



Oppression Opresión

Lesson 6
Lección 6

Title: Oppression	Grade: 10	Lesson: 6 out of 16	Time: 90 minutes
Skill: Analyzing Influences Topic: Personal Safety		Essential Question: What is oppression and how can we interrupt it?	
Lesson Summary: Students learn what oppression means and the many forms of oppression as well as how privilege in people’s lives affects the extent of oppression. They then learn about the different systems of oppression like racism and sexism and how privilege and power interact within these systems. Next they look at elements of what you would see in a privileged group versus oppressed group. They discuss intersectionality and specifically how gender, race, and class make us who we are. Then they discuss the four levels of oppression (ideological, institutional, interpersonal, and internalized) and how it relates to rape culture (previous lesson). Data is shared about how common sexual violence is. They end with doing an interrupting oppression activity.		Learning Targets: <ul style="list-style-type: none"> • Define oppression and consider how different types of oppression are linked • Consider elements of privilege and power • Understand how oppression and sexual violence are related • Learn skills around how to interrupt oppression 	
Family Connection: <i>Ask your child how they would interrupt oppression in their daily life.</i>		Oregon Health Ed Standards: <i>HE.1.12.18, HE.1.12.47, HE.2.12.6, HE.2.12.10, HE.2.12.17</i>	
		Lesson Source(s): <i>Beyond Consent: Healthy Teen Relationships, 2021 edition (SARC)</i> <ul style="list-style-type: none"> • Grade 10 Lesson 5: Oppression 	

Título: Opresión	Grado: 10	Lección: 6 de 16	Tiempo: 90 minutos
Destreza: Análisis de poder Tema: Seguridad personal		Pregunta fundamental: ¿Qué es la opresión y cómo podemos interrumpirla?	
<p>Resumen de la lección: Los estudiantes aprenden lo que significa la opresión y las diferentes formas de opresión, y cómo el privilegio en la vida de las personas afecta la magnitud de la opresión. Después aprenden sobre los diferentes sistemas de opresión tales como el racismo y el sexismo, y cómo el privilegio y el poder interactúan dentro de estos sistemas. Luego, analizan los elementos que son observados en un grupo privilegiado frente a un grupo oprimido. Dialogan sobre la interseccionalidad y específicamente cómo el género, la raza y la clase nos hacen quienes somos. También dialogan sobre los cuatro niveles de opresión (ideológico, institucional, interpersonal e interiorizado) y cómo se relaciona con la cultura de la violación (lección anterior). Se comparten datos sobre qué tan común es la violencia sexual. Terminan haciendo una actividad de interrupción de la opresión.</p> <p>Tarea de conexión familiar: Pregunte a su estudiante cómo interrumpiría la opresión en su vida diaria.</p>		<p>Objetivos de aprendizaje:</p> <ul style="list-style-type: none"> • Definir la opresión e identificar cómo se vinculan los diferentes tipos de opresión • Analizar los elementos de privilegio y poder • Comprender cómo se relacionan la opresión y la violencia sexual • Aprender destrezas sobre cómo interrumpir la opresión <p>Estándares de Educación de Salud de Oregón: HE.1.12.18, HE.1.12.47, HE.2.12.6, HE.2.12.10, HE.2.12.17</p> <p>Recurso(s) de la lección: Promoviendo las relaciones saludables, prevención de la violencia, edición 2021 (SARC)</p> <ul style="list-style-type: none"> • Grado 10 - Lección 5: Opresión 	



Essential Question (EQ)

Pregunta esencial (PE)



EQ: What is oppression and how can we interrupt it?

PE: ¿Qué es la opresión y cómo podemos interrumpirla?



Group Expectations & Agreements

Expectativas y acuerdos del grupo



Practice non-judgment
Practicar el no juzgar



Open-minded
Mente abierta



Take accountability
Ser responsable



Confidentiality
Confidencialidad



Expect to have
unfinished business
Esperar que queden
asuntos pendientes



Remember self care!
¡Recuerda cuidarte a ti
mismo!



**What is
oppression?**



Oppression

Unjust or cruel exercise of authority or power



Microaggressions

Lack of Representation

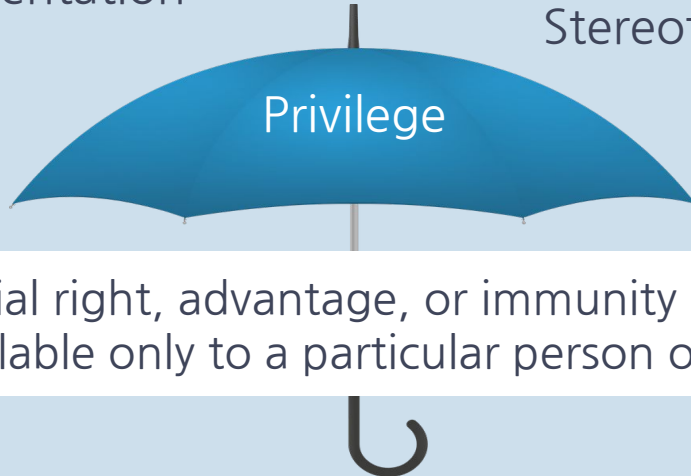
Discrimination

Prejudice

Implicit Biases

Stereotypes

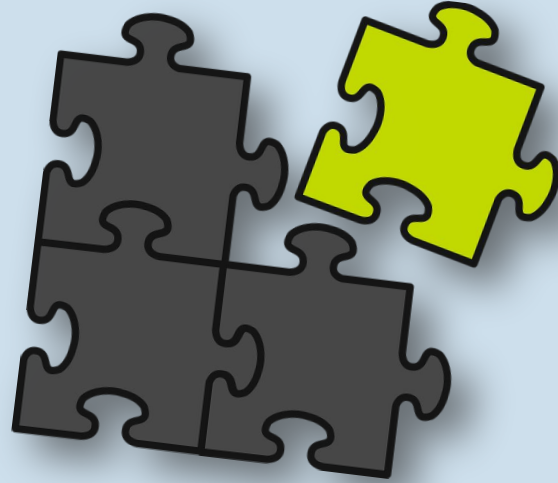
Exclusion



A special right, advantage, or immunity granted or available only to a particular person or group

Systems

- Racism
- Sexism
- Ableism
- Heterosexism
- Cissexism
- Ageism
- Anti-Semitism



Privilege & Power

Privilege: a special right, advantage, or immunity granted or available only to a particular person or group.

- Earned versus unearned
- Systems are built for certain people
- Credibility
- Vulnerability

Elements of Privilege & Oppression

Privileged Group	Oppressed Group
Privilege is invisible	People are invisible and dehumanized
Defines what is “normal”	Defined as different, “other”
Seen as individuals	Stereotyping replaces individual experience; individual made to represent entire group
Privilege bestowed unconsciously and automatically	Blamed for their condition
Power and access to institutional and economic resources	Limited access to power and all other resources
Uses violence to maintain power and privilege	Subjected to violence and threats of violence to maintain oppression

Intersectionality

“The **interconnected** nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating **overlapping** and **interdependent systems** of discrimination or disadvantage.”

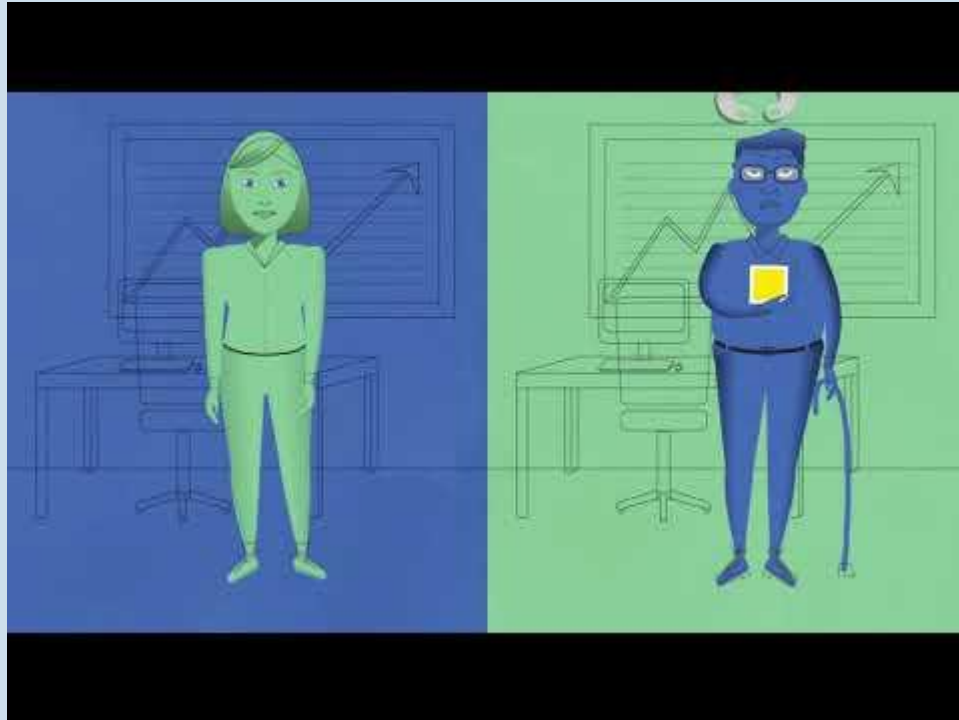
~Oxford Dictionary



Intersectionality can include countless identities; all overlapping



Intersectionality



Kimberle Crenshaw Quote

“**Identity** isn’t simply a self-contained unit. It is a **relationship**: between people and **history**, people and **communities**, and people and **institutions**…”



4 I's of Oppression

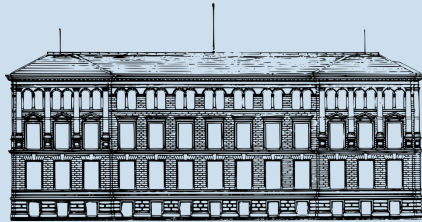
Ideological



Interpersonal



Institutional



Internalized



4 I's of Oppression

Ideological

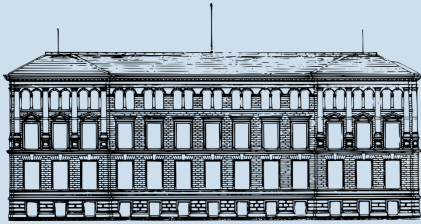


Ideological oppression is what happens in our minds.

- It is the ideas that are at the root of our attitudes and behaviors.
- This is where we find stereotypes, and the overall ideas of one social group being better or worse than another.
 - For example, the KKK holds a racist ideology that considers People of Color, primarily Black people, and Jewish people to be somehow less human and valuable than white Christian people, and this informs what they do.

4 I's of Oppression

Institutional



Institutional oppression is what happens in large systems like law, healthcare, education, etc.

- For example, lots of adoption agencies refuse to work with gay people who want to be parents, and in many places that is still entirely illegal.
- We have to remember that oppression doesn't just exist in people's heads, but that discriminatory beliefs are actually written into our history and the way our federal and state governmental institutions are currently operating, as well as non-governmental institutions that are still a part of the larger culture.

4 I's of Oppression

Interpersonal



Interpersonal oppression happens between people, like somebody calling someone a slur.

- It might seem like an interaction just happening between two people, but we have to remember that this realm is fueled by the other I's of Oppression.

4 I's of Oppression

Internalized



Internalized oppression has to do with what people believe about themselves thanks to these larger societal messages.

- For example, a woman might internalize messages about women being bad at math, so she doesn't try very hard in class because she thinks there is no way she would succeed anyway.

Rape Culture

Aggressive rape

Physical spousal
abuse

Child sexual abuse

Incest

Public masturbation

Hypersexualization

Groping

Cat calling

Workplace
Sexism

“Romance”
norms

Slut shaming

Victim Blaming

Dating
Violence

Non-consensual
photo sharing

Online
harassment

Rigid Gender Roles

Verbal Harassment

Locker Room Talk

Racism



The background features a light blue gradient with numerous colorful, stylized illustrations of diverse people in various poses and outfits, scattered around the central text. The people are depicted in a flat, modern art style with simple lines and a limited color palette of oranges, yellows, blues, and browns. Some are walking, some are dancing, and some are in athletic wear, creating a sense of movement and activity.

Four I's Activity

Go to joinmyquiz.com




Activity: 4 I's & Rape Culture

For each example, put the corresponding finger up





- One finger: ideological
- Two fingers: institutional
- Three fingers: interpersonal
- Four fingers: internalized






Marital rape wasn't illegal in all 50 states until 1993, and is still legal in many parts of the world

- One finger: ideological
 - Two fingers: institutional
 - Three fingers: interpersonal
 - Four fingers: internalized
- 





**Someone believes that their
boyfriend always wants sex simply
because they are a masculine man**

- One finger: ideological
 - Two fingers: institutional
 - Three fingers: interpersonal
 - Four fingers: internalized
- 




Someone sends their partner's nudes in a group chat

- One finger: ideological
 - Two fingers: institutional
 - Three fingers: interpersonal
 - Four fingers: internalized
- 




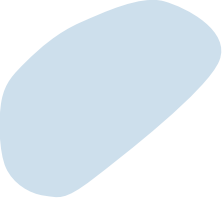
A man stays quiet about feeling violated because he is afraid people will make fun of him

- One finger: ideological
 - Two fingers: institutional
 - Three fingers: interpersonal
 - Four fingers: internalized
- 





Someone believes that women have a duty to sexually serve men

- One finger: ideological
 - Two fingers: institutional
 - Three fingers: interpersonal
 - Four fingers: internalized
- 




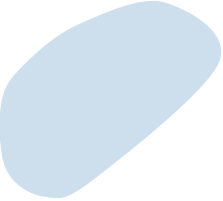
A university football team faces no punishment after collectively committing rape because there technically is no evidence; their behavior is excused and they all play through the season

- One finger: ideological
 - Two fingers: institutional
 - Three fingers: interpersonal
 - Four fingers: internalized
- 




A keeps asking B on a date after they said no; the pressure feels like it's getting more intense every time

- One finger: ideological
 - Two fingers: institutional
 - Three fingers: interpersonal
 - Four fingers: internalized
- 



Someone blames themselves for being violated because they were wearing a tight outfit

- One finger: ideological
 - Two fingers: institutional
 - Three fingers: interpersonal
 - Four fingers: internalized
- 

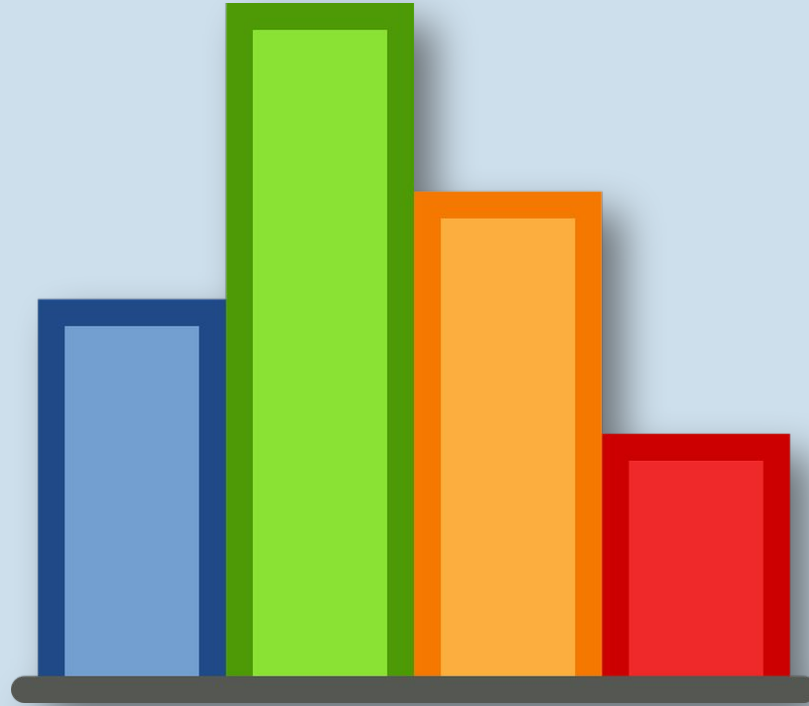
The background of the slide is a deep blue underwater scene. Numerous bubbles of various sizes are rising from the bottom left towards the top right. A large, semi-transparent white circle is positioned in the center-right of the frame, containing the main title text.

Breathe Bubble

4-7-8 Breathing Technique

**Sexual assault can
happen to anyone,
but it doesn't
happen to everyone
equally.**

Rates & Prevalence: Limitations of Data



Violence starts early.



Before the age of 18:

8.5 *million*
women

first experienced rape.

1.5 *million*
men

were first made to penetrate.

3.5 *million*
women

&

1 *million*
men

first experienced being stalked.



**1 in 2 trans* people have experienced
contact sexual violence**

(U.S. Transgender Survey)



Rates & Prevalence



81% vs. 19%

81% of sexual assaults happen to People of Color vs. 19% to individuals who identify as white (NISVS, 2010).

2x

American Natives are 2x as likely to experience a rape or sexual assault compared to all races. (RAINN, 2018).

2x

Individuals with a disability are 2x as likely to experience rape or sexual assault than those without a disability (DOJ, 2009).



Why do we see these trends?

People who harm seek out people who are:

Vulnerable

Accessible

**Less likely
to be
believed**

Instances of violence are often OPPORTUNISTIC, not driven by attraction or sexual urges.



What can I do about all this?

- Self-reflect & educate
- Embrace empathy
- Interrupt oppression in the moment
- Engage in activism to combat oppressive laws, policies, etc.

Remember the 4 I's! Oppression happens in every realm and can be combated in every realm.

Interrupting Oppression Activity

What would you say if you were in this situation?

What idea are you trying to communicate?



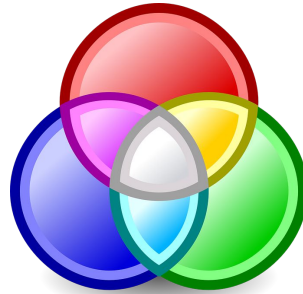
Interrupting Oppression Activity

1. You are walking down a sidewalk with a group of your close friends when one of them whistles and yells “hey hot stuff, come here!” at a woman across the street. She looks upset and walks away quickly.
2. Your white friend sings along to the n-word in a song when you two are jamming in the car together.
3. You and your classmates are assigned a group project and one of the members of your group says “I think that Eli should be the leader; they’re Asian so they are obviously the smartest.”
4. You’re chatting among a group of friends when one of the girls excitedly shares about her new boyfriend who is a ballet dancer. “I bet he’s faking being into you; any dude who does ballet is definitely gay,” says one of the boys. (Also consider: would your response be any different if this comment came from a girl?)
5. You and your friends are getting ready to go out and helping each other pick out what to wear. One of your friends tries on a short, tight dress, and another says “don’t wear that unless you want to have sex tonight; you look like you’re asking for it.”

Important Parts of this Lesson



Systems of oppression are connected.



Intersectionality:
Our identities are intertwined.



You have the power to interrupt oppression in your daily life.

Anonymous Questions & Feedback

Preguntas anónimas y comentarios



Remaining Student Tasks

Tareas restantes del estudiante

1. Question Box Cuadro de preguntas
2. Family Connection (Optional)
Tarea de conexión familiar (opcional)
3. Self Care Cuidado personal



Next Class: Media

Siguiente lección: Medios de comunicación