

# Ahren Samuel & Jennifer Guerra Aldana







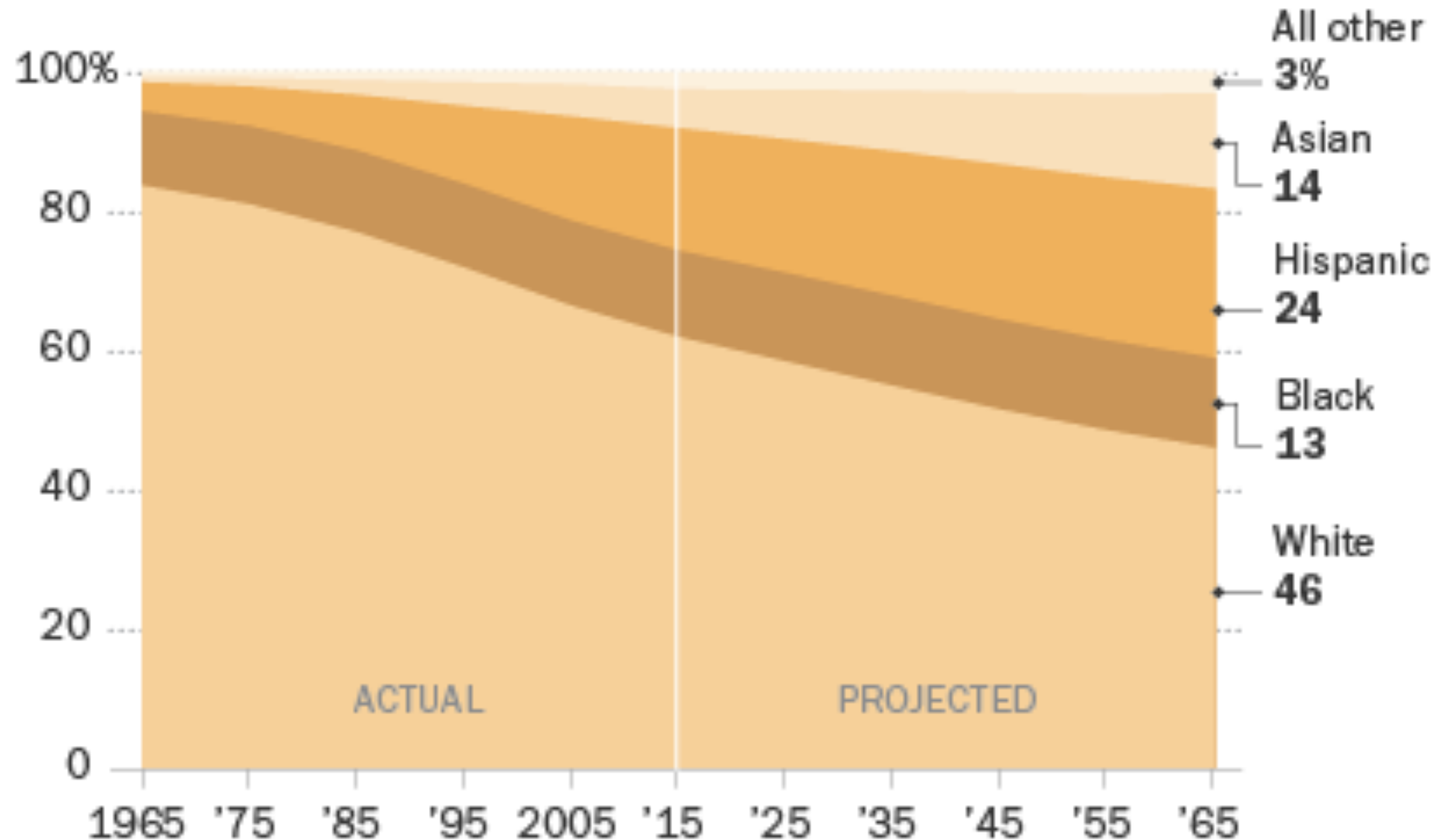
# The changing face of America, 1965-2065

*% of the total population*

*Note: Whites, blacks, and Asians include only single-race non-Hispanics; Asians include Pacific Islanders. Hispanics can be of any race.*

*Source: Pew Research Center 2015 report, "Modern Immigration Wave Brings 59 Million to US, Driving Population Growth and Change Through 2065"*

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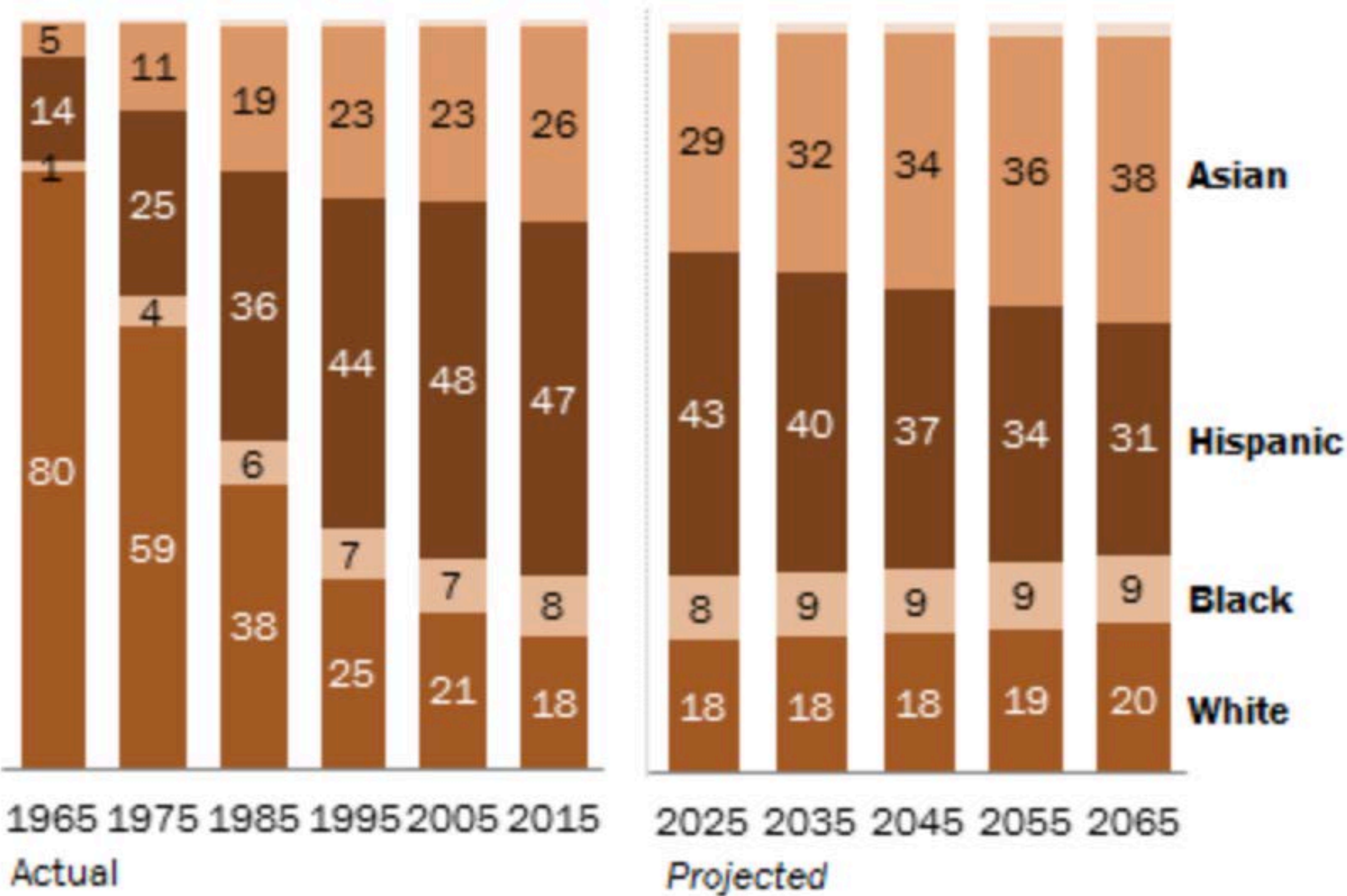


# Asians Projected to Become the Largest Immigrant Group, Surpassing Hispanics

*% of immigrant population*

***Note:** Whites, blacks and Asians include only single-race non-Hispanics. Asians include Pacific Islanders. Hispanics are of any race. Other races shown but not labeled.*

*Source: Pew Research Center estimates for 1965-2015 based on adjusted census data; Pew Research Center projections for 2025-2065*





A person is standing on the peak of a mountain, looking out over a vast landscape. The mountain is covered in green vegetation, and the surrounding area is filled with more mountains and a valley. The sky is overcast.

# 2021

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**Half of kids under 18 are  
nonwhite**



A person is standing on the peak of a mountain, looking out over a vast landscape of rolling hills and valleys. The sky is overcast and grey. The overall tone is somber and contemplative.

# 2065

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**The US will have no single  
racial or ethnic majority**



A group of five young people are sitting on a wooden bench, viewed from behind. They are looking out over a cityscape with a suspension bridge in the background. The scene is dimly lit, suggesting dusk or dawn. The text is overlaid on the image in a large, white, sans-serif font.

**Reflect on your conversations about  
race, ethnicity, or immigration.**

**—**

**What stands out to you about your conversations?  
What's different when you talk with young people?**




# Listening



**young people have the imagination and vision to lead us, ask better questions.**





These realities are important to God  
and important for human flourishing.  
Therefore, they must be important  
*to the church.*

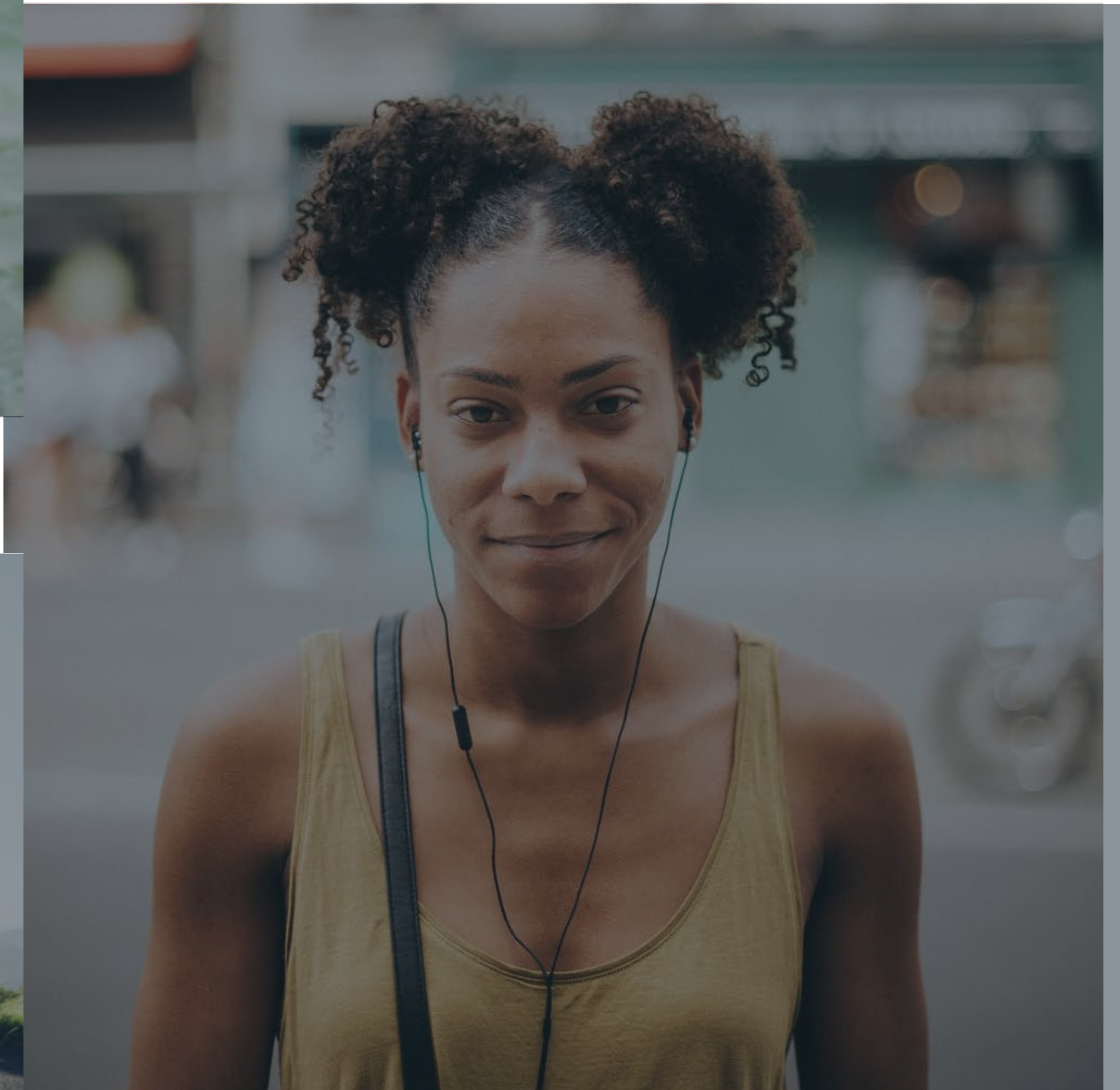
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# Words Matter





# Race

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A social creation that gives or takes power based on skin color and cultural background. Race is a social construct created based on the superiority of *whiteness* to all non-White people.



# Systemic or Institutional Racism



Racism that is displayed within our political, religious, educational, and economic institutions and systems.



# ***Active* Racism**

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Racist behavior in which one is engaged with and supported by the ideology of *White supremacy* through speech, thought and actions.



# ***Passive* Racism**

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Racist behavior in which no overt effort is being made to actively stop racism from happening or participate in it. Neutral or complicit participation.



# Internalized Oppression



The prejudiced beliefs we tell ourselves about our own race, culture, religion, gender orientation, and/or socioeconomic group that keep us from being our fully authentic selves.



# Colorism



A form of racism that determines one person is superior to another based on the proximity to *whiteness* of their skin color and physical attributes (e.g., tall, slender, blue eyes, blond hair, thin lips, narrow nose).



# BIPOC



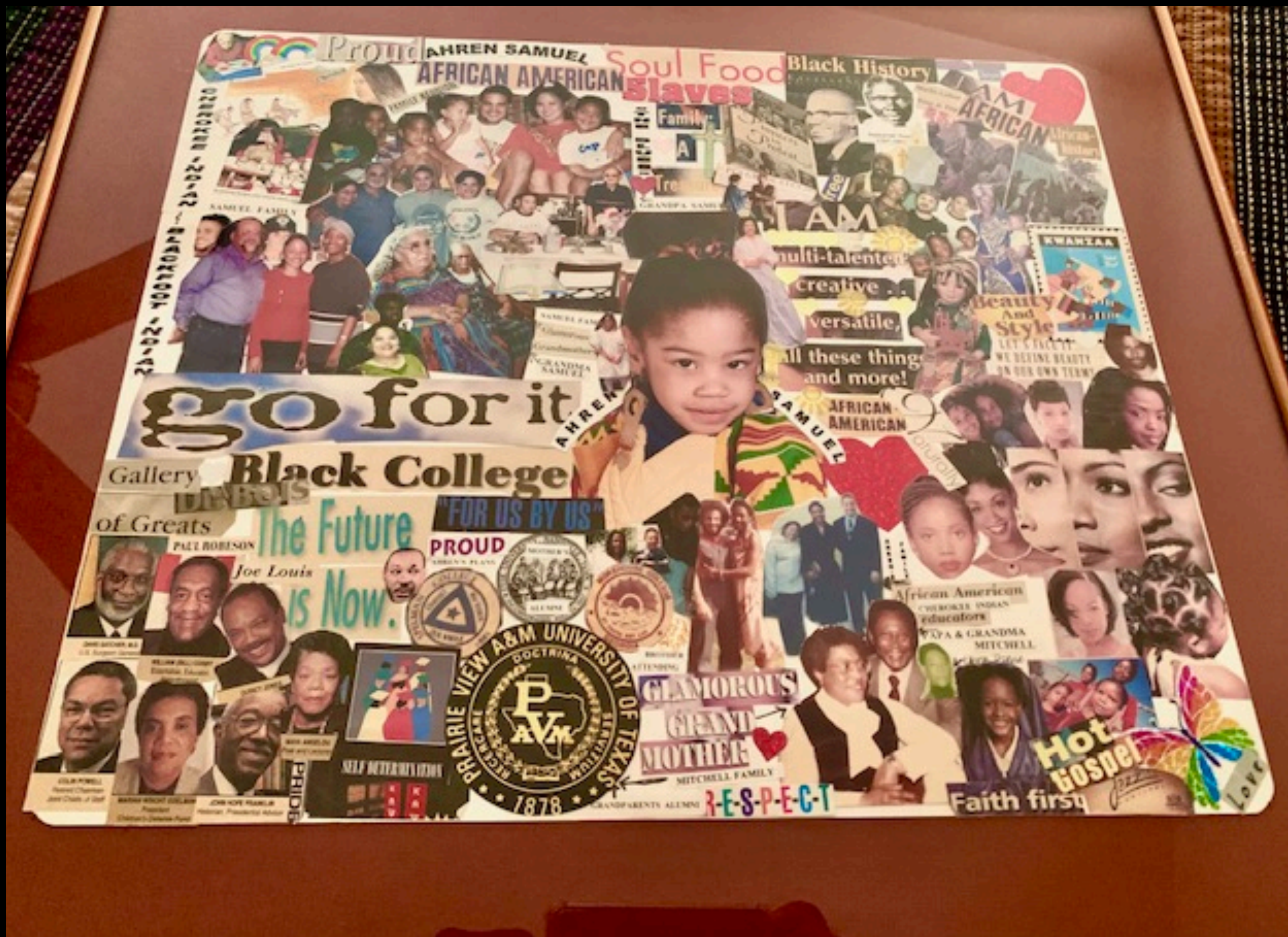
Refers to any person who is non-White. Literal definition is Black, Indigenous, or People of Color (BIPOC)



A woman with long, dark, curly hair is sitting outdoors, looking to the right. She is wearing a white tank top with black lace trim on the sides. The background is a brick wall. The text "My Story" is overlaid in the center in a large, white, sans-serif font.

# My Story









**My parents**



**My great great grandfather**



# Immigration



KAT'S CONTENT



# Power



The ability to influence others or impose one's own convictions.

All power is relational, and different relationships  
either reinforce or disrupt one another.













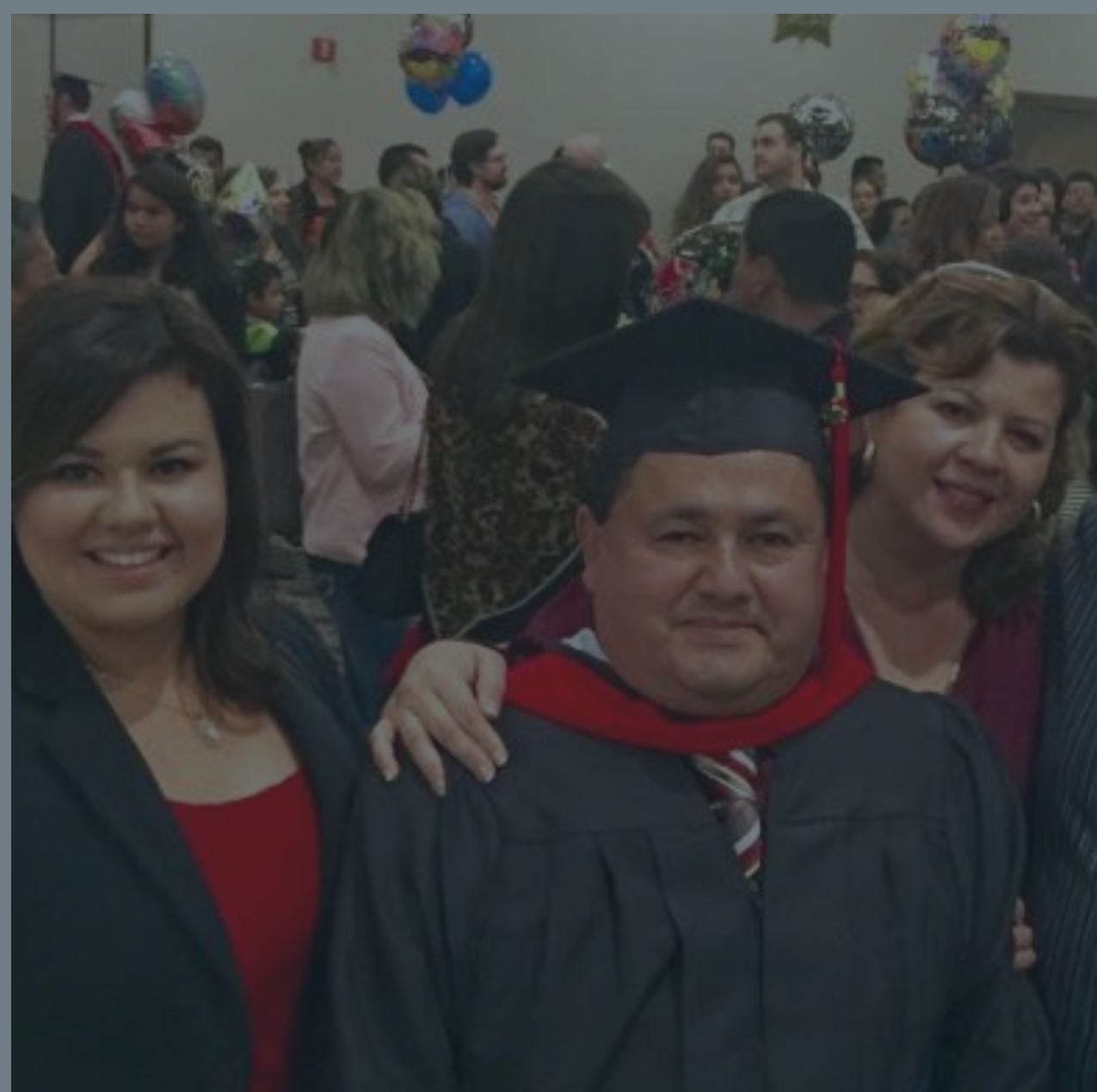
Peter piper picked a peck of pickled peppers

How much wood would a woodchuck chuck,  
if the wood chuck could chuck wood?

William Shakespeare

Soren Kierkegaard





**JENNIFER ALEJANDRA  
GUERRA ALDANA**



A photograph of a long, arched hallway with a brick floor. The hallway is dimly lit, with light coming from the far end where a crucifix is visible. The walls are white, and the arches are made of brick. There are several doors along the right side, and a bicycle is parked near the end of the hallway. The text "Power is NOT equally distributed in the United States and globally." is overlaid in white.

**Power is NOT equally distributed in the  
United States and globally.**



# OUR RESPONSE AS FOLLOWERS OF Jesus of Nazareth

We can choose to see where power is held and engage in conversations that begin to redistribute that power.







Scarcity says “Take the mic,”  
Abundance says “Share the mic”



**Questions to Ask,  
Steps to Take,  
Language to Swap.**





# QUESTIONS TO ASK

Before entering this work...

- *Are you aware of your own biases and prejudices that impact how you see the world and people around you?*
- *Do you have people who will both support and hold you accountable in this very important work? Vulnerability and teachability are key.*
- *As a BIPOC leader...*
- *As a White leader...*





# STEPS TO TAKE

Try increasing student awareness  
in small steps.





## STEPS TO TAKE

Invite young people to give you examples of how they have talked about race.





## STEPS TO TAKE

Ask Questions like:

- What are some things you hear about the causes of racism and racialized violence?
- What do you know about the history of racialized laws and policies in the US?
- How do you talk about this history at school? What is hard about the racial dynamics at your school, in your neighborhood, and/or in your home?





## STEPS TO TAKE

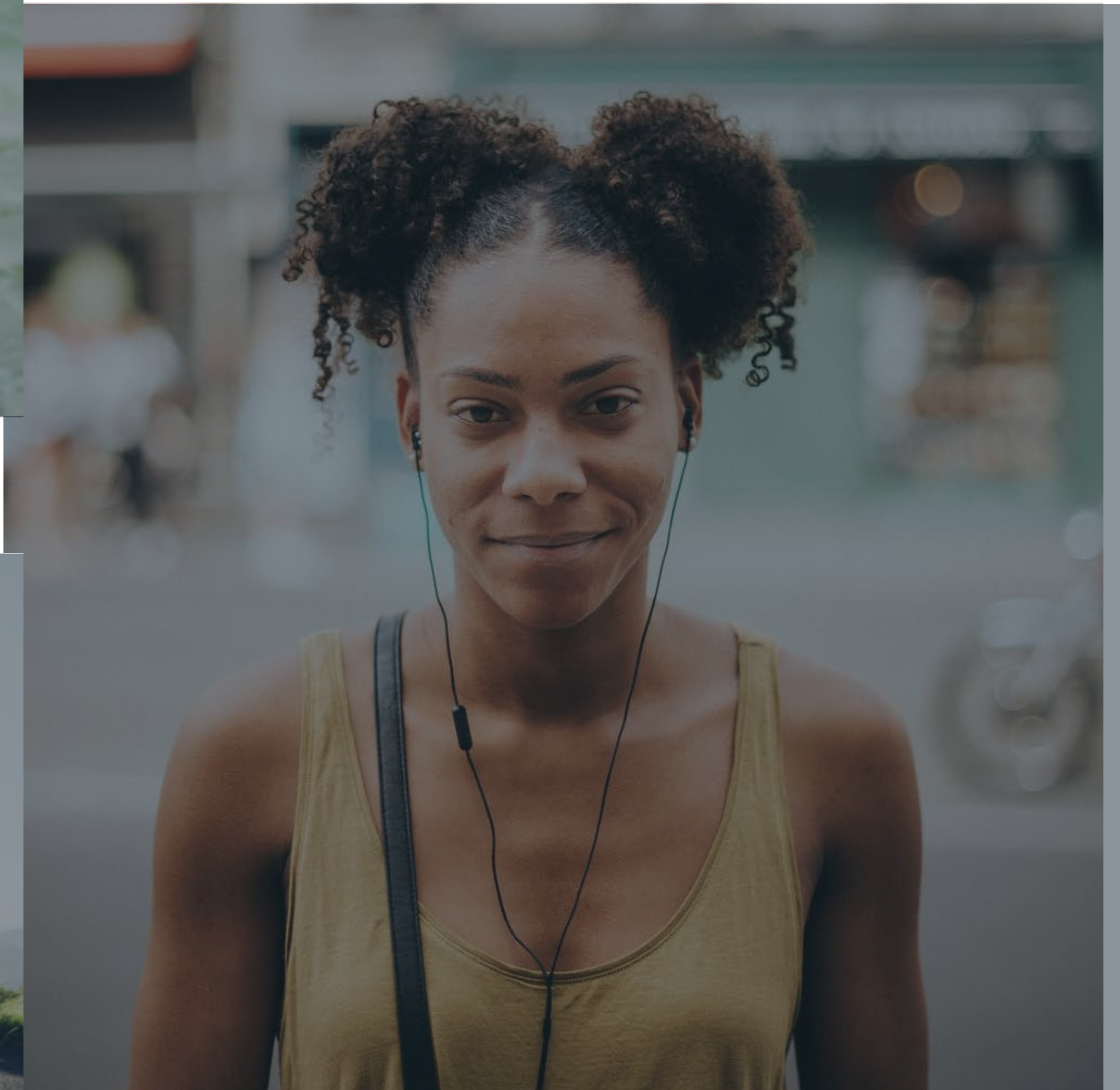
Develop your own  
“inclusion ground rules”  
for your group to be mindful  
of race and culture.





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# Words Matter







# LANGUAGE TO SWAP

Instead of saying to a BIPOC student:

“Tell me what it’s like being [your race/ethnicity],”

try:

“I will never be able to really know what it’s like to be you, but I want you to know that I will do the work to be more educated. While I’m on this journey, is it okay if I ask you questions about anything I may misunderstand? I want to make sure I’m not burdening you or our friendship.”





# LANGUAGE TO SWAP

Instead of saying:

“God is on the throne and God sees your struggle. God will bring you out of it,”

try:

“I don’t have any answers and I honestly don’t know what to say. But when you hurt, I hurt, and I want to sit with you in God’s presence and just cry and be with you.”





# LANGUAGE TO SWAP

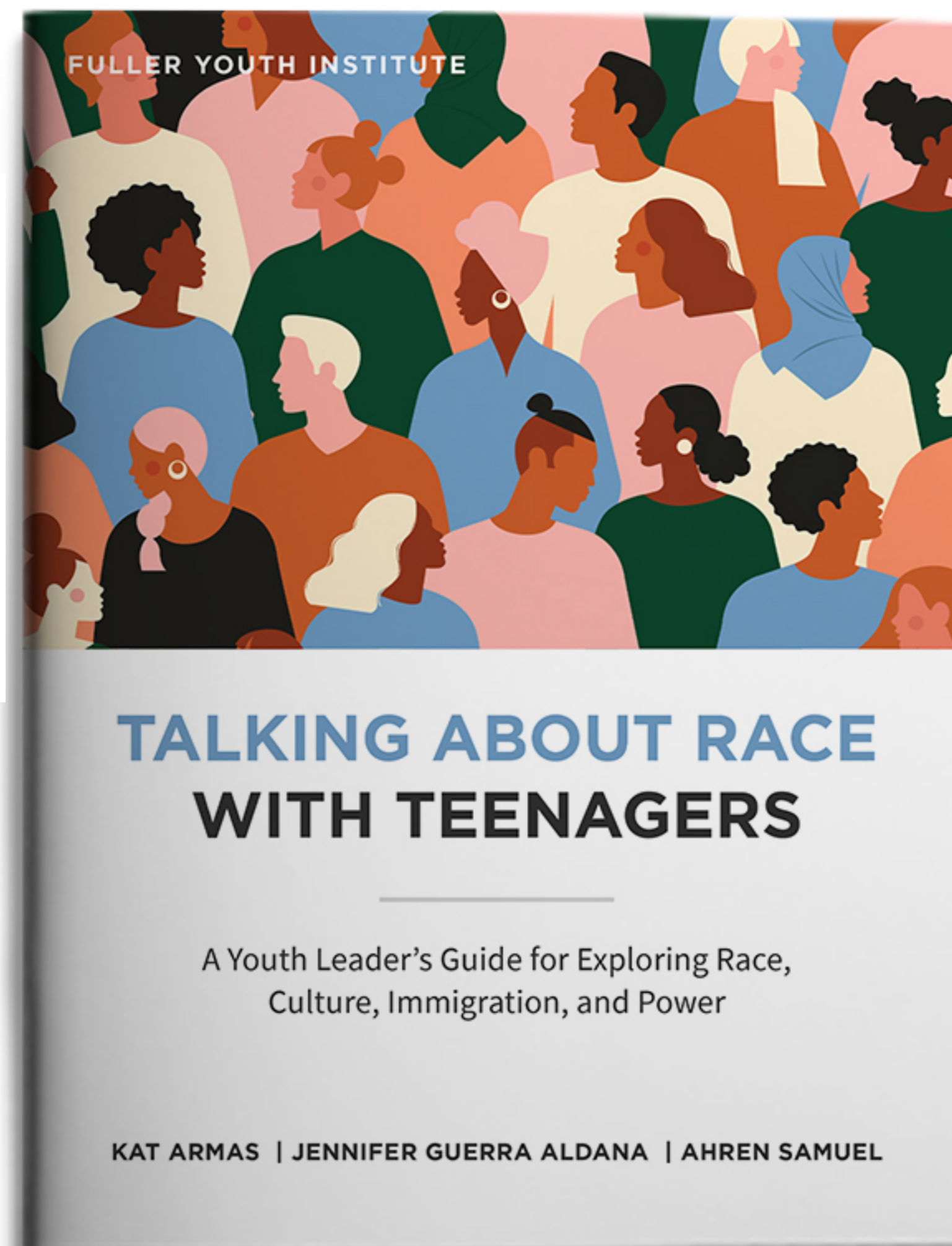
Instead of saying:

“Your name is just too hard for me, or can I give you a nickname?”


try:

“Can you help me again to say your name correctly? I would like to get it right.”









FULLER YOUTH INSTITUTE

# TALKING ABOUT RACE WITH TEENAGERS

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A Youth Leader's Guide for Exploring Race,  
Culture, Immigration, and Power

KAT ARMAS | JENNIFER GUERRA ALDANA | AHREN SAMUEL