

# **TALK AND TAKE ACTION:**

## **PARENTS' AND CAREGIVERS' GUIDE TO STOPPING ASIAN AND PACIFIC ISLANDER HATE**

**nickelodeon**<sup>TM</sup>



the conscious kid

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# Nickelodeon's Talk and Take Action: Parents' & Caregivers' Guide to Stopping Asian American and Pacific Islander Hate

Asian American and Pacific Islander (AAPI) hate is the unfair judgment and treatment of Asian Americans and Pacific Islanders in the United States. This hate stems from racism and stereotypes. AAPI hate is an unkind, upsetting, and scary thing for someone to experience and it can happen in many ways, including unkind or untrue words and comments, bullying, physical aggression, and vandalism. Recently, targeted hate against AAPIs has increased in the United States.

This guide, focused on stopping AAPI Hate, has been written in partnership with The Conscious Kid, an education organization that supports families and educators in taking action to disrupt racism. It is designed to provide parents and caregivers with the tools, tips, and language needed to talk with their children about the racism, discrimination, and hate directed at the AAPI community in the United States.

We recognize having conversations focused on racism and hate can be challenging at any age. We hope this guide will help parents and caregivers feel supported as they navigate these tough topics with their kids.

Finally, we want our families to leave these conversations empowered to make change. This guide provides simple, but significant, action steps families can take together to create a more inclusive world.

# TALKING WITH KIDS ABOUT HATE: BEFORE YOU BEGIN

When preparing to talk about difficult or potentially triggering topics with children, such as racism, discrimination, and violence, it is important to frame discussions in ways that will maximize their opportunities to learn, while at the same time ensuring they won't leave the conversation confused, afraid, or traumatized. These guides include descriptions of racist and discriminatory acts, which can be challenging for all of us to read and talk about. Here are tips you can use to support conversations with kids about tough topics.

## 1. Check in with yourself.

Take stock of your own feelings and perceptions related to the information included in the guide. Be aware of emotions that you may have when talking about these topics and acknowledge your own biases and past experiences with discrimination, racism, or hate. Consider sharing your thoughts with another trusted adult.

## 2. Review the guides.

Being here, reading this, means you care, and your willingness to learn the skills needed to hold these conversations with your kid sends a powerful message. These topics are challenging, and you may need help navigating them. If that's the case, take time to look through the Talk and Take Action Guides. Each guide will provide you with an introduction to its topic, a historical and contemporary context for why these conversations need to take place, and how you, as a family can take action. Focus on the information that you feel is most meaningful and relevant to your children and your conversation.

## 3. Lay the foundation.

Before diving into tough topics like racism, discrimination, hate, and bias, it's important to lay the foundation for a safe and secure dialogue. Begin by letting kids know what you'd like to talk about and make sure they know no question is off limits. Speak calmly and clearly, and use reassuring words and gestures. It might also be helpful to have general, more informal conversations about fairness and equity before approaching these topics. Talk with your child about your family values, how you cultivate kindness, and what you admire about those who are caring, compassionate, and equitable.

## 4. Prepare to be transparent.

Talking honestly and openly about difficult topics with children models positive behaviors that fosters open lines of communication, builds trust, and strengthens bonds. Let kids know that these kinds of conversations are difficult, even for adults. Acknowledging this difficulty tells kids that even though a topic may be uncomfortable, it is important to talk about. As you are tackling tough topics at home, you should not try to or expect to cover everything in a single conversation. These kinds of conversations will be ongoing. Aim to keep them age appropriate and accessible.

### **5. Gauge what they know.**

Kids gain information implicitly, or informally, through what they see, hear, and experience. Asking children what they already know about a topic is a great starting point for conversation. Expand on what they bring up to deepen their understanding and fill in their knowledge gaps. Children often notice and absorb much more than we expect.

### **6. Lean in and listen.**

In a world full of distractions, now is the time to give children your undivided attention. Encourage them to ask questions and let them know you'll do your best to answer them. Pay attention to the questions they ask and any emotional responses that may be evoked by the information being presented. This means not only listening to their words but looking at their body language for cues about how they are feeling. When your child shows signs they are feeling uneasy, sad, or scared, reassure them that they are safe and cared for.

### **7. Learn with them.**

Answer children's questions as clearly and honestly as you can, using kid-friendly language and definitions. Don't feel obligated to answer right away. Slow down, take a pause, and repeat the question. This ensures that you don't answer right away just for the sake of answering and provide information that is incorrect. And, if you don't know the answer to a question, that's OK! Saying "I don't know" creates an opportunity for you to learn together. If you are caught off guard by a difficult question and are unsure of how to respond in the moment, try one of these:

"That's a really big question! Let's explore it together."

"That's a great question. Let's find out more together."

### **8. Consider and validate their feelings.**

"It's not right that people are being mean to Asian people!" Validate their feelings and explain that being upset about this means this is something important that we need to pay attention to. Allowing them to express how they feel lets them know that it's OK to feel emotions such as sadness or anger. Some kids may be more likely to suppress their emotions due to learned gender, social, or cultural roles.

### **9. Help them frame the situation.**

Providing kids with context is useful when helping them make sense of acts of racism, hate, or violence. If they ask why someone would direct hate at someone based on their race, you could say, "Some people wrongly believe that certain races, religious practices, or cultural groups are better than others. They may have gotten these wrong ideas from stereotypes we see and hear in the media. Without the correct information, they sometimes commit acts of hate against other people and think it's OK based on their beliefs."

### **10. Empower them to make a difference.**

Tackling tough topics can sometimes leave us feeling sad, angry, or hopeless. These feelings are valid, and we can use them to engage in meaningful actions to fight against racism and

discrimination. For example, standing up for others or volunteering time to a cause can make a big difference. If you need support, each guide includes a list of actions you as a family can take to leave the conversation feeling empowered and prepared to build a more just and compassionate world.

## ADDRESSING ASIAN AMERICAN AND PACIFIC ISLANDER HATE AND ITS ROOT CAUSE

You may have seen on the news or heard talk about the increase in harmful acts targeted at people who are Asian American and Pacific Islander (AAPI). Because of the geographic origins of COVID-19, some people feel that it is OK to say or do mean things to AAPIs simply because they happen to be an Asian American or Pacific Islander.

Hate targeted at the AAPI community is not new in the United States. Anti-AAPI racism is rooted in the long history of how people of color have been mistreated in the United States. Much of that mistreatment is based on people of color being seen as inferior and a threat to other Americans' way of life and safety. When Chinese immigrants came to the United States in the middle of the 19th century looking for new work opportunities, they faced hostility from settlers who saw them as a threat to jobs, health, and their traditional way of life. This imagined threat, known as Yellow Peril, has been a common myth. Throughout history, the U.S. government has used these imagined — but completely false — ideas to control the rights and freedoms of Asian Americans and Pacific Islanders by implementing laws and policies that restricted Asian immigration, kept AAPIs from becoming citizens, owning land, and working in some jobs, and even kept them from marrying white people. These laws, rooted in discrimination, harmed AAPI communities and are the start of the anti-Asian American and Pacific Islander racism we still see today.

To combat anti-Asian American and Pacific Islander racism, understand its impact, and see how it contributes to negative ideas about the AAPI community, it is important to learn about the history and experiences of AAPI people. The AAPI experience, however, is often excluded from history books, in media, and in conversations about race more generally. For the last 200 years, members of the AAPI community have been taking action against the inequities and unfair treatment they have experienced. Learn more about this history here.



### **AAPI**

An abbreviation for Asian American and Pacific Islander. Asian Americans are Americans who are of Asian ancestry. The term was created by Yuji Ichioka and Emma Gee in 1968, to unite Asian ethnic groups.

### **Pacific Islander**

A person or group having origins in Polynesia, Melanesia or Micronesia (e.g., Native Hawaiians, Samoans, Tongans, Guamanians, Fijians).

### **Yellow Peril**

The negative stereotype that Asian people pose a threat to jobs, health, values, and power of the U.S. and Western world.

### **Race**

The belief that one race is better than another — and having the power to create systems (e.g. educational system, legal system, etc.) which create advantages and disadvantages based on race.

### **Racism**

The belief that one race is better than another — and having the power to create systems (e.g., educational system, legal system, etc.) that support that belief.

### **Anti-Asian and Pacific Islander Racism**

Racism against Asian people and Pacific Islanders and their culture.

### **Immigrant**

A person living in a country other than the one where they were born.





# AAPI HATE TODAY AND WHY IT'S IMPORTANT TO TAKE ACTION

Since the COVID-19 pandemic started, physical and verbal attacks on AAPIs have increased. This rise in violence stems from the false belief that Asians, Pacific Islanders, and Asian Americans are responsible for the spread of the virus. Blaming a person or group of people for a problem in society when they are not the cause is called scapegoating. According to Stop AAPI Hate, there were over 9,000 reports of hate and violence against the AAPI community between March 2020 and June 2021.

**AAPIS REPRESENT  
APPROXIMATELY 50 ETHNIC  
GROUPS AND SPEAK OVER  
100 LANGUAGES.**

Experiencing racism, stereotypes, bias, and microaggressions can take a toll on someone's mental and physical health, cause sleep issues, stress, and depression, and lead to low self-esteem, self-doubt, lack of self-confidence, and the false belief that racists' ideas and stereotypes are true.

With more than 24 million Asian Americans and Pacific Islanders in the United States (about 7% of the population), AAPIs are the fastest-growing racial/ethnic group! Not learning AAPI history or experiences, and only seeing AAPIs as stereotypes in shows and books erases the positive impact this community has on the United States and the world. This is called invisibility, and it keeps us from recognizing and speaking out against racial biases, harassment, and microaggressions. Invisibility contributes to a rise in violence and hate crimes. It also causes fear in the community experiencing harassment and a worry of being overlooked, unseen, or unheard when someone is attacked.

Learning about AAPI history, contributions, and experiences, as well as AAPI stereotypes, microaggressions and invisibility, is an important step toward countering anti-Asian American and Pacific Islander racism and bias.

## **Bias**

A tendency to lean in a certain direction, either in favor of or against a particular idea or group of people. Some people might be biased against a certain ethnicity because they have been told negative things about that ethnic group.

## **Erasure**

The act of erasing, removing, or leaving out someone's experience, history, or feelings.

## **Invisibility**

Being unseen, ignored, or overlooked. The AAPI community often experiences invisibility, including in talks of race and racism.

## **Marginalization**

Membership in a group or community that experiences discrimination and exclusion and has less power in society.

**ACCORDING TO STOP AAPI HATE, THERE HAVE BEEN OVER 9,000 REPORTS OF HATE AND VIOLENCE AGAINST THE AAPI COMMUNITY BETWEEN MARCH 2020 AND JUNE 2021.**

## **Microaggressions**

Everyday happenings that are insults against people from marginalized groups, including people of color. (e.g., "Where are you really from?" or "You speak good English.")

## **Scapegoating**

When people place unfair blame on a person or group of people even though it's not their fault.

## **Stereotype**

A widely held and oversimplified idea about a type of person or group. Racial stereotypes are harmful, shape interactions between people, impact policy, and are often believed to be true even when they are false.



# HISTORY OF ASIAN AMERICAN AND PACIFIC ISLANDER (AAPI) ACTIVISM

## ACTIVISM

The actions people take to change policies, laws, or rules that are unfair or unjust.

There is a long and powerful history of AAPI activism in the United States. People engage in activism when they want to bring about political or social change. These are just a few of the many examples.

### 1898: United States v. Wong Kim Ark

Born in San Francisco to Chinese immigrants, Wong Kim Ark sued the federal government after not being allowed back into the United States after a trip to China. It resulted in the Supreme Court's decision that the government could not deny citizenship to anyone born in the U.S.



### 1885: Tape v. Hurley

Chinese American parents, Joseph and Mary Tape, attempted to enroll their daughter in their neighborhood school, an all-white public school in San Francisco. When the school did not let her in, the Tapes sued and won. The California Supreme Court ruled that Chinese American kids have the right to attend public schools. Shortly after the court decision, however, California lawmakers passed a law that required public schools be segregated, or divided based on race, which meant Chinese American kids were not allowed to attend the same schools as white children.

### 1942: Korematsu v. United States

During World War II, President Franklin Roosevelt issued Executive Order 9066. This order forced over 120,000 Japanese people to live in prison camps until 1946. Fred Korematsu, a 23-year-old Japanese American, refused to leave his home in California and relocate to a camp. He was arrested for failure to report to a relocation center. After his arrest, while waiting in jail, he decided to challenge the government's order. He argued that it was unconstitutional and took the case to the Supreme Court. He was convicted of disobeying military orders and given five years on probation. Over 40 years later, his case was reopened, and his name was cleared.



## 1968: Creation of the term "Asian American"

UC Berkeley students Yuji Ichioka and Emma Gee challenged the demeaning, or disrespectful, term "Orientals" and created the term "Asian American" to unify all ethnic groups within Asian American communities.



## Late 1960s-1980s: Asian American Movement

A group of students started a movement of Asian Americans organizing for racial justice. It stressed the importance of multiracial solidarity, or unity, with Black, Latinx, and Indigenous people, as well as all Asian people, to challenge the forms of racism they experienced.

## 1976: Protect Kaho'olawe 'Ohana (PKO)

As part of the Hawaiian sovereignty, or independence, movement, members of an organization called Protect Kaho'olawe 'Ohana (including Native Hawaiians) filed a lawsuit (Aluli et al. v. Brown) to stop the U.S. Navy from bombing and using the sacred island of Kaho'olawe for military training. The court ruled in their favor and required the Navy to look into the effects it had on the island and to protect the historic sites.



## 1978: AAPI Heritage Week

Chinese Americans Jeanie Jew and Ruby Moy led the movement to create an AAPI Heritage Week to highlight and showcase AAPI contributions to the United States. It was signed into law and expanded to an entire month in 1990. It is still celebrated today!

## 2020: Stop AAPI Hate

The Asian Pacific Planning and Policy Council, Chinese for Affirmative Action, and the Asian American Studies Department at San Francisco State launched Stop AAPI Hate to track and respond to the alarming rise in racism and violence against AAPIs in the United States during the COVID-19 pandemic.

STOP  
AAPI  
HATE



## 2021: The Asian American Movement Rises Again

AAPI groups are organizing in response to the rise in anti-AAPI racism during the COVID-19 pandemic and calling for a revival of the Asian American movement to oppose racism and violence.

## FAMILY DISCUSSION STARTERS

In every example of activism listed here, there was a person, or a group of people, who knew something wasn't right. To speak up against the unfairness they heard, saw, or experienced, they had to stand up to others who did not support or share their views.

- What qualities do you think they needed to stand up for what they believed in? How do you think they felt?
- Why might a community need an activist?
- Why do you think activism is an important part of making change?
- What problems do you see at school or in our community that need activists' voices?
- How would you like to contribute to solving those problems? Who can you enlist to help you?

## TAKING ACTION! DISCUSSION GUIDES

How can we combat AAPI hate today? Below are three major actions you can take to become an Upstander: a person who speaks up or acts in support of an individual or cause. With each action below, there are questions to guide thoughtful discussion and reflection on how to take action against AAPI hate.

### SQUASHING STEREOTYPES

Stereotypes are widely held and oversimplified ideas about a type of person or group. They are harmful because they erase differences across and within communities, shape interactions between people, and are often believed to be true even when they are false. For instance, some people believe that all AAPI people are quiet and passive, and follow the rules without fighting against injustice. The examples of AAPI resistance and activism we've explored show that this stereotype is far from true. Sometimes Asian Americans and Pacific Islanders are even considered outsiders and not seen as "really American," even when they were born in the United States or have U.S. citizenship.

Some racial stereotypes may seem positive, like the "model minority" myth, or belief that all Asian Americans are smart, high-achieving, straight-A students who are great in math and science, successful, and wealthy. But even stereotypes that seem beneficial can be hurtful and harmful. They can be used to support the myth that certain communities are smarter or better than others. They can also keep us from seeing differences within communities and create expectations that are impossible to meet,

#### Micro-affirmations

Small but meaningful gestures of caring and kindness that help others succeed, feel included, and cared for.

#### Microaggressions

Everyday happenings that are insults against people from marginalized groups, including people of color. Examples include asking where someone is "really" from or telling them their "English is good."

#### Solidarity

Being an Upstander by taking supportive action for an individual or group being mistreated or discriminated against.

#### Upstander

A person who speaks or acts in support of an individual or cause, particularly someone who intervenes on behalf of a person being attacked or bullied.



causing emotional harm. Imagine a situation where you hear someone say something broad and untrue about a person. It may be related to the way they talk, the color of their skin, the clothes they wear or what they eat. When someone makes an insult, joke, or put-down about someone just for being AAPI, whether on purpose or not, they are denying the person their thoughts, feelings, and experiences.

## INTENT VS. IMPACT

Microaggressions are everyday behaviors or comments that are insults to people from marginalized groups, like AAPIs, women, or the LGBTQ+ community. An example is: "Where are you really from?" This question suggests the person the question was directed at doesn't "look like" or "sound like" someone from the United States.

Sometimes you may unintentionally say a microaggression or use a stereotype. It is important to remember that even if you didn't intend to hurt someone, or do it on purpose, the impact, or effect, of your comments still matters.

Think about it: if someone accidentally steps on your foot, their intention was not to hurt you, but the impact still hurts! It is the same with microaggressions. If someone accidentally uses a microaggression against you, here are some dos and don'ts:

**Do:** Decide if you feel safe to respond or have a conversation with them about what they said. You can also decide to walk away from the situation or reach out for the support of a trusted adult.

**Don't:** Feel like you have to respond in the moment. Sometimes you may be too upset or not even realize what happened until after it happens. You can always come back and respond if/when you are ready.

If you accidentally used a microaggression, here are some things to think about:

**Do:** Take responsibility. Apologize for hurting them, take their feelings and comments seriously, and learn from it. Take action to not repeat these mistakes.

**Don't:** Think your good intention means you are immediately forgiven or tell them how they should be feeling.

It is important to speak out against stereotypes and microaggressions. It can be hard at first, but with practice, it will become more comfortable. When you hear something about a person that doesn't sound or feel right, trust your instinct. Here are some phrases you can use to help you speak up:

1. It made me feel uncomfortable when you said that. That isn't true.
2. That didn't sit right with me. That's not OK.
3. That doesn't sound fair. It didn't feel good to hear you say that.
4. Even if you don't mean it, that was really hurtful.



## MICRO-AFFIRMATIONS

Imagine your child brings a new friend over to your house. You greet them with a big smile and welcome them. How do you think the friend feels? Pretty happy, right? This is called a micro-affirmation.

**Micro-affirmations** are small but meaningful gestures of caring and kindness that help others succeed, feel included, and cared for. Micro-affirmations are contagious — the more people use them, the better everyone feels!

### Three Guidelines for Micro-Affirmations

1. **Be on the Lookout!** When you're actively thinking about ways to help people succeed and trying to see others' achievements and skills, you'll be more likely to find them.
2. **Keep it Small!** You don't need to be a superhero all the time. The smaller and simpler you keep your micro-affirmations, the more likely you'll be to use them.
3. **Don't Wait!** Think about when your affirmation will be most effective. It's best to give positive feedback as soon as you can.

### Examples of Micro-Affirmations

Acknowledge someone through a greeting, a nod, or a smile.

**"Hello, nice to meet you!"**

Send a short note of encouragement.

**"You've got this!"**

Share positive feedback about someone with others.

**"\_\_\_\_\_ was really helpful yesterday!"**

Take time to show interest in and get to know someone new.

**"Would you like to sit with us at lunchtime?"**

Introduce someone by starting with accolades.

**"This is my friend \_\_\_\_\_. She is really great at drawing!"**

## FAMILY DISCUSSION STARTERS

- Can you think of a moment where you witnessed or had an experience with a stereotype? How did it make you feel?
- What would you say if you heard someone say something broad and untrue about a person? Practice what you could say to speak out against stereotypes and microaggressions.
- Have you ever said something that was untrue or hurtful to another person? How did you fix the situation? What steps will you take next time?
- Can you think about ways you can use micro-affirmations? What are two micro-affirmations you can start using today with your family and friends?



## INCREASING VISIBILITY

AAPAPI people have made many contributions throughout history and today that often remain invisible or unrecognized. Failure to see or acknowledge the contributions, history, experiences, and voices from the Asian and Pacific Islander community in school curriculum, media, and broader society is a form of racism, erasure, and exclusion. It impacts the way AAPAPI people are perceived and treated, as well as how AAPAPI people see themselves.

Learning about AAPAPI history, contributions, and experiences is an important step toward countering anti-Asian American and Pacific Islander racism and bias.

The AAPAPI community has made many contributions in the United States that are not discussed or widely known. Here are some examples of people of AAPAPI descent who have made a big difference:

<b>Civil rights</b>	Grace Lee Boggs, Helen Zia, Larry Itliong
<b>Leadership</b>	Queen Lili'uokalani, Dalip Singh Saund, Vice President Kamala Harris
<b>Sports</b>	Scout Bassett, Chloe Kim, Collin Morikawa, Naomi Osaka, Sunisa Lee
<b>Dance</b>	Stella Abrera, Hee Seo, Alex Wong
<b>Aviation/Military</b>	Kalpana Chawla, Katherine Sui Fun Cheung, Hazel Ying Lee
<b>Academia</b>	Mari Matsuda, Russell Jeung, Derald Wing Sue
<b>Film</b>	Dwayne "The Rock" Johnson, Liza Koshy, Auli'i Cravalho
<b>Music</b>	BlackPink, Bruno Mars, Anderson .Paak, H.E.R.
<b>Fashion</b>	Jason Wu, Vera Wang, Monique Lhuillier
<b>Comedy</b>	Bowen Yang, Ali Wong, Jimmy O. Yang
<b>Art</b>	Cyrus Wong, Maya Lin, Osamu James Nakagawa
<b>Writing</b>	Ocean Vuong, Min Jin Lee, Terisa Siagatonu
<b>Business</b>	Melanie Perkins (Canva), Anjali Sud (Vimeo), Steven Chen, and Jawed Karim (YouTube)

## FAMILY DISCUSSION STARTERS

- Choose a name from the list above and spend a little time researching that person. What is their story? What are their contributions? Once you've learned about them, spread the word! Share what you've learned with other family members, friends, or teachers.
- Can you think about a book you've read or a movie you've watched that includes an AAPAPI character? What was it about? What was the character's role? Why do you think they were chosen for that role? Why do you think there aren't more AAPAPI characters in the media we watch, read, and listen to?
- What do you think of when you hear the word invisibility? Have you ever experienced a time when you felt invisible, unheard, or overlooked? How did it make you feel? Do you think others have similar feelings?

## SHOWING SOLIDARITY

Solidarity is about expressing support and taking action for those being treated unfairly. It means taking on racial justice issues as your own and listening to those experiencing injustice. When we fail to speak up and act against AAPI hate, we play a role in allowing racism and harm to continue. By standing in solidarity and being an Upstander, we can show the AAPI community that we see them, hear them, and respect their contributions to society.

Here is a list of small ways you can show solidarity with the AAPI community:

- Be an Upstander! Speak up if you hear or see someone being treated unfairly at school or in your community.
- Explore books, movies, and music created by AAPI authors and artists.
- Get to know AAPI children and adults in your community.
- Be aware of AAPI stereotypes in TV shows, books, and movies.
- Find events in your community that celebrate AAPI cultures.
- Make a commitment to learn more about how to support the AAPI community and disrupt anti-Asian American and Pacific Islander racism.

## FAMILY DISCUSSION STARTERS

- Is there anything on the list above that you've done before and will continue to do?  
Is there anything that you'll start doing now?
- What are some other ways (big or small) you can show AAPI solidarity?
- How can we support AAPI community members in feeling safe?





# REVIEW, REFLECT, AND REIMAGINE

## PARENTS'/CAREGIVERS' REFLECTION JOURNAL

As you consider having discussions about AAPI hate with your children, take stock of what implicit biases and experiences you may have. Below are some questions to ask yourself.

1. Do I acknowledge all people are different or do I focus on the similarities between ethnicities and communities? And why?

**Caregiver tip:** Remember, being uncomfortable having these conversations is normal! It is important for kids to know there are differences and similarities. You can also take time to find out more about a community with your kid!

It is also an ongoing process! These kinds of questions push you to think deeply about your cognition, feelings, and how you engage with others. Focus on your mindsets and how they shape your perceptions, contribute to biases, and inform what we assume about others. What else can you do to challenge your mindset?

2. When I imagine a doctor, scientist, and politician, who do I think of and why?

**Caregiver tip:** Try to identify moments when you might be unfairly judging someone's competence, commitment, effort level, or way of doing things and suspend judgment so you can ensure your interpretation is objective and productive.

3. Have I ever experienced a microaggression? How did I feel and react? What would I change? What do I wish the other person knew?
4. How do I feel when someone has closed body language when I am speaking? What micro-affirmations can I model to showcase my open mind and encouragement?
5. What is an AAPI stereotype I see most often in books, movies, and conversation? If you are a part of the AAPI community, how does it make you feel? If you are not, can you imagine how it would make someone in the AAPI community feel? How can I positively combat that stereotype to my kids?
6. What authors do we have in our bookshelves? What movies do we watch? What types of music do we listen to? Is there opportunity to expand to showcase AAPI artists?
7. What was the last AAPI character I saw? How were they portrayed — positively or negatively? What stereotypes (if any) were used?
8. How do I show my kids I am welcoming and open to different cultural practices?
9. Do I introduce my child to new types of foods, experiences, and cultures?
10. If you are Asian American or Pacific Islander what are ways you can foster pride in your identity and background?
11. Are there any AAPI museums nearby that I can take my kids to? What about restaurants, concerts, or other community events?



# REVIEW, REFLECT, AND REIMAGINE

## FAMILY REFLECTION JOURNAL

As a family, review and reflect on your conversation about stopping AAPI hate using the prompts and activities below. Brainstorm the things you can say and do to be an Upstander, discover a new AAPI artist or author, and reimagine a future without hate.

### Upstander Brainstorm

If you see someone in the AAPI community that is uncomfortable or being bullied, how can you support them?

If you heard a friend say something mean or a generalization to another friend about someone in the AAPI community, what are some things you can say and do to let them know it is not OK?



Draw or sketch one thing you will do as an Upstander to stop AAPI hate.

A large empty rectangular box with an orange border, intended for drawing or sketching a plan to stop AAPI hate.

## Discover and Dance

Find a new favorite song by an AAPI musician, band, or singer! Search musical streaming services, YouTube, or Google for AAPI artists like Mista Cookie Jar, Elena Moon and Friends, or Yo-Yo Ma. Give them a listen and dance along.

## Read a book by an AAPI author

Place a checkmark next to the books you have read by these Asian American and Pacific Islander authors, and underline the ones you would like to read next:

- ☐ *Aru Shah and the End of Time*, by Roshani Chokshi
- ☐ *A Place to Belong*, by Cynthia Kadohata
- ☐ *Amina's Voice*, by Hena Khan
- ☐ *Stand Up, Yumi Chung!*, by Jessica Kim
- ☐ *Inside Out And Back Again*, by Thanhha Lai
- ☐ *Where the Mountain Meets the Moon*, by Grace Lin
- ☐ *Finding Junie Kim*, by Ellen Oh
- ☐ *The House That Lou Built*, by Mae Respicio
- ☐ *All Thirteen: The Incredible Cave Rescue of the Thai Boys' Soccer Team*, by Christina Soontornvat
- ☐ *Front Desk*, by Kelly Yang
- ☐ *Three Keys*, by Kelly Yang

Have you read a book that you felt showed people of AAPI descent in a negative or untrue way? Make a list and bring it to your teacher or local librarian.

The books listed here are geared to kids ages 8-12. For books written for younger children, check out the book list in the Resources section of this guide.

## Envisioning a Brighter Future

Kids at Nickelodeon have been talking about their vision of the future and how they hope to make the world more equitable, fair, and kind. See for yourself [here](#).

### FAMILY DISCUSSION STARTERS

- What is your vision for the future? What do you think the world should look like? How would you like to see people be treated? How would you like people to feel?
- Use this [worksheet](#) to create a vision board with words and pictures that speak to your vision for the future. What do you think needs to happen to get there?
- What can you do right now, in the present, to make your community a better place?





# GLOSSARY OF KEY TERMS

## **AAPI**

Abbreviation for Asian American Pacific Islander

## **Asian American**

Americans who are of Asian ancestry. The term was created by Yuji Ichioka and Emma Gee in 1968 to unify Asian ethnic groups.

## **Assimilate**

Adopt the ways of a country or culture

## **Bamboo Ceiling**

Excluding AAPI people from important leadership positions in our society. This term is similar to “glass ceiling,” which refers to excluding women and other marginalized groups from important leadership positions in our society.

## **Bias**

A tendency to lean in a certain direction, either in favor of or against a particular thing or group of people. Some people might be biased against a certain ethnicity because they have been told negative things about that ethnic group.

## **Ethnicity**

The social and cultural groups someone belongs to based on shared traditions, ancestry, language, history, nation, and religion (e.g. Korean American, Hmong)

## **Immigrant**

A person living in a country other than the one where they were born.

## **Invisibility**

Being unseen, ignored, or overlooked. The AAPI community often experiences invisibility, including in talks of race and racism.

## **Islamophobia**

Dislike of or prejudice against Islam or Muslims.

## **Marginalization**

Membership in a group or community that experiences discrimination and exclusion and has less power in society.

## **Micro-affirmations**

Small but meaningful gestures of caring and kindness that help others succeed, feel included, and cared for.

## **Microaggressions**

Everyday happenings that are insults against people from marginalized groups, including people of color. (e.g. “Where are you really from?” or “You speak good English.”)

## **Model Minority Myth**

The false belief that all Asian Americans are high-achieving, good students, successful and wealthy. First used during the Civil Rights Movement in the 1960s, it has been used to support anti-Blackness, divide communities of color, and downplay the role of racism.

## **Pacific Islander**

A person or group having origins in Polynesia, Melanesia or Micronesia (e.g. Native Hawaiians, Samoans, Tongans, Guamanians, Fijians).

## **Perpetual Foreigner Stereotype**

A stereotype and perception that Asian Americans are foreign, not able to assimilate, and therefore not truly “American.”

## **Race**

The categorizing of humans into different groups based on the differences we can see. It is socially constructed, has no biological foundation, and is only determined by how someone looks (e.g., Asian, Black, white).

## **Racism**

The belief that one race is better than another — and having the power to create systems (e.g., educational system, legal system, etc.) which create advantages and disadvantages based on race.

## **Scapegoating**

When people place unfair blame on a person or group of people even though it’s not their fault.

## **Solidarity**

Being an Upstander by taking supportive action for an individual or group being mistreated or discriminated against.

## **Stereotype**

A widely held and oversimplified idea about a type of person or group. Racial stereotypes are harmful, shape interactions between people, impact laws/rules, and are often believed to be true even when they are false.

## **Upstander**

A person who speaks or acts in support of an individual or cause, particularly someone who steps in or speaks up on behalf of a person being attacked or bullied.

## **White Supremacy**

The norms, laws, treatment, power, access, and opportunities that benefit white people and/or western cultural practices at the expense of people of color and marginalized communities. It is rooted in the false belief that white people and dominant Western cultural norms are superior.

## **Xenophobia**

Dislike or prejudice against people from other countries.

## **Yellow Peril**

The negative stereotype that Asian people and Pacific Islanders pose a threat to jobs, health, values, and power in the United States and the Western world.

# **RESOURCES**

### **Bystander Intervention Training to Stop Asian American Hate and Xenophobic Harassment**

Attend a free [Zoom training](#) from Hollaback! and Asian Americans Advancing Justice.

### **National Asian American Pacific Islander Mental Health Association**

AAPI mental health [resources](#) and services in all 50 states.

### **Stop AAPI Hate**

A national coalition of organizations dedicated to addressing anti-AAPI racism. Report incidents of AAPI hate through the organization's [website](#).

### **We Are Not a Stereotype: Breaking Down Asian Pacific American Bias**

A Smithsonian [video series](#) for educators, by educators.

### **The Conscious Kid**

A nonprofit organization dedicated to equity and promoting racial justice with curated [book lists](#) and [read-alouds](#).

### **TRAX from PRX**

[Free podcasts](#) for 9-13 years old tackling issues from women's suffrage, having tough conversations and learning about different cultures.

### **UNICEF Kid Power**

A [free video platform](#) providing informative content on social emotional learning while giving back.





## CHILDREN'S BOOK LIST

### RECOMMENDED CHILDREN'S BOOKS BY AAPI AUTHORS ON AAPI IDENTITY, HISTORY, AND CONTRIBUTIONS

#### Ages 4-7

*Māui Hooks the Islands*, by Gabrielle Ahuli'i

*The Ocean Calls: A Haenyeo Mermaid Story*,  
by Tina Cho

*The Name Jar*, by Yangsook Choi

*Eyes that Kiss in the Corners*, by Joanna Ho

*The Many Colors of Harpreet Singh*,  
by Supriya Kelkar

*Drawn Together*, by Minh Lê

*It Began with a Page: How Gyo Fujikawa  
Drew the Way*, by Kyo Maclear

*Grandpa Grumps*, by Katrina Moore

*A Different Pond*, by Bao Phi

*When Lola Visits*, by Michelle Sterling

*Always Anjali*, by Sheetal Sheth

*The Most Beautiful Thing*, by Kao Kalia Yang

*Sixteen Years in Sixteen Seconds: The Sammy  
Lee Story*, by Paula Yoo

#### Ages 8-12

*Aru Shah and the End of Time*, by Roshani Chokshi

*A Place to Belong*, by Cynthia Kadohata

*Amina's Voice*, by Hena Khan

*Stand Up, Yumi Chung!*, by Jessica Kim

*Inside Out And Back Again*, by Thanhha Lai

*Where the Mountain Meets the Moon*, by Grace Lin

*Finding Junie Kim*, by Ellen Oh

*The House That Lou Built*, by Mae Respicio

*All Thirteen: The Incredible Cave Rescue of the Thai*

*Boys' Soccer Team*, by Christina Soontornvat

*Front Desk*, by Kelly Yang

*Three Keys*, by Kelly Yang



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**SPECIAL THANKS**

We extend our deepest appreciation to The Conscious Kid, Dr. Lorea Martínez, Laura Stricker, Janella Watson, and Dr. Nickey Woods, who contributed content and provided invaluable insight.

