



# Writing for Change

RAISING AWARENESS OF DIFFERENCE, POWER, AND DISCRIMINATION

## 3.3 Dealing With “-isms”

### **Objectives**

Identify and interview another person who has had a direct confrontation with an “-ism.”

Analyze and discuss factors that contribute to and that mitigate oppressive behaviors.

### **Materials needed**

Copies of the handout

### **Time needed**

Sixty minutes or more

### **Instructor directions**

Have your students identify and interview another person who has had a direct confrontation with an “-ism” (racism, sexism, classism, ageism, etc.).

Have them explore in depth how that person dealt with the encounter. Identify factors that were involved in and contributed to or mitigated the incident.



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## 3.3 Dealing With “-isms” Handout

### Directions

Identify and interview another person who has had a direct confrontation with an “-ism” (racism, sexism, classism, ageism, etc.).

Explore in depth how that person dealt with the encounter. Answer the following questions:

What “-ism” was involved?

Through what incident or series of incidents did the person experience the “-ism”?

How did the target group or person respond?

What factors seemed to motivate the aggressor?

What outcome or effect did the incident have on the target group or person?

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How did the incident(s) affect the behavior, attitudes, or outlook of the target group or person?

How could the incident have been prevented, and/or what intervention could reduce the likelihood of recurrence of such incidents?

*(This exercise is adapted from an exercise by Larry Roper, Ph.D., Vice Provost for Student Affairs, Oregon State University.)*