



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education



A Black, Indigenous, &  
People of Color Movement

Master of  
Educational  
Technology  
Program

**“It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.”**

**Audre Lorde**

**Inclusive Makerspace Provocations**

The Power of Language Provocation

BIPOC Project and Intersectionalities Through Making

## Overview of the challenge

This provocation will have you exploring the power of language through the lens of assimilationist and segregationist policy for the purpose of changing language to be inclusive, representative, and free from racism, prejudice, bias, and assumptions.

## Materials and Resources Required

Materials may include any or all of the following

- Magazines
- Newspapers
- Digital News outlets
- Social media

## Inclusive Maker Provocation Instructions

Within this provocation, you are going to explore the following terms in a way that educates, illuminates, and interrogates your understanding, lived experiences, learnings, and mindset.

The terms listed below will require critical thought, creative and innovative reflection, and allyship.

- Assimilationist policy

*There must be something wrong with the individual, it's not their fault they are inferior and finding the conditions challenging, let's create an opportunity for them to **be more like us.***

- Segregationist policy

*They can never be like us, we're too superior. Let's create an alternative 'over there' that gives a nod to their difference but not on the same level as us (that would be ridiculous).*

Take some time to peruse the site and learn more about the [BIPOC Project](#).



### ***Educators Provocation***

From the information that you gained above while examining the assimilationist policy and the segregationist policy and the information presented about the BIPOC Project initiatives, values, signature gatherings, etc. **prepare three goals** for your own makerspace in the role that you occupy to ensure that you are aligning with the BIPOC Project initiative and creating a space that is equitable, diverse, inclusive, decolonized, and anti-racist. Share your three SMART goals here.

### ***Student Provocation***

1. Read through magazines provided to you or a digital media news outlet of your choice (see examples in the materials section above for ideas) and read through the headings and the content.
2. Find two examples of assimilationist policy and/or segregationist policy and re-write these examples. Turn these re-written headings/content into a meme.
3. Use a visual that best represents this re-written meme that supports the BIPOC project.
4. Share your meme through a social media platform of your choice with a critical prompting question meant to elicit dialogue and ultimately

transformation change to how people speak. Making society aware of what they say and how they say it is key to eliciting change.

## Critical Questions for Consideration

### ***Educators:***

1. How might you integrate this project and the work that is happening with the BIPOC project with your own initiatives?
2. Why is it important to reorder the acronym from BIPOC to IBPOC?  
See here.
3. How do your SMART goals allow for the design of an inclusive space that adheres to the EDIDA frameworks?
4. How might you create a provocation around this content for your learners?
5. How might you modify the student provocation for a younger audience that adheres to the same outcome?

### ***Students:***

1. What is the connection between the title of this provocation and the content that you explored?
2. Why is it important for you to be aware of what you say and how you say it?
3. How might you extend this provocation to elicit change with your friends? School? Community?

## Background/ Additional Information

Racial language is ever-evolving and within this provocation, we will be using the working definitions from Sour Lemons to talk about people who are of African, Caribbean and Asian descent. As described by Banks (2021), such peoples are referred to as Black and Global Majority people.

Black because the work within this provocation is addressing anti-blackness and Global Majority because people who have higher melanin levels in their skin make up 80% of the world population making such BIPOC the Global Majority. We will preface this provocation with rejecting acronyms such as BAME because they diminish lived experiences and reduce Black and Global Majority people to a 'minority'.

[SMART Goal Setting Resources](#)



## **Inclusivity Focus**

Marginalization and oppression has impacted a large percentage of the populations and intersectionalities of this marginalization are affected even greater. Therefore, it is important to broach this subject and content from an EDIDA lens by providing learners with extensive opportunities to explore information about the BIPOC project and have critical conversations with their peers and educators to ensure that discussion points are inclusive and biases and assumptions are addressed in a safe and open learning environment.

## No Tech, Low Tech, High Tech Options

All digital materials can be available in hard copies. Visuals and videos can support any written materials. Assistive technologies can be used to support learners when reading digital materials. Outcomes to this provocation can be done so using no tech, low tech, and high tech tools.

### Extension

- Learners and educators can extend the BIPOC project in their own communities and schools. This can range from sharing information with the public to creating events and a campaign to do more to change the language that society uses that is both offensive and non-inclusive.
- What ideas do you have to extend this provocation? Feel free to please share your ideas here.