

TALK AND TAKE ACTION:

EDUCATORS' GUIDE TO STOPPING ASIAN AMERICAN AND PACIFIC ISLANDER HATE

nickelodeon



the conscious kid

Introduction to the Guide	<u>2</u>
Talking with Students About Hate: Before You Begin	<u>3</u>
Talking to Parents and Caregivers about Hate	<u>5</u>
Addressing AAPI Hate and Its Root Cause	<u>6</u>
History of AAPI Activism	<u>7</u>
AAPI Hate Today and Why It's important to Take Action	<u>9</u>
Standing Up to AAPI Hate: Discussion Guides	<u>10</u>
Squashing Stereotypes	<u>11</u>
Increasing Visibility	<u>14</u>
Showing Solidarity	<u>15</u>
Envisioning a Brighter Future	<u>16</u>
Resources	<u>16</u>
Additional Resources	<u>16</u>
Educator's Reflection Journal	<u>17</u>
Children's Book List	<u>18</u>
Key Terms	<u>18</u>
Kids' Section	<u>21</u>
Take Action! Steps to Stop AAPI Hate	<u>21</u>
Key Terms at a Glance	<u>21</u>
Reflection Journal	<u>22</u>
References	<u>25</u>
Special Thanks	<u>25</u>





Nickelodeon's Talk and Take Action: Educators' 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 teachers and educators with the content, tools, and tips needed to talk with students 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 teachers and educators feel supported as they navigate these tough topics with their students.

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

TALKING WITH STUDENTS ABOUT HATE: BEFORE YOU BEGIN

When preparing to talk about difficult or potentially triggering topics with younger students, it's important to frame those discussions in ways that maximize opportunities to learn while at the same time ensuring that students don't leave the encounter confused, afraid, or traumatized. Here are tips you can use to support children's learning.

An important note: If you have Asian American or Pacific Islander (AAPI) students in your class, talking about issues related to AAPI discrimination and hate can be difficult or uncomfortable. Please allow your students to contribute at a level that feels comfortable for them. Avoid putting them on the spot by asking them direct questions or expecting them to "carry the weight" of these conversations.

1. Check in with yourself. Take stock of your own feelings, perceptions, and implicit biases related to the information included in these guides. If you identify as AAPI or have been personally impacted by racism and/or discrimination due to your multiple identities (race, ethnicity, gender, sexual orientation, ability, home language, etc.), it may be difficult to revisit those painful experiences. Be aware of emotions that may arise. As an educator, you may need to take note of how this affects you before you engage with your students. Consider sharing your thoughts with another trusted adult.

2. Review the guides. As an educator, creating a safe space to discuss tough topics like racism and hate sends a powerful message to your students. However, these topics are challenging and you may need help in preparing for these conversations. If that's the case, 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 reflections to support your students' learning. Focus on the information that you feel is most meaningful and relevant to your students' lived experiences and your specific conversation's focus.

3. Lay the foundation.

Before having conversations about the difficult topics of racism, hate, and racialized violence, it's important to lay the foundation for respectful dialogue. With younger children, set the tone by establishing age-appropriate community agreements. Community agreements help set the tone and build/deepen rapport between caring adults and children.

ACTIVITIES: ESTABLISHING COMMUNITY AGREEMENTS

1. Share a lesson objective with children: Today we are going to think about how we want to treat and talk with each other as we learn about ____.
2. Briefly explain the "how." We are going to develop a list of norms. Briefly describe that norms are shared expectations of acceptable behavior by groups.
3. Ask students to brainstorm the following prompt: What would help us work together best as we learn about ____?
4. Encourage students to answer the prompt by providing an example to begin the discussion: "What would help us work together best is not interrupting each other when we are speaking." Develop 3 to 5 community agreements based on children's responses.



4. Prepare to be transparent. Talking honestly and openly about difficult topics models behavior that fosters open lines of communication with children. In fact, acknowledging that some topics are difficult for adults to talk about encourages kids to express their feelings, even when it's not easy.

5. Gauge what they know. Kids gain information implicitly, or informally, through what they see, hear, and experience. Asking students 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 students your undivided attention. Encourage them to ask questions and revisit community agreements that guide these conversations. Pay attention to the questions they ask and any emotional responses that may be evoked or suppressed by the information being presented. Look out for body language cues, as well as, what they are saying. The goal is for students to feel safe and secure.

7. Validate their feelings. Ask students to name their feelings—afraid, frustrated, excluded—and encourage them to explain why they feel the way they do.

- If misinformation is involved, share the proper and accurate information with them.
- If the student is demonstrating a lack of empathy or having a hard time “seeing” the perspectives of others, ask them to think of the issue from the perspective of another person.
- Some students may be more likely to suppress their emotions due to learned gender, social, or cultural roles.

8. If you don't know, just say so. Answer questions as clearly and honestly as you can, using developmentally appropriate language and definitions. If you don't know the answer to a question, just say so. Be sure to follow up afterward.

9. Help them frame the situation. Providing students 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 class can take to leave the conversation feeling empowered and prepared to build a more just and compassionate world.



TALKING TO PARENTS AND CAREGIVERS ABOUT HATE

It can be helpful to remind parents and caregivers that, students are paying close attention to issues related to social justice, bias, and racism — even those who we think are too young to see or understand what’s going on. By sharing with parents and caregivers your commitment to being proactive around these issues, you are helping students gain the competency they need to discuss tough issues and the ability to approach uncomfortable or inequitable situations with thoughtfulness and sensitivity. If your school utilizes social and emotional learning (SEL) curriculum and that information has already been communicated to parents, emphasize how this guide supports and enhances SEL. In addition, SEL competencies will support adults and children to address these complex topics more effectively.

There are caregivers who may push back and assert that their children don’t need to learn about racism and discrimination, or express concerns about what their kids will be learning. If this happens, acknowledge the fact that addressing the topic of racism may be uncomfortable. By being transparent about what will be discussed and communicating the goal of supporting an inclusive learning environment that acknowledges important challenges impacting their kids, you can demonstrate the importance of creating an awareness of these issues and model a willingness to work together.

A SAMPLE NOTE TO PARENTS

Dear Parent/Caring Adult,

Students are paying close attention to issues related to social justice, bias, and racism — even those we think are too young to understand what’s going on. Racist and discriminatory images that appear on social media and in the news, news stories, discussions, and events are happening all around them.

As an educator, I am responsible for ensuring that my students have access to fact-based sources of information and the ability to ask questions about things that may be confusing. I’m often in the position to field those questions, and I also have the responsibility to ensure that students are engaging each other in a respectful manner.

It is also in students’ best interest to create a classroom environment that is positive and inclusive. These conversations will foster respect, communication, and a safe space for our diverse classroom.

Starting on _____, our class will be discussing the tough topics of racism using a few resources from recognized organizations such as The Conscious Kid, The Shoah Foundation, GLSEN, and the Hispanic Heritage Foundation to develop an understanding of how historical events have shaped and influenced some of the challenges we see today. The guides we’ll be using are designed to support students’ social emotional learning while teaching difficult concepts in a safe and caring environment.

Below are two helpful resources you can use if your child has questions:

[The Conscious Kid](#)

The Conscious Kid & Nickelodeon Talk and Take Action: Parents’ and Caregivers’ Guide to Stopping AAPI Hate

If you have questions about our discussions, please feel free to contact me at _____.



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](#).

HISTORY OF ASIAN AMERICAN AND PACIFIC ISLANDER (AAPI) ACTIVISM

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 many examples:



EDUCATOR TIP:

Allow students to create a timeline of these events to be posted in the classroom or community learning space.

Have the students pick one event and write about how the activists may have felt, why they felt they needed to make a difference, and why activism is an important part of making change.

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.

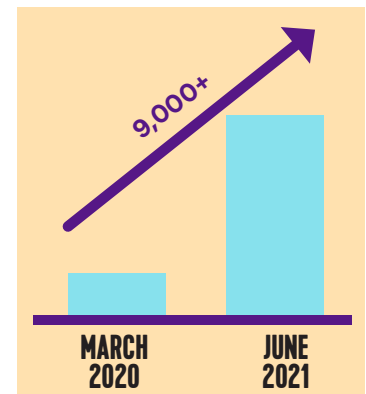


2021: The Asian American Movement Rises Again

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.

AAPIS 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, Asian Americans, and Pacific Islanders 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.



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.

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

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.

STANDING UP TO AAPI HATE: DISCUSSION GUIDES

SQUASHING STEREOTYPES

INCREASING VISIBILITY

SHOWING SOLIDARITY

ENVISIONING A BRIGHTER FUTURE

How can we combat AAPI hate? Use the questions in each section to guide thoughtful discussion and reflection on how to become an Upstander: a person who speaks up or acts in support of an individual or cause.

LEARNING OBJECTIVES

- Students will be able to understand what stereotypes are and why they are harmful to AAPI community members. Students will also learn how to identify and disrupt AAPI stereotypes.
- Students will be able to understand what microaggressions are, how to identify them, and why they are harmful.
- Students will learn about micro-affirmations and how to incorporate them into their everyday conversations.
- Students will increase their understanding of AAPI heritage, culture, and contributions to American society.
- Students will understand the harm of invisibility and how it has impacted the AAPI community. Students will also be able to identify how AAPI invisibility exists within their local context and daily experiences.
- Students will learn about the importance of solidarity. Students will also learn various strategies for promoting solidarity and taking action within their own community.
- Students will be able to share their vision for a better world.





EDUCATOR TIP:

- Encourage students to contribute to the discussion by modeling how to answer the “discussion starter” at the beginning of each session.
- Consider seating arrangements that foster inclusion and community, such as a circle instead of rows of desks or chairs.
- Consider discussing each of the four sections below over a four-week period, tackling one section each week. Consider how these concepts link to other subject areas.
- If you are of Asian American or Pacific Islander, reflect on how much you want to share your own experience with the following topics.
- Consider having your students journal these discussions first. Then, ask if anyone would like to share.

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.

There are false beliefs about Asian Americans and Pacific Islanders that harm the AAPI community. Some people believe all Asian people and Pacific Islanders are quiet and passive, and follow the rules without fighting back 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 considered outsiders, and perpetually thought of as not “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 because they keep us from seeing the differences between us that make each of us unique. They can also create expectations that are impossible to meet, 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 you make an insult, joke, or put-down about someone just for being AAPI, whether on purpose or not, you are denying their thoughts, feelings, or experiences. An example would be asking someone where they’re “really” from. This question suggests the person the question was directed at doesn’t “look like” or “sound like” someone from the United States. Comments like these are called microaggressions.



INTENT VS. IMPACT

Sometimes you may unintentionally say a microaggression or use a stereotype. It is important to remember the intent, or purpose, and impact, or effect, of your comments matter. If someone did not mean to hurt you, their intent matters. If you hurt someone on accident, that impact 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 uses a microaggression against you, keep these tips in mind:

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, 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:

It made me feel uncomfortable when you said that. That isn't true.

That didn't sit right with me. That's not OK.

That doesn't sound fair. It didn't feel good to hear you say that.

Even if you don't mean it, that was really hurtful.

MICRO-AFFIRMATIONS

Imagine there's a new student in your class. You greet them with a big smile and welcome them into your classroom. How do you think the new student 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!"

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 kind of impact did it have on you? How did it shape the way you saw yourself? How did it shape the way you saw others?
- 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? OR have you ever heard something that was untrue or hurtful to you? What do you wish that person would know about you?
- 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?



EDUCATOR TIP:

Model micro-affirmations every day to your students. Use them often and acknowledge students when they use them, as well. Example: "Student A, I see you nodding as Student B is talking. Do you agree with them?"

Resource:

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



INCREASING VISIBILITY

AAPI 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 Asian and Pacific Islander people are perceived and treated, as well as how AAPI people see themselves.

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

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

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

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 a family member, a friend, or teacher.

EDUCATOR TIP:

Allow students to work on this assignment in pairs. Once they've had an opportunity to research, pairs can present their findings to the rest of the class.

- Can you think about a book you've read or a movie you've watched that includes an AAPI 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 AAPI characters in the media we watch, read, and listen to?

EDUCATOR TIP:

During AAPI Heritage Month, have students create an "AAPI classroom library" consisting of books that celebrate AAPI characters. Students can research and select books for your library. Read these books year-round.



- 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 feel similarly?

Resources:

- Children's Book List (page 18)
- The Conscious Kid's [AAPI Storytime](#)

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-AAPI racism.

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? What are some other ways (big or small) you can show AAPI solidarity?
- AAPI students, if you are comfortable, what are ways we can support you and show you are not alone?

EDUCATOR TIP:

Pick a Student of the Week, and create space for students to share about themselves and learn about each other. Allow them to choose what they want to share, which might include their favorite hobbies, foods, traditions, sports, games, etc. Encourage other students to ask respectful questions.

Resource:

[Hollaback Zoom Training](#): Free bystander and de-escalation training to support the AAPI community



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](#).

DISCUSSION STARTERS

- What is your vision? 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 for others?



EDUCATOR TIP: Allow students an opportunity to share their vision with their classmates. Set aside time to create and share vision boards with each other. This is a great way to build community and celebrate the ideas of fairness and equity.

RESOURCES

ADDITIONAL RESOURCES

Bystander Intervention Training to Stop Anti-Asian American Hate and Xenophobic Harassment

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

The Conscious Kid

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

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](#).

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.

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

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

EDUCATOR'S REFLECTION JOURNAL

As you consider having discussions about AAPI Hate in your own classroom, take stock of what implicit biases and experiences you may have. Below are some questions to ask yourself.

Note: Racism and hate-based discrimination are not unique to the AAPI community. While the focus of this particular toolkit is on the AAPI experience, it may be helpful for educators of color to reflect on their own experiences, and consider how much they want to share as a way to help students bridge the gap between various communities (African American, Indigenous, etc.).

1. Do I acknowledge all people are different or do I focus on the similarities between ethnicities and communities? Why?
2. If you are a part of the AAPI community, have you felt targeted recently? What would help to make you feel safe?
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?
Is this behavior something I do in my class and what students are speaking when I do it? 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?
6. What was the last AAPI character I saw? How were they portrayed — positively or negatively? What stereotypes (if any) were used?
7. What books do I have in my classroom written by AAPI authors? Who was the last AAPI historical figure I taught about? Can I include more representation in my future lessons?
8. How do we celebrate different cultures and communities in my classroom?
If we don't. Why not?
9. What decorations and wall displays do I have in my classroom? Who is centered in them?
10. How do I empower my students to make change in their daily lives?



CHILDREN'S BOOK LIST

Recommended children's books by AAPI authors on AAPI identity, history, and contributions. You can find read-alouds of some of these books on [The Conscious Kid's Read-Alouds Page](#).

Ages 4-8

Māui Hooks the Islands, by Gabrielle Ahuli'i
The Ocean Calls: A Haenyee 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

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 Thanh Hà 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

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 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.



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 Western world.

KIDS' SECTION

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

Targeted hate at the AAPI community is not new in the United States. Here are some ways you can help!

TAKE ACTION! STEPS TO STOP AAPI HATE!

- Be an Upstander! Speak up if you hear or see someone being treated unfairly at school or in your community. You can say things like: "That's not OK," "Even if you don't mean it, that was really hurtful," "Why do you think that? I disagree," or "That's not true."
- Get to know and have conversations with people in the AAPI community about their experience.
- Research the history of AAPI activism in the United States.
- Explore books, movies, and music created by AAPI authors and artists.
- 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.

Key Terms at a Glance

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.

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."

Pacific Islander

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

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 support that belief.

Solidarity

Being an Upstander by expressing support, standing up for and helping a group of people being mistreated or discriminated against.

Stereotypes

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.

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.

KIDS' REFLECTION JOURNAL

Stopping Asian American Pacific Islander (AAPI) Hate starts with you! Take some time to reflect on times you could have been an Upstander, times you may have hurt someone's feelings or times your feelings were hurt.

Sometimes we may say things we don't realize are mean or hurtful. Have you ever said or thought something about someone in the AAPI community that was based in a stereotype or was a microaggression?

Why did you say it?

How did it make you feel?

How do you think it made the other person feel?

What would you do differently now?

If you are a member of the AAPI community, has someone used a microaggression on you or said something to you based on a stereotype? How did it make you feel?

Did you tell the person it was hurtful? Why or why not?

What would you want that person to know about you?

If you see someone in the AAPI community that is uncomfortable or being bullied, how can you help them? Or if you are in the AAPI community, how would you like others to support you?

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

Name someone in the AAPI community. It can be a musician, an actor, or even someone in your family! Write 3 facts about them in the space below.

Place a checkmark next to the books you have read by AAPI authors, underline the ones you would like to read next. If your school or local library doesn't have any of these books, talk to the librarian about it!

- ☐ *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

Draw or write what you will do to stop AAPI hate.

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