| 01 | Background |
| 02 | Preparation |
| 03 | Uprooted |
| 04 | Refugee At Sea |
| 05 | What is Home? |
| 06 | Sacred |
| 07 | Heart of the Matter |
| 08 | Look |
| 09 | Sleeping with Lions |
| 10 | Back, Bitch! |
| 11 | Meet the Team |
| 12 | Reviews |

text and graphics by Cicely Blain
photos by Monica Alas & Sepideh Yadegar
**BACKGROUND**

Why Choose DisPLACEment for Your Classroom?

DisPLACEment workshops are based on films created by migrant and Indigenous youth living in British Columbia. This is a really unique opportunity to learn, first-hand, about issues, challenges and triumphs experienced by those who have, in various ways, faced displacement.

DisPLACEment workshops fit perfectly within BC school curriculums and allow for teachers to add diversity and variety to their lessons. These workshops complement existing teachings around intercultural understanding, diversity and empathy and allow students to broaden their horizons.
PREPARATION

HOW TO SET UP YOUR SPACE FOR A WORKSHOP

- Move the desks to the side and set the chairs up in a circle
- Get the screen and projector ready for the films

SUPPLIES & RESOURCES

- PROJECTOR
- FLIPCHART
- MARKERS
- OUTDOOR SPACE (OPTIONAL)

QUESTIONS TO ASK YOURSELF ABOUT YOUR GROUP

- What other topics have my students covered relating to displacement?
- Does my group have any special accessibility needs?
- What are the demographics of my group?
- What level are my students at in their social justice education?

BOOK NOW!

FOR SCHOOLS

FOR COMMUNITY GROUPS
LEARNING OUTCOMES

- To explore the relationship between our personal and social identities
- To develop awareness of the complex, unique attributes of one’s identity
- To understand the role of storytelling as a effective medium to empower youth (e.g. healing, resistance, resurgence, reclamation)
- To develop awareness of the importance of ‘place’ (land) in one’s identity
- Build and strengthen relationships in the group, with facilitators

WORKSHOP SPECS

FILM LENGTH: 10 MIN 03

THEMES: HOME, DISPLACEMENT, MIGRATION, INDIGENITY, RESISTANCE

LEVEL: EASY

CAN BE PAIRED WITH: L.O.O.K., REFUGEE AT SEA, WHAT IS HOME?
LEARNING OUTCOMES

- To debunk myths and misconceptions that exist about refugees in Canada
- To expand the knowledge and awareness about the realities and contributions of refugees
- To understand and unpack stereotypes of Muslims, Refugees, Migrants and “the West”
- To critically analyze issues that exist within immigration systems and refugee resources in Canada

WORKSHOP SPECS

FILM LENGTH: 5 MIN 56

THEMES: REFUGEES, MIGRATION, BELONGING, GRIEF, STEREOTYPES

LEVEL: INTERMEDIATE

CAN BE PAIRED WITH: UPROOTED, WHAT IS HOME?, SLEEPING WITH LIONS
WHAT IS HOME?

WHAT IS HOME UNPACKS BELONGING AND IDENTITY

LEARNING OUTCOMES

- To explore the relationship between our personal and social identities
- To develop awareness of the complex, unique attributes of one’s identity (chosen and inherited), and how that is impacted by geographic and cultural displacement.
- To understand the role of poetry as an effective medium to empower youth (e.g. healing, resistance, resurgence, reclamation)
- To develop awareness of the importance of ‘home’ and ‘place’ (land) in one’s identity.

WORKSHOP SPECS

FILM LENGTH: 4 MIN

THEMES: HOME, IDENTITY, BELONGING, CULTURE, POETRY, LAND

LEVEL: EASY

CAN BE PAIRED WITH: UPROOTED, REFUGEE AT SEA, SLEEPING WITH LIONS
SACRED USES
POETRY TO TRACE
ROOTS AND
CULTURE

LEARNING OUTCOMES

• To get students to know themselves and each other in new ways and to share and celebrate stories of where we’re “coming from”

• To creatively connect and collaborate (across ‘differences’, cliques and generations) with each other and elders/adults in our lives

• To explore both the common ground we share and the differences between us

• To recognize inequities in what people have faced in their various life journeys

WORKSHOP SPECS

FILM LENGTH: 2 MIN 20

THEMES: LAND, POETRY, INDIGENOUS IDENTITY, COMMUNITY, CULTURE

LEVEL: EASY

CAN BE PAIRED WITH: UPROOTED, LO.O.K., BACK, BITCH!
To encourage students to consider their own identities and those of others (and how what we see on the surface doesn’t tell the whole story)

To build empathy in the classroom.

To consider how power and privilege impact our capacity to express our true/whole/multiple identities.

**Workshop Specs**

**Film Length:** 1 min 6

**Themes:** Identity, Self, Privilege, Stories

**Level:** Very Easy

**Can be paired with:** What is Home?, Sacred
LEARNING OUTCOMES

- To critically unpack settler colonialism, Indigenous sovereignty, gentrification and displacement
- To build empathy and awareness of issues facing Indigenous communities as a result of ongoing colonization
- To encourage in depth and advanced conversations around oppression and marginalization of First Nations communities
- To work towards decolonization

WORKSHOP SPECS

FILM LENGTH: 5 MIN 22

THEMES: DISPLACEMENT, COLONIZATION, LAND, INDIGENOUS IDENTITY, OPPRESSION, GENOCIDE

LEVEL: ADVANCED

CAN BE PAIRED WITH: WHAT IS HOME?, SACRED, UPROOTED, BACK, BITCH!
SLEEPING WITH LIONS IS A TONGUE IN CHEEK LESSON ON RACISM

LEARNING OUTCOMES

• To build awareness and understanding of the concepts and impacts of White Privilege and Power

• To provide an opportunity for students to speak openly and honestly about White Privilege and to debrief this experience as a whole group

• To build awareness and understanding of White Fragility and Internalized Racial Superiority

• To link white privilege to various forms of oppression (racism, classism, sexism, heterosexism, ableism etc.)

WORKSHOP SPECS

FILM LENGTH: 5 MIN 45

THEMES: RACISM, STEREOTYPES, WHITE PRIVILEGE, OPPRESSION, POWER, PREJUDICE

LEVEL: INTERMEDIATE

CAN BE PAIRED WITH: REFUGEE AT SEA, BACK, BITCH!, LOOK
BACK, BITCH! IS A RAP VIDEO WITH AN EDUCATIONAL TWIST

LEARNING OUTCOMES

• To help students identify ways that systems impact their lives and the lives of others.

• Learn about intersecting systems of oppression (in the case of this film: racism and sexism)

• To encourage students to consider ways they might ‘push back’ on systems that limit or diminish them.

• To begin conversations on intersectionality and feminism

WORKSHOP SPECS

FILM LENGTH: 2 MIN 55

THEMES: FEMINISM, SEXISM, EMPOWERMENT, SOLIDARITY, INDIGENOUS IDENTITY

LEVEL: EASY-INTERMEDIATE

CAN BE PAIRED WITH:
SACRED, UPROOTED, SLEEPING WITH LIONS
WHO'S BEHIND DISPLACEMENT?

AMES is a registered charity run by a small group of dedicated staff + core collaborators that are guided by a Board of Directors that includes teachers, professors, community workers, students, filmmakers, artists, activists, and lawyers.

DisPLACEment facilitators are immigrant, refugee and Indigenous youth living in and around what is know as BC who are passionate about sharing their stories and making a change in their communities. The youth are responsible for creating the films and bringing the workshops to you!

THE TEAM
DisPLACEment is important for me because it helps people make sense of their worlds. Having access to the vocabulary we introduce them to shows them that they're not alone in the struggles they're facing. Growing up, I knew there was something wrong and something different in the way I was treated from time to time but didn't have the words to explain what was going on. Once I realized the systems that existed around me that created the world I was growing up in I was able to understand where I might fit in within it.

Aslam
disPLACEment facilitator

Camille Drumond
RADIUS

Your work helped unpack the link between residential schools and ongoing displacement and removal of Indigenous children via the 'child protection' system. We played it to a full house at Standing Together, an event to raise awareness for action for World Refugee Day and National Indigenous People’s Day. Given the justified public outcry over removal of migrant children from their parents in the US, it was yet another moment to turn the mirror back towards our own colonial systems doing the same. After the film I heard many many conversations among migrant communities about how the film was the first they have seen to help them counter the stories they absorb in the media about relations with First Nations peoples.