



Lifelong Learning Programme

DRAFTVERSION for the CONFERENCE



IGIV - Guide

pedagogical method

Name	Two Blue Crocodiles and the Gap in the System (Film)
Time	90 minutes or more
Target Group	Children and youth from 12 years and over ¹
Material, space, number of rooms if needed etc.	Film "Two Blue Crocodiles and the Gap in the System" (to be found in different languages at www.intersect-violence.eu → media → videos), projector. White board or flip chart, cards to write on, markers.
Work Area	A room big enough to work in smaller groups (if wanted)
Learning Results	
○ Knowledge	Understanding the concept of intersectionality in terms of multiple affiliations, social inequalities, violence and different ways to deal with it.
○ Skills	Analytical skills Ability to transfer knowledge from abstract film to concrete situations in society
○ Competencies	Sensitivity for social diversity and power relations. (Self)Reflection of different positions and hierarchies in society and own involvements in power relations. The ability to deal with complexity.

¹ Of course you can watch the film with children who are younger and work on inequalities (first set of questions). Maybe then you should read the subtitles aloud if needed or focus more on what happens than on what is said. There is another version of this method sheet for advanced learners.



Guide – Know-how

1. Watch the film (if requested watch it twice)

If you work for example with children or other participants and want to be creative, you can decide to stop the film after the crocodiles are left on the middle of the road and think about their situation (at 1:39). Ask the participants what they think about how the story goes on. They can develop some different endings in small groups and present their suggestions in a little play (either with they themselves playing the roles of the crocodiles and other animals or they make some animals out of paper or play dough).

2. Approximating the film

What do you think about the film?

What are your spontaneous impressions?

3. Collect statements and questions about the film

What did you understand? What did you not understand?

What would you like to discuss?

What did you like? What did you not like?

What do you think is the main topic of the film?

Collect the topics of interest and write them on a whiteboard or flip chart. Write questions which can not be clarified at the moment on a separate board or sheet of paper in order to have a look at them in the end of the session. If people want to watch the film again, do so. It might help to sort things out, the film is quite full of information of different kind.

4. Decide on which topics you want to focus and select suitable questions from below, discuss them or let small working groups deal with them.

Discrimination: 0:30 – 1:40; 2:40 – 2:55

Why does nobody help the blue crocodiles after the accident?

[Because they belong to a specific group that is characterized by blue colour and being a reptile, and the society they live in does not hold any health services for this group. We don't know why. You can ask the participants to guess what could



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be the reasons.]

What do you think it means for the blue crocodiles that nobody helped them?

[Probably they felt sad and unnoticed, maybe they asked themselves what is wrong with them or if they are worse or less important than others. You could also ask if anyone has made similar experiences. Try to make clear that it was not only individual people who refused to help them but also public or private institutions like the ambulances.]

Why is there treatment for red and green reptiles but not for blue ones?

[The film doesn't say anything about it, we can only guess. Maybe they are rare. You could ask which blue animals the participants know. There are only few, some fish, some birds, e.g. a peacock. Maybe treatment for blue reptiles is extraordinarily expensive because they are rare. Maybe they are on a trip and are usually located somewhere else where they can get treatment easily. It is important to make sure that it is understood that it is not because of colour or being a reptile and that the crocodiles are not responsible for lack of service. It is not a question of fault, everybody can get into a difficult situation and should be helped. It is not possible to explain the lack of help with logic.]

Is this fair? What would be fair?

[It is rather not fair. What would be fair in the participants' opinions? Let them repeat solutions from the film or invent their own ideas.]

Self organizing: 1:40 – 1:55

Does it make sense to open a blue reptile ambulance? Why? Why not?

[It makes sense because the blue crocodiles get helped with special treatment and someone cares about them. If you have a blue crocodile doctor, s_he might know quite well about the needs of blue crocodiles (even though this is not necessarily so.) It maybe doesn't make sense because it just solves the problem for them specifically and it is probably a lot of effort.]

What problems could arise when the crocodiles try to realize the blue reptile ambulance? What are ways to deal with them?

[Problems could be that they have no resources or need help immediately, maybe there is also resistance from others against them. Ways to deal with this could be talking to political organisations, getting media attention or join forces with others. They could ask for help at existing ambulance stations.]

Do you know any groups which got together and organized something in order to get rid of their own discrimination?

[Women for vote – women's liberation movement, stonewall – gay liberation movement, black liberation movement, etc.. You can also tell some stories here



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to make the struggle of disadvantaged groups for social change visible, e.g. the story of Rosa Parks or the march on Washington;
<http://www.biography.com/people/rosa-parks-9433715>,
http://en.wikipedia.org/wiki/March_on_Washington_for_Jobs_and_Freedom or women's fights for vote
http://womenshistory.about.com/od/suffrage/Womens_Suffrage_Winning_the_Vote.htm, http://en.wikipedia.org/wiki/Women%27s_suffrage.]

Intersectionality: 1:55 – 2:30

What can this intersectional helicopter stand for?

[Maybe for a "better equipped" support, which therefore is more comprehensive in analysing and fulfilling the needs of all specific groups. A general service that helps people in need. Or a kind of agency that asks you what you need and helps you to get it, or takes you to a place where people can help you. Like a sortation agency.]

Can the intersectional helicopter help the blue crocodiles? If yes, how?

[It probably can because it is better equipped and really fast so it can fulfil the needs of all different animals. But maybe not because it doesn't get enough resources or hasn't enough skills to help all the different animals.]

Do you know any examples in your daily life where an intersectional helicopter could help to solve problems?

The global and the specific: 2:30 – 2:40

What does it mean to have a general support in contrast to a lot of specific ambulances? Which pros and cons can you find?

[It is probably less complicated to have general support instead of having to coordinate a lot of special involved groups, it can help to give treatment equal to all persons, nobody needs to be defined „different“ by anyone else. It is maybe more complicated because the general support is overwhelmed by the complexity of all the different people. Maybe the intersectional helicopter is a kind of distribution service, which picks up people and bring them to places where their needs are fulfilled or where can help themselves.]

Do you think the blue crocodiles would prefer a special treatment instead of general support?

[First of all they are probably happy with any support which cares about them. Maybe it is important for them to be a blue reptile so they feel more comfortable by being treated from someone who is a blue reptile too. But maybe they don't like to be reduced of being a blue reptile because they feel different or have other characteristics which are more important for them so the are happy that the general support just helps them without any categorisation.]

Can you think of any situation in the current society in which a



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general support instead of a lot of special organisations would be useful?

[Maybe cases where fast support is needed like in refugee camps. Here the question of neutrality might come in: Who does the helicopter help and where are the limits?]

Consequences: 2:55 – 3:20

There is one scene in the film where we see a lot of different little symbols stuck on a metal thing. What do the symbols on the cooking grate mean?

[These are categories: religions (Judaism, Islam, Christianity...); sexuality (lesbian, bi, gay...), gender (female, male, TransInterQueer...), social class (economical capital, cultural capital...), (dis)ability, body (big, thin...). You could write them on cards and let the children try to find out which ones belong together or which combinations are possible. Maybe you have to explain some of them.]

Do you know more categories, people are affected by?

[E.g. migration background, race/ethnicity, nationality, language(s), responsibility for others...]

How are you affected by categories?

[Maybe you get stereotyped sometimes, you are not allowed to do something, and people look at you because you are "different". Maybe you never get stereotyped, you can do everything, you are not perceived as "different". Does that mean, you are not affected by categories? Not necessarily, because you might be affected by categories in a way that gives you an edge, that makes you belong to "the norm" or "the majority". When it is not talked about it, that doesn't mean categories are not present. For example, usually it is of interest how people become homosexual rather than how they become heterosexual. The pair "homosexuality - heterosexuality" is constructed as an antagonism, one functions as "the norm" (heterosexuality), the other one as "deviance". It is usually of more interest to talk about the latter and at the same time stabilize the hierarchy between both sides by not talking about the first. So about which of your categories is being talked, which ones are not thematized?]

What does it mean, "categories intersect"?

[It means that you always belong to different categories at the same time (e.g. not just a boy, but a white boy from a poor district of a big town who likes to play football even though he gets mocked by his mates because he is so small, or not just a women but a black bisexual women). The idea of intersectionality is that the different categories overlap and that we always have to bear in mind that we sometimes do not know because of which categories we ourselves or other people get insulted or are disadvantaged. E.g. the crocodiles don't know if the problem is that they are reptiles or if the problem is that they are blue – or both.]



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Do you think categories are important? Why? Why not?

[They could be important to reduce complexity, to describe people, to identify with something. They may not be important because the stereotype and don't really tell you something about a person.]

Further questions:

What does the title of the film mean? What is „the system“? What is meant by „gap“?

What is “simple thinking” and why does it not help?

What is the main message of the film?

Did you get new ideas out of the discussion?

**5. Resume what you discussed and what it means to you:
Do you think the film has any relevance to your daily life?**

6. Check the open questions you collected at the beginning and find answers or decide to leave them open. Make sure that everyone had the chance to bring up topics which seem relevant for him/her.

Variant

Applicability and Limits

The following should be pointed out:

- o The optimal size of the group
- o The point of time in a certain working process when the method can be used
- o Necessary prerequisites for the trainer
- o Necessary prerequisites for the participant group

The film can be an opener to get deeper into the topic of discrimination and structural violence.

The method can be used to initiate an open discussion, you can also follow the questions proposed here. Make sure to have a good atmosphere in case you want to connect the individual lives and experiences with the topics of the film. If people don't want to talk about their own experiences it is also fine to collect examples of situations people witnessed or heard about.



Education and Culture DG

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Suggestion for continuing work

Comments, experiences and risks

Useful further information

(links, methods/tools, articles etc.)

Source

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