

APPENDIX III

THE ART OF REPRODUCTIVE LABOR

MAUD BERDEN - MEIA 2020-2021

PREFACE

An experience at Niffo Gallery, where I worked as volunteer, together with interning students from Albeda Startcollege MBO level 1 care and service, sparked my interest in the value given to tasks like cleaning, grocery shopping and welcoming visitors with a cup of tea, in the arts, care and service sector and everyday life.

It made me wonder how MBO level 1 care and service interns look at, and value tasks like cleaning. What does it mean for them to be trained and assessed in everyday, invisible and undervalued labor?

I got the opportunity to get to know five students, each from a different background, with different internships. Using interviewing techniques, I learned about their internship and working environment. After analyzing this data and their practical training assignments, I came to the understanding, that in order for us revalue reproductive labor, we have to revalue the student.

This is why, together with Cultural Workers Unite Rotterdam, I composed Appendix 3, a collection of tips, tools, workshops and exercises, gathered via several art and / or social justice organizations. In my believe they have the ability to help students understand and overcome issues such as; differences in hierarchy, personal and professional empowerment, care, the body and the visibility of reproductive labor. They draw upon alternative pedagogies, critical thinking and student-centered methods designed to support change. I am positive these tools and resources can address the disconnect between practice, critical thinking and professional development. Appendix 3 is a toolkit for myself to use, when hopefully Niffo Gallery re-opens, and to inspire lectures in charge of work placements, career development officers, educators in the arts and cultural industries, gallery educators, vocational / professional development tutors, student unions and others interested in labor theories.

In the near future I will present my findings including Appendix 3 to a select group of teachers at Albeda College. I sincerely hope this will be the first step to inspire and motivate these teachers to implement some of my propositions in their classrooms.

If you want to contribute your own resources, tools, exercises or have a suggestion for something that should exist on this list, feel free to send me an email to maudberden@gmail.com. All in of appendix 3 are guidelines and should be embraced as prompts for inspiration, as much as anything else.

SOURCES 1/3

TOOLS: MINDFUL MOMENT + JOY

The book *Making and Being*, a project of BFAMFAPhd, and authored by Susan Jahoda and Caroline Woolard, shares a framework for teaching art that emphasizes contemplation, collaboration, and political economy. It is filled with strategies, worksheets, activities, and other resources for educators, arts practitioners, and especially those who are interested in working through collective, collaborative, or cooperative models.

TOOLS: CLEANING TOGETHER

Unlearning Exercises, Art organizations as sites for Unlearning by Casco Art Institute: Working for the commons, Utrecht as a teaching tool that shares a set of collective 'unlearning exercises' to make way for a culture of equality, difference and fairness in art organizations. TOILET (T)ISSUES was ignited by the question of who buys the toilet paper, or, whom performs taken-for-granted labor in one's organization. It contains reflections and exercises on day-to-day operations from the field of art, culture and social organizing. It provides first-hand accounts of successful experiences with collective processes, while also voicing personal frustration with the reproductive site with humor and openness with the aim to inspire active critical investigation of normative structures and practices in order to become aware and get rid of taken-for-granted 'truths' and values.

TOOLS: FREE ASSOCIATION

Precarious Workers Brigade is a UK-based group of precarious workers in culture & education. We call out in solidarity with all those struggling to make a living in this climate of instability and enforced austerity. The PWB's praxis springs from a shared commitment to developing research and actions that are practical, relevant and easily shared and applied. If putting an end to precarity is the social justice we seek, our political project involves developing tactics, strategies, formats, practices, dispositions, knowledges and tools for making this happen.

SOURCES 2/3

TOOLS: RADICAL REDISTRIBUTION + MAPPING THE INVISIBLE

Pirate care is a research process - primarily based in the transnational European space - that maps the increasingly present forms of activism at the intersection of 'care' and 'piracy', which in new and interesting ways are trying to intervene in one of the most important challenges of our time, that is, the 'crisis of care' in all its multiple and interconnected dimensions. The syllabus presented on their website is a tool for supporting and activating collective processes of learning from these practices.

TOOLS: BODY MAPS + COLLECTIVE COMPLAINT LETTER + EXPLORING THE WORKING SPACE IN RELATION TO YOUR BODY

Manual Labours is a practice-based research project exploring physical and emotional relationships to work, initiated by Jenny Richards and Sophie Hope. Manual Labours methodology is process based and iterative and often involves workshops that are carried out with different groups involved in the research. The research is conducted from 2013 until 2018, existing of four manuals: #1 Manual Labours, #2 Complaining and criticality, #3 The complaining body and #4 Building as body.

TOOLS: FEELING POWER AND POWERLESSNESS

Lisa VeneKlasen and Valerie Miller describe four main expressions of power in their book *A New Weave of Power, People, and Politics: The Action Guide for Advocacy and Citizen Participation*. The book provides a well-tested approach for building people's participation and collective power that goes beyond influencing policy and politics to transforming public decision-making altogether. Based on 25 years of participatory research, community development, neighborhood organizing, legal rights education, and large-scale campaign advocacy experiences worldwide, *A New Weave* combines concrete and practical action "steps" with a sound theoretical foundation to help users understand the process of people-centered politics from planning to action.

SOURCES 3/3

TOOLS: MAPPING YOUR CARE NETWORK

The London-based nano politics group formed around a desire to think politics with and through the body, organizing movement, theatre, and somatic based workshops and discussions. Using the term 'nano politics' to describe a political engagement that is attentive to the body. As an open collective they have organized monthly movement, theatre and bodywork-based workshops, as well as discussions and interventions in the context of social movements and came to writing the Nano Politics Handbook.

TOOLS: V FORMATION + INTERNSHIP LOTTERY + COMPARISON / COMPLIMENTS + MAKE A PLAYLIST + IT STARTS WHEN YOU SINK IN HIS ARMS - IT ENDS WITH YOUR ARMS IN HIS SINK + 1-10 + HERE AND NOW

Teaching For People Who Prefer Not To Teach is a manual that fits in your pocket by Mirjam Bayerdörfer and Rosalie Schweiker. It's a messy collection of ideas: contributions their friends and colleagues sent, their own learning experiences and rumours they heard. You might ask yourself who this manual is for. Is it for teachers? Is it for students? Is it only relevant for teaching art? The answer is: Yes and No. We don't know. Probably both. As self-employed artists, they have become used to performing their services anywhere, for anybody who books us. One day we might be doing a happy crafty afternoon in a primary school, the next day a post-graduate seminar on exhibition-making, the day after they making soup for the reading group they organized. And our methodologies need to work in all of these contexts.

STUDENT TIPS

These tips or maxims are an important product of my research, as they tell us a lot about the norms and values of the students. The list is compiled by the students themselves, based on the following question: "What advice would you give your classmates or other MBO level 1 care and service students about doing an internship?"

Look for an internship that you really like and suites you

Tell your supervisor if there's something you don't like

Work together with your colleagues, together everything is more fun

Check upfront if the internship company has a good supervisor

Indications of a good supervisor are, a warm-blooded person, accommodating yet discreet and someone that takes you seriously

See if you can get a compensation for your work

Make sure you can be yourself/ the company fits your personality

Keep in mind that it's about your future and not the company

Devote time and attention to your internship, school is important

Make clear arrangements about your internship

Learn from your mistakes

Be yourself, but know when to adjust

Do your best

Discuss everything with school, your parents,
your colleagues and your supervisor

Keep joy in what you do

WORKSHEET

WORKSHOP

EXERCISE

ANALYZING PRACTICAL TRAINING ASSIGNMENTS

30 MINUTES

EXERCISE

1 ON 1

PENCILS + MARKERS + SCISSORS + TAPE + TRAINING ASSIGNMENT

Note: Print all the practical training assignment and collected different kinds of office materials, scissors, post-its, markers, pens, tape.

Read through the practical training assignment together with the student. This can be a playful exercise, students can annotate the practical training assignment with their comments and alter the selected practical training assignment toward their own personal liking and values. Delete, cut out, or add. While reading keep drawing attention to the language used, and ask questions like: Why do you think it is important for you to learn this assignment? How do you value this assignment? Encourage them to 'read between the lines'. Out of this you can develop a more serious discussion about the kind of work and learning situation that is offered.

This exercise is about making choices and knowing why you make them, respecting the choices of others, being able to communicate about them and first and foremost having students voice heard as a way to reflect on their learning environment.

ACTIVE LISTENING

30 MINUTES

EXERCISE

2 PERSONS

PEN AND PAPER

Note: Interviewing could be a technique to stimulate intergroup dialogue, where it can deepen connections between the students as a think-pair-share activity to provide structure for listening and speaking

Students are asked to work with the person next to them and, in turns, are asked to take the role of interviewer and interviewee. The interviewer asks open-ended questions, and mainly listens without interrupting, chiming in, or reacting in any dramatic way – they simply give the other student the space to express themselves in the given amount of time. Then the other person contributes.

As a method of reflection the facilitator can reconvene the group in a circle and ask, what did you hear? Students can be encouraged to share any insights they may have gained from the interviews.

Exemplary questions:

- Describe your positive and negative experiences as an intern
- How do you make sure you feel at home at internship?
- How did that make you feel?
- Why do you think that is important?

FREE ASSOCIATION

30 MINUTES

EXERCISE

5 - 15 PERSONS

PEN AND PAPER

Note: This exercise can help the group to map out the often-contradictory aspect of perhaps seemingly straightforward terms and to engage in a critical discussion about them.

Students are given a term you want them to discuss for about 10 minutes (for example: internship, hierarchy, empowerment, care) and asked to write words they associate with the term on post-its. These are then grouped and discussed collectively for about 20 minutes.

EXPLORING THE WORKING SPACE IN RELATION TO YOUR OWN BODY

1 - 2 HOURS

WORKSHOP

3 - 10 PERSONS

MARKERS + POST-IT NOTES

Discover more about your colleagues and how work effects your body. Invite your colleagues to join in a movement workshop to explore how their bodies feel working within the space.

1. Begin with a short exercise of 10 minutes to share bodily complaints about your work. Sit in a circle of chairs with one person standing in the middle, who asks a question related to their body pain. Who gets pain (in their shoulder)? Whoever shares this pain has to move positions. The person left without a chair, now standing in the middle, starts with the next question. Continue until all the pain in the body is shared.
2. With your colleagues move around the space together becoming aware of the room you are in and the other bodies in it. Gently move different parts of your body from wrists to your ankles. Keep walking, start making eye contact with the other bodies and notice how you relate to the other person's movement.
3. In small groups explore the repetitive bodily movements and sounds linked to your working role. Rehearse them together. For 10 minutes experiment with how you could extend those actions to become absurd? Increase/decrease speed, repetition, volume for example. Now move in and out of the room drawing on the different movements and sounds enacted throughout this workshop.
4. Gather together and undergo a short stretching exercise.

JOY

2 - 3 HOURS

EXERCISE

1 PERSON

WHATEVER BRINGS YOU JOY

Note: This assignment explores personal support

What brings you joy?

Your assignment is to identify the things you already do that bring you joy, and to find new things that could bring you joy. Take 2-3 hours or more outside a space of learning to find joy, and bring back a story as well as some ephemera, residue, or documentation of the things that bring you joy.

Reflection

Can your own experiences of joy, and your knowledge of the things that bring you joy, give you the courage and strength to sense your own resilience?

MINDFUL MOMENT

2 MINUTES

EXERCISE

1 PERSON

YOURSELF

Note: This practice explores personal support, and fosters a sense of awareness.

The facilitator guides the group through the following steps, saying aloud:

1. Pause.
2. Feel your feet on the ground.
3. Breathe deeply into the whole body.
4. Feel the full length of the inhale.
5. Release any tension on the exhale.
6. Think of one small thing in your life that you are grateful for.
7. Smile to yourself

CLEANING TOGETHER

30 MINUTES

EXERSICE

3 - 10 PERSONS

CLEANING SUPPLIES

Clean your working space (or classroom) together.

Divide the task, put on music (sometimes), and set a timer for around 30 minutes. It's important to begin cleaning together and feel collectively responsible.

What to unlearn: Undervaluing reproductive labor; hierarchies and unequal division of domestic labor in terms of who does what; and making reproductive labor the last priority and not finding any satisfaction in it.

Reflect on who done what, how did the task division go and to qualify and deconstruct this together.

COLLECTIVE COMPLAINT LETTER

30 MINUTES

WORKSHEET

2 OR MORE PERSONS

PEN AND PAPER

With two or more people write a collective complaint letter. Answer the first question on the list, then fold and pass to the person on your left. Continue until all sections have been filled in. Open the letter and read it out loud to the group.

Note: It can be helpful to start with teasing out a topic to complain about. This exercise can be helpful to voice a complaint to someone you cannot complain to about the thing you are unable to complain about.

----- f o l d -----

Who are you complaining to?

----- f o l d -----

What is your complaint?

----- f o l d -----

How does it make you feel?

----- f o l d -----

What do you want to change?

----- f o l d -----

What happens if nothing does change?

BODY MAPS

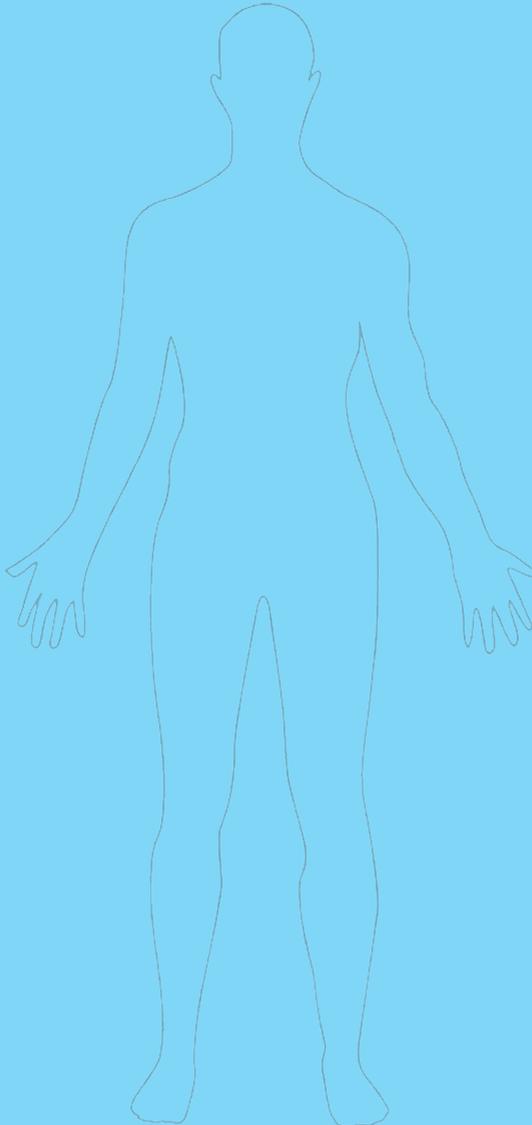
10 MINUTES

WORKSHEET

1 PERSON

PEN AND PAPER

Take the outline of the body. Draw how your body feels / reacts to the working day. You can draw / write / scribble.



FEELING POWER AND POWERLESSNESS

2 HOURS

EXERCISE

3 - 6 PERSONS

MARKERS + LARGE SHEETS OF PAPER

Note: Many people don't feel confident about drawing. They may ask if they can just write the answer using words. Explain that drawing is often a more effective way of reflecting about and expressing emotions. Having to think creatively about how to express yourself often makes you think about experiences vividly with fresh eyes. Encourage the most resistant people to use symbols and stick figures. The quality of the drawing is not important.

1. Give each participant a large sheet of paper and markers.
2. Ask them to draw a line down the middle. On one side they draw a situation that has made them feel powerful. On the other side they draw a situation that has made them feel powerless.
3. Ask each person to explain their drawing. (Listen to the feelings and actions that embody the emotional, spiritual, and psychological elements of power and powerlessness. Jot these down on a piece of paper.)

RADICAL REDISTRIBUTION 1 / 3

1 HOUR + 40 MINUTES

WORKSHOP

3 - 6 PERSONS

PENCILS + MARKERS

Analyzing our 24-hour clock (15min)
Magical discoveries (40min)
Rethinking our 24-hour clock (15min)
Let's strike (30min)

This workshop aims to visualize our everyday use of time; to analyze the material conditions of our activities; and finally, to rethink what are the value and values that those activities bring to the whole context.

1. Fill in the 24-hour clock by unpacking your everyday rhythm. Add categories where necessary, and define different categories with specific actions, by writing inside the slices of pie.
2. Put the completed maps in the center of the room and ask participants to report back on what they have noticed while compiling the 24-hour clock. Guide a collective conversation discussion asking questions around the balancing of everyday life. For instance: Are you resting enough?; Is traveling to work taking too much time?
3. Fill in the 24-hour clock (how it should be for me) by rebalancing their everyday rhythms in a way that reflects their ideal scenario.
4. Put all second filled maps at the center of the room and ask participants to explain the reasons for their choices. Guide a group discussion on the rebalancing of the 24-hour clock maps. This should lead to a collective exploration of values beyond value.

RADICAL REDISTRIBUTION 2 / 3

1 HOUR + 40 MINUTES

WORKSHOP

3 - 6 PERSONS

PENCILS + MARKERS

24 HOUR CLOCK (At the moment)



- Paid work
- Rest
- Recreation

- Travel
- Unpaid work
-

-
-
-

RADICAL REDISTRIBUTION 3 / 3

1 HOUR + 40 MINUTES

WORKSHOP

3 - 6 PERSONS

PENCILS + MARKERS

24 HOUR CLOCK
(How it should be for me)



- Paid work
- Rest
- Recreation

- Travel
- Unpaid work
-

-
-
-

MAPPING THE INVISIBLE 1 / 2

1,5 HOUR

WORKSHOP

3 - 12 PERSONS

PENCILS + MARKERS

Analyzing our daily work-spaces (20min)
Magical discoveries (40min)
Rethinking the value of values (30min)

This workshop aims to collectively visualize the invisible labor taking place within institutions, families, spaces and groups; to analyze the material conditions of invisibility of those activities; and finally to rethink what are the value and values that those activities bring to the whole context.

1. Split participants in groups of 3-4 people and ask each of them to choose a workplace they are part of. Ask each group to analyze together their respective workplace by looking at tasks involved in sustaining the workers and maintaining the facilities of the workplaces themselves. Ask each group to list tasks on a post-it.

Guide a discussion to reflect when a given task is visible and acknowledged and when it is not. For instance, you can ask questions such as: "What kind of workers are invisible in each workplace (i.e. cleaners, software maintainers, cooks)?" or "What jobs get the best wages?"

2. Place several print-outs of Map at the center of the room and ask each group to report back on the tasks they have identified by placing the post-its within the four areas on the map: visible, invisible, waged, unwaged. Facilitate a collective discussion around each map, in order to reveal those aspects that remain hidden behind visible tasks and activities.

3. Instruct the participants that they have the option to move one post-it across on one of the maps. Invite them to explain the reason for their choice. For instance, would they want a task to be more or less visible, more or less waged? Why? Repeat this process until the group has no further changes to make. Discuss their own institutions, communities, families, spaces and groups based on their analysis.

MAPPING THE INVISIBLE 2 / 2

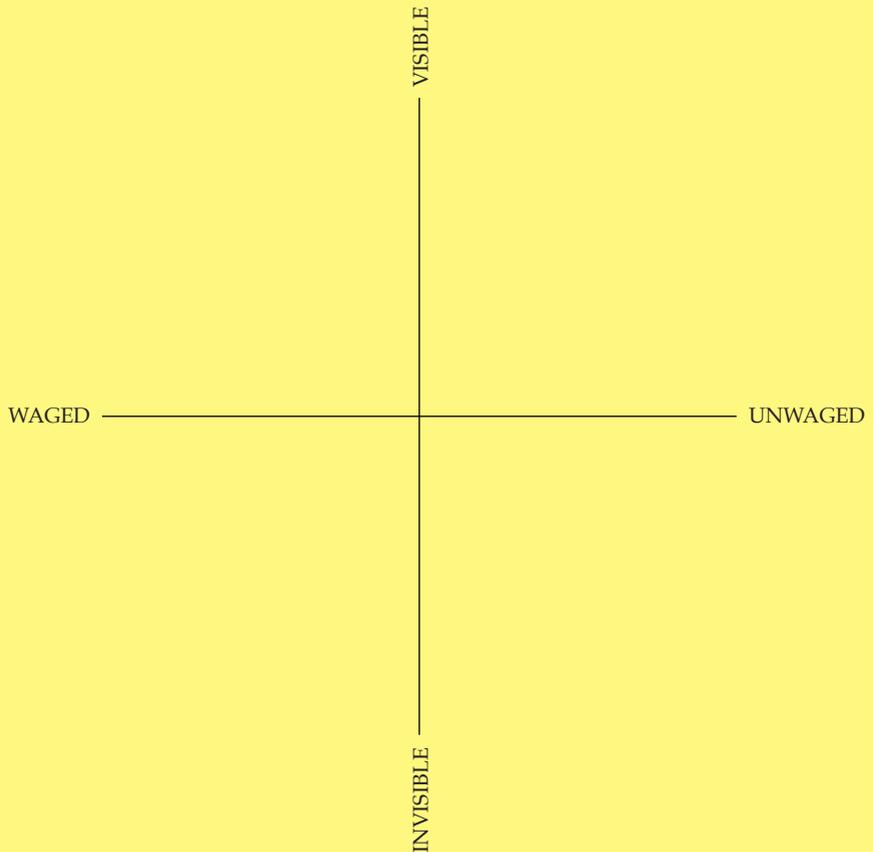
1,5 HOUR

WORKSHOP

3 - 12 PERSONS

PENCILS + MARKERS

MAPPING THE LABOR



MAPPING YOUR CARE NETWORK

1 HOUR

WORKSHOP

1 - 6 PERSONS

PENCILS + MARKERS + LARGE PIECE OF PAPER

Note: This is a mapping exercise to visualize some of the caring relations that hold you together with the people close – or not so close to you.

1. Take a big piece of paper and write down 8-10 ways of relating and tasks that you think define care (as a group or alone, depending on if you're one or many). You may want to consider many kinds of relations, for instance cohabitation, conviviality, friendship, intimacy, love/ eroticism, bodily care, learning together, sharing re- sources, lending each other money, collaborating...

Find your 8-10 categories and assign each of these kinds of relations a colour: this will be the 'key' of your map.

2. Now each get yourself a big piece of paper (ideally A3) and make sure there is a pen for all the different coloured categories available to everyone. Write the names of people that are close to you all over the map, including your own name somewhere near the middle.

3. Now, for each participant on their own piece of paper, it's about tracing connections between you and your friends and family, colleagues, classmates etc.: choose the appropriate colours. If you live with someone, for example, draw 'cohabitation' line between you and them. When do you consider a relation one of friendship, love, or mutual dependency, and how do you define those in relation to each other?

4. You may want to draw circles around people who are in the same groups (political groups, workplaces, family...) to visualise the balance between groups.

5. The diagram you produce is a temporary snapshot of some relations: you are visualising your social-affective world as you perceive it right now (not what it can or will be). To imagine possible futures, identify desires and talk through them together!

V FORMATION

30 MINUTES

EXERCISE

3 - 6 PERSONS

TIMER

For a set amount of time take it in turns to come up with rules for moving as a group, inside or outside a building

INTERNSHIP LOTTERY

30 MINUTES

EXERCISE

3 - 6 PERSONS

PENCILS + PAPER

Be each other's interns

1. Assign internships by drawing names
2. Discuss and agree on working conditions for each internship
3. Formulate and sign contracts

COMPARISON / COMPLIMENTS

30 MINUTES

EXERCISE

3 - 6 PERSONS

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1. Go around the circle.
2. Say who is better at doing x than you are, e.g. "Mirjam is better at cooking than I am"

MAKE A PLAYLIST

30 MINUTES

EXERCISE

3 - 6 PERSONS

SPOTIFY

1. Everybody should pick at least one song
2. Make a playlist
3. Listen to this playlist whilst doing other things (e.g. working)
4. Sing a long

IT STARTS WHEN YOU SINK IN HIS ARMS IT ENDS WITH YOUR ARMS IN HIS SINK

30 MINUTES

EXERCISE

3 - 6 PERSONS

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1. Talk about emotional and domestic labour
2. Try to map who does what in your household

1-10

30 MINUTES

EXERCISE

3 - 6 PERSONS

PENCILS + PAPER

As a group come up with a set of 10 rules on how you want to spend your time together

HERE AND NOW

30 MINUTES

EXERCISE

3 - 6 PERSONS

COFFEE + SNACKS

1. Go out and get everything you need for a coffee break
2. Have a coffee break