

## PARTICIPANT WORKSHEETS FOR CYCLES OF SOCIALIZATION AND LIBERATION

**Facilitation note:** It is important the participants working with these two models understand that for each of our social identities, we experience different patterns of socialization that lead to different possibilities for transformation. How we experience socialization depends on whether we are advantaged or disadvantaged, privileged or targeted in our identity statuses. (See Participant Worksheet for 3A above.) Bobbie Harro’s selections #6 and #7 emphasize socialization and transformation processes that acknowledge what we learned and how we learned it, without laying guilt or blame on participants for not knowing what they have not been taught. On the other hand, once participants have learned about advantage and disadvantage, privilege and inequality, they are then responsible to figure out ways to make sure their own behaviors are fair and equitable, and to work with others on behalf of fairness and equity.

The two Cycles should be considered separately. In each case, the Participant Worksheet follows the facilitator’s explanation and review of reading selections #6 and #7.

After the facilitator has reviewed the Cycle, the class is divided into 7 groups of not more than 3 participants each. (If it is a large class, participants can count off by 7, and work in pairs on a specific topic (1=Racism, 2=Sexism, 3=Heterosexism, etc.). After reviewing the cycles in reading selections #6 and #7, participants are asked to use the worksheets to write their examples. Participants then turn to the person next to them to share what was especially striking for them in the examples they came up with.

	example 1	example 2	example 3
My earliest socialization (family, neighborhood, worship, etc.)			
Institutional and cultural reinforcers (family, schools, health care, media, neighborhood, worship, etc.)			
Enforcements, privileges, disadvantages			
Feelings, beliefs, confusions			
Maintenance actions, status quo, business as usual			
Perceived directions for change, actions for change			
Other? Questions			

**CYCLE OF SOCIALIZATION: [TOPIC: RACISM, SEXISM, HETEROSEXISM, CLASSISM, RELIGIOUS OPPRESSION, ABLEISM, AGEISM AND ADULTISM]**

	<b>example 1</b>	<b>example 2</b>	<b>example 3</b>
My earliest socialization (family, neighborhood, worship, etc.)			
Institutional and cultural reinforcers (family, schools, health care, media, neighborhood, worship, etc.)			
Enforcements, privileges, disadvantages			
Feelings, beliefs, confusions			
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Other? Questions			
	<b>example 1</b>	<b>example 2</b>	<b>example 3</b>
Waking up (critical incidents)			

**Activity closure**

After participants have worked alone and in pairs, facilitator can close the activity in several ways:

- Different sectors of the room can be designated for different sectors of the Cycle of Socialization, and then the Cycle of Liberation. Participants select one sector, and get up from their seats to move to that sector. Facilitator directs an “around the room” reading whereby participants who are standing in each sector take turns reading their examples.
- Examples for each sector of the Cycle of Socialization—and the Cycle of Liberation— can be volunteered as a brainstorm.