reflect the world, but a hammer with which to shape it."*

FACILITATOR'S NOTE:

Tips for facilitating the barometer:

The barometer format demands strong facilitation so as to avoid a descent into possible bickering and polarization. The goal here is to promote a reasoned debate among the participants, not to prove who is right or wrong.

Resist the temptation to interpret the statement. Part of the value of this activity is to bring differing interpretations to the surface.

Be mindful of your role as facilitator. Ensure that all areas of the spectrum are heard from, that participants are listening to and speaking to each other, and remind people to move to a new position if their feelings about the statement shift through the discussion.

It can be useful to get the group familiar with the format by practicing with a test statement. A good barometer statement should be a statement of opinion (not a question) that you can predict will generate healthy debate within the group. For example, "Dogs make better pets than cats."

Processing Questions:

What did you notice about people's responses to the barometer questions?

Was there a lot of movement across the room?

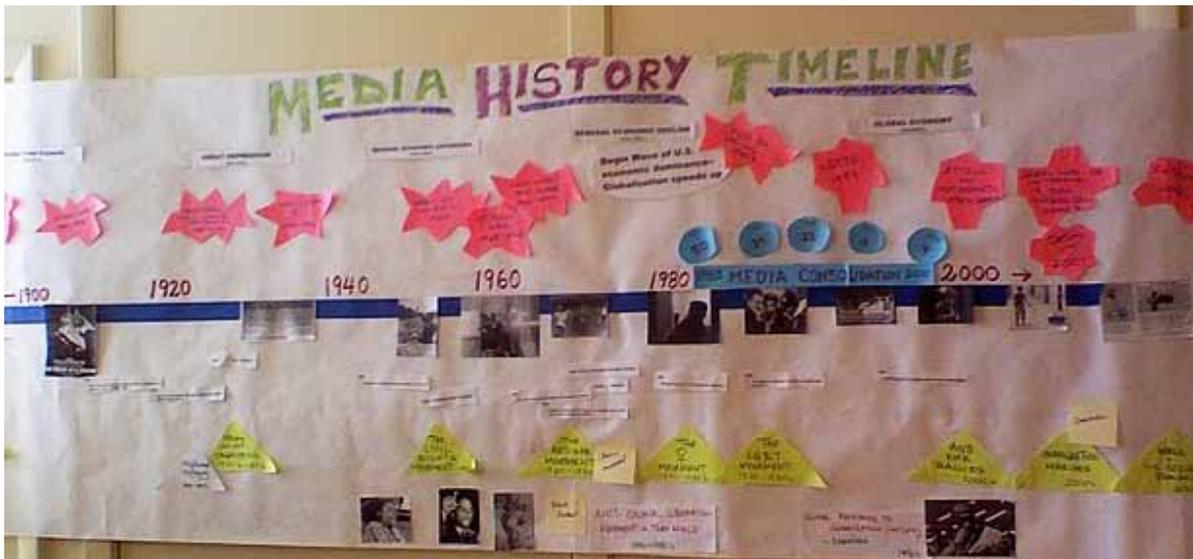
What are you taking away from the barometer activity?

Where do you see media being used as a hammer for oppression?

Where do you see media being used as a hammer for liberation?

In the next activity, we'll look at how media has impacted us personally, and also how media has been used in struggles for social justice.

2. MEDIA TIMELINE ACTIVITY 50 mins



Distribute index cards and pens to the group.

Think of a time when media had a powerful impact on you personally. It could be an impact on the way you thought about the world or even about yourself. Write it on index card and note what year it happened in. Be descriptive about what the piece of media was and how it affected your thoughts or actions.

The Facilitator should feel free to give an example from their own experience.

For example, “In 1994, O.J. Simpson was arrested for killing his wife and a second person. For the next year, his arrest and trial was on television and in magazines and newspapers everyday. That seemed the beginning 24-hour coverage of celebrities and what they are doing and wearing. I got so tired of it that I stopped caring about celebrities and celebrity culture.”

Once participants have finished writing their cards, reveal the pre-prepared Media Timeline drawn on several pieces of newsprint paper. Position the timeline somewhere in the room where all participants can gather around it.

Distribute tape and have participants place their cards on the appropriate place on the timeline.

Take some time to read each other's cards.

Ask for a few participants to share either their own experience or one of the cards on the timeline that resonated with them.

- *What do you notice about our timeline?*
- *Are there common themes or ideas?*
- *What kinds of events did we choose? Positive? Negative?*
- *Are certain kinds of media more prevelant?*

On a second index card, write about a time that you're aware of when media had an impact on people's power in society. This one doesn't have to be in your lifetime, but try and write an approximate year that it happened in.

Offer historical examples that the group might be familiar with. For example, television footage of a 1963 civil rights demonstration in Birmingham, Alabama in which young demonstrators were attacked by police with dogs and fire hoses brought attention to the brutal tactics of pro-segregation forces.

Use more recent examples if that helps address your group, such as Twitter and the 2009 protests in Iran.

Repeat the process of writing, posting the cards on the timeline, reading, and taking comments:.

- *What do you notice about these events we posted on our timeline?*
- *In what ways are they similar or different to the first one's you posted?*
- *In the examples that we've generated on the timeline, how do you see media fighting oppression?*
- *How else can media be used to fight oppression?*

Record responses on newsprint.

3. MEDIA ADVANCING MOVEMENTS - CASE STUDIES 60 mins

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We're going to build upon the timeline activity by looking at some examples of how various groups have used media in their fight for justice.

Split the group into teams of 2-5. Each group gets a case study (see Appendix A-E), index cards, and markers.

Each team has 30 minutes to go through their case study and use the Liberation Media Worksheet (see APPENDIX) and respond to the following five questions:

- *What type of oppression are they fighting against?*
- *What are they fighting for?*
- *What types of media do they use?*
- *Who is their audience?*
- *What impact are they trying to achieve?*

Teams should be prepared to present a summary of their findings, and write an index card on their Social Justice group to add to the timeline.

When each team is finished with their research, they will have 5 minutes to share their findings and then place their index card on the timeline.

Brainstorm ways the various social justice groups used the media to further their causes.

- *How effective were they?*
- *What techniques or strategies are relevant today? To your/our struggles?*

4: WRAP UP: 10 mins

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Reflect on the diverse ways that media can support social justice movements.

Processing Questions:

- *Why is it important to look at how media has been used by activists in the past?*
- *What has this got to do with the mirror/hammer statement?*
- *Given media's capability for supporting oppression or liberation, what does that mean for the responsibility of media-makers and consumers?*

APPENDIX A:

Media Advancing Movements CASE STUDY 1: The Black Panthers



Directions: Review the materials provided to help you answer the questions on the Liberation Media Worksheet. Then fill out an index card on your organization: include the years of existence; a brief description of its Social justic philosophy (1 or 2 sentences) and one way they used media to fight for social change.

1. WATCH: Part I of “All Power of the People” documentary: <http://www.youtube.com/watch?v=TXrgaita9MU>
2. READ short description of “Who was Emory Douglas” and then look at examples of his poster work at: <http://www.moca.org/emorydouglas/> and <http://www.aiga.org/content.cfm/visualizing-a-revolution-emory-douglas-and-the-black-panther-new>
3. READ Black Panther 10 Point Plan. <http://www.blackpanther.org/TenPoint.htm>
- 4.
5. FILL OUT Liberation Media Workshop
6. FILL OUT Index Card - add it to the Media History Timeline.

Other Resources:

Brief History of the Black Panther Party by a former NYC panther <http://www.thetalkingdrum.com/bla2.html>

APPENDIX B:

Media Advancing Movements

CASE STUDY 2: F.I.E.R.C.E



Directions: Review the materials provided to help you answer the questions on the Liberation Media Worksheet. Then fill out an index card on your organization: include the years of existence; a brief description of its Social justic philosophy (1 or 2 sentences) and one way they used media to fight for social change.

1. VISIT the FIERCE website and read a short description of who they are and what they do : <http://www.fierceny.org/index.php?s=87>
2. WATCH: The “FENCED OUT” Video on their website: <http://www.fierceny.org/index.php?s=120>
3. READ a description of one of F.I.E.R.C.E.’s campaigns, Cop Watch.
4. WATCH the video (the 1st 7 minutes) they made on YouTube: <http://www.fierceny.org/index.php?s=123>
5. FILL OUT Liberation Media Worksheet
6. FILL OUT Index Card - add it to the Media History Timeline.

Other Possible Resources:

“Know Your Rights pamphlet” http://www.fierceny.org/media/docs/0571_KnowYourRightsHandout-FIERCEandALP.pdf

APPENDIX C:

Media Advancing Movements CASE STUDY 3: ACT UP



Directions: Review the materials provided to help you answer the questions on the Liberation Media Worksheet. Then fill out an index card on your organization: include the years of existence; a brief description of its Social justice philosophy (1 or 2 sentences) and one way they used media to fight for social change.

“The mainstream media will NEVER represent us, our issues or states of mind... so we better damn well MAKE OUR OWN MEDIA.” - ACT UP

1. READ short description of the HISTORY OF ACT UP NY: <http://www.actupny.org/indexfolder/NYC.html>
2. READ description of the SILENCE = DEATH logo <http://www.backspace.com/notes/2003/04/silence-death.ph>
3. LOOK at examples of media posters/actions made by ACT UP activists:
 - a. Gran Fury poster design and description:
<http://www.queerculturalcenter.org/Pages/GranFury/GFGllry.html>
<http://www.actupny.org/indexfolder/GranFury1.html>
 - c. Coverage of one of their direct actions in the NYTimes <http://www.actupny.org/documents/capsule-home.html>
4. FILL OUT Liberation Media Worksheet
5. FILL OUT Index Card - add it to the Media History Timeline.

Other Possible Resources :

DIVA TV (Damned Interfering Video Activists): <http://www.actupny.org/divatv/netcasts/index.html>

APPENDIX D:

Media Advancing Movements CASE STUDY 4: THE IMMOKALEE WORKERS



Directions: Review the materials provided to help you answer the questions on the Liberation Media Worksheet. Then fill out an index card on your organization: include the years of existence; a brief description of its Social justic philosophy (1 or 2 sentences) and one way they used media to fight for social change.

1. WATCH the DVD: “¿Y Ahora Que?” (15 min) or “Con Estas Manos”each at: <http://www.ciw-online.org/news.html#video>
2. LOOK through their media materials from some of their recent campaigns - stickers, pins, postcards & flyers:
http://www.ciw-online.org/freedom_march/materials.html
| http://www.ciw-online.org/2007_BK_March/materials.html
3. FILL OUT your Liberation Media Worksheet.
4. FILL OUT an Index Card - add it to the Media History Timeline.

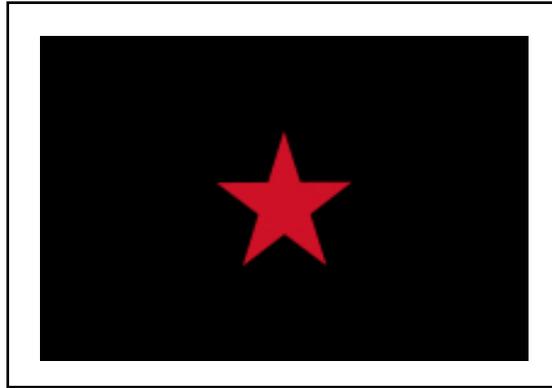
Other Possible Resources :

Read the Immokalee Workers use of Media on the Internet:

<http://www.ciw-online.org/media.html>

APPENDIX E:

Media Advancing Movements CASE STUDY 5: THE ZAPATISTAS



Directions: Review the materials provided to help you answer the questions on the Liberation Media Worksheet. Then fill out an index card on your organization: include the years of existence; a brief description of its Social justic philosophy (1 or 2 sentences) and one way they used media to fight for social change.

READ about them on Wikipedia

http://en.wikipedia.org/wiki/Zapatista_Army_of_National_Liberation

WATCH this trailer for a feature-length doc on the Zapatistas:

<http://www.youtube.com/watch?v=4GE4svPVhsw>

WATCH on YouTube: EZLN's Marcos salute to Free Media Conference:

http://www.youtube.com/watch?v=aexyZ5eB2_A

READ "Zapatistas winning the Mexican media war" by Grace Rollins:

<http://yaleherald.com/archive/xxxi/2001.03.30/opinion/p11azapatistas.html>

FILL OUT your Liberation Media Worksheet.

FILL OUT an Index Card - add it to the Media History Timeline.

APPENDIX F:

LIBERATION MEDIA WORKSHEET

ORGANIZATION NAME:

WHAT IS THE STRUGGLE?

What is the oppression they're fighting against and what are they fighting for?

HOW DID THEY USE MEDIA?

What media tools do/did they use?

WHO WERE THEY TRYING TO REACH?

Why did they use media? For what purpose?

WHAT POTENTIAL IMPACT YOU THINK THEIR MEDIA HAD OR COULD HAVE?

Who's their audience?



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global
action
project

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