

ACT2Endracism: Video Resource Guide

A Step-by-Step Tutorial



OCT Standards of Practice: Anishinaabe Art

ACT2Endracism

Video Resource Guide

Welcome!

How-to use the ACT2Endracism Video Resource Guide & Videos

Goals

- Setup Presentations and,
- Deliver a session using the videos

Outcomes

- Better understanding of the video guide
- Gain a better overview of the videos; and,
- How to set up a workshop or mini-program on Anti-Asian Racism

Facilitation Tips!

ACT2Endracism

Video Campaign

Purpose

- Greater understanding of Anti-Asian Racism
- Impact individual awareness, attitudes and beliefs
- Systemic change in public Institutions

Five Videos

- Video 1 Anti-Asian Microaggressions
- Video 2 Yellow Peril
- Video 3 Perpetual Foreigner
- Video 4: Model Minority
- Video 5: A History of Silence (Call to Action)

Facilitation Tip!

Key Resources : <https://act2endracism.ca/community-resources/>

The Discussion Guide

A Visual Scan



Lets Talk Video Campaign Project Discussion Guide

[Lets Talk Video Campaign Project - Discussion Guide/](#)

The Discussion Guide An Overview

Section 1: Preparations

- General Overview of the video to prepare the groundwork
- Video details, grade level, key concepts etc.
- Activating Prior Knowledge
- Review the video on your own

Building a Safe Space

Section 2: Implementation

- Which sector are we talking about e.g., education, community
- Suggested key questions
- Suggested wrap-up

A Call to Action

**How to Use
the Video
Guide :
Step-By-Step
Preparations**

Preparations

- Step 1 Review details of your video
- Step 2 Preparing your Audience 'Activating Knowledge'
- Step 3 Preview the video

Step 1

Review Details of your Video



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



<https://www.youtube.com/watch?v=zso-i4kXsDc>

Step 1 (cont'd)

Review Details of your Video

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.

Step 2

Preparing your Audience

Activating Prior Knowledge

Advance audience preparations

Activating Prior Knowledge (in advance of session)

- Send out pre-session information materials that correspond to your video content; or,
- Share out questions before the session as preparation work

Facilitation tip!

Activating MINDS ON (at start of session)

- Start the conversation just BEFORE video by paraphrasing some of the materials circulated

Act2End Racism Resources

Microaggressions: Revealing Indirect Racism

Have you ever had someone say to you...

"You speak really good English" "You look so exotic"
"You must be really good at math" "Nee Hoo" "Where are you REALLY from?"
"You're actually a really good driver"

...Or has anyone ever...

Tried to guess your ethnicity	Assumed you were not in a position of leadership when you were
Served someone else before you	PURPOSELY AVOIDED YOU
Asked you to teach them your "native language"	Asked you what is the "weirdest" Asian food you have eaten

If so, then you may have experienced a **microaggression**



Comic: How to be an active bystander and help a target of racism/hate crime



What can you do when you are targeted by racism

<https://act2endracism.ca/resources-in-english/>

« Emotional Tenor »



Let's Talk about the Perpetual Foreigner Stereotype

WATCH NOW!



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.

Step 3

Preview the video

« Emotional Tenor »

Review Video Discussion Times & Emotional Content

- Video Discussions Times
 - How long do you have?
- Social-Emotional Impacts of the Video
 - Your Audience
 - The Dialogue

Considerations

- What words
- What visuals
- What emotions did you notice or feel?
- Set aside time, be prepared to address any strong language segments in the video



Where are you from?

<https://www.youtube.com/watch?v=j4briswirhQ>

Step 3

Preview the video

« Emotional Tenor »

Review Video Discussion Times & Emotional Content

- Video Discussions Times
 - How long do you have?
- Social-Emotional Impacts of the Video
 - Your Audience
 - The Dialogue

Considerations

- What words
- What visuals
- What emotions did you notice or feel?
- Set aside time, be prepared to address any strong language segments in the video

Step 4:

**Building A
Safe Space**

Building a Safe Space

Building a Safe Space (cont'd)

Build A Safe Space

- listen with an open mind;
- share with humility;
- engage in respectful dialogue, without judgment and,
- Ensure cultural and Personal Safety (Participant)

Cultural and Personal Safety (for the Participant)

- Mental health supports available

Building a Safe Space (cont 'd)

Speaker

- Share what you feel comfortable
- Speak from the 'I' perspective
- Ability to pass at any time

Listener

- Listen to understand, not respond
- Speak to the comment, not the person
- Use supportive statements
- Take ownership of your words

General

- What is said during discussion, is not shared outside
- Respect the privacy and confidentiality of others

Facilitation Tip! Building a 'Safe Container' & Cultural Safety'

**How to Use the
Video Guide :
Step-By-Step
Implementation**

Implementation

Building a Safe Space

- Step 5 Choosing your Sector (audience)
- Step 6 Selecting your Questions
- Step 6A Selecting your Questions base on Program Outcomes
- Step 7 Wrap – up

Step 5

Choosing Your Sector (audience)

Schools and School Boards

- Teachers and students
- Teachers with Teachers (staff development)
- Board System Leaders (Leadership development)
- Educators with families and school councils

Community agencies

- Clients and families
- Internal Staff (including front-line, and Asian staff)
- External Partners

Para-public, Government and Private Industry

- Employees (including Asian staff, and affinity groups)
- Program and Policy staff

Schools and School Boards

Community Agencies

Para-public, Government and Private Industry

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>

Step 6

Selecting your Questions



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.



That sense of community with other students

<https://www.youtube.com/watch?v=q9ilguvSogM&t=1s>

**Step 6A:
Selecting
Questions
based on
Workshop
Outcome**

Concrete Outcomes

Align with the key aspects of anti-Asian racism:

- Content / Context
- Impacts
- Actions

Aligned with the evaluation survey

‘What will participants come out of the presentation with?’

- Understand and explain key concepts, historical roots of anti-Asian racism
- Identify and share manifestations of current anti-Asian micro-aggression in the workplace
- Know 2 strategies to step-in and address anti-Asian discriminatory language in the classroom
- identify 1 concrete action (personal/professional)

Step 6A

Selecting Questions based on Workshop Outcomes

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)

Educators, System Leaders, School Councils

Students / Educators: Analysis + Reflection Prompts:

- 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?

School Prompts:

- 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?

Educators, System Leaders, School Councils

- 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?

Step 6A

Sample Questions based on Workshop Outcome

Concrete Outcomes

Align with the key aspects of anti-Asian racism:

- Content / Context
- Impacts
- Actions

Selected Questions ` Model Minority

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

1. What were the key issues that speak to the historical and/or current context related to the myth of the model minority
2. Why is seeing ALL Asians the same problematic?
3. How do we combat the model minority myth in schools?

Step 7 Wrap – UP Follow-UP

Wrap-up & Follow-up

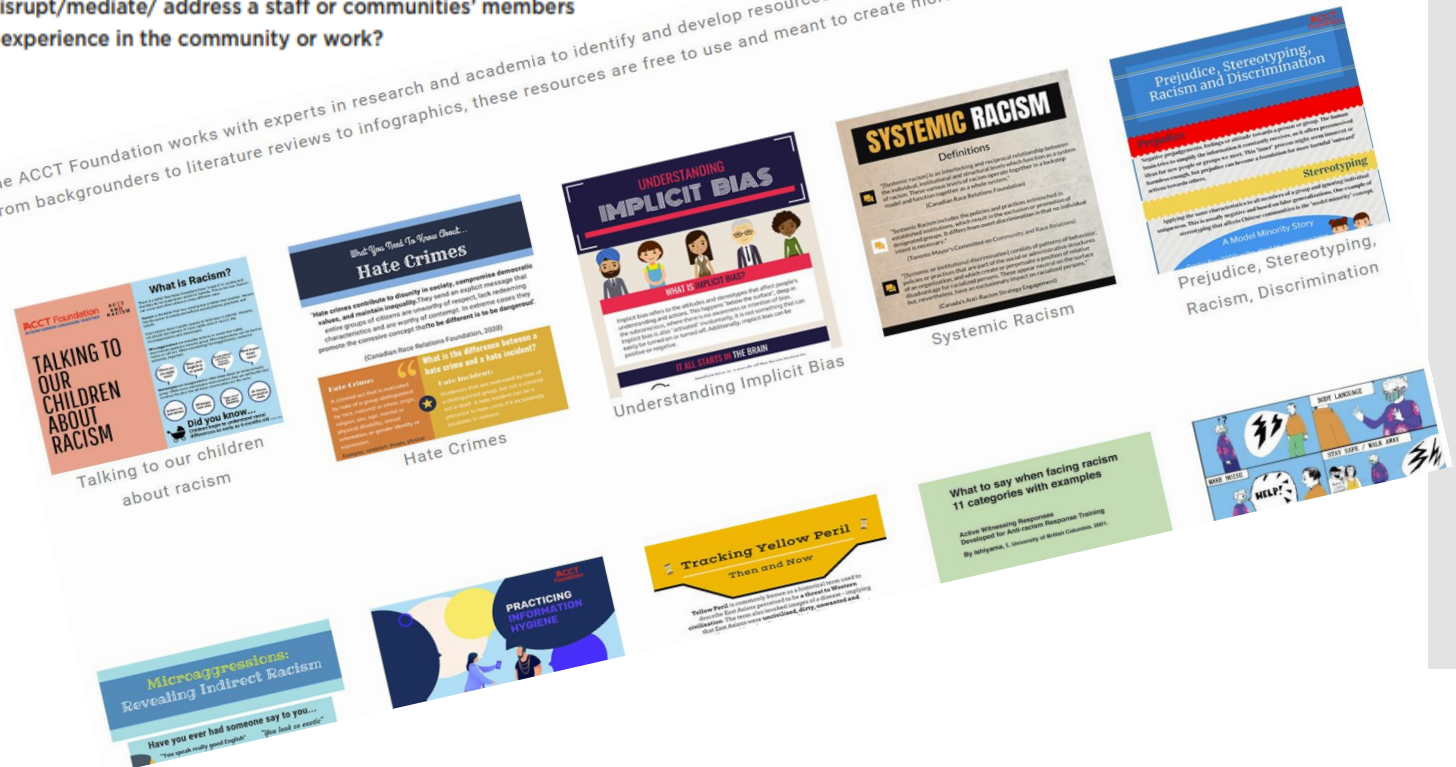
Wrap up:

- 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?

The ACCT Foundation works with experts in research and academia to identify and develop resources to support Chinese Canadian leaders in the community. From backgrounders to literature reviews to infographics, these resources are free to use and meant to create more context and awareness.



Program Syllabus

One Day

Workshop Series

<p>Stand-Alone One Video (Choice of)</p> <ul style="list-style-type: none"> • Microaggression • Yellow Peril • Perpetual Foreigner • Model Minority • History of Silence 	<p>45 min to 60 min</p> <ul style="list-style-type: none"> • Choose video • Review details • Prepare Audience (Pre-Readings or Questions) • Preview video (Emotional Tenor - Determine Outcomes – Select Questions) <p>Build Safe Space Minds ON – opening questions or reflections Play Video – Facilitate Dialogue Wrap-up – Call to Action – Follow-up (materials)</p>	
Workshop		
Opening session Bias, Prejudice, Discrimination	Middle Sessions Content / Impacts	Closing Session Call to Action
Microaggressions	<ul style="list-style-type: none"> • Yellow Peril • Perpetual Foreigner • Model Minority 	History of Silence

Summary Review

Preparations

- Step 1 Review details of your video
- Step 2 Preparing your Audience 'Activating Knowledge'
- Step 3 Preview the video 'Emotional Tenor'

Building a Safe Space

- Step 5 Choosing your Sector (audience)
- Step 6 Selecting your Questions
- Step 6A Selecting your Questions base on Program Design
- Step 7 Wrap – up

A Call to Action

CALL TO ACTION



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 artist layers the language of Asian stereotypes, Model Minority tropes and a final call to action, while acknowledging the path laid forward by pioneers.



A history of silence: spoken word on model minority



<https://www.youtube.com/watch?v=nKccKhydJyM>