

Tool 16: Drawing the personal intersection

This tool helps you to make someone's intersectional experience visible and identify how to respond. You can use this tool in direct work to co-develop understanding or to reflect on someone's situation.

This tool is similar to tools 4, 9, 20 and 24, where we use the analogy of the intersection to map out how oppression and power intersect. We suggest you use the tool here in practice with adults and carers.

In addition to mapping out the intersection of inequities, naming the roads, vehicles, collisions and impact of the intersecting system enables us to analyse how to reduce people's injuries through empowerment and building on strengths.

Start by imagining or looking at a traffic intersection:



Step 1: Name the roads of inequity

Take a piece of paper and place the person in the middle. Draw the roads that meet at the crossroads (where the person is placed).

The roads of inequity include:

- > ableism
- > ageism
- > capitalism
- > caste
- > class
- > colonialism
- > heteronormativity
- > imperialism
- > patriarchy
- > racism
- > sexism
- > trans/homophobia.

Roads of inequity include structures and dominant ideas.

Step 2: Name the vehicles of oppression

Name the vehicles on the different roads.

The vehicles on the roads of inequity are the mechanisms that drive oppression and discrimination. For example, vehicles of racism include language, attitudes and behaviours. Vehicles of oppression include strategies that silence or undermine people, such as exclusion, stigma and poverty.

Step 3: Describe the crash/collision at the intersection

Describe why and how the vehicles are crashing into the person (family, network).

Note why and how vehicles of oppression are reckless. Dangerous driving could arise from privilege, bureaucracy, labelling, fear.

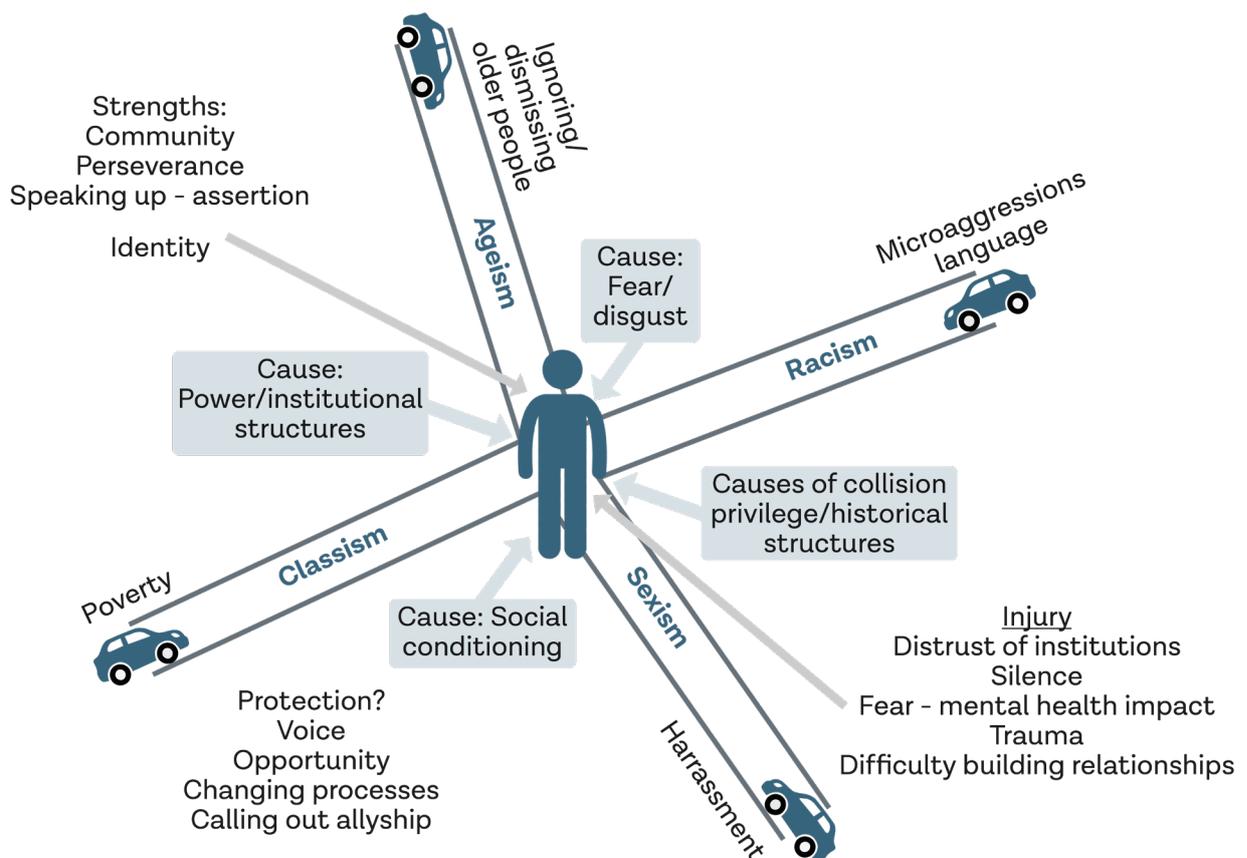
Describe the protective factors that lessen the likelihood of the crash.

Step 4: Describe the injuries

Describe how the person is harmed by the crash.

The injuries of oppression are located within both the lived experience of the person and the context.

Describe the strengths that lessen the impact of the crash.



For more information see:

Nayak, S. (2022). [An intersectional model of reflection: is social work fit for purpose in an intersectionally racist world? Critical and Radical Social Work,10\(2\)](https://bristoluniversitypressdigital.com). bristoluniversitypressdigital.com

You may find these thoughts from those who took part in the Change Project helpful:

- > *'This tool can help you to gather an evidence base, and to help you to name things.'*
- > *'It helps to see the overlapping challenges.'*
- > *'It brings intersectionality into the conversation.'*
- > *'It is a different way of doing things and looking at things.'*
- > *'You can see the intersectional trauma.'*
- > *'You can hear people and show they have been heard.'*
- > *'The tool helps the person to see their context and to see that it's not their fault. It is about structures and context.'*
- > *'Automatically when you look through this lens, you approach it in a different manner. You are thinking at a greater level of complexity.'*
- > *'The stance it enables us to take supports social justice.'*