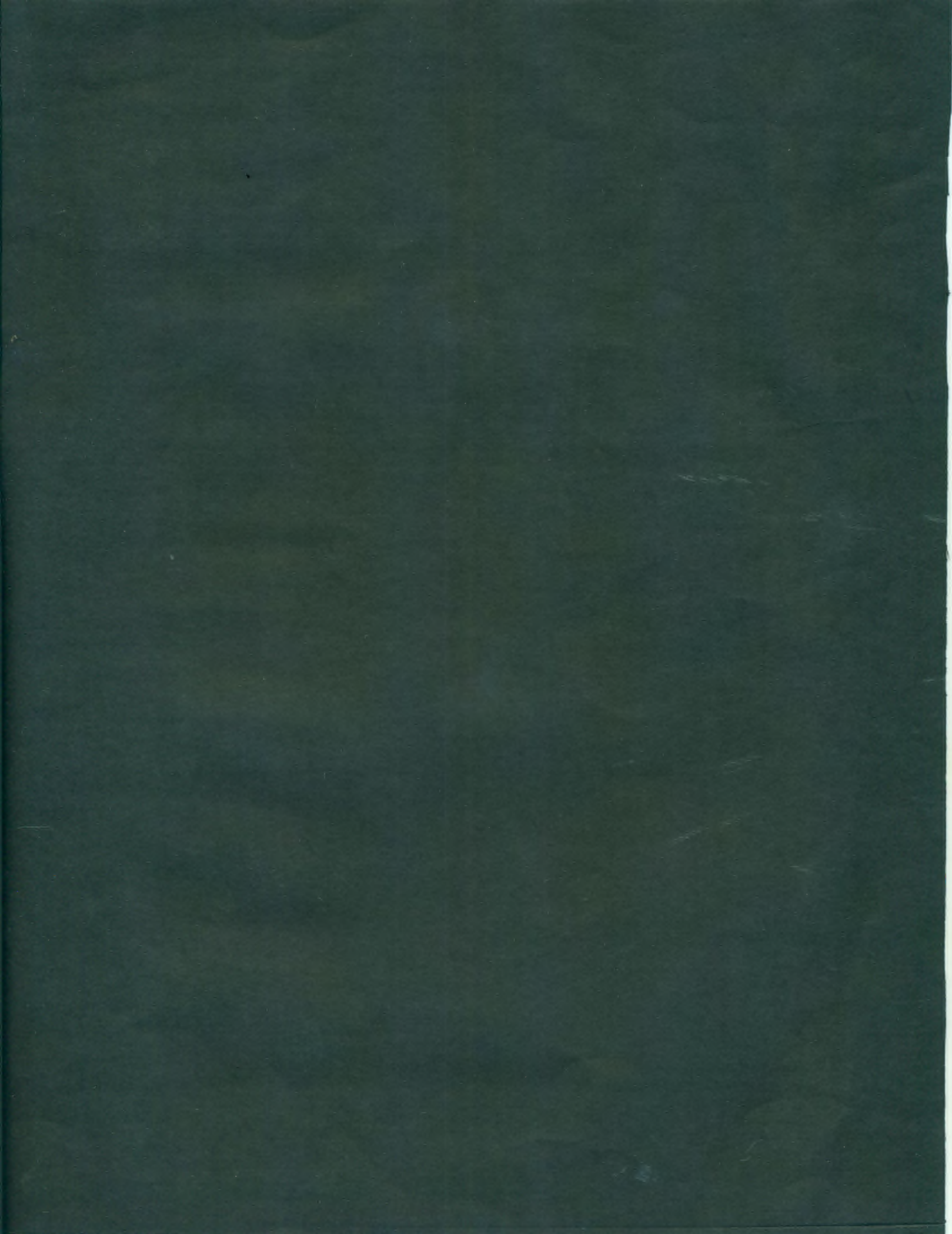


# **INTERRUPTING YOUTH WHITE SUPREMACY:** putting youth work at the center and starting to talk

**YOST 5960   Seminar 5960   Summer 2018**





## Participants

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## **Interrupting Youth White Supremacy**

This seminar explored how and why, in this current moment, some youth are choosing to adopt white supremacist ideas and behaviors. As a class we discussed how this phenomenon shows up in our daily practices and worked to understand how we might build our skill sets and knowledge base to better respond and support youth in our community. We lead this seminar to expand upon our research on youth white supremacy, deepen our understanding of the topic and learn from other youth workers. First, we set out hoping to figure out how and why youth in the current moment are adopting white supremacist ideas and behaviors. Second, we also wanted to learn how youth workers and young adult organizers address this in their practice. Finally, we wanted to know what resources both youth workers and youth organizers think are necessary to support the work of interrupting youth white supremacy. At the end of the seminar we created this zine detailing the experiences, knowledge and questions from the youth workers in the room.

### **What this was not:**

This seminar was *not* an introduction to understanding privilege, identity or a youth social justice 101 training. It was not a course on how white youth workers could improve their work with young adults of color. Instead, it examined youth white supremacy & how to interrupt it.

While white supremacy is widespread in many of our institutions, including youth organizations, we specifically looked at how to work with and support youth who are questioning or adopting white supremacist ideas or behaviors, as well as youth organizing against white supremacy.



In our first session together, the group spent time working to identify how we might navigate exploring the topic of interrupting youth white supremacy. The subject matter is vast, challenging, and the participants had significantly varied life experiences and connections to one another. Each person worked to individually identify their perspectives regarding: guidelines for our time together; assumptions about each other and our work together on this subject matter; and assumptions about systemic issues. Individual contributions were shared, discussed, and added to posters which were displayed at each session of our time together.

## **OUR GUIDELINES:**

### **Speak Your Truth & Honor Others\***

- This conversation will be different for everyone based on our identities and experiences
- Practice being vulnerable and suspending judgement
- Practice listening
- Hold curiosity and ask questions

### **Be Willing to Experience Discomfort\***

- Allow space for *and* interrogate silence
- Look into where your discomfort is coming from
- Unspoken assumptions/judgements can hurt – use questions/journals/conversations to explore further
- Be willing to look at your intentions versus your impact
- Be specific and direct as we navigate: questions, challenges, conflict, and assumptions

### **Stay Engaged & Curious\***

- Care for yourself and respect the needs of others
- Consider when you might step up or step back
- Resist good/bad binary and suspend judgement
- Understand we all react and process differently (humor, silence, strong emotions, questions, and time)

### **Expect & Accept Non-Closure\***

- We may not agree
- We might need time to process
- We may not find answers/answers may differ

\*Starred headings for this section are borrowed and adapted from *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools* (Singleton, 2015, p. 27).

## **OUR ASSUMPTIONS (EACH OTHER):**

### **We Are Here to Learn Together**

- This is a huge and complicated subject
- We come here:
  - As learners
  - As youth workers engaged in community
  - With commitment to support youth
- We will not be on the same page all of the time
- We are *not here* to figure it all out but to acknowledge the need to get started and try

### **This Conversation Centers Our Role as Youth Workers**

- We have the safety and growth and dignity of youth at heart
- Youth who exhibit white supremacist views are doing identity work. They are valid. Their narrative harms them/others
- The work of interrupting youth white supremacy will be different depending on our identities, roles, and the moment

### **This Subject is Part of Our Lives**

- The impacts of systemic racism and white supremacy is something we all have seen and experienced in some way
- We do not know each other's lived experience of resisting/surviving/witnessing/perpetrating oppression
- Despite our intentions, education, and point of view, we can still be benefitting from/complicit in systemic racism and social norms rooted in white supremacy

## **OUR ASSUMPTIONS (SYSTEMIC)**

### **White Supremacy is Embedded in Our American Culture and It Causes Harm**

- Systemic racism exists in our public and interpersonal systems
- Many people are unaware/have not learned about the impacts (systemic and interpersonal) of systemic racism and white supremacy

### **Something has Changed**

- Understandings/visibility of impacts and attitudes surrounding systemic racism and white supremacy has been. Impacted by:
  - Current political climate/actions/norms
  - Technology
- Organized individual white supremacy has “re-branded” and re-emerged
- Both “poles” of the political spectrum are impacting youth activism – including youth white supremacy movements

### **Identity is a Key Component of this Topic**

- Identity work is different now that we are beginning to talk about it
  - Historic assumptions are being challenged and dismantled
  - This presents opportunities and challenges
- Individual points of view do not represent a unified view/experience of any group which that individual may be a part of or is associated with



In our final session, each participant created a brief answer to the following prompts:

- I have learned...
- Now I have these questions...
- I will learn more by...
- I will take action by...

In addition, each contributor was asked to generate at least one artistic response to sharing this conversation and engaging with the subject of youth white supremacy. The following sections represent the collective works of the seminar participants.













*What have I learned?*

I have learned that there are many ways to look at an issue. There is never one answer or one culture or one philosophy to explain it. If I think I know "the answer" I'm in dangerous territory.

I have learned that we need to do this work as a group, in discussion, through learning and action.

I have learned that we must continue to include youth in dialogue and action around this topic.

**I HAVE LEARNED THAT THERE IS MANY DIFFERENT WAYS TO TALK TO PEOPLE ON THIS TOPIC.  
I ALSO LEARNED WHAT QUESTIONS TO ASK WHEN I FEEL LIKE THEY ARE NOT RIGHT.**

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I have learned...so much from our New Zealand visitors. I really appreciated how humble they were and how honest they were about the work being done. I am impressed with their willingness to answer our questions. And I also learned so much from Miski and Chino. I am impressed with their eloquent responses and maturity. I definitely was not that mature at that age.



I have learned...

White supremacists target youth who don't feel like they belong. They give youth something to belong to and don't begin their "preachings" with radical thoughts. We can interrupt youth white supremacy by providing a safe space for youth to feel they belong.



### **I have learned...**

That social media and through non face-to-face contact is how alt right groups and white nationalist groups are making their first impressions to young people. The secrecy of "behind closed doors" allows young people and adults to not confront reality, but rather make a virtual connection that can later spike into a false reality.

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# WHAT IS White Supremacy?

WHITE AMERICAN YOUTH

CHRISTIAN PICCIOLI

culottes; the racial Odinists who believed that fairy Viking gods who lived in the clouds would strike down the darkness with bolts of lightning and a crack of Thor's hammer; the neo-Nazi skinhead gangbanger thugs who fooled themselves into thinking they had an ounce of courage or pride running through the streets. In reality they were filled with a volatile cocktail of self-hatred. Now, when I looked into the mirror I saw a hollow man—a stranger—as if those same toxic elements staring at me.

For one-third of my life I'd chosen and swallowed one of those twisted ideologies and now all I felt was my fingers down my throat and vomiting. I felt like a dope fiend except I was using selfish power to control, always craving more and living on a perpetual high. These were the next hateful feelings.

I could think of how I got so far off track. I blamed everyone but myself. I believed I had been taken away from my family and my parents for abandoning me for the streets. I blamed my aggression out on the world, blaming the world for my aggression. I tried to understand, rather than taking responsibility for my feelings and actions.

And because I was afraid of my true emotions I put blame on others—blacks, gays, jews and anyone else who didn't like me—for problems in my own life they couldn't be held responsible. My unfounded panic quickly, and unjustly, turned into venomous hatred.

Now people I had once terrorized were simply put aside the evil I'd stood for, become my paying customers, and go out of their way to connect with me. I knew I didn't deserve their kindness. They were aware of my entire sordid history yet they never condemned me or kicked out my taillights or spray-painted obscenities on my store. We had to rely on one another, they taught me, not hurt one another.

This truth was at first excruciatingly painful the key that unlocked the fortress in which I'd



Everyone from my old crew had stopped visit to maintain that the jumble of outsiders who'd made it was pushing them out. They'd grown weary of me and spent time with them. Before I'd lost my edge, that I was a capitalist. I became nervous, afraid to do the cowardly thing: I squashed them by making an example of them. Discrediting them. Turning the tide grown instant.

"What the hell is that race traitor doing face quip as I stepped over a young fresh-cut the steps leading down into Kubiak's wood-to stop by on my way home from work to find had been staring at the shop. "Shouldn't he his nose up some kike's ass?" A small group chuckled behind the beer cans pressed to the "What the fuck did you say?"

I hadn't ever noticed this kid before to eyes reminded me of something I'd seen in

"I said you're a nigger-loving faggot who Operating on pure muscle memory, I lunged at him. The crowd scrambled to see in from behind and put me in a chokehold

"You have to fucking go," Kubiak growled away. "You can't be here."





THEY PUSHED ALL THE BLACK PEOPLE HERE SO THEY WONT MOVE INTO THE WHITE AREAS.  
THEY ARE ALSO HERE SO THEY CAN KEEP TRACK OF THEM.





I have learned...

I have learned....

- White Supremacy shows itself to young people through many outlets.
- Recruiting White Supremacists is a tedious process that is methodical.



**I have learned...**

**RESPONDING TO PERSONAL EXPRESSIONS OF WHITE SUPREMACY REQUIRES *BOTH* DIRECT DISSENT *AND* OPEN CONVERSATIONS WHICH PRESERVE DIGNITY AND PREVENT ISOLATION. I AM CAPABLE OF BOTH OF THESE APPROACHES.**

**IT IS POSSIBLE TO HAVE CONVERSATIONS ABOUT INTERRUPTING WHITE SUPREMACY ACROSS DIFFERENCES OF CULTURE, AGE, EDUCATION, PROFESSION, AND EXPERIENCE. THESE DIFFERENCES ARE VALUABLE TO WHAT THE CONVERSATION TEACHES US INDIVIDUALLY AND AS A GROUP.**

**SOME YOUTH FEEL THEY ARE UNDER ATTACK IN DISCUSSIONS ACROSS DIFFERENCE AND THEREFORE CHOOSE TO LEAVE THE CONVERSATION RATHER THAN SHARE/HEAR NARRATIVES WHICH CHALLENGE THEIR WORLDVIEW. YOUTHWORKERS NEED TO CONSIDER THIS IN THEIR FACILITATION TO SUPPORT DIALOGUE, LEARNING, UNDERSTANDING AND BELONGING.**



What events led youth to wonder into the hands of white supremacy?

HS

What are the statistics of white youth in urban areas versus white youth in rural areas that end up as vocal as white supremacists?

truly

the

environment

Nature

Is there a united way to combat white supremacy?

Nature

When have I been watching their parents?

Was it before I started watching their parents?

Now I have these questions...

## Little Cousin

He proclaims, out into the ether of the internet, that  
*nothing in life matters* and questions  
*why everyone is blaming white men for society's ills.*

New girlfriend every year since high school.  
Cancer took one  
the same year his sister's boyfriend took his own life.

The social media version of himself posts images of skeletons and laughs at people's  
disdain for the president.

The version of him I once knew talked to me about trying to move out of his parent's  
house and his mom's contempt for his Mexican American girlfriend.

At family reunions, his and his father's bitterness for their small Midwestern city, car  
sales jobs at the same dealership, or *the gang problem* downtown are louder than their  
fear of looking at their own mediocrity.

Instead of leaving this old industrial town,  
the one that gave our Eastern European ancestors wealth in the form of a mortgage,  
unionized positions and a ticket into whiteness,  
they just move farther into the suburbs and complain about *Mexicans taking their jobs.*

I drive past the train tracks next to the old Case factory.  
At our grandmother's funeral I look at him, across the aisle,  
a perfect line drawn down the middle of our family,  
separating ideology, our windows to this world.  
I wonder if they remember that other white supremacists in other times burned a cross  
in our great grandmother's lawn because she was Catholic.

I wonder now if it's too late to salvage the small relationship we once had.  
And how easy it would be just to let it go,  
like Racine's deserted sidewalks, overgrown with weeds.



**Now I have these questions...**

**HOW COULD RESTORATIVE PRACICES/CIRCLE  
WORK BE USED TO PREVENT, OR REPAIR,  
ATTITUDES AND ACTIONS OF YOUTH WHITE  
SUPREMACY?**

**WHO ELSE IS WORKNG ON THIS QUESTION  
LOCALLY?**

**HOW DO WE START PEER DIALOGUE AND HELP  
YOUTH STAY IN THE CONVERSATION ACROSS  
DIFFERENCE WITHOUT RISKING ADDITIONAL  
HARM, OR REQUESTING UNWANTED LABOR,  
OF YOUTH WHO HAVE BEEN MARGINALIZED?**

**HOW CAN INTENTIONAL DIALOGUE HELP  
MITIGATE IMPACT OF ONLINE WHITE  
SUPREMACIST MESSAGING AND  
PROPAGHANDA?**

*What questions do I have now?*

Now I wonder:

How do we keep doing these seminars?

What youth should we be working with in the Twin Cities around these issues?

What is the best way to frame this project to potential partners?

How can we start discussion clubs across difference for youth or support youth already doing this?

What are the right questions to invite youth into thinking differently?

How do we encourage youth to be critical about fake news, conspiracy theories and easy answers on the internet?

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Now I have these questions...

-How are youth creating a momentum in their school and community? And How are youth wrestling with the negative backlash that people can have?

-What causes one to be active and taking a stance while others are bystanders?



# Are you positively represented?!





Now I have these questions...

How do we provide this safe space and make youth want to be part of something positive?  
How do people of minority populations (e.g. LGBTQ+) support white supremacist ideals?

## Now I have these questions...

What events lead youth to wonder into the hands of white supremacy? Is it truly just the environments they were raised in? Was it by watching their parents? Nature OR nurture? Where there specific actions that lead to their ultimate acceptance of white supremacy? What are the statistics of white youth in urban areas versus rural areas that end up as vocal white supremacists?

Now I have these questions...

- How do we teach young people on ways to resist white supremacy?
- How can I fight white supremacy that I see on social media?

NOW I WANT TO KNOW WHAT WOULD I DO IF SOMEONE CAME TO TALK TO ME TO GET ME TO CHANGE SIDES. WHAT TO TELL THEM? IF THEY WERE THE SAME COLOR AND FROM THE SAME BACKGROUND AS ME?



cause I can sit w/ my thoughts.

Watching documentaries

and reading articles.

I find most of my initial

information from F

check the source.

I prefer those mediums be-

But then I know enough of

I will learn more by...

**I WILL LEARN MORE BY READING MORE THINGS ON THIS TOPIC. I WILL ALSO ASK OTHER PEOPLE FOR THEIR INPUT ON WHAT'S GOING ON AND SEE HOW THEY FEEL ABOUT IT.**



**I will learn more by...**

**I WILL ATTEND THE INTERNATIONAL  
CONFERENCE ON RESTORATIVE PRACTICES  
AND SEEK INFORMATION AND PRACTITIONERS  
WHO HAVE USED THIS FACILITATION STYLE TO  
ADDRESS RACISM IN SCHOOLS OR OTHER  
SETTINGS.**

**I WILL CONTINUE TO SPEAK TO COLLEAGUES IN  
THE YOUTH WORK AND EDUCATION SETTINGS  
TO UNDERSTAND HOW YOUTH WHITE  
SUPREMACY IS SHOWING UP IN THEIR WORK  
AND IF/HOW IT IS BEING ADDRESSED.**

**I WILL CONTINUE TO SEEK RESOURCES WHICH  
SPEAK TO CURRENT TRENDS IN YOUTH WHITE  
SUPREMACY AND THE USE OF ONLINE TOOLS  
TO SPREAD PROPAGANDA.**





I will learn more by...

Continuing to do more research on my own.

Have conversations with people and try to understand why people think the way they do.

I will learn more by...

- Having meaningful conversations with others.
- Seek to understand what I do not know.
- Don't forget to "Know what you don't know"

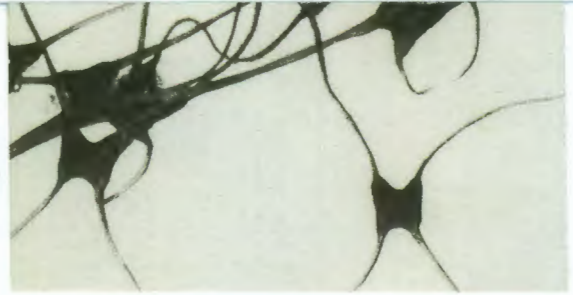
I will learn more by...hearing more from our youth who are doing activism and work. I want to see what the movements and interests in the current youth generation.

**I will learn more by...**

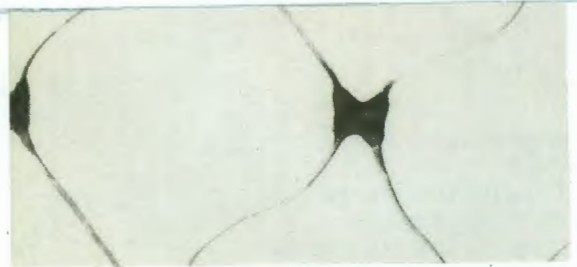
Watching documentaries and reading articles. I find that most places I get my start is on Facebook, but then I have to verify and check the source. Then that often leads to a continuous search for information.



*How will I learn more?*



I will learn more once we start doing this more (these conversations, doing the seminar again, working with youth questioning white supremacy).





I will learn more from reading and considering different ways of looking at the issue.



I will learn more from others through discussion.





Having more INTENTIONAL conversation  
with my white youth when I   
or  unconscious bias. I will also  
take the values-based approach  
when having conversations with adults

I will take action by...

I will take action by...

- Applying and sharing what I have learned from this seminar.
- Bring my knowledge to rural areas that lack diversity.
- Being mindful at all times when I am speaking.



**I will take action by... (community, everyday life, practice, etc).**

Having more intention conversations with my white youth when I \*see\* (or hear of) unconscious bias. I will also take the values-based approach when having conversation with adults.

I will take action by...

Explaining to those who don't know and stepping in when necessary (Example – Payton explaining to the two girls about what a swastika is).

Having conversations with the people and youth around me.

**I will take action by...heightening my awareness of the reality we live in and the historical trauma that has occurred in a space, our community, and our nation. I hope to bring into practice the idea of questioning and trying to understand more.**

**I will take action by...**

**WHEN I EXPERIENCE EXPRESSIONS OF WHITE SUPREMACY (INTENTIONAL OR NOT), I WILL BEGIN A CONVERSATION RATHER THAN SIMPLY SHUTTING DOWN THE MOMENT, THE PERSON, OR SHUTTING DOWN MYSELF. I WILL TRY EVEN IF I FEEL UNSURE OF HOW TO RESPOND EFFECTIVELY.**

**I WILL REACH OUT TO THE YOUTH PASTOR AT CENTRAL LUTHERAN REGARDING MY INITIAL ATTEMPT TO CONFRONT THE SWASTIKA IN THE CHURCH AND BEGIN A DISCUSSION. I WILL ASK HOW THIS SUBJECT IS APPROACHED IN THEIR YOUTH MINISTRY. I WILL ASK FOR HELP IF I LOSE CONFIDENCE.**

**I WILL BEGIN ATTENDING THE MONTHLY EVENT "COMING TO THE TABLE: INSTIGATING RACIAL HEALING IN MINNESOTA" TO EXPERIENCE RESTORATIVE PRACTICES/CIRCLE WORK FOCUSED SPECIFICALLY ON CROSS-CULTURAL COMMUNICATION REGARDING THE IMPACTS OF RACISM.**





Read This  
Story.

*How will I take action?*

I will take action by continuing to provide space for discussion around race with the current youth I work with.

I will take action by continuing to process and reflect on (individually and in group) my own white supremacist learned behaviors.

I will take action by continuing to find ways to disrupt white supremacist, ageist and hierarchical structured culture at work.

I will take action by moving forward the seminars and using the knowledge to start intentionally working with youth at risk of white supremacist behavior.



**I WILL TAKE MORE ACTION IN MY EVERYDAY LIFE BECAUSE I FEEL LIKE I KNOW MORE ABOUT IT. I ALSO CAN TELL THEM HOW I FEEL ABOUT IT AND TALK ABOUT MY SIDE AND ALSO NOT JUST WALK AWAY WITH KNOWING WHAT I KNOW NOW.**





As a class we generated a group bibliography. This collection was launched by the facilitators offering the group the materials they had used in their initial exploration and the bibliography grew as participants did their own research and added to the growing resource.

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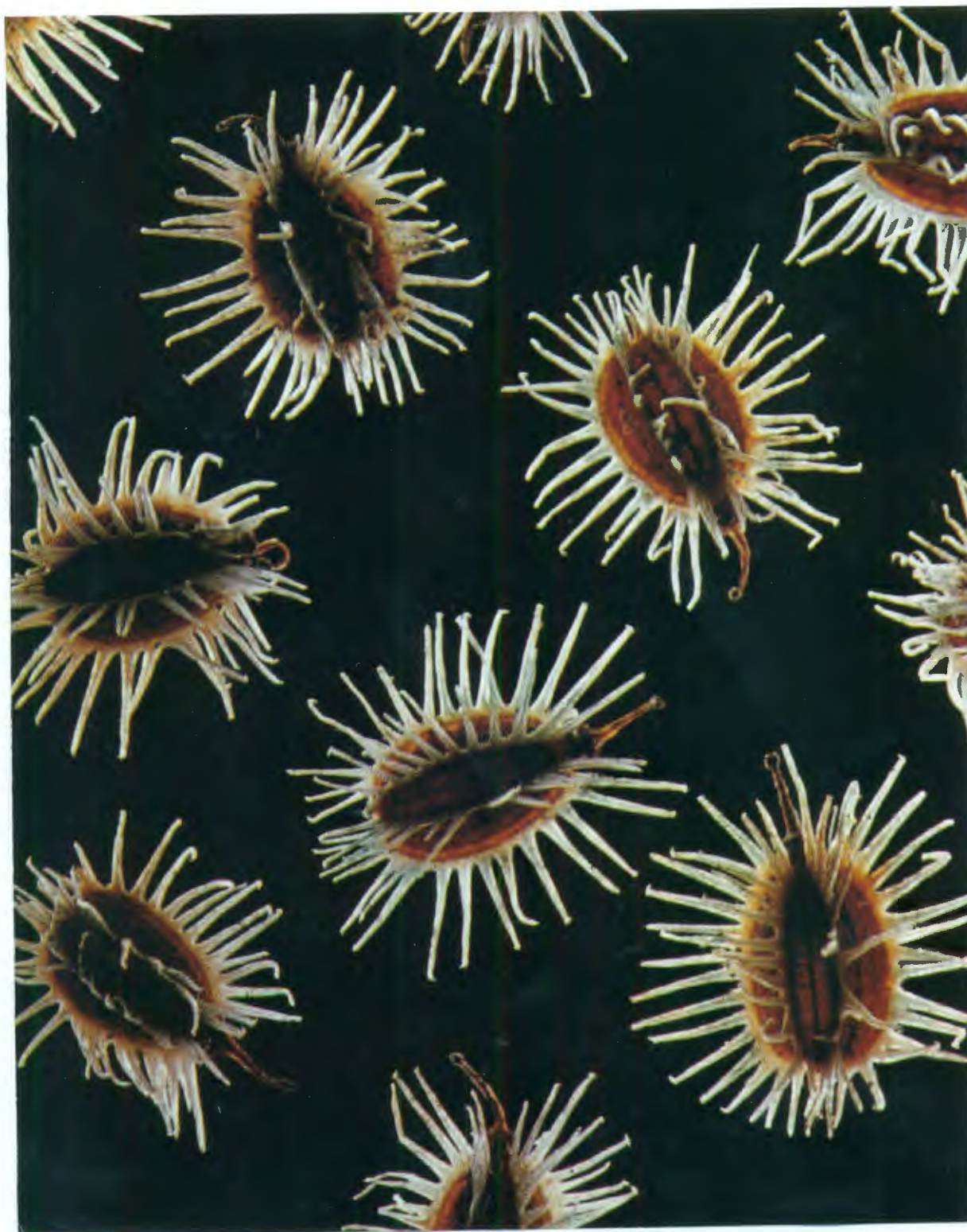
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## The Syllabus

### June 11: Setting the stage to do this work together

- *Why are we here and what do you want to get out of this experience?*
- *How does this relate to who we are & what we want to do?*

### Agenda

- Grounding to get present in the space
- Introductions: name, pronoun, work setting, why did you choose this seminar?
- Who we are as facilitators and our intention to work at this together not as experts and intentionality in sharing in circle, conversation, and practice tools
- Writing and circle to name:
  - Guidelines (Personal): What do you need from the group to feel included, secure, and taken care of in this conversation?
  - Assumptions (Systemic/Group): What assumptions are we going to start with, focus our subject, and steward the challenging conversation.
- Picture game (choose an image representing yourself and one representing your feelings of taking on this subject matter).
- The syllabus, expectations for outside work, and collective bibliography, journals
  - Start a journal for your own personal processing
  - Identify resources and materials relevant to your own practice.
- Goodbye affirmation and grounding

### June 18: How is youth white supremacy showing up?

- Welcome and Grounding
- Check in/modify guidelines and assumptions posters
- What are some of the settings/scenarios this come up for you (personal, local, immediate?)
  - Worksheet to help people recall if they need to get focused
  - Our personal stories and conversation surrounding when observation/interrupting has worked and when it has not
- Interviewing White Supremacy - Externalizing activity
- Check in on what people read/watched listened to
- Outro: Right now, what are the questions you would most like to address
- Good bye, affirmation and grounding

### June 25: Identity and conversations

- Group question: *what is our role as youth workers to bring up or act on current situations of injustice, especially when it directly affects youth we work with?*
- Identity circles
- Process in pairs/share in group if it feels right
- Deep canvassing as a conversation tool
- Outro: 1 commitment to bringing these recent topics into our youth work practice



### July 9: Youth as decision makers

- Grounding
- Quote walk: choose quote that resonates with you/challenges you
- All come back & discuss or put each idea "on trial"
- Gender & isolation fishbowl
  - *What does gender have to do with white supremacy?*
  - *Why might some white male youth feel rejected & isolated?*
  - *What do we know about some of the experiences of youth growing up male versus female?*
  - *Why might white supremacy offer some white male youth a new way to see themselves? What does this identity offer them?*
- Grounding / ask to do journals

### July 16: Indigenous Perspectives on White Supremacy

- Dinner with visiting Maori scholars in the youth work and youth policy work

### July 23: Supporting youth activists, self-care, and personal safety

- Grounding
- Question: How was our experience last week relevant to the subject of interrupting youth white supremacy?
- Young People's Action Coalition youth organizers panel
  - *How does white supremacy show up in your world*
  - *What tactics do you use in your organizing? What has been successful?*
  - *What do you want youth workers to be doing around youth adopting white supremacist behaviors?*
  - *As a student and an activist what does self-care mean to you? How do you practice it?*
- Debrief: what did we learn
- Grounding

### July 30: Assembling resources and personal commitments

- Grounding and check in
- Conversation around personal safety, risk & action
  - How does silence or collusion cause violence?
  - What assumptions/concerns do you have about harm coming to you when you speak up?
- Share outs – zine process
- Evaluation



## Tools:

- **Discussion:** We used both organic conversations prompted by our guiding questions for the day and sharing individual responses in a circle to invite practice in both styles of speaking up and in listening to each other.
- **Identity, community & experience activity:** Each person gets a sheet of paper & a marker or pen. They draw three concentric circles (unless they want to do it differently). In the first they list identifiers they resonate with (daughter, mother, white, woman, teacher, artist, middle class, for example). In the next circle they list out communities they consider themselves a part of. In the final space they list out experiences that shaped how they identify or experiences that have changed them.
- **Externalizing:** A tool that separates a quality or topic from the people associated with it or labeled by it. We used it to "interview" white supremacy. Half the group had to embody how white supremacy would answer. The other half asked "it" questions.
- **Deep canvassing:** a tool to engage people around political, controversial or difficult topics in a way that connects through values, rather than using facts or arguments
  - Goal is getting to shared value, not using facts or one-liners to tell the other person they're wrong
  - Meter of allies -- not trying to engage the most oppositional
  - Role of youth worker in this -- not to shut down, but to engage
  - See example scripts below

- **Fishbowl:** a topic/question is chosen for the group to discuss. Two seats are placed in the center. Two people discuss the question from their point of view, always having to say WHY they believe what they believe. Someone from the outside circle can tap in when one seated person doesn't have anything else to say or the outside person has something to add. They switch and the discussion continues.
- **Quote walk:** Quotes from different sources (specifically people from all different identities, time periods and viewpoints) are put up around a room or space. Have people walk around and engage with them, then choose one or two that stand out. Participants bring their chosen quote back to the circle and explain their choice to the group. All discuss together.
  - See example quotes below
- **Picture game:** A variety of images are scattered about the room and the group is provided one or two guiding questions. Each participant responds by choosing images which resonate with their individual answers and then sharing their choices with the larger group.
- **Groundings:** Introduction, transition or exit activity to connect a group.
- **Journaling:** Private and personal reflection



## Example Quotes:

- *"Man is condemned to be free; because once thrown into the world, he is responsible for everything he does. Freedom is what you do with what's been done to you." -- Jean Paul Sartre*
- *Questions for us, questions for youth: 1) how shall I live? 2) what is it to be good? 3) how should things be better?*
- *"One of the gravest obstacles to the achievement of liberation is that oppressive reality absorbs those within it and thereby acts to submerge human beings' consciousness" - Paulo Freire*
- *"There were so many things he thought he could be doing. He had a bench press in the garage that he wanted to use more, to get in the kind of shape his group wanted its members to be in. There was the application to Columbus State Community College, the one his mother and grandmother told him to get on with, but he didn't know what he wanted to be, or how he'd get to campus, 12 miles away. Or should he look for a job? He'd hardly worked in months, since biking to his moving job became too difficult. Afterward, he applied to a few places within walking distance, except for fast food restaurants. But the CVS didn't get back to him. Neither did the Beer Barrel Pizza & Grill. He had two interviews at the Speedway, but nothing came of them, and he was left wondering whether they'd found his Facebook page."*
- *"Like so many emotionally damaged young men, Anglin had chosen to be someone, or something, bigger than himself on the internet, something ferocious to cover up the frailty he couldn't abide in himself. Fantasy overtook reality, and now he couldn't escape. Who was he if not the king of the Nazi trolls?"*
- *"Research published in June by Natalie Sest and Evita March, two Australian scholars, shows that trolls tend to be high in cognitive empathy, meaning they can understand emotional suffering in others, but low in affective empathy, meaning they don't care about the pain they cause. They are, in short, skilled and ruthless manipulators."*





## DEEP CANVASSING SCRIPT 1

Hi, can we have a quick conversation about immigration today?

### FIRST SCALE

On a scale of 0 to 10, with 10 being very important and 0 being not important at all, how important is family to you?

Not important at all 0 1 2 3 4 5 6 7 8 9 10 Very important

Why does that number feel right to you? What parts of family are meaningful to your life?

### SECOND SCALE

On a scale of 0-10, with 10 being very supportive and 0 being not supportive at all, how supportive are you of ICE authorities separating immigrant children from their parents who crossed the border into the US?

Not supportive 0 1 2 3 4 5 6 7 8 9 10 Very supportive

Why does that number seem right to you?

*[Listen hard; engage when useful. Use a story as an opportunity for engagement on a heart level.]*

Is there any young person you know--a schoolmate, family member or friend--who has shared a story about family separation?

*[Look for an underlying value you share with them, such as, "it's not good for children to be separated from their parents," and engage on that. If they do not have a response, briefly share a story about youth you know (or are related to) who've experienced family separation OR a story of a friend who has told you one.]*

### LAST SCALE

On a scale of 0-10, with 10 being very supportive and 0 being not supportive at all, how supportive are you of ICE authorities separating immigrant children from their parents who crossed the border into the US?

Not supportive 0 1 2 3 4 5 6 7 8 9 10 Very supportive

[You can add, "earlier you said # \_\_\_\_\_. What are you thinking now?"]

Thank you very much for taking the time to talk to me today.

## DEEP CANVASSING SCRIPT 2

Hi, can we have a quick conversation about community safety today?

### FIRST SCALE

On a scale of 0 to 10, with 10 being very safe and 0 being not safe at all, how safe do you feel around police?

Not safe 0 1 2 3 4 5 6 7 8 9 10 Very safe

Why does that number feel right to you? What in your community makes you feel safe or unsafe?

### SECOND SCALE

On a scale of 0-10, with 0 being not at all safe and 10 being very, how safe do you think kids of color in your school feel about police?

Not safe 0 1 2 3 4 5 6 7 8 9 10 Very Safe

*[If they say, "how would I know?" offer things that help YOU answer that question: "there have been so many police murders of unarmed black people recently; I'm struck by how the phrase 'Black Lives Matter' has resonated with lots of people", etc.]*

Why does that number seem right to you?

*[Listen hard; engage when useful. Use a story as an opportunity for engagement on a heart level.]*

Is there any young person of color you know--a schoolmate, family member or friend--who has shared a story about how they feel around police?

*[Look for an underlying value you share with them, such as, "it's not good for people to feel unsafe in their own school, neighborhood," and engage on that. If they do not have a response, briefly share a story where you were a bystander in a situation involving youth of color and the police OR a story a friend (of color) who has told you about their interactions with the police.]*

### LAST SCALE

On a scale of 0-10, with 0 being not at all safe and 10 being very, how safe do you think youth of color in your school feel around police? [You can add, "earlier you said # \_\_\_\_\_. What are you thinking now?]

Not Safe 0 1 2 3 4 5 6 7 8 9 10 Very Safe

Thank you very much for taking the time to talk to me today.







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