

## Arts Corps - Interrupting Oppression Worksheet; a framework for analyzing

<b>EVENT</b> (what happened?)	<b>ACTION</b> (what was, <i>or can be</i> said or done?)	<b>OUTCOME</b> (what was <i>or is</i> the impact?)

1. Black students are looking through magazines as source material for a project. One of the students points to a picture of a gorilla and tells the student sitting next to him, "This is your mother." The student being made fun of is of darker complexion than others in the class.
2. Students are assigned to create an image that represents who they are. As one of the boys gets ready to add his paint, he is stopped by a classmate and called a "pussy" for wanting to add pink to his piece. Trying to defend his classmate, a third boy starts to push the boy that made the comment and tells him that, if he says that again he will beat him up.
3. The list of musical parts is posted. Students gather around to check it out. You overhear a student of color state loudly, "White kids get all the solos", and watch the youth walk away.
4. A co-worker consistently calls a student by the wrong name. When corrected by the student, he lightly brush it off by talking about how he did that so much when he traveled to Mexico in the summer. The student is from the Phillipines.

## Naming & Framing: Tips for Interrupting Oppression Through Conversation

**Definition of ally** -- “an ally is a member of the dominant group who works to dismantle any form of oppression from which [they] receive privilege.”

- [from Andrea Ayvazian’s *“Interrupting the cycle of oppression: the role of allies as agents of change.”*]

**Naming** – Calling out instances of racism, heterosexism, ableism, white privilege and larger patterns of oppression

**Framing** – Strategy of using an analysis of institutional and structural oppression to reshape the conversation

### Potential Approaches for challenging/interrupting oppression

#### Out The Front Door approach

- I **O**bserved you say/do...
- It makes me **T**hink that...
- I **F**eel \_\_\_\_\_ when you say that...
- I **D**esire that you...

#### Inquiry approach

*Ask questions to help the others figure out the situation on their own*

- What do you mean...?
- Where did you learn this...?
- Why do you think that...?
- What if...?

#### Sharing personal experience

- First I thought.../ ...but then I realized... / ...now I understand that...