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Foundation

ACT 2
END
RACISM



Lets Talk Video Campaign Project

Discussion Guide

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ACT2endracism - Video Campaign Project: A Video Resource Guide

The ACCT Foundation in partnership with ACT2endracism has developed a video campaign to counter disinformation and misinformation that has fueled anti-Asian sentiment, verbal and physical assaults, and race-based hate directed at Asian-Canadians.

The campaign is comprised of 5 videos that address:

- **Video 1:** 'Anti-Asian Microaggressions' as an outcome of bias & discrimination
- **Video 2:** 'Yellow Peril', as a constant from past to present
- **Video 3:** 'Perpetual Foreigner' as a commonly held stereotype
- **Video 4:** 'Model Minority' as an unshaken perpetual myth
- **Video 5:** 'A Call to Action' as a challenge for individuals, allies and systems

The Video Campaign Project has been created to promote a greater awareness and understanding of anti-Asian racism to impact systemic change in public institutions, support community agencies, and influence public perceptions. The videos and discussions apply to everyone and provide Canadians the historical and contemporary underpinnings of hate, racism and discrimination directed at Asian-Canadians.

This video resource guide provides guidance for facilitation and discussion. It is divided into two main sections: Section 1: Preparations and Section 2: Implementation.

Section 1: Preparations

This section provides the facilitator a general overview of the video to prepare the groundwork for discussion.

It includes:

- Description of video
- Length of video
- Grade level, language content warning, and audience
- Key concepts based on the video
- Building a Safe Space & Cultural Safety

The 'Activating Prior Knowledge & Minds On' section includes high level questions to be used as: pre-event reflective questions; event opener or 'Minds On'; or, if time is limited, as main facilitation questions.

Section 2: Implementation

This section provides the facilitator a general overview of the video as it applies to three sectors: to 1) Educators & School Systems; 2) Community Agencies; and 3) Para-public, Government and Public Industry.

It includes:

- Suggested use within a specific sector e.g. discussion times, training format, etc.
- Key questions, or discussion prompts
- Suggestions for wrap-up & follow-up

Each resource guide is tailored to the individual video, with a variety of prompts that speak to a range of complexity. The facilitator is encouraged to mix and match the use of questions depending on the audience's level of understanding, subject matter experience, and the education goals and outcomes.

How Best to use the videos?

Each video can be used as a stand-alone as part of an education & training program, or the entire five videos can be shown as part of an educational module. It is suggested facilitators start with Video 1 (microaggressions) through Video 5 (call to Action) as the content is scaffolded and builds on previous video content. After completion of one or all, participants can explore individual, or collective action.

Key Resources

The Act2endracism coalition has produced a number of high-level resources including literature reviews, backgrounders and infographics. These free down-loadable resources are available in multiple languages and written for a variety of audiences from youth to adults.

The resources provide foundational understanding from definitions e.g. bias, microaggressions, systemic racism, etc. to key concepts e.g. Yellow Peril, Hate crimes, etc. in a variety of formats including videos and comics. Users of the Video Resource Guide are suggested to consult the resources on the Act2endracism site including the numerous resources suggested specific to each video.

Key Agencies and Credits

The Action, Chinese Canadians Together (ACCT) builds the capacity of Chinese Canadian leaders committed to creating a more equitable society in Canada. Working in partnership with the Act2endracism, a coalition of individuals and groups raising awareness of anti-Asian attacks due to Covid19, this series of videos was produced for education and training. As a member group of Act2endracism the Asian Canadian Educators Network produced this video resource guide.

The Asian Canadian Educators Network's mission is to fight against racism and serve as the voice for advocacy on educational issues and concerns related to Asian Canadians. Comprised of educators, administrators, policy analysts and senior leaders from the educational system the video resource guide was conceived, developed and written by the following members:

- Gen-Ling Chang
- Rizwana Kaderdina
- Khadijah Rawji
- Sara Leung
- Joshua Lim
- Melvin Lowe
- Kien Luu
- Elizabeth Shen
- Sandy Yep

These experienced educators bring an 'education lens' to the treatment of the videos in terms of its use, application and pedagogy in terms of education and training.

Calls to Action

Addressing individual and systemic racism is an action. The videos are envisioned to be the beginning of a dialogue / engagement for audiences around anti-racism, towards a greater understanding of the history and current manifestations of anti-Asian racism in Canada and abroad, and catalyst to act. Dialogues are necessary but insufficient.

In the spirit of social cultural and systemic change there is a compelling urgency and 'Call to Action' for all Canadians. The far too invisibility and silence surrounding anti-Asian racism needs to be broken, shaken and dismantled.

The calling is NOW.



Microaggression

ACT2endracism Video Campaign Project - ACENET Discussion Guide

Name of Video: Let's Talk about Microaggressions

Description: An East Asian female approaches a worker in a coffee shop to make an order. The worker enacts a series of microaggressions on her including a terse voice, negative body language and spraying the machine the customer paid on with disinfectant, even though she used the 'tap' function. The customer then experiences a series of flashbacks that represent various forms of racism that Asians are experiencing. The video ends with the poignant question of "If we don't start the discussion who will?" regarding racism.

Author: Elizabeth Shen and Melvin Lowe

Length of Video: 1 minute 54 seconds

Grade level, language, content, audience: Recommended for grade 4+ Language and content warning

Key Concepts Explored:

- Bias
- Discrimination Microaggressions
- Model Minority
- Systemic/Institutional Racism

Building Safe Space Guidelines: A Safe Space is a place where all participants can share experiences and express honest thoughts and attitudes without having any fears of reprisal. A Safe Space requires that we all have an open mind set and are prepared to hear and learn new and different things without being judgemental. It requires that we are humble and supportive towards others. To help in establishing a Safe Space it is necessary to have some pre-established guidelines for the conversation which are shared and agreed upon by all participants.

These guidelines might include:

- Listen to understand, not respond.
- You can pass at any time.
- Stay muted when not talking (online or in person - no side conversations).
- Speak from the "I" perspective.

- If responding, respond to the comment/content, not the person. Be supportive in your response. It is a discussion, not debate.
- Respect the privacy of those sharing. Confidentiality must be maintained. What is said within this discussion is not to be shared outside of the discussion.

Facilitator Tip: Be sure to ask if anyone needs clarification on the above guidelines and if there are any guidelines the group would like to add. Add additional guidelines if needed.

The discussion facilitator must use these guidelines and ensure that others are following them by restating a guideline anytime one is broken.

Activating Prior Knowledge & Minds-On: What is a microaggression? What are some examples of microaggressions? How do people react to microaggressions? How do microaggressions make people feel?

What do you know about racism within Canadian History? Can you provide some examples of racist policies and practices in the history of Canada against different marginalized groups?

- Indigenous
- Black
- Asian
- Muslim
- Refugees

What have you seen in the media about racism? In what ways have the media contributed to the amplification and normalization of racism?

Learning Goals:

- Understanding microaggression is...
- Acknowledge the short- and long-term impacts of microaggressions on communities.
- Strategies to disrupt microaggressions.

Pre-Video Viewing Discussion:

- Safe Space: approx. 5-10 minutes
- Activating Prior Knowledge: approx. 15 minutes

Please have a look at the ACCT Resource (English) ACCT Resource-Chinese and answer the following question:

1. Share an insight you had or something that resonates with you.
2. How would you address microaggression if you were a bystander?

Questions for Discussion

Feel free to use any of the discussion question in between sections.

Schools District School Boards	Community Agencies, not-for profits	Para-public agencies, Government and Private Industry
<p>Educators:</p> <ol style="list-style-type: none"> 1. What did you notice / observe in the video? Return to the pre-video questions and ask the same ones of the students. 2. What examples were individual acts of racism and which ones were structural? 3. What historical examples did you notice? What other historical examples do you know? 4. How does historical racism affect people today? 5. Why do you think the voice talks to the victim about staying calm or not making a big deal about things? 6. examples can you provide for other marginalized groups? 7. How do you feel after watching this video? 	<p>Community Agencies facilitators with self / staff:</p> <p>How does the video support your agency?</p> <ol style="list-style-type: none"> 1. Do your front-line workers have a strong understanding of biases, microaggressions to support the Asian community? How is this measured? 2. Does your front-line worker have their own personal experiences of Anti-Asian racism? 3. How will your agency advocate work to impact government services, to address barriers and systemic discrimination? 4. What would systemic / structural racism look like, sound like, and feel like in our agency? Could you provide examples? 	<p>Para-public agencies, Government and Private sector policymakers / employers with staff: How does the video support your agency?</p> <ol style="list-style-type: none"> 1. Do your front-line workers have a strong understanding of biases, microaggressions to support the Asian community? How is this measured? 2. Does your front-line worker have their own personal experiences of Anti-Asian racism? 3. How will your agency advocate work to impact government services, to address barriers and systemic discrimination? 4. What would systemic / structural racism look like, sound like, and feel like in our agency? Could you provide examples?

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<p>5. Can you think of a time when you experienced microaggression against you?</p> <p>6. Can you think of a time when you enacted a microaggression against someone else? (Self-reflection is a key to recognizing unconscious biases which we all have. We have all enacted microaggressions against others.)</p> <p>7. What could you do if you witnessed this taking place?</p> <p>8. What could you do if you experienced this yourself?</p> <p>9. The video ends with the question, “If we don’t start the discussion who will?” What discussion needs to be started? How might you start the discussion?</p> <p>10. What are some longer-term actions we could do to address racism?</p>	<p>11. What is raised in the videos that speak to individual acts of racism? What are the links to structural or systemic challenges? What needs to be changed?</p> <p>12. What can you do? What can your agency do? What is the role of allyship?</p>	<p>13. What is raised in the videos that speak to individual acts of racism? What are the links to structural or systemic challenges? What needs to be changed?</p> <p>14. What can you do? What can your agency do? What is the role of allyship?</p>

Schools District School Boards	Community Agencies, not-for profits	Para-public agencies, Government and Private Industry
<p>School Leaders/School Councils:</p> <p>In addition to the student questions:</p> <ol style="list-style-type: none"> 1. If this event happened in your school, how might you address the situation? 2. What strategies can you use to ensure students are not enacting microaggressions against each other? 3. What can you do to address racism within your school? What can you do to: <ul style="list-style-type: none"> • the physical environment? • the social climate? • learning activities done in schools? • student, parent, community relationships? 		

Schools District School Boards	Community Agencies, not-for profits	Para-public agencies, Government and Private Industry
<p>For System Leaders:</p> <p>In addition to the above questions:</p> <ol style="list-style-type: none"> 1. What policy and procedures do you have in place to address issues of racism? 2. What barriers exist within your organization that slow down or stop the moving forward of anti-racist policy, procedure, and action? 		

Wrap-up & Follow-up

Wrap up:

- Discussion should end on a positive note about how this experience has made participants more aware of how racism presents itself and affects marginalized populations and how it can inform participants on their actions moving forward. It should include how participants can seek out assistance if the video and discussion has triggered mental health concerns.
- What actions we can take individually, and as a group, to stop Asian hate, discrimination, stereotyping, bias and exclusion?

Follow up: Ideally, this learning opportunity would have an ongoing learning/action opportunity. An action plan of sorts that might result from the questions during the discussion. Learning about racism and enacting anti-racism is a growth process, not a learning activity. Follow-up can address the questions:

- “How will you grow from this experience?”
- How might you disrupt/mediate/ address a staff or communities’ members microaggression experience in the community or work?

Key Resources

- DeAngelis, T (2009, February). Unmasking 'racial micro aggressions'. American Psychological Association. <https://www.apa.org/monitor/2009/02/microaggression>
- Godley, J. (2018). Everyday discrimination in Canada: Prevalence and patterns. *Canadian Journal of Sociology*, 43(2), 111-142. Retrieved from <https://journals.library.ualberta.ca/cjs/index.php/CJS/article/view/29346>
- Sue, D.W., Bucceri, J., Lin, A.I., Nadal, K.L., & Torino, G.C. (2007). Racial microaggressions and the Asian American experience. *Cultural Diversity and Ethnic Minority Psychology*, 13(1), 72-81. Retrieved from <https://marypendergreene.com/wp-content/uploads/2020/01/AsianMicroaggressions.pdf>
- Sue, D.W., Capodilupo, C.M., Torino, G.C., Bucceri, J.M., Holder, A.M.B., Nadal, K.L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(4), 271-286. Retrieved from <https://gim.uw.edu/sites/gim.uw.edu/files/fdp/Microaggressions%20File.pdf>



Yellow Peril

ACT2endracism Video Campaign Project - ACENET Discussion Guide

Name of Video: Let's Talk about Yellow Peril

Description: This video provides an overview of how the concept of “Yellow Peril” has re-emerged in the context of COVID-19. The video provides a timeline of various policies emerged out of this racist metaphor that characterized Chinese/Asians as dirty and diseased throughout history, resulting in systemic discrimination. Canadians of various East and South-East Asian backgrounds share their experiences and how they have been impacted. This video leverages marginalized voices to critically investigate a key narrative in the historical and contemporary racism experienced by Asian Canadians.

Author: Rizwana Kaderdina and Khadijah Rawji

Length of video: 8:16 minutes

Grade level, language content, audience: Grade 6+ and Adults

Trigger warning: This video Includes a short clip documenting an incident of anti-Asian racism (4:45). In the video, a white male makes a racist comment targeting people of Chinese and Japanese heritage

Key Concepts explored in the video:

- Yellow Peril
- Anti-Asian History
 - Gold Rush
 - Canadian Railway
 - Chinese Immigration Act
 - The Chinese Exclusion Act
- Asian Invasion
 - ‘Too Asian’
- Belonging
- Othering
- Exclusion

Building Safe Space, Key Guidelines: A Safe Space is created when participants share experiences, thoughts and attitudes without fear. This includes listening with an open mind, sharing with humility and providing supportive statements, without judgement. This requires guidelines developed and agreed by all.

Samples include:

- Share what you feel comfortable
- Speak from the 'I' perspective
- Ability to pass at any time
- Listen to understand, not respond
- Speak to the comment, not the person
- Use supportive statements
- Take ownership of your words
- What is said in discussion, is not shared outside
- Respect the privacy and confidentiality of others

As facilitator, ask participants if they need clarifications on the guidelines; add additional agreements as needed. Plan how you will respond if racism is expressed.

What might you do if:

- participants hold that some of the stereotypes, etc., are true?
- participants repeat hateful language they have heard or expressed, or been targeted by
- participants who have experienced anti-Asian hate are re-traumatized and / or relive past trauma

During the discussion review and restate any guidelines as needed. As there may be multiple identities present in the space, what is comfortable for those of dominant identities e.g. power & privilege, may be unsafe for those of the identity being discussed. Ask participants to consider differences of safety and comfort.

Cultural and Personal Safety: Prior to engaging participants facilitators should ensure that culturally responsive mental health supports are available, especially for the emotional and psychological safety of Asian identifying students/families/staff and other racialized individuals.

Activating Prior Knowledge & Minds-On: Throughout the video, viewers are asked to consider the foundations of 'Yellow Peril'. How does this concept repeat itself in history and contemporary contexts - who benefits from this social construction? Through reflective questions, viewers are prompted to consider their own role in challenging the notion of Yellow Peril, how it perpetuates a 'fear of Asians' and its discriminatory effects

on lives and communities.

- What do you know about the history of Asian communities in Canada?
- What are the key concepts and issues raised that speak to a historical and/or current context related to anti-Asian racism?
- Have you heard of, or witnessed anti-Asian racism before? e.g. movies, books, media, news, etc. Who was impacted? How do you know?
- What does bias, micro-aggressions, stereotypes, discrimination, racism & anti-Asian racism look like, sound like feel like?

Rationale

How can this video be used for the specific sector?

- Tracking Yellow Peril: Then and Now
- Addressing Anti-Asian Racism: A Resource for Educators A Resource for Educators
- Coronavirus fears show how ‘model minority’ Asian Americans become the ‘yellow peril’

Schools District School Boards	Community Agencies, not-or profits	Para-public agencies, Government, and Private Industry
<p>Teachers with Students: This video leverages marginalized voices to critically investigate historical context. As such, it can be used to build an anti-oppressive learning environment, in which students examine biases, and develop an understanding of one of the key concepts in anti-Asian racism. As well as validating the experiences of many Asian-Canadians, this understanding supports students’ critical consciousness and lays the groundwork for mobilizing students to take positive social action.</p>	<p>By creating a shared understanding of the “Yellow Peril” narrative, and how it is currently manifesting, community agencies and not- for-profit organizations are better positioned to:</p> <ul style="list-style-type: none"> • critically examine internal policies and practices with the goal of creating equitable, anti-oppressive working environments for agency staff, including front-line workers 	<p>By creating a shared understanding of the “Yellow Peril” narrative, and how it is currently manifesting, agencies and organizations are better positioned to:</p> <ul style="list-style-type: none"> • develop individual and collective understanding of a key concept in anti-Asian racism • critically examine internal policies and practices with the goal of creating equitable, anti-oppressive working environments for staff

Schools District School Boards	Community Agencies, not-or profits	Para-public agencies, Government, and Private Industry
<p>Education / System Leaders; School Councils: By creating a shared understanding of the “Yellow Peril” narrative, and how it is currently manifesting, educators, system leaders, and school councils are better positioned to critically examine school and classroom climates and system policies and practices with the goal of creating equitable, anti-oppressive learning and working environments for students, families, and staff. As well as validating the experiences of many Asian-Canadians, this video supports educators’ critical consciousness and understanding of how this narrative impacts Asian communities.</p>	<ul style="list-style-type: none"> • better support clients experiencing anti-Asian racism • carry out advocacy work with an understanding of historical context and a key concept in anti-Asian racism <p>As well as validating the experiences of many Asian- Canadians, this video supports educators’ critical consciousness and understanding of how this narrative impacts Asian communities.</p>	<ul style="list-style-type: none"> • shape organizational objectives around allyship and solidarity <p>As well as validating the experiences of many Asian- Canadians, this video supports educators’ critical consciousness and understanding of how this narrative impacts Asian communities.</p>

Key Considerations

What to be aware of?

Schools District School Boards	Community Agencies, not-or profits and Para- public agencies, Government, and Private Industry
<p>Logistics:</p> <ul style="list-style-type: none">• Video length: 8:19 minutes• Discussion time: 30-60 mins, depending on student readiness and engagement• Show parts of video separately to lead dialogue than watch all sections to compare and analyze	<p>Logistics:</p> <ul style="list-style-type: none">• Video length: 8:19 minutes• Discussion time: 30-60 mins, depending on participant readiness and engagement

Schools District School Boards	Community Agencies, not-for profits and Para-public agencies, Government, and Private Industry
<p>Social-Emotional Dimensions:</p> <ul style="list-style-type: none"> • Consider the diverse visible and invisible student identities in the space; be particularly attentive to the impact of this learning and the discussion on Chinese and East Asian students. • Students who are new to this content may have difficulty with it, and may need support in looking beyond the individual to the broader social patterns • Provide counter-narratives and ensure that affirming narratives have been in place prior to engaging with this learning, and that students are secure in their identities. 	<p>Social-Emotional Dimensions:</p> <ul style="list-style-type: none"> • Consider the diverse visible and invisible participant identities in the space; be particularly attentive to the impact of this learning and the discussion on Chinese and East Asian students. • Those who are new to this content may have difficulty with it, and may need support in looking beyond the individual to the broader social patterns. • Provide counter-narratives; consider how affirming narratives have been in place prior to engaging with this learning • Centre the well-being and mental health of Asian peoples in the discussions: viewers may notice the ways in which the film highlights the need for safety, and the ways in which some of the participants in the video identify strategies for meeting this need (e.g., keeping eyes down; minimizing their identities, etc.)

Schools District School Boards	Community Agencies, not-or profits and Para- public agencies, Government, and Private Industry
<p>Curriculum Connections:</p> <ul style="list-style-type: none"> • Health • Social Studies • History • Geography 	

Key Questions or Discussions Prompts

Before Video Viewing: These discussion prompts can be used to activate prior knowledge / engage participants before viewing the video. Facilitators are encouraged to use their best judgement as to which prompts to use with the different participant groups, and how many, as they guide the discussion.

Activating Prior Knowledge/Minds-On Prompts:

- Provide examples of how Asian Canadians contribute to the economy, society and culture
- Follow-up: What challenges would Asian Canadians experience while making such contributions?
- What do you know about the history of Asian communities in Canada? (anticipated responses: the building of the railways; the Head Tax; etc.)
- Have you heard of or witnessed anti-Asian racism before? Think about movies, books, and other media, the news, in your real life, etc. (anticipated responses: Trump=China Virus, Kung Flu; stereotypes about Asian identities such as being good at math, Asian girls/women as passive, Asian men as weak, etc.)
- Who was impacted? (anticipated responses: Asian people because they were the targets; non-Asian people because they saw what happened)
- How do you know? (anticipated responses: Asian people are telling us how it's impacting them and how they are feeling increased fear and anxiety; the person was upset - crying, angry, hurt, etc.)
- What is anti-Asian racism and give an example? (anticipated responses: answers will vary based on audience. Be prepared to address and respond to concrete examples that are shared)

- Canada has committed many acts of racial injustice through its laws, policies and practices. Provide an example of such an act that is anti-Asian. What makes it anti-Asian racism?

During Video Viewing

Discussion prompts here have been differentiated for the participant group. Facilitators are encouraged to use their best judgement as to which prompts to use, and how many, as they guide the discussion.

Schools District School Boards	Community Agencies, not-or profits	Para-public agencies, Government, and Private Industry
<p>Teachers with Students:</p> <ol style="list-style-type: none"> 1. Watch the video with the students. It may be beneficial to have the students watch the video once, uninterrupted, and then again, pausing at various points where students might have questions/ require clarification on concepts. 2. Engage in the discussion. Analyzing the video: <ul style="list-style-type: none"> • What is the message / theme of this video? • Who is being impacted? In what ways? • Whose voice is included? Whose voice might be missing? 	<p>Facilitator with staff:</p> <ol style="list-style-type: none"> 1. Watch the video with the participants. It may be beneficial to have the participants watch the video once, uninterrupted, and then again, pausing at various points where they might have questions/ require clarification on concepts. 	<p>Employers with staff:</p> <ol style="list-style-type: none"> 1. Watch the video with the participants. It may be beneficial to have the participants watch the video once, uninterrupted, and then again, pausing at various points where they might have questions / require clarification on concepts.

Schools District School Boards	Community Agencies, not-or profits	Para-public agencies, Government, and Private Industry
<p>Understanding Racism:</p> <ul style="list-style-type: none"> • In what ways does understanding the concept of “Yellow Peril” help you understand the biases, microaggressions, and overt racism experienced by Asian communities? • How do the stories and histories in this video relate to individual acts of racism you have experienced, witnessed, or heard about (e.g., in the media)? • Why do you think the Yellow Peril narrative persists today? In what ways do our systems and structures uphold this form of racism? • Who does the “Yellow Peril” stereotype/narrative benefit? How? • How does disrupting one form of racism help us disrupt other forms of racism? 	<p>2. Engage in the discussion.</p> <p>Analyzing the video:</p> <ul style="list-style-type: none"> • What is the message / theme of this film? • Who is being impacted? In what ways? • Whose voice is <p>Understanding Racism:</p> <ul style="list-style-type: none"> • In what ways does understanding the concept of “Yellow Peril” help you understand the biases, microaggressions, and overt racism experienced by Asian communities? • How do the stories and histories in this video relate to individual acts of racism you have experienced, witnessed, or heard about (e.g., in the media)? 	<p>3. Engage in the discussion.</p> <p>Analyzing the video:</p> <ul style="list-style-type: none"> • What is the message / theme of this film? • Who is being impacted? In what ways? • Whose voice is included? • Whose voice might be missing? <p>Understanding Racism:</p> <ul style="list-style-type: none"> • In what ways does understanding the concept of “Yellow Peril” help you understand the biases, microaggressions, and overt racism that is experienced by Asian communities?

Schools District School Boards	Community Agencies, not-or profits	Para-public agencies, Government, and Private Industry
<p>Making Change:</p> <ul style="list-style-type: none"> • What steps can we take as individuals and communities to create safety for everyone? • Is there anything we need to do differently as a class and/or school to support those experiencing anti-Asian racism described as “Yellow Peril”? • Is there anything we need to do differently as a class and/or school to disrupt anti-Asian racism described as “Yellow Peril”? 	<ul style="list-style-type: none"> • How does this video help you understand the structural and/or systemic challenges experienced by Asian peoples? • Why do you think the Yellow Peril narrative persists today? In what ways do our systems and structures uphold this form of racism? <ul style="list-style-type: none"> • Who does the “Yellow Peril” stereotype/ narrative benefit? How? included? Whose voice might be missing? 	<ul style="list-style-type: none"> • How do the stories and histories in this video relate to individual acts of racism you have experienced, witnessed, or heard about (e.g., in the media)? • How does this video help you understand the structural and/or systemic challenges experienced by Asian peoples? • Why do you think the Yellow Peril narrative persists today? In what ways do our systems and structures uphold this form of racism? <ul style="list-style-type: none"> • Who does the “Yellow Peril” stereotype/ narrative benefit? How?

Schools District School Boards	Community Agencies, not-or profits	Para-public agencies, Government, and Private Industry
<p>1. Education / System Leaders. Watch the video with the participants. It may be beneficial to have the participants watch the video once, uninterrupted, and then again, pausing at various points where they might have questions/ require clarification on concepts.</p> <p>2. Engage in the discussion. Analysing the video:</p> <ul style="list-style-type: none"> • What is the message / theme of this film? • Who is being impacted? In what ways? • Whose voice is included? Whose voice might be missing? 	<p>Supporting Asian Staff within the Organization:</p> <ul style="list-style-type: none"> • In what ways does this video inform your agency in understanding of your employees’ experiences of anti-Asian racism? • How might this video inform your organization’s programs, policies, and practices relevant to promotion, hiring or retention of Asian Canadian staff? • How might this video inform training initiatives for staff development? • In what ways does this video help your front-line workers support Asian Canadian clients that your agency serves? 	<p>Supporting Asian Staff within the Organization:</p> <ul style="list-style-type: none"> • In what ways does this video inform your organization understanding of your employees’ experiences of Anti-Asian racism? • In what ways does understanding the concept of “Yellow Peril” help you determine what needs to change within your organization objectives and mandate and/ or how these are carried out? • How might this video inform the ways in which you develop public policies, or program initiatives?

Schools District School Boards	Community Agencies, not-or profits	Para-public agencies, Government, and Private Industry
<p>Understanding Racism:</p> <ul style="list-style-type: none"> • In what ways does understanding the concept of “Yellow Peril” help you understand the biases, microaggressions, and overt racism that is experienced by Asian communities? • How do the stories and histories in this video relate to racism you have experienced, witnessed, or heard about (e.g., in the media)? • Why do you think the “Yellow Peril” narrative persists today? In what ways do our systems and structures uphold this form of racism? • Who does the “Yellow Peril” stereotype/narrative benefit? How? 	<ul style="list-style-type: none"> • How might this video inform your agency’s advocacy work in regards to addressing barriers and systemic discrimination? • How might this video inform your agency’s program initiatives and the content and delivery of your organization’s diversity education? • In what ways does understanding the concept of “Yellow Peril” help you determine what program initiatives might need to be developed and carried out? 	<ul style="list-style-type: none"> • How might this video inform your organization’s programs, policies, and practices relevant to promotion, hiring or retention of Asian Canadian staff? • In what ways does this video inform training initiatives for staff development? • In what ways does this video help your front-line workers support Asian Canadian clients that your organization serves?

Schools District School Boards	Community Agencies, not-or profits	Para-public agencies, Government, and Private Industry
<p>Supporting Asian Canadian Students, Families, and Staff at the system level:</p> <ul style="list-style-type: none"> • In what ways does this video on “Yellow Peril” help you support Asian students, families, and staff? • How might this video inform your Board’s programs, policies, and practices relevant to promotion, hiring or retention of Asian Canadian staff? 		
<ul style="list-style-type: none"> • In what ways does this video inform system leaders understanding of staff personal experiences of anti-Asian racism? • In what ways does this video inform the content and delivery of your Board’s Professional Learning? 		

After / Follow Up from Video Viewing

<p>Schools District School Boards</p>	<p>Community Agencies, not-or profits and Para- public agencies, Government, and Private Industry</p>
<p>Extend the learning:</p> <ul style="list-style-type: none"> • Use inquiry-based approaches to further explore historic events referenced in video: <ul style="list-style-type: none"> • Gold Rush • Canadian Railway/ Chinese Labour • Head Tax • Chinese Exclusion Act • Chinese Immigration Act • War Measures Act - Japanese Canadian Internment • Learn more about the Yellow Peril narrative 	<p>Extend your learning:</p> <ul style="list-style-type: none"> • explore historic events referenced in video: <ul style="list-style-type: none"> • Gold Rush • Canadian Railway/Chinese Labour • Head Tax • Chinese Exclusion Act • Chinese Immigration Act • War Measures Act - Japanese Canadian Internment • Learn more about the Yellow Peril narrative <p>Be an Ally:</p> <ul style="list-style-type: none"> • Get involved • Explore the ACT2endracism resource, What to Say When Facing Racism: <ul style="list-style-type: none"> • Think about which approaches you might use • practice some of the responses • Speak up: when you witness racism, interrupt it and/or speak to a trusted colleague, mentor/coach, family member and respected community/religious leader • Leverage your spheres of influence to change policies, practices, systems, and structures within and outside your organization

Schools District School Boards	Community Agencies, not-for profits and Para- public agencies, Government, and Private Industry
<p>Be an Ally:</p> <ul style="list-style-type: none"> • Get involved • Explore the ACT2endracism resource, What to Say When Facing Racism <ul style="list-style-type: none"> • support students in thinking about which approaches they might use, being safe in their actions, and practising these responses • Speak up: when you witness racism, interrupt it and/or speak to a trusted adult, family member and respected community /religious leader 	<p>Imagine:</p> <ul style="list-style-type: none"> • What does a Canada without the Yellow Peril stereotype look like? • How can we imagine a different future?

Schools District School Boards	Community Agencies, not-or profits and Para- public agencies, Government, and Private Industry
<p>Imagine:</p> <ul style="list-style-type: none"> • What does a Canada without the Yellow Peril stereotype look like? How can we imagine a different future? 	

Key Resources

- Beginning Courageous Conversations about Race by Glenn Singleton and Cyndie Hays
- Tracking Yellow Peril: Then and Now
- Addressing Anti-Asian Racism: A Resource for Educators A Resource for Educators
- Coronavirus fears show how ‘model minority’ Asian Americans become the ‘yellow peril’



Perpetual Foreigner Stereotype

ACT2endracism Video Campaign Project - ACENET Discussion Guide

Name of Video: [Perpetual Foreigner](#)

Description: This video takes a critical look at the perpetual foreigner stereotype, a powerful and persistent assumption driving anti-Asian racism in Canada. Through the voices and experiences of diverse Asian Canadians across Canada/North America, this video paints an honest picture of the impact of the perpetual foreigner stereotype at an individual and systemic level in both the past and present.

Author: Sara Leung

Length of video: 6:56 minutes

Grade level, language content, audience: Grade 7+ and Adults

Trigger warning: This video Includes a short clip documenting an incident of anti-Asian racism (4:45). In the video, a white male makes a racist comment targeting people of Chinese and Japanese heritage.

Key Concepts explored:

- Identity
- Belonging
- Othering
- Exclusion
- Anti-Asian Racism
- Canadian identity
- Asian Identity
- Assumptions

Building Safe Space, Key Guidelines: A Safe Space is created when participants share experiences, thoughts and attitudes without fear. This includes listening with an open mind, sharing with humility and providing supportive statements, without judgement. This requires guidelines developed and agreed by all.

Samples include:

- Share what you feel comfortable
- Speak from the 'I' perspective

- Ability to pass at any time
- Listen to understand, not respond
- Speak to the comment, not the person
- Use supportive statements
- Take ownership of your words
- What is said in discussion, is not shared outside
- Respect the privacy and confidentiality of others

As facilitator, ask participants if they need clarifications on the guidelines; add additional agreements as needed. Plan how you will respond if racism is expressed.

What might you do if:

- participants hold that some of the stereotypes, etc., are true?
- participants repeat hateful language they have heard or expressed, or been targeted by
- participants who have experienced anti-Asian hate are re-traumatized and/or relive past trauma

During the discussion review and restate any guidelines as needed. As there may be multiple identities present in the space, what is comfortable for those of dominant identities e.g. power & privilege, may be unsafe for those of the identity being discussed. Ask participants to consider differences of safety and comfort.

Cultural and Personal Safety: Prior to engaging participants, facilitators should ensure that culturally responsive mental health supports are available, especially for the emotional and psychological safety of Asian identifying students/families/staff and other racialized individuals.

Activating Prior Knowledge & Minds-On: Throughout the video, viewers are asked to consider the very foundations of what it means to be Canadian - who is included, who is excluded and who benefits from this construction of the Canadian identity? Through reflective questions, viewers are prompted to consider their own roles in challenging the perpetual foreigner stereotype and anti-Asian racism in personal and professional spaces.

- What does bias, micro-aggressions, stereotypes, discrimination, racism & anti-Asian racism look like, sound like feel like?
- What are the key concepts and issues raised that speak to a historical and/or current context related to anti-Asian racism?
- What are current words used by the media, that lead to the rise of anti-Asian hate, and anti-racism (Note: Safe Space Guidelines)

Rationale

How can this video be used for the specific sector?

Teachers System Leaders / School Council	Community Agencies, not-or profits	Para-public agencies, Government, and Private Industry
<p>Professional learning resource: This video can be used to engage educators, system leaders and school council members in critical discussions about anti-Asian racism and its impact on students, families and staff. Educators, System leaders and School council members are invited to reflect on classroom, school and workplace culture, policies and practices towards identifying and addressing barriers to equity and inclusion with a focus on Asian Canadian experience.</p>	<p>Facilitator Resource: Asian identity specific community organizations can use this video when developing workshops/ training to support other organizations/companies they partner with in better understanding the experiences of racism and its impact on the Asian community. This video can be used for critical dialogue towards approaches and practices that are culturally responsive and challenge biases and deficit narratives of a community needing to be “fixed”.</p>	<p>Professional Learning resource: This video can be used as a learning tool for leadership and staff working for para-public agencies, in the government sector or private industries to better understand the experiences of the Asian Canadian families / communities they serve. This video challenges deficit thinking and mindset. It invites policymakers and employers to reflect on their policies and practices towards identifying barriers and establishing culturally responsive public programs and policies that reflect the needs of the community.</p>

Teachers System Leaders / School Council	Community Agencies, not-or profits	Para-public agencies, Government, and Private Industry
<p>Classroom resource: A classroom culture of anti-racism and social justice, where dialogue about identity and race has been normalized and supported, must be in place before using this video. When used within these parameters, this video can be a meaningful resource to further nurture the critical consciousness of students in understanding concepts of identity, race and racism. Educators should use their own professional judgement and ensure that measures of safety and support are taken before, during and after.</p>	<p>Professional Learning Resource: Broader community organizations (not identity specific) who support diverse communities and families, including those of Asian heritage, can use this video as a learning tool for staff to better understand the experiences of Asian Canadian families/ communities they serve. This video challenges deficit thinking and mindset. It invites organizations to reflect on their policies and practices towards identifying barriers and establishing culturally responsive supports reflecting the needs of the community.</p>	

Key Considerations

What to be aware of?

Teachers System Leaders / School Council	Community Agencies, not-or profits	Para-public agencies, Government, and Private Industry
<p>Trigger warning: This video Includes a short clip documenting an incident of anti-Asian racism in Montreal (4:45). In the video, a white male makes a racist comment targeting people of Chinese and Japanese heritage.</p> <p>Before using this resource, facilitators should ensure that culturally responsive supports for the emotional and psychological safety of Asian identifying students/families/staff and other racialized individuals are in place. (e.g. access to identity-specific social workers/community organizations/guidance counsellors, option to step away when triggered).</p>	<p>Trigger warning: This video Includes a short clip documenting an incident of anti-Asian racism in Montreal (4:45). In the video, a white male makes a racist comment towards people of Chinese and Japanese heritage.</p> <p>Before using this resource, facilitators should ensure that culturally responsive supports for the emotional and psychological safety of Asian identifying staff and other racialized individuals are in place. (e.g. access to identity-specific social workers/community organizations/guidance counsellors, option to step away when triggered).</p>	<p>Trigger warning: This video Includes an short clip documenting an incident of anti-Asian racism in Montreal (4:45). In the video, a white male makes a racist comment towards people of Chinese and Japanese heritage.</p> <p>Before using this resource, facilitators should ensure that culturally responsive supports for the emotional and psychological safety of Asian identifying staff and other racialized individuals are in place. (e.g. access to identity-specific social workers/community organizations/guidance counsellors, option to step away when triggered).</p>

Video Discussion Time

Teachers System Leaders / School Council	Community Agencies, not-or profits	Para-public agencies, Government, and Private Industry
<p>Students (Gr 7+): 20-40 mins. *Length of time should be determined by the educator’s ongoing assessment of student’s understanding, comfort level and safety of Asian and racialized non-Asian students.</p> <p>School Council: 30-45 mins</p> <p>Staff: 45-1 hr</p>	<p>Youth: 20-30 mins *Length of time should be determined by facilitators ongoing assessment of youths understanding, comfort level and safety of Asian and racialized non-Asian students.</p> <p>Adult (External organizations and agencies): 30 mins</p> <p>Staff: 45-1hr</p>	<p>Staff: 45-1hr</p>

Key Questions or Discussions Prompts

Teachers System Leaders	Community Agencies, not-for profits	Para-public agencies, Government, and Private Industry
<p>Teacher with Students: Understanding Racism:</p> <ul style="list-style-type: none"> • What does it mean to be othered? What are some examples of words, comments and actions used in the video that create an impact of ‘othering’ in the past and the present? 	<p>Facilitator with students / staff: Understanding of Racism:</p> <ul style="list-style-type: none"> • What does it mean to be othered? What are some examples of words, comments and actions used in the video that create an impact of ‘othering’ in the past and the present? 	<p>Employers with staff: Understanding of Racism:</p> <ul style="list-style-type: none"> • What does it mean to be othered? What are some examples of words, comments and actions used in the video that create an impact of ‘othering’ in the past and the present?

Teachers System Leaders	Community Agencies, not-for profits	Para-public agencies, Government, and Private Industry
<ul style="list-style-type: none"> • What are the assumptions of who is considered Canadian? Who is included and who is left out of this definition? What is the impact? • How has a narrative of the white Canadian identity and Asian perpetual foreigners been reinforced through different systems (e.g. Education, Health, Justice, Media, etc.) 	<ul style="list-style-type: none"> • What are the assumptions of who is considered Canadian? Who is included and who is left out of this definition? What is the impact? • How has a narrative of the white Canadian identity and Asian perpetual foreigners been reinforced through different systems (e.g. Children’s Aid Services, Mental Health services, Charities, Media, etc.) 	<ul style="list-style-type: none"> • What are the assumptions of who is considered Canadian? Who is included and who is left out of this definition? <ul style="list-style-type: none"> • What is the impact? • How has a narrative of the white Canadian identity and Asian perpetual foreigner been reinforced through different systems (e.g. Health, Justice, Education, Government, Media, etc.)?
<p>Education System Leaders: Critical Reflection Prompts:</p> <ul style="list-style-type: none"> • In what ways might I be reinforcing the perpetuated foreigner stereotype through my classroom (e.g. instructional practices, classroom culture, etc)/ school or system leadership practice? 	<p>Agency Staff: Critical Reflection Prompts:</p> <p>In what ways might I be reinforcing the perpetual foreigner stereotype through my approaches and practices when supporting Asian clients?</p>	<p>Policymakers / Employers: Critical Reflection Prompts:</p> <ul style="list-style-type: none"> • In what ways might I be reinforcing the perpetual foreigner stereotype in personal and professional relationships and spaces?

Teachers System Leaders	Community Agencies, not-for profits	Para-public agencies, Government, and Private Industry
<ul style="list-style-type: none"> • that we can challenge assumptions and biases about the perpetual foreigner stereotype? • In what ways might the policies and practices in our school, school board and education system reinforce the perpetual foreigner stereotype? • What skills and capacities do I/ this organization have in addressing anti-Asian racism?What do I/ this organization need support to build on so that we can challenge assumptions and biases about the perpetual foreigner stereotype? 	<ul style="list-style-type: none"> • In what ways might the policies and practices of this community agency reinforce the perpetual foreigner stereotype? • What skills and capacities do I/this organization have? What do I/this organization need support to build on so that we can challenge both our own and external assumptions and biases related to the perpetual foreigner stereotype? 	<ul style="list-style-type: none"> • In what ways might government / company policies and practices reinforce the perpetual foreigner stereotype? • What skills and capacities do I/ this company have? What do I/ this company need support to build on so that we can challenge both our own and external assumptions and biases related to the perpetual foreigner stereotype? <p>How would this video inform your company/ agency/government department to:</p> <ul style="list-style-type: none"> • Identify and disrupt existing public policies, programs or initiatives that are racist and reinforce the perpetual foreigner stereotype?

Teachers System Leaders	Community Agencies, not-for profits	Para-public agencies, Government, and Private Industry
<p>How does the video support your school/ school board in building capacity amongst stakeholders to:</p> <ul style="list-style-type: none"> • Understand how biases and microaggressions impact students, families and Asian students, families and staff? 	<p>How does the video support your agency to:</p> <ul style="list-style-type: none"> • Build capacity of Front-line workers and their understanding of biases and microaggressions when supporting Asian Canadian clients/community 	<ul style="list-style-type: none"> • Develop inclusive public policies, or program initiatives that reflect understanding of the diverse lived realities of the Asian Canadian communities and impacts of racism? (e.g. programs and policies relevant to promotion, hiring or retention of Asian Canadian staff)
<ul style="list-style-type: none"> • Identify and disrupt policies, practices and cultural norms that reinforce the perpetual foreigner stereotype and anti-Asian racism? 	<ul style="list-style-type: none"> • Create opportunities for Asian Canadians front-line workers to name their personal experiences of anti-Asian racism and to be included in discussions and decisions of organizational and agency change 	<ul style="list-style-type: none"> • Create opportunities for Asian Canadian front-line workers to name their personal experiences of anti-Asian racism and to be included/ have agency in discussions and decisions toward system change with a goal of achieving equitable and inclusive outcomes.

Teachers System Leaders	Community Agencies, not-for profits	Para-public agencies, Government, and Private Industry
<ul style="list-style-type: none"> • Create an opportunity for Asian identifying students, families and staff to name their personal experiences of “perpetual foreigner” and to be included in discussions and decisions toward system change. 	<ul style="list-style-type: none"> • Identify and disrupt existing agency/ organization programs or initiatives that are racist and reinforce the perpetual foreigner stereotype? • Strengthen advocacy work to impact government services and address barriers and systemic discrimination that Asian Canadian clients encounter. 	

Wrap-up & Follow-up

Teachers System Leaders	Community Agencies, not-for profits	Para-public agencies, Government, and Private Industry
<p>Identifying next steps: AntiRacism is an action. Identifying our individual and collective spheres of influence can help us to ground our work in action and move us forward collectively. Engage participants in sphere of influence activity.</p> <ul style="list-style-type: none"> • What are 1-2 things in your sphere of influence that you will commit to doing in order to address anti-Asian racism? • What are 1-2 things you will support the organization in doing to address anti-Asian racism? 	<p>Identifying next steps: AntiRacism is an action. Identifying our individual and collective spheres of influence can help us to ground our work in action and move us forward collectively. Engage participants in sphere of influence activity.</p> <ul style="list-style-type: none"> • What are 1-2 things in your sphere of influence that you will commit to doing in order to address anti-Asian racism? • What are 1-2 things you will support the agency in doing to address anti-Asian racism? 	<p>Identifying next steps: AntiRacism is an action. Identifying our individual and collective spheres of influence can help us to ground our work in action and move us forward collectively. Engage participants in sphere of influence activity.</p> <ul style="list-style-type: none"> • What are 1-2 things in your sphere of influence that you will commit to doing in order to address anti-Asian racism? • What are 1-2 things you will support the organization in doing to address anti-Asian racism?

Additional Resources

Teachers System Leaders and Community Agencies, not-for profits	Para-public agencies, Government, and Private Industry
<ul style="list-style-type: none"> • The Notion of the “Perpetual Foreigner” - AAPI community round table • Toronto for All: Combating Anti-East Asian Racism • Two Stereotypes that diminish the Humanity of the Atlanto Shooting Victims - and all Asian Americans • Reflections on Experiences of Anti-Asian Racism from Childhood to the Pandemic <p>Student/Youth Resources:</p> <ul style="list-style-type: none"> • Japanese Interment in Canada: Perpetual Foreigner (Canadian) • The SituAsian Room: Perpetual Foreigner • Asian Youth for Civic Engagement: The Perpetual Foreigner Stereotype <p>Advocacy and Resistance:</p> <ul style="list-style-type: none"> • Building Resilience Strengthening Resilience • Toronto’s Asian Community Rallies against Racism in Wake of Atlanta Spa Shootings 	<ul style="list-style-type: none"> • The Notion of the “Perpetual Foreigner” - AAPI community round table • Toronto for All: Combating Anti-East Asian Racism • Two Stereotypes that diminish the Humanity of the Atlanto Shooting Victims - and all Asian Americans • Reflections on Experiences of Anti-Asian Racism from Childhood to the Pandemic <p>Advocacy and Resistance:</p> <ul style="list-style-type: none"> • Building Resilience Strengthening Resilience • Toronto’s Asian Community Rallies against Racism in Wake of Atlanta Spa Shootings



Model Minority Stereotype

ACT2endracism Video Campaign Project - ACENET Discussion Guide

Name of Video: Model Minority Myth

Description: The video explains the concept of the Model Minority Myth. It starts with Asian Canadians reflecting on how people perceive Asians. It then explains how these perceptions/stereotypes perpetuate and sustain the myth. The Model Minority Myth is defined and a brief history of Asian racism in Canada is presented to provide a systemic and structural foundation to the concept. The video demonstrates how this belief impacts Asian peoples and its manifestations in current contemporary forms of ongoing racism. The video concludes in a call to action.

Author: Joshua Lim

Length of video: 7:32 minutes

Grade level, language content, audience: Grade 4+ and Adults

Trigger warning: This video Includes a short clip documenting an incident of anti-Asian racism (4:45). In the video, a white male makes a racist comment targeting people of Chinese and Japanese heritage

Key Concepts explored:

- Model Minority
- Positive Stereotypes
- Culture of Silence
- Anti-Asian History
- Exploitation
- Bamboo Ceiling
- Erasure
- Othering
- Model Minority as Wedge

Building Safe Space, Key Guidelines: A Safe Space is created when participants share experiences, thoughts and attitudes without fear. This includes listening with an open mind, sharing with humility and providing supportive statements, without judgement. This requires guidelines developed and agreed by all.

Samples include:

- Share what you feel comfortable
- Speak from the 'I' perspective
- Ability to pass at any time
- Listen to understand, not respond
- Speak to the comment, not the person
- Use supportive statements
- Take ownership of your words
- What is said in discussion, is not shared outside
- Respect the privacy and confidentiality of others

As facilitator, ask participants if they need clarifications on the guidelines; add additional agreements as needed. Plan how you will respond if racism is expressed.

What might you do if:

- participants hold that some of the stereotypes, etc., are true?
- participants repeat hateful language they have heard or expressed, or been targeted by
- participants who have experienced anti-Asian hate are retraumatized and/or relive past trauma

During the discussion review and restate any guidelines as needed. As there may be multiple identities present in the space, what is comfortable for those of dominant identities e.g. power & privilege, may be unsafe for those of the identity being discussed. Ask participants to consider differences of safety and comfort.

Cultural and Personal Safety: Prior to engaging participants facilitators should ensure that culturally responsive mental health supports are available, especially for the emotional and psychological safety of Asian identifying students/families/staff and other racialized individuals.

Activating Prior Knowledge & Minds-On: Throughout the video, viewers are asked to consider the foundations of the ‘Model Minority stereotype. How is this myth perpetuated in history and maintained in mainstream beliefs, systems and institutions? Through reflective questions, viewers are asked to challenge their implicit biases and consider the negative impacts of positive stereotypes on the lives of Asians individuals and communities.

What does bias, micro-aggression, stereotypes, discrimination, racism & anti-Asian racism look like, sound like feel like?

- How can positive stereotypes negatively impact an individual or group?
- What are the key issues that speak to the historical and/or current context related to the myth of the model minority and anti-Asian racism?
- What are current words used by the media and social circles, that lead to the rise of anti-Asian hate, and anti-racism (Note: Safe Space Guidelines)

Rationale

How can this video be used for the specific sector?

Educators, System Leaders, School Councils	Community Agencies, not-for profits	Para-public agencies, Government, and Private Industry
<p>This video can be used as a discussion starter and educational resource for Asian racism. The video provides a concrete definition of the Model Minority Myth, examples, testimonies, contemporary issues, intersections to other forms of racism, and calls to action that can be used as points of discussion.</p>	<p>This video can be used as a training guide to help community agencies develop awareness of the Model Minority Myth and begin to unlearn the associated stereotypes. The video will help illuminate the fact that Asians who are employed or engaged in multiple and different job sectors will require different needs and supports. The video will help community agencies realize why bias, discrimination, and microaggressions against Asian workers may be underreported due to the Model Minority Myth which results in a culture of silence among Asian Canadians.</p>	<p>This video can be used to inform and support policy on anti-Asian racism by educating people on the unreported nature of Asian racism due to the Model Minority Myth. The video sheds light on a contemporary issue of worker’s rights with respect to COVID-19.</p>

Key Considerations

What to be aware of?

Video Length: The video is nearly 8 minutes long and explores multiple concepts. Each concept can lead to further discussions and may need further explanations to connect the concepts within a historical and contemporary framework.

Connections to Black and Indigenous emancipation are touched on in the video and may require time to explore its connection to anti-Asian racism.

Key Questions or Discussion Prompts

Educators, System Leaders, School Councils	Community Agencies, not-for profits	Para-public agencies, Government, and Private Industry
<p>Students / Educators: Analysis + Reflection Prompts:</p> <ul style="list-style-type: none"> • What are the key concepts or images that resonated with you? • Has anyone experienced or know about someone who experienced a false assumption? How did it make you or that person feel? • Were there phrases that you heard during the video that surprised you? • Do you think the Model Minority Myth is a “positive” stereotype? Why or why not? 	<p>Management / Service Provider of community agencies / NGOs Prompts:</p> <ul style="list-style-type: none"> • How can I support you (the client)? • Use the video example of a precarious worker / worker rights for discussion • How are workers being victimized during the pandemic? • What are the organization’s historical practices? How have they changed to ensure equitable, inclusive, and representative practices? 	<p>Government & Private Industry Decision-makers / Employers Prompts:</p> <p>How would this video inform your:</p> <ul style="list-style-type: none"> • Development of a public policy, or program initiative? • Diversity education, training initiatives for staff? • Development programs and policies relevant to promotion, hiring or retention of Asian Canadian staff?

Educators, System Leaders, School Councils	Community Agencies, not-for profits	Para-public agencies, Government, and Private Industry
<ul style="list-style-type: none"> • Who benefits from the Model Minority Myth? • Why is silence problematic? • Why is seeing all Asians as the same problematic? • How does the model Minority myth work as a tool to pit Asian Canadians against other racialized groups others? • Why is it important to learn about the history of racialized groups in Canada? • How does racism impact the classroom, school, workplace? • What does a “nonthreatening group of colour” imply? How is it racist? • Why is allyship and standing in solidarity with racialized groups important? 	<p>Clients Prompts:</p> <p>Do you feel like you belong or that you are included in your workplace?</p> <ul style="list-style-type: none"> • Have you ever felt or seen someone get taken advantage of (exploited) in the workplace? Can you provide an example? • Have you ever voiced your concerns about workplace racism? • Do you feel comfortable doing so? • How do you voice your concerns? • Do you feel you have a voice in your worker’s rights? 	<p>System level Prompts:</p> <p>How do you ensure you equitably recruit, promote, and maintain Asian Canadian workers?</p> <ul style="list-style-type: none"> • Are there systemic barriers that may affect Asian Canadian workers? (For example, bamboo ceiling) • Are there policies in place to level the playing field for racialized groups? • Is there an Asian Canadian affinity group / employee group to support workers? • Is there equity and diversity training / staff development at the workplace? • How does the video complement equity and diversity training, staff relationship, and policy and program implementation?

Educators, System Leaders, School Councils	Community Agencies, not-for profits	Para-public agencies, Government, and Private Industry
<p>Action Prompts:</p> <ul style="list-style-type: none"> • How do you start a conversation about racism? • How do you deal with racism? • How has COVID-19 changed the way people treat Asians? • How do we support the understanding of the Model Minority Myth among non-Asian people? <p>School Prompts:</p> <ul style="list-style-type: none"> • How does the Model Minority Myth affect students in a classroom (i.e., perception of students' academic abilities, perception of students' social skills, roles that certain students are pushed into)? • What can students and teachers do to better understand Asian students? 		<ul style="list-style-type: none"> • Are you aware of the impact of positive stereotypes that relate to the treatment of Asian Canadian employees? • Are there supports for Asian Canadian clients that your organization serves? (For example, translators) <p>Staff level Prompts:</p> <ul style="list-style-type: none"> • Do you know how to support your Asian Canadian co-workers? • How might staff benefit from learning about the Model Minority Myth? • Are staff comfortable with discussing working conditions and promotion opportunities?

Educators, System Leaders, School Councils	Community Agencies, not-for profits	Para-public agencies, Government, and Private Industry
<ul style="list-style-type: none"> • What can you do if you see or hear racist action at school? • How do we combat the Model Minority Myth in school? • How do we support our family's understanding of the Model Minority? • How do we combat the Model Minority Myth in our community / outside of school? 		<ul style="list-style-type: none"> • How can this video be used to support nonAsian Canadian employees to better understand the challenges of their Asian Canadian colleagues and build better cross-racial relations?

Wrap-up & Follow-up

Identifying next steps: Further learning and discussions on concepts raised in the video and/or from the current discussion.

Creating an action plan for the 4 calls to action presented in the video?

Key Resources

Educators, System Leaders, School Councils	Community Agencies, not-for profits	Para-public agencies, Government, and Private Industry
<p>ACENET resources: WHO guideline for naming viruses/infectious diseases https://www.who.int/news/item/08-05-2015-who-issues-best-practices-for-naming-new-human-infectious-diseases</p> <p>ACCT: (Racism in the curriculum) https://drive.google.com/file/d/18WbrTEzZfYL9DKIqquj1XFU6690vl9kt/view</p> <p>(History of Asian Racism in Canada) https://drive.google.com/file/d/1fFlisLrRFe7jTp7U3XYqo0fNNx4igBtd/view</p> <p>(Demographics of Chinese Canadians) https://drive.google.com/file/d/11H2LjwvxKakS5cgE6TcMge7yK Grg8GN/view</p> <p>(Infographic - Racism and Systematic racism) https://drive.google.com/file/d/1NjtszTy0uP9Vos6benk3QycKlyNi-67j/view</p>	<p>ACCT: (Scholarly paper of Asian Racism in Canada) https://drive.google.com/file/d/1UXW8PuX1pQ8tgM-S_1PGoMyz_zdWTr7j/view</p> <p>(Infographic on Employment) https://drive.google.com/file/d/1hvbMe8D-RTIfP7jE4Qb9dyAVWJc pfn2r/view</p> <p>(Demographics of Chinese Canadians) https://drive.google.com/file/d/11H2LjwvxKakS5cgE6TcMge7yK Grg8GN/view</p>	<p>ACCT: (Infographic on Employment) https://drive.google.com/file/d/1hvbMe8D-RTIfP7jE4Qb9dyAVWJc pfn2r/view</p> <p>(Demographics of Chinese Canadians) https://drive.google.com/file/d/11H2LjwvxKakS5cgE6TcMge7yK Grg8GN/view</p>

Educators, System Leaders, School Councils	Community Agencies, not-for profits	Para-public agencies, Government, and Private Industry
<p>(Definitions - Prejudice, Stereotyping, Racism, Discrimination) https://drive.google.com/file/d/16QgbLYuUMeEjvKS4Yy5z4_QB9OmUs6im/view</p> <p>(COVID-19 Asian Racism response) https://drive.google.com/file/d/1_7U0qN6q7bQhAeabxDBueuRdjeOUDYEZ/view</p> <p>(Case study of racism in school) https://drive.google.com/file/d/1R7YdNk4OSc3tNtq-VdwXdBUVMk-C-Kdd/view</p> <p>(Microaggressions) https://drive.google.com/file/d/1RMWG--IYiD2cJRprlqohBcGCLvpSOSNH/view</p> <p>(Yellow Peril - History) https://drive.google.com/file/d/1hsfuUm4_HKlzzdmTMIUN4xs7Gor2BJmb/view</p> <p>(Hate Crimes definition) https://drive.google.com/file/d/1Lp7UWKRu7yC2nCsBZZRNjVtJH0wfJ9tp/view</p>		



Call to Action

ACT2endracism Video Campaign Project - ACENET Discussion Guide

Name of Video: [Model Minority – A History of Silence](#)

Description: This video takes a critical look at the model minority stereotype, a persistent prejudice driving anti-Asian racism. Through spoken word poetry and imagery, the video artist centers the challenge of a grandchild to his grandparent to address historical and current markers of anti-Indigenous, anti-Black and anti-Asian racism amongst others. The artists layers the language of Asian stereotypes, Model Minority tropes and a final call to action, while acknowledging the path laid forward by pioneers.

Author: Sandy Yep

Length of video: TBC

Grade level, language content, audience: Grade 7+ and Adults

General Audience. Occasional disturbing language, racial slurs, violence.

Key Concepts explored:

- Historical Racism
- Systemic Racism
- Exclusion
- Silence
- Internalized Racism
- Model Minority
- Racial Violence
- Social (in)Justice
- Pioneers
- Allyship

Building Safe Space, Key Guidelines: A Safe Space is created when participants share experiences, thoughts and attitudes without fear. This includes listening with an open mind, sharing with humility and providing supportive statements, without judgement. This requires guidelines developed and agreed by all.

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Samples include:

- Share what you feel comfortable
- Speak from the 'I' perspective
- Ability to pass at any time
- Listen to understand, not respond
- Speak to the comment, not the person
- Use supportive statements
- Take ownership of your words
- What is said in discussion, is not shared outside
- Respect the privacy and confidentiality of others

As facilitator, ask participants if they need clarifications on the guidelines; add additional agreements as needed. Plan how you will respond if racism is expressed.

What might you do if:

- participants hold that some of the stereotypes, etc., are true?
- participants repeat hateful language they have heard or expressed, or been targeted by
- participants who have experienced anti-Asian hate are retraumatized and/or relive past trauma

During the discussion review and restate any guidelines as needed. As there may be multiple identities present in the space, what is comfortable for those of dominant identities e.g. power & privilege, may be unsafe for those of the identity being discussed. Ask participants to consider differences of safety and comfort.

Cultural and Personal Safety: Prior to engaging participants facilitators should ensure that culturally responsive mental health supports are available, especially for the emotional and psychological safety of Asian identifying students/families/staff and other racialized individuals.

Activating Prior Knowledge & Minds-On: Throughout the video, viewers are asked to listen to the inter-connected meanings of the words and images shared. How has the artist contextualized the currency of the past, with the actions of the present? Through reflective questions and sharing, viewers are asked to consider the challenges of a child and the responsibility of an adult to learn through history as a way to step into the present ‘Call for Action’.

- What key words, phrases, images speak to bias, discrimination, racism and internalized racism? What does it look like, sound like feel like?
- What is internalized racism?
- What are the key concepts and issues raised that speak to a historical and/or current context related to anti-Asian racism?
- What do you see as your call to action? How can Asians, non-Asians and allies in various sectors work towards individual and collective action for change?

Facilitation Guide: Section 2 Implementation

How can this video be used for the specific sector?

Educators, System Leaders, School Councils	Community Agencies, not-for profits	Para-public agencies, Government and Private Industry
<p>This video can be used as a discussion starter and/or teaching resource for teachers, educators and system leaders as part of a school staff team meeting, curriculum material, equity and anti-racism training and/or presented to parents and school council.</p>	<p>This video can be used as a discussion starter and/or educational resource for front-line workers, support teams and program workers at a staff meeting, equity and anti-racism training and/or presented to clients and community.</p>	<p>This video can be used as a discussion starter and/or training resource for policy advisers, program planners and human resource development and training teams at a staff meeting, diversity, equity and anti-racism training and/or included in staff educational materials. This can also be shared with employee affinity groups.</p>

Educators, System Leaders, School Councils	Community Agencies, not-for profits	Para-public agencies, Government and Private Industry
<p>The teachers can use the video in:</p> <ul style="list-style-type: none"> teaching curriculum e.g. English, language arts, civics, etc. culturally relevant pedagogy e.g. family history, social justice, etc. Staff, administrators and system leaders can: Lead educator’s analysis of anti-Asian racism past and present Facilitate school dialogue to understand Asian student experiences, e.g. internalized racism Examine and expand procurement of teaching materials, e.g. Asian-Canadian experiences 	<p>Leaders and staff of community agencies and not-for-profit organizations will be better positioned to:</p> <ul style="list-style-type: none"> better support clients experiencing anti-Asian racism critically examine internal policies and practices with the goal of creating equitable, anti-oppressive working environments carry out advocacy work with an understanding of key concepts in anti-Asian racism 	<p>Industry leaders and employees will be better positioned to:</p> <ul style="list-style-type: none"> develop individual and collective understanding of anti-Asian racism examine internal and external policies, programs and practices with a critical lens enhance recruitment, employment, retention and promotion practices build safer, inclusive and respectful workplace for diverse employees better understand the realities of Asian staff and clients

Educators, System Leaders, School Councils	Community Agencies, not-for profits	Para-public agencies, Government and Private Industry
<p>As well as validating the experiences of many AsianCanadians, this video supports educators’ and system leaders’ critical understanding of the intersecting narratives of ‘Yellow Peril’, ‘Perpetual Foreigner”, and the ‘Model Minority Myth’ and their impacts on Asian communities lived experiences</p>	<p>As well as validating the experiences of many AsianCanadians, this video supports agency staffs’ critical understanding and consciousness of the intersecting narratives of ‘Yellow Peril’, ‘Perpetual Foreigner”, and the ‘Model Minority Myth’ and their impacts on Asian communities lived experiences.</p>	<p>As well as validating the experiences of many Asian-Canadians, this video supports agency staff and senior leaders’ critical understanding and consciousness of the intersecting narratives of ‘Yellow Peril’, ‘Perpetual Foreigner”, and the ‘Model Minority Myth’ and their impacts on Asian communities.</p>

Video Discussion Time

Educators, System Leaders, School Councils	Community Agencies, not-for profits	Para-public agencies, Government and Private Industry
<p>Students (Gr 7+): 20-40 mins *Length of time should be determined by the educator’s ongoing assessment of the student’s understanding, comfort level and safety of Asian and racialized non-Asian students.</p> <p>School Council: 30-45 mins</p> <p>Staff: 45-1 hr</p>	<p>Youth: 20-30 mins *Length of time should be determined by facilitators ongoing assessment of student’s understanding, comfort level and safety of Asian and racialized non-Asian students.</p> <p>Adult (External organizations and agencies): 30 mins</p> <p>Staff: 45-1hr</p>	<p>Staff: 45-1hr</p>

Pre-video Preparations

The video is only 3 minutes long and connects multiple concepts through spoken word poetry. Each concept can lead to further discussions, and there is benefit to link previous videos in part/whole during discussion. It can also be the culminating video of the series. The facilitator should review and consider handing out the spoken word poem to participants. The impact of the video lays in its ability to move participants to consider the child's call to action, and prompt viewers to consider personal, professional or institutional change.

Suggested flow:

1. Watch the video
2. Seek general feedback*
3. Focus on key concepts, understanding, actions (Option: Provide copy of poem)
4. Summarize discussions
5. Explore 'Calls to Action'

*It may be beneficial to have the participants watch the video uninterrupted, and then again, pausing at various points where they might have questions/require clarification on concepts.

Key Questions or Discussions Prompts

Analyzing the video:

- What is the message /theme of this film?
- Who is being impacted? In what ways?
- How do you feel about the video, and why?

Deepening Understanding of key threads, concepts and words:

- What were the key historical and current markers spoken to, when the child asked: 'Where were you?' Provide examples
- How did the parent respond to the child when asked 'Where were you (when you encountered a racial slur?) What words were used? How does it relate to concepts like 'Model Minority', 'Perpetual Foreigner'?
- What is internalized racism? How did the parent reflect this in the response? How does this relate to the Asian-Canadian experience of racism?
- How does the child challenge the parent to respond to 'Calls to Action' in the present? What are the past and current markers spoken to, how did the parent respond?
- What is the role of pioneers and allies to address current and past social injustices?

Educators, System Leaders, School Councils	Community Agencies, not-for profits	Para-public agencies, Government, and Private Industry
<p>Critical Reflection Prompts Teachers:</p> <ul style="list-style-type: none"> • How does the video help you understand anti-Asian racism past and present? • How does the video relate to individual acts of racism you have experienced, witnessed or heard? • What steps can we take as students and a class to create safety, and address racist bullying of others? <p>Staff, administrators and system leaders:</p> <ul style="list-style-type: none"> • In what ways do our school practices, boards policies and education system perpetuate interconnected forms of antiAsian racism e.g. Yellow Peril, Perpetual Foreigner, Model Minority 	<p>Critical Reflection Prompts Leaders, administrators and staff :</p> <ul style="list-style-type: none"> • How can the video be used to build staff capacity to understand past and present experiences of racism e.g. biases, microaggressions, etc. impacting the mental health and well-being of Asian clients/community? • What initiatives and supports do staff/leaders require to address and challenge both personal and external assumptions of implicit biases, and stereotypes of Asians? 	<p>Critical Reflection Prompts Government, industry leaders, staff and employees:</p> <ul style="list-style-type: none"> • How can the video be used to build staff capacity to understand past and present experiences of racism e.g. biases, microaggressions, etc. impacting the mental health and well-being of Asian clients/community? • What initiatives and supports do staff/leaders require to address and challenge both personal and external assumptions of implicit biases, and stereotypes of Asians?

Educators, System Leaders, School Councils	Community Agencies, not-for profits	Para-public agencies, Government, and Private Industry
<ul style="list-style-type: none"> • How can we integrate the video series in our work to engage parents and school council? • How can we create opportunities to support Asian students, family and staff to name their personal experiences of anti-Asian racism and to be included in discussions and decisions toward system change? 	<ul style="list-style-type: none"> • What steps can be taken to provide Asian identifying staff to name their personal experiences of anti-Asian racism and be included in decisions of organizational and agency change? • In what ways can the key concepts be used, and the experiences and voices of marginalized clients and staff be used to: <ul style="list-style-type: none"> • enhance agency policy, practices and programs; • address individual and systemic barriers to mainstream services? 	<ul style="list-style-type: none"> • What steps can be taken to provide Asian identifying staff to name their personal experiences of anti-Asian racism and be included in decisions of organizational and sector change? • In what ways can the key concepts be used, and the experiences and voices of marginalized clients and staff be used to: <ul style="list-style-type: none"> • enhance organizations policy, practices and programs • build safer, inclusive and respectful workplace environments

Wrap-up & Follow-up

Educators, System Leaders, School Councils	Community Agencies, not-for profits	Para-public agencies, Government, and Private Industry
As a 'Call to Action' this video places the onus on the individual and the institution to map out the strategic personal and institutional next steps towards individual and systemic change.	As a 'Call to Action' this video places the onus on the individual and the institution to map out the strategic personal and institutional next steps towards individual and systemic change.	As a 'Call to Action' this video places the onus on the individual and the institution to map out the strategic personal and institutional next steps towards individual and systemic change.

Additional Resources

- Info Sheet: History of Asian Racism in Canada
<https://drive.google.com/file/d/1fFlisLrRFe7jTp7U3XYqo0fNNx4igBtd/view>
- Newsclipping: 'Touring BC's 'Hidden' History Shared by Chinese and Indigenous Peoples' 2014
- Global News: Living in Colour
<https://www.youtube.com/watch?app=desktop&v=RBrW129hKmg>
- Internalized Racism TedX Talk - Black Self/White World
https://www.youtube.com/watch?v=HF5K3J_Z8nk

Where were you?

The first time my grandchild asks,
and they will
Where were you?

A history book will unfold before my eyes
Brittle spine snapping like a leather belt, Some pages yet unwritten, dripping with the
blood, sweat, and tears of our ancestors who crossed an ocean seeking a dream that
turned out to be more like a myth Where were you?

When CPR foremen sent trembling Chinamen with frail fingers into the tunnels with sticks
of dynamite Where were you
When head tax and immigration acts shut the door to the motherland
Splitting countless Asian families down the middle like steamed pork buns Where were
you
When the boat people landed in the dead of winter, promptly pushed to the ghettos like
the rest of the rabble,
When Nikkei fishing boats were impounded, their nets deemed a threat to wartime
security
Twenty two thousand Japanese sent to the mountains to concentrate on all the ways they
weren't Canadian enough

The first time my grandchild comes to me with puffy eyes
Asking me where I was the first time I got called a chink
Asking me why it still hurts this bad in a country that says it welcomes us all,
I will be forced to contend with all the times I have kept my head down and pulled my
bootstraps up
A history of silence that speaks louder than a Hiroshima bomb
We have never been a loud people, just hardworking
After all / chopsticks and stones can break your bones but words will never hurt you
So study hard, jai, don't talk back, we are lucky to be here, to be doctors, lawyers,
engineers
Railroads and laundromats to prosperity and graduation caps
They might not love us like they love our food but they pay our mortgages while we pay
our dues

When my grandchild asks

What did you do

When they knelt on a Black man's neck till he died, when they trespassed and attacked
First Nations healing camps, when they called it kung-flu and spit on our grandmas at bus
stops What did you do?

And where were you

When Black Canadians paved the way for our emancipation

When local natives pulled our broken bodies from collapsed railroad tunnels and nursed
us back to health, bending cedar and weaving bamboo? Did you fight for them, when
they fought for you?

I want to tell them:

We tried. We stood. We fought, we could.

No longer only doctors, lawyers, engineers but artists, athletes, allies, activists,

Every Chinatown and Little Manila an act of defiance

Every stoic action mistaken for silence

Here we are on the shoulders of humble giants, their guidance meant survival so that we
can now speak, so we can now strive, so we can now struggle, so we can now thrive.

When they asked me what I did I

want to tell them:

I tried.

Spoken Word Artist: Chris Tse