



Youth Talk

SESSION #3

LAND ACKNOWLEDGMENT

“I would like to acknowledge the traditional, ancestral, unceded territory of the *Musqueam, Tsleil-Waututh and Squamish* First Nations on which we are learning and organizing today.

Recap:

What is the differences?



A Venn diagram with three overlapping circles. The top circle is orange and labeled 'Stereotype'. The bottom-left circle is pink and labeled 'Prejudice'. The bottom-right circle is orange and labeled 'Discrimination'. The circles overlap in various combinations, illustrating the relationships between these concepts.

Stereotype

Prejudice

Discrimination




RACISM IN YOUR FAMILY




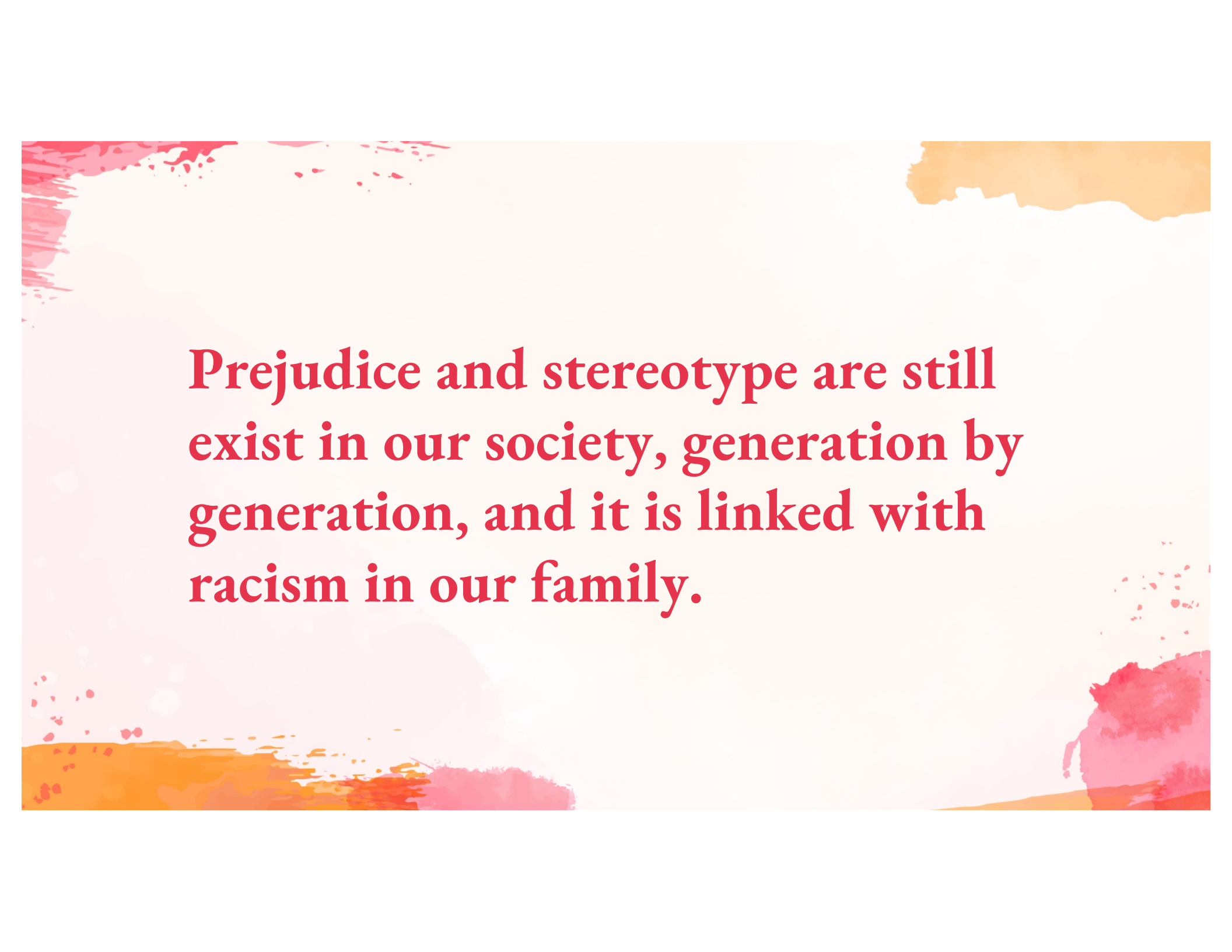
- What are some racism “jokes” or bias you have heard your family talking?

- What did you do?



How to deal with racism in your family?

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- “When we see something, we have to have the courage to **say something**, even to the people we love.”
 - Your silence enables their racism.

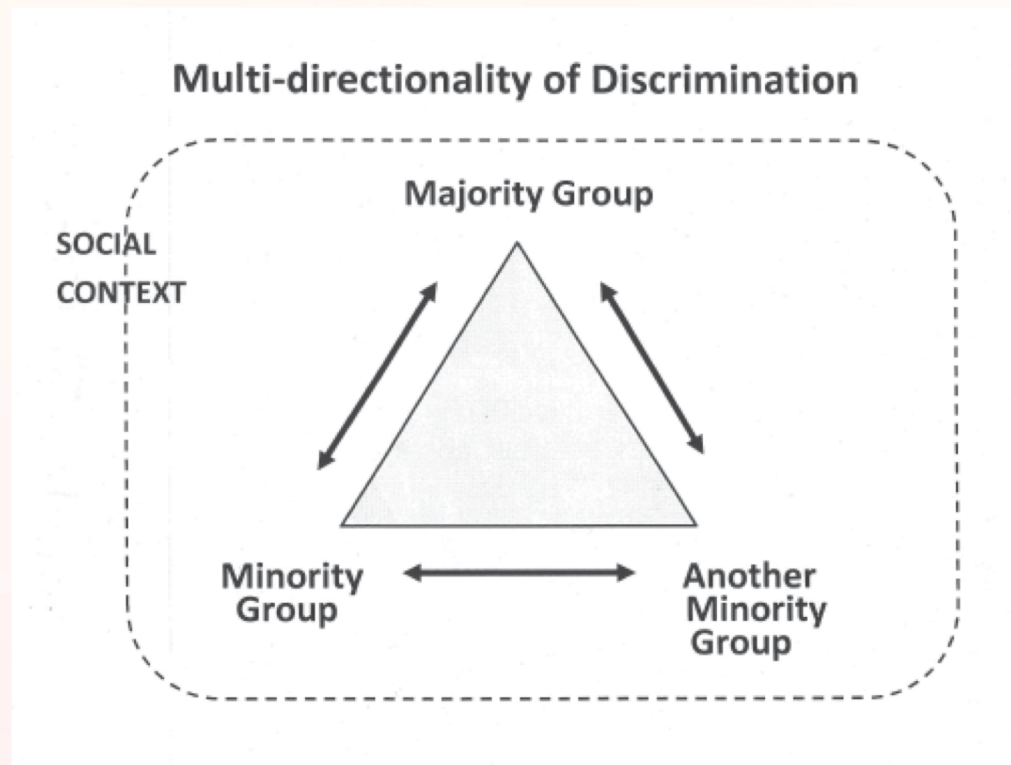


**Prejudice and stereotype are still
exist in our society, generation by
generation, and it is linked with
racism in our family.**



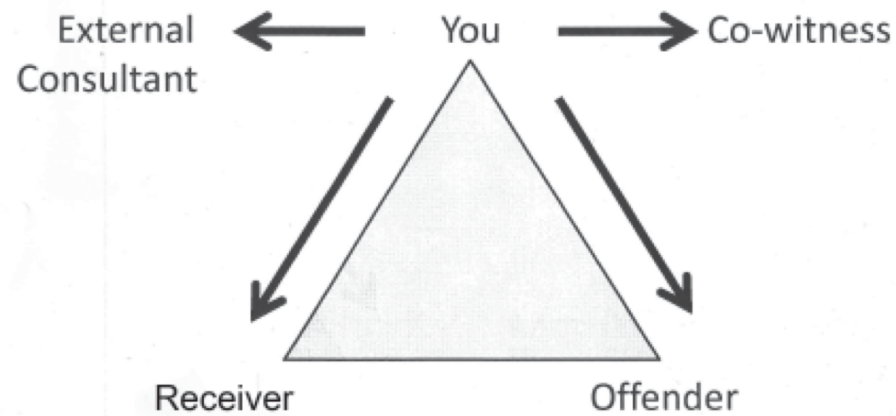
HOW TO STAND UP AGAINST RACISM?

WE ARE NOT ALWAYS THE VICTIMS



WHAT CAN WE DO?

Optional Directions of Your Active Witnessing Responses



WHAT WOULD YOU DO?

Jane has just been elected as the student council president of her school. She is having her first meeting with the other elected and volunteer members. Two students from the E.L.L. Program, one from Poland and another from Iran, step forward to offer their help

“Thank you for your offer to help us with the Annual Open House, but you know, you didn’t grow up in this country like us. You are still learning to speak our language and fit into our society. So, come back when you get used to our culture and language. Thanks anyways.”

WHAT WOULD YOU DO?

People, visible minority members, are having a meeting to discuss a group project. They have to decide who should be asked to do computer graphics. Someone suggests Julie, a very talented graphic artist who happens to be Caucasian. Another visible minority member, Kim, voices an objection: “Oh, I’m not so sure. [Suspiciously] You know these whites They soon take over things and start telling us what to do. They even try to correct the way we speak English. We should look for a better candidate... maybe someone from our own community.”

WHAT WOULD YOU DO?

There are a small number of students with African, Asia, and Mexican backgrounds in a history class. The rest are all Caucasians. In one class, students are discussing the topic of poverty and the government policy on social assistance. Stopping the discussion, the teacher now turns to these ethnic students, and says: “Now, let’s hear what the Asian, Mexican and Black students have to say about this subject. [Speaking directly to the minority students] We need to learn about these social issues from your peoples’ perspectives. I don’t want to put you guys on the spot here, but could you please share your perceptions with us?”



Thank you!