



# COMMUNITY Health Initiative

## Parent-Teen Connect #6: Bullying, Discrimination & Ethnic Racial Socialization

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# Recap: Problem-Solving Steps & Emotion Coaching

**1**

**Stay calm!**

**2**

**Identify the problem**

**3**

**Brainstorm solutions**

**4**

**Create a list of pros and cons for each possible solution**

**5**

**Pick a solution from the list, and make an action plan**

**6**

**Review what happened**

# 5 Steps of Emotion Coaching

- **Step 1:** Be aware of your child's emotions
- **Step 2:** Recognize emotion as opportunities to connect or teach ("teachable moments")
- **Step 3:** Help your child verbally label emotions
- **Step 4:** Communicate empathy and understanding
- **Step 5:** Set limits and problem solve

# Agenda

- What is bullying?
- Ethnic racial socialization: Importance of talking about race and racism
  - COVID-19-related bullying and discrimination
- Tips for parent-teen communication about race, discrimination, and racism

# Bullying or Not?

- Jake says over and over that Mike is dumb.
  - ✓ Yes
- Sam calls Pat a dork and Pat smiles and laughs.
  - ✗ No
- Everyone de-friends Chris on Facebook because Sandy told them to.
  - ✓ Yes



# Bullying or Not?

- Katie pushes Amanda into her locker.
  - ~Maybe
- Brad pushes his girlfriend into a locker every time they fight.
  - ✓ Yes



# What is Bullying?

- Any unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived **power imbalance** and is **repeated** multiple times or is highly likely to be repeated. (CDC, 2014).
- Bullying can be **physical** (e.g., assault, intimidation, destruction of property), **verbal** (e.g., name-calling, threats), and/or **psychological/relational** (could be physical or verbal; may include social exclusion, gossiping, rumors).
- In-person & online

# How Common is Bullying?

- About **20%** of students ages 12-18 experienced bullying nationwide.
- Students ages 12–18 who reported being bullied said they thought those who bullied them:
  - Had the ability to influence other students' perception of them (56%).
  - Had more social influence (50%).
  - Were physically stronger or larger (40%).
  - Had more money (31%).
- Cyberbullying
  - Among students ages 12-18 who reported being bullied at school during the school year, 15 % were bullied online or by text.



# Bullying of Asian American Children

**National Data** (*National Center for Educational Statistics, 2017*) report:

- Fewer Asian-American students (7 percent) reported being bullied at school or cyberbullied than did white students (23 percent), African-American students (23 percent) or Latino students (16 percent).
- **More Asian-American victims of bullying (29%) said that they were bullied because of their race** than did white victims (5%), African-American victims (12%) or Latino victims (17%).

*“When I was a teenager, I was bullied a lot, and I felt very insecure and very scared and I didn't want to live.” — Margaret Cho*

# Overt Racism and Microaggression

**Microaggressions** are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.



“Where are you really from?”

“You must be good in math, but not good at sports!”

“You received a scholarship because you fit the “race” criteria.”

- “I believe the most qualified person should get the job.”
- “Gender plays no part in who we hire.”
- “Everyone can succeed in this country/society, if they work hard enough.”

# How to Respond to Bullying/Aggression?

1. Bring the aggression to the awareness

*“That is a racist remark.”*

2. Challenge the stereotype and share accurate information.

*“Anyone can get and spread the virus.”*

*“Not all Asian Americans are good in math.”*

*“Robberies and crimes are committed by people of all races and backgrounds”*

3. Ask for clarification of a statement

*“Do you really believe that [ethnic-racial group] have a poor study/work habits?”*

# How to Respond to Bullying/Aggression?

4. State values, set limits, remind them of rules.

*“You know that respect and tolerance are important values in our school. I am asking you to show more respect...”*

*“We don’t tolerate or condone those type of comments here.”*

5. Interrupt and redirect.

*“Please stop that type of talk (or behavior)!”*

6. Support the victim.

*“I am so sorry this happened to you. Come join us for lunch (or other activities)”*

# Know the Signs for Victims

- Complains of headaches or nausea
- Is anxious about attending school or favorite activities
- Has a decline in school achievement
- Has missing or broken possessions
- Has unexplained injuries
- Is unusually quiet, sullen or distracted
- Has unexpected temper tantrums
- Is easily frustrated and argumentative

# Know the Signs for Bullies

- Gets into physical or verbal fights often
- Is frequently sent to principal's office or detention
- Has extra possessions or money that cannot be explained
- Is quick to blame others or use negative words to describe them
- Is easily frustrated or argumentative

# Why is this important to discuss race?



- Children experience racial/ethnic discrimination
- Can increase racial/ethnic identity, self-esteem, social competence, psychological functioning, resilience, coping, academic outcomes and lower depressive symptoms

# Are your kids too young to talk about race?

Nope. Silence about race can reinforce racism by letting children draw their own conclusions.

## 0-1 year

At birth, babies look equally at faces of all races. At 3 months, babies look more at faces that match the race of their caregivers.

Kelly et al, 2005

## 2 years

Children as young as 2 use race to reason about people's behaviors.

Hirschfeld, 2008

## 2.5 years

By 30 months, most children use race to choose playmates.

Katz & Kofkin, 1997

## 4-5 years

Expressions of racial prejudice often peak at ages 4 and 5.

About, 2008

## 5 years

Black and latinx children in research settings show no preference toward their own groups, as compared to white children at this age, who are more likely to be strongly biased in favor of whiteness.

Dunham et al, 2008

## 5 years

By kindergarten, children show many of the same racial attitudes held by adults in our culture. They have already learned to associate some groups with higher status than others.

Kinzler, 2016

## 5-7 years

Explicit conversations with 5-7 year olds about interracial friendship can dramatically improve their racial attitudes in as little as a single week.

Bronson & Merryman, 2009

Adapted from work by the Children's Community School.

More info at [childrenscommunityschool.org/social-justice-resources/](https://childrenscommunityschool.org/social-justice-resources/)

Design provided by [prettygooddesign.org](https://prettygooddesign.org)



# AAPI Advocacy Campaign 2022



AAPI Advocacy Campaign 2022 - The College of New Jersey



YesImStephanie  
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<https://www.youtube.com/watch?v=ZgwkhGoTmEE&feature=youtu.be>

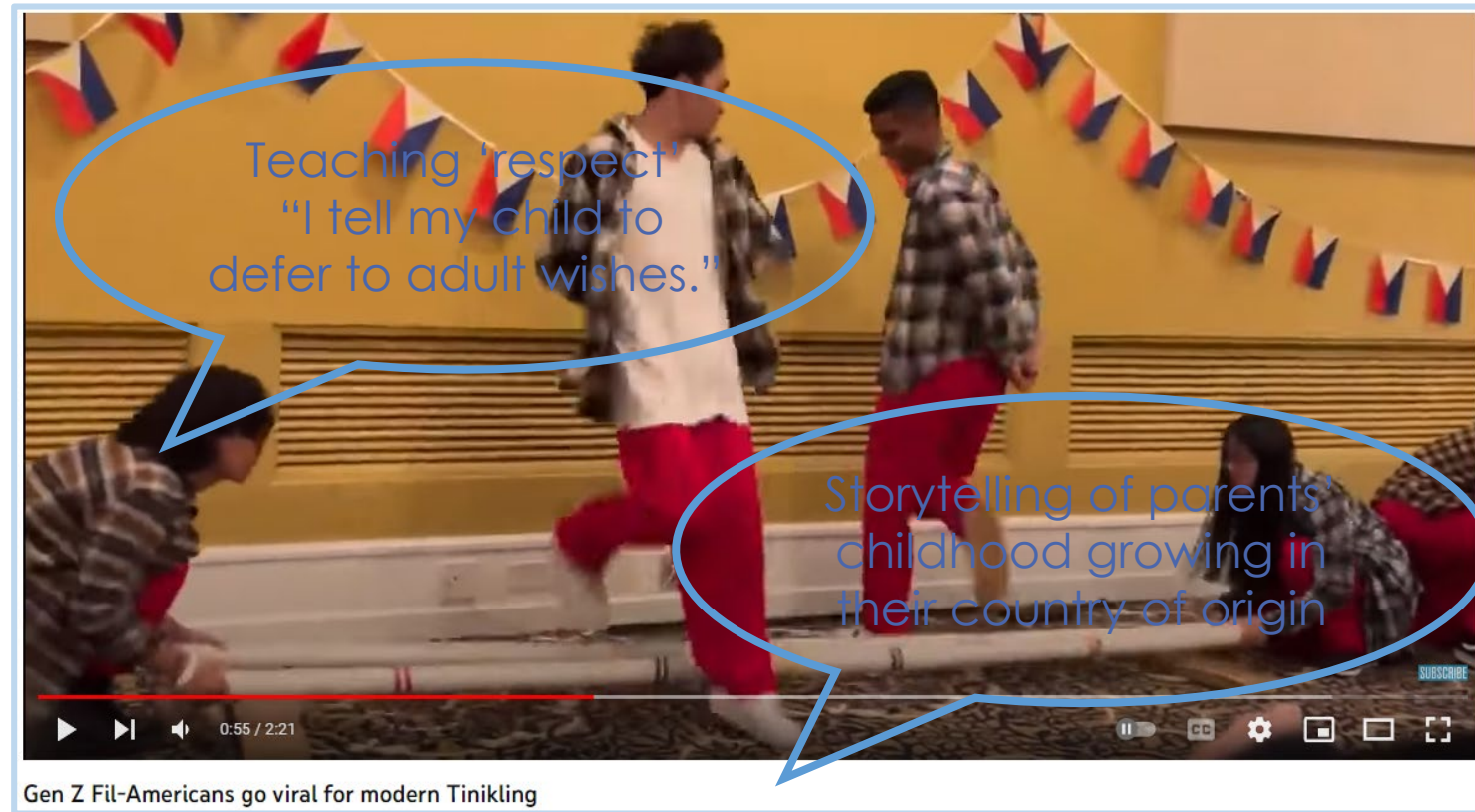
# How Do We **Learn** About Race, Ethnicity, and Culture?

- We are socialized!
- The goal of socialization is to prepare youth to become socially competent members of the wider society!

# Ethnic-Racial Socialization

- *def.* behaviors, practices, and social regularities that communicate information and worldviews about race and ethnicity to children/youth (Hughes et al., 2017; Lesane-Brown, 2006)
- Strategies:
  - **Cultural socialization**
    - Promote knowledge about their cultural heritage, customs, traditions, And history, as well as to promote ethnic-racial and cultural pride

Be proud of being who you are and learn your heritage!



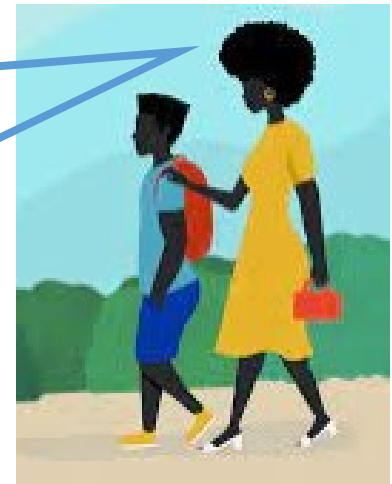
# Ethnic-Racial Socialization

- **Preparation for bias / awareness of discrimination**

- increases awareness of bias and discrimination and prepare youth to anticipate, process, and cope with discrimination by providing coping resources

- **A trickle-up socialization from youth?**

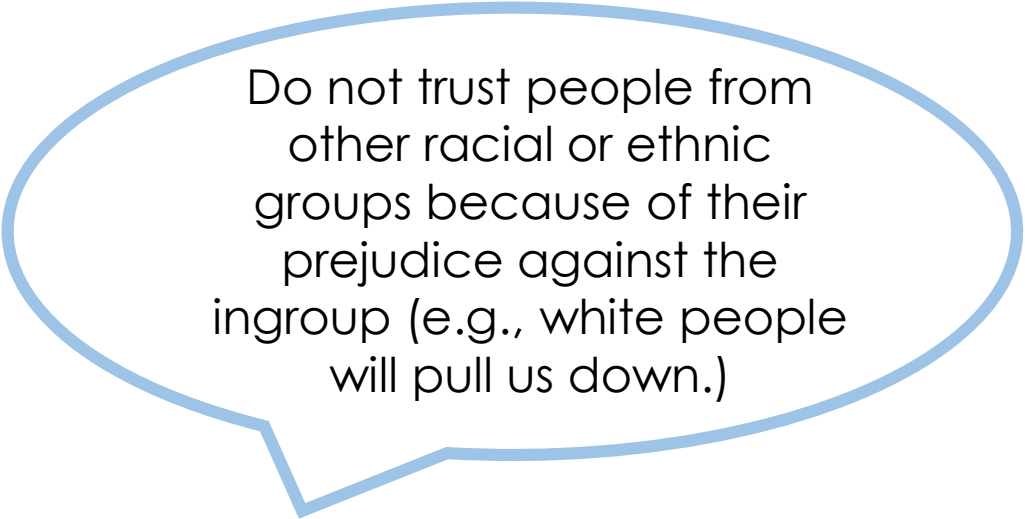
You should speak up if you or others are mistreated because of your race (e.g., because you are Black, Latinx, Asian, or Indigenous).




# Ethnic-Racial Socialization

- **Promotion of mistrust / Avoidance of outgroup**

- emphasizes the need for wariness about intergroup relations or avoidance of other groups in social settings (e.g., friendship, dating) or in institutional engagements



Do not trust people from other racial or ethnic groups because of their prejudice against the ingroup (e.g., white people will pull us down.)



It is best to be friends with those of the same ethnic/racial group

# Ethnic-Racial Socialization

- **Egalitarianism / Promotion equality**

- encourages interracial equality and coexistence as well as involves *silence* about race
- color-evasive approach

You should treat people of other races/ethnicities all the same way.



Equality / "Fairness"

Equity



# Recent Research Findings

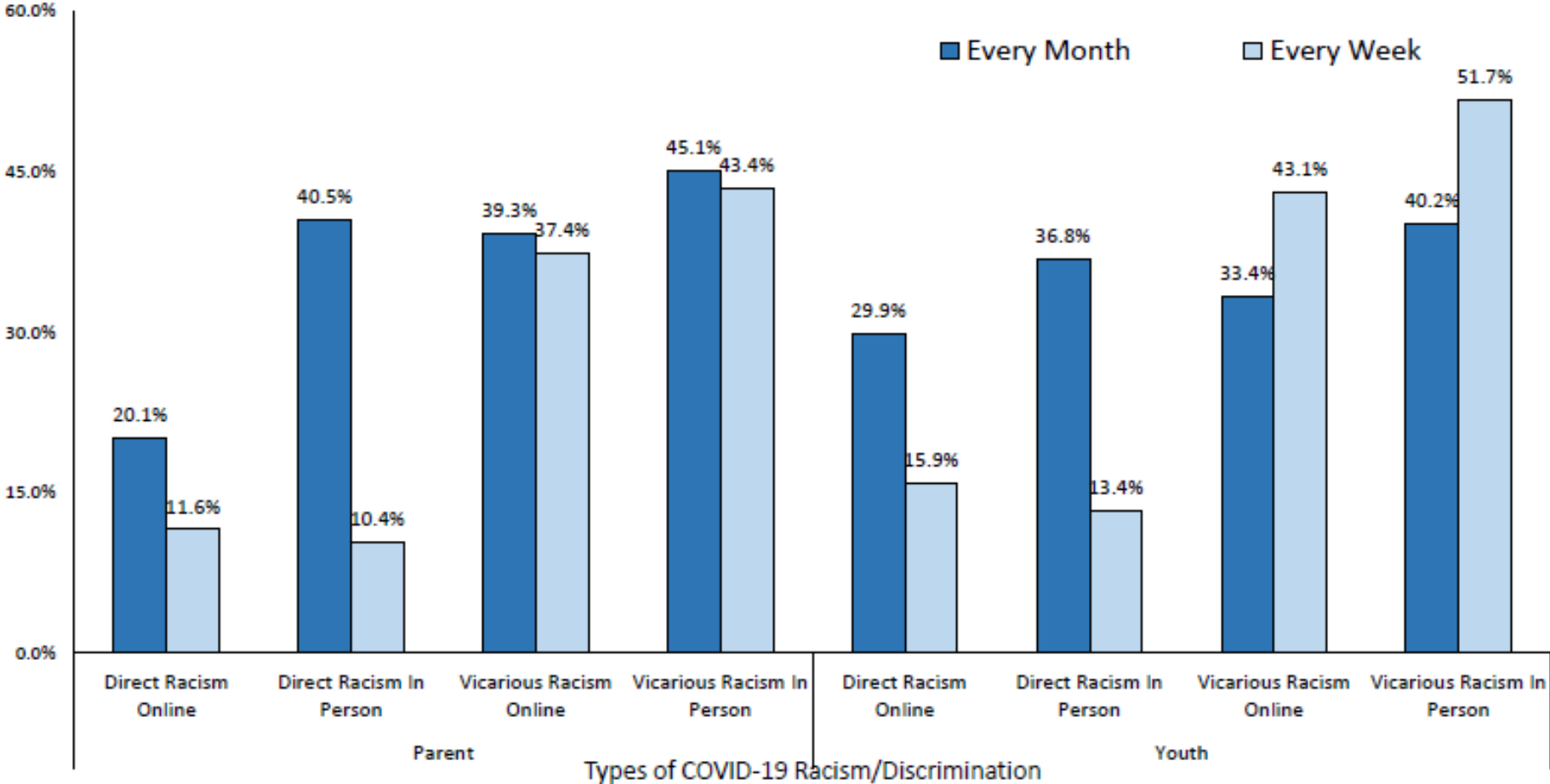
# Recent Research on COVID-19 (Cheah, Wang et al. 2020 in *Pediatrics*):

- Data were collected through an online survey completed by 543 Chinese American parents and 230 of their children aged 10- to 18-years old across the United States between March 14th to May 31st, 2020.
  - >50% from D-M-V area
  - About 50% parents and youth experienced direct racism, which predicted mental health difficulties.



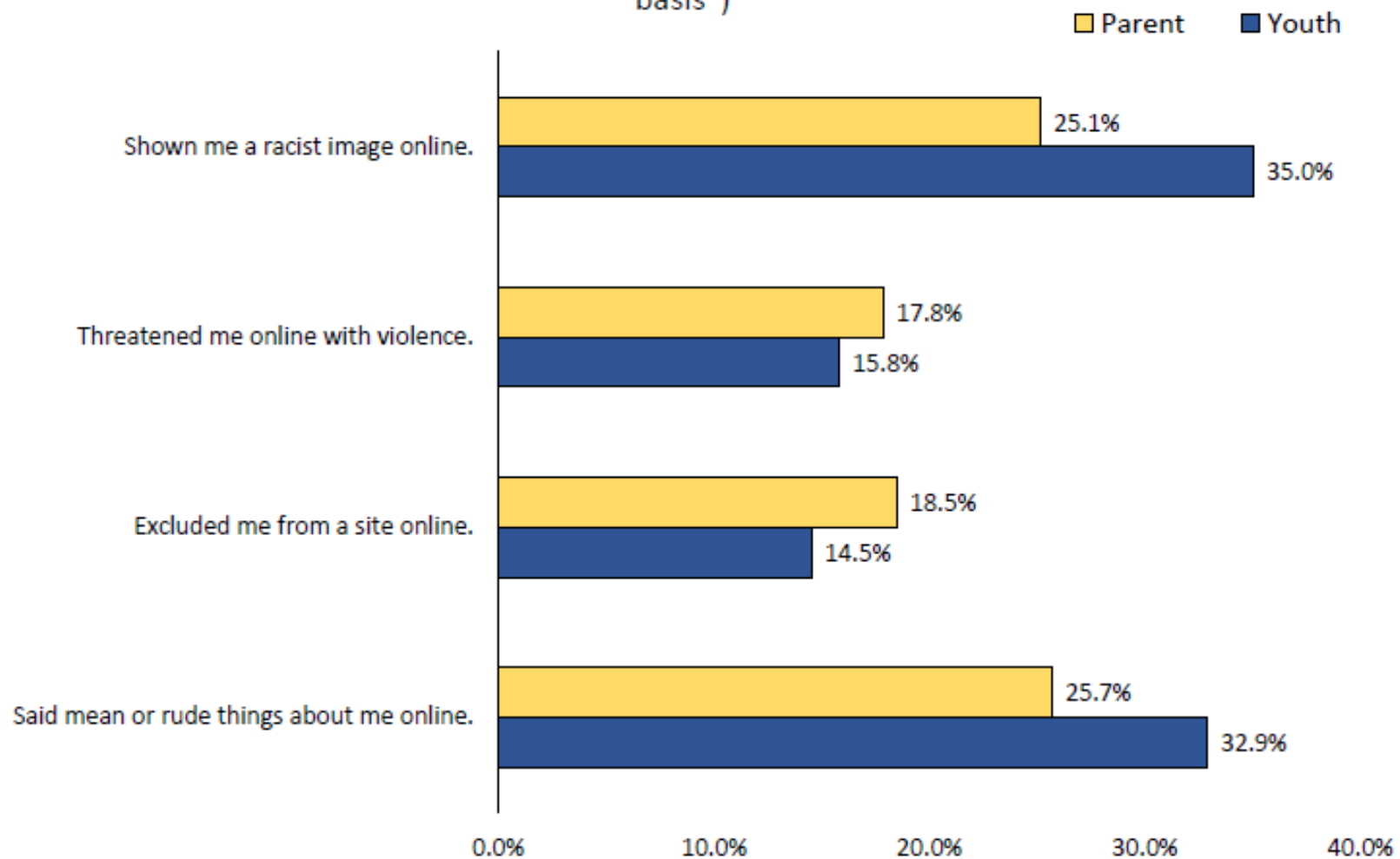
- Racial Discrimination Due to the COVID-19 Pandemic (Overall Percentages)

Graph 1: Respondents Who Experienced Each Form of Racial Discrimination Due to the COVID-19 Pandemic Every Month or Week



- Online Racial Discrimination Directed at the Respondents (Direct) - Item Percentages

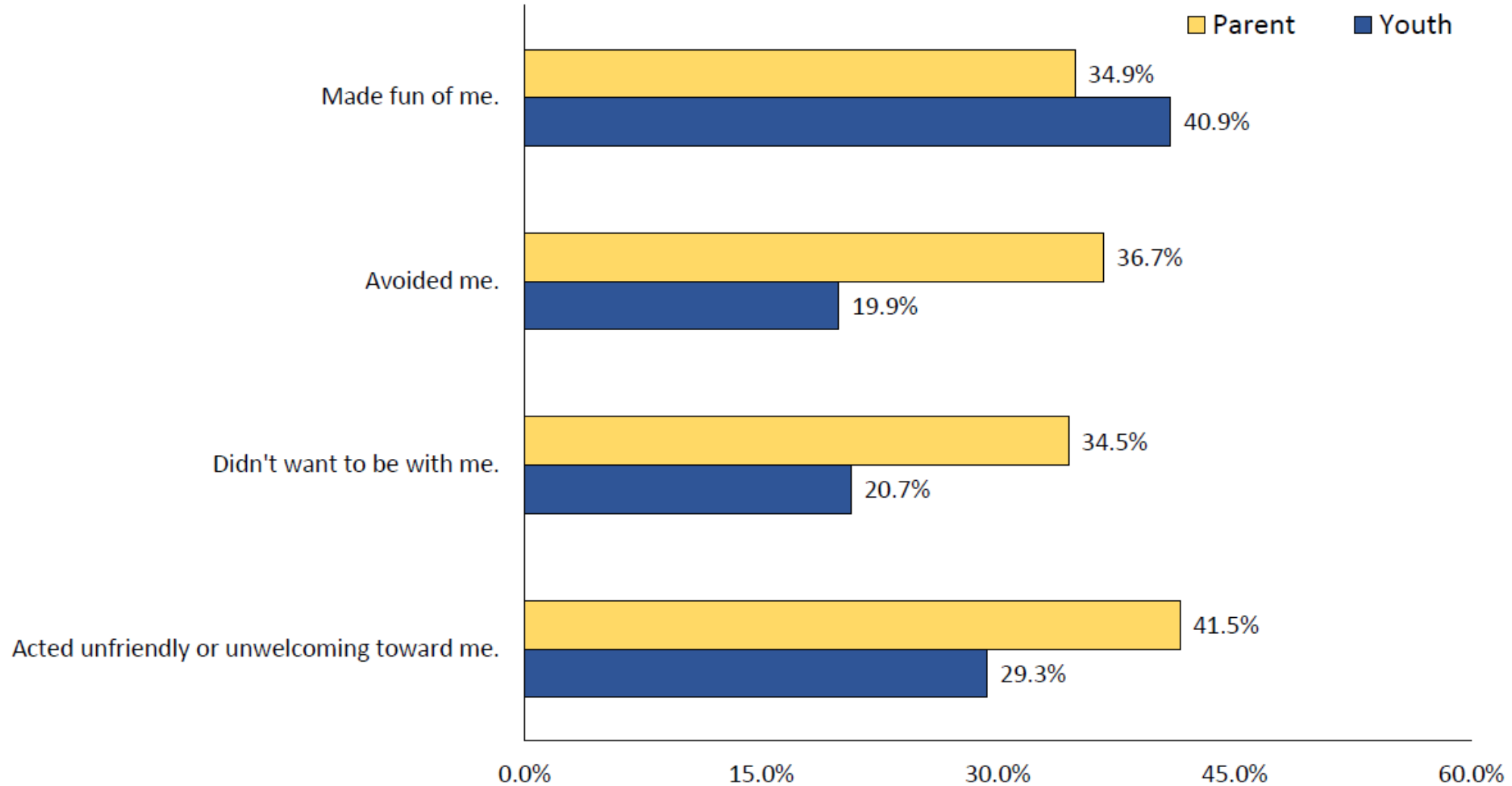
Graph 2: "Because of COVID-19, people have..."  
(Respondents who said the incident "happened on a monthly or weekly basis")



▪ In-Person Racial Discrimination Directed at the Respondent (Direct) - Item Percentages

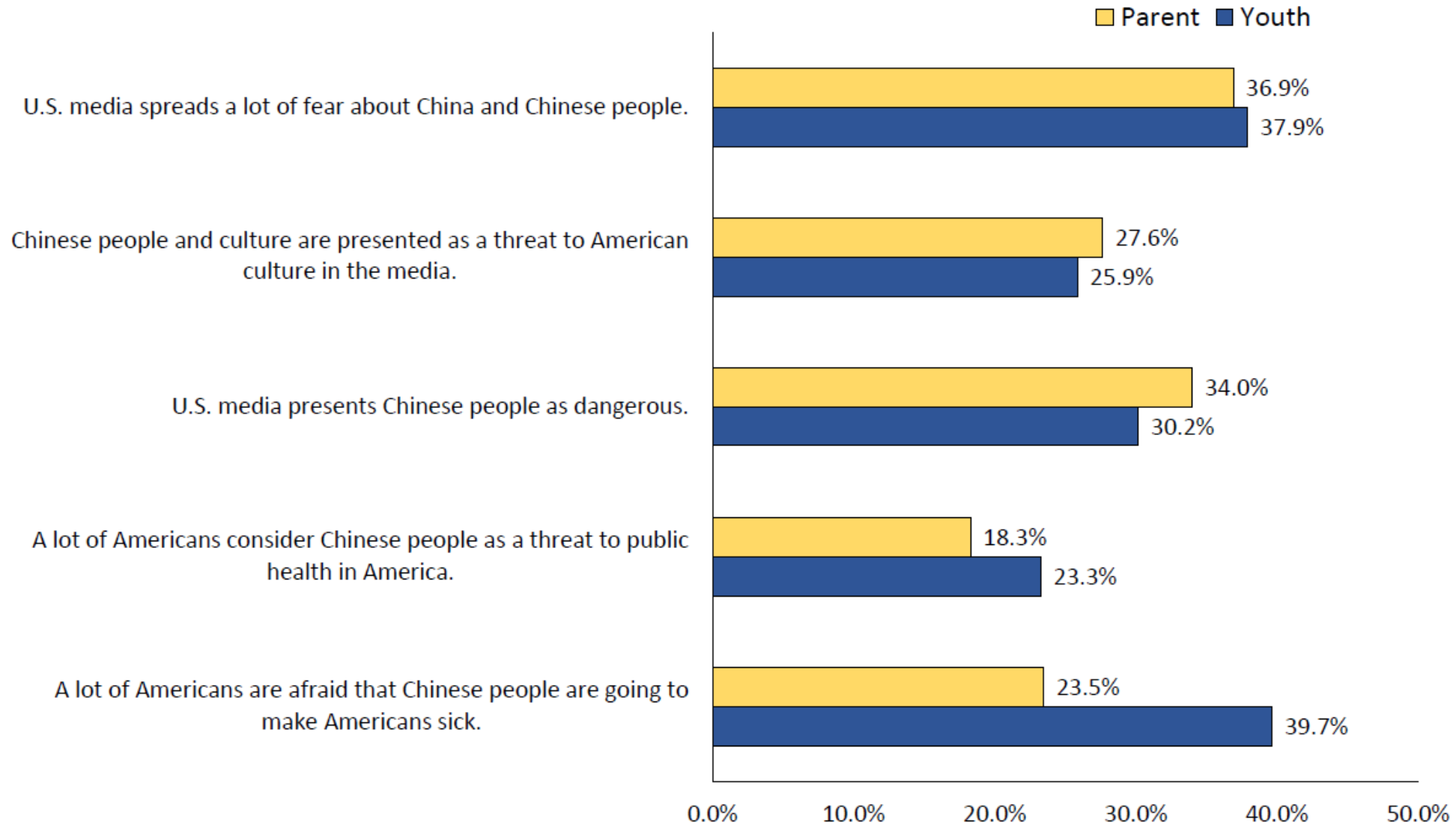
Graph 4: "During the COVID-19 outbreak, people... because of my Chinese background"

(Respondents who said the incident "happened on a monthly or weekly basis")



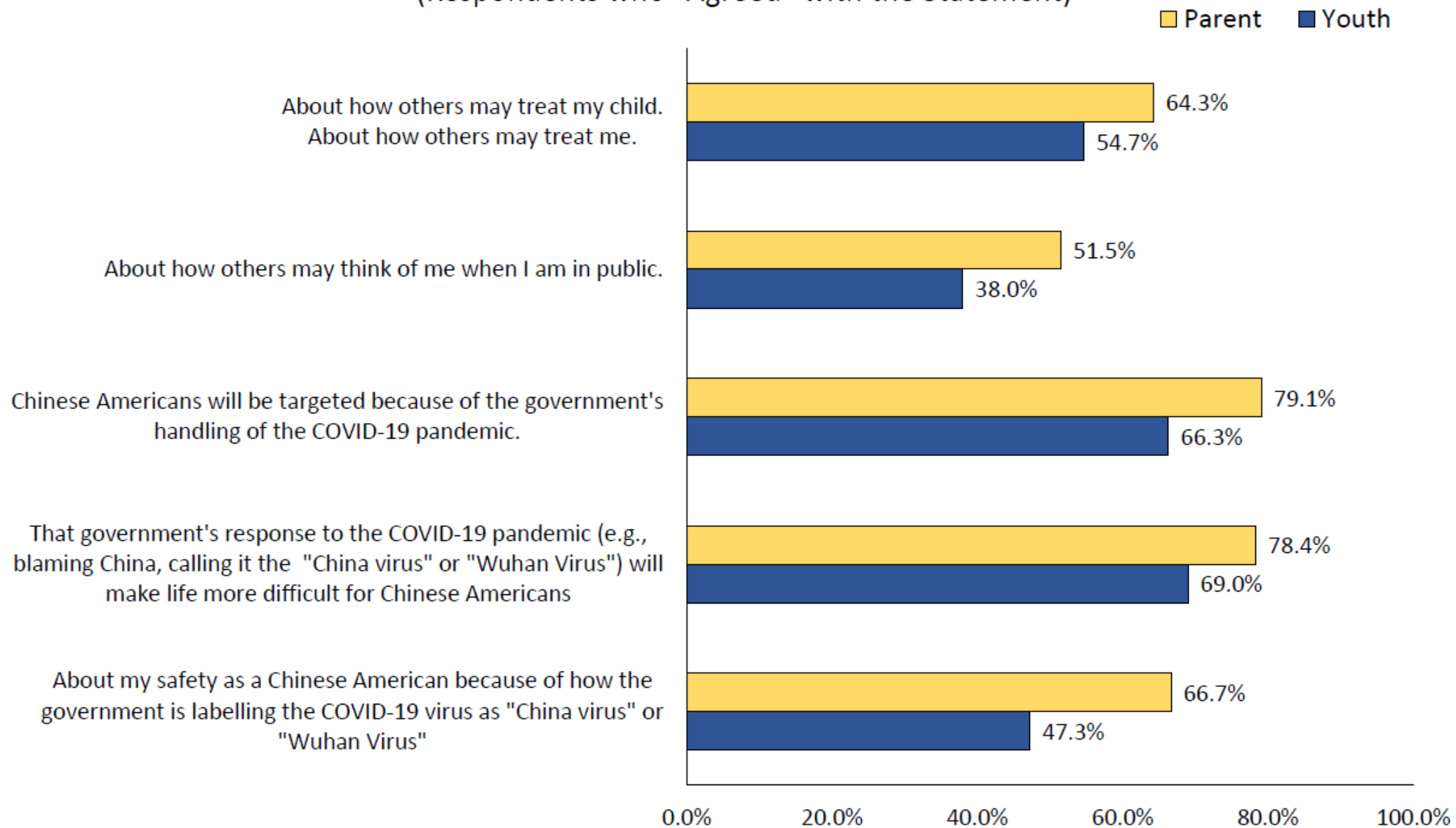
▪ Sinophobia - Item Percentages

"Because of COVID-19, ..."  
(Respondents who "Agreed" with the statement)



▪ Worries About Treatment by Others – Overall Percentages

Graph 6: "Because of COVID-19, I am worried..."  
(Respondents who "Agreed" with the Statement)



# Impact of Racial Discrimination on Health

- Park et al. (2021): 82.7% Korean American parents experience **racial discrimination** in May/June 2020, and discrimination **predicted more psychological distress for parents**, especially mothers.
- Lu & Wang (2021): 58.7% of Asian American college students experienced **direct online racism** in March/April 2020, and racism was linked to **depression and anxiety symptoms**.
- Hahm et al. (2021): 68% Asian American young adults (18-30 years old) between April and June, 2020 reported that either they or their family members had experienced either **covert or overt racism** (e.g., verbal/physical assault). COVID-19 related racism predicted increased **PTSD symptoms** after controlling for lifetime discrimination and pre-existing mental health diagnoses.

ASIAN AMERICA

## Racism linked to drinking problems in Asian American students, new study shows

The research, conducted before the pandemic, found that most participants reported experiencing racism and drinking to cope with higher levels of psychological distress.




— Many students reported drinking to cope with the psychological distress caused by the racism they encountered.  
Chris Hondros / Getty Images file

Dr. Derek Iwamoto (UMD) and his team found, racism has a strong effect on drinking. All 14,00 Asian American students surveyed reported experiencing one incident of racism, and nearly two-thirds reported experiencing at least two. Many reported drinking to cope with the psychological distress caused by these negative experiences. (The sample pool was diverse, representing nine ethnicities and a variety of majors.)


How to talk to your teens  
about Anti-Asian racism?

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# DO: Listen to Your Child Everyday & Initiate Conversation about Race

- Spend a few minutes every day asking open ended questions.
    - Who did you spend time with at school?
    - What happened between classes and at recess?
  - If your children feel comfortable talking to you about their peers **before** they're involved in a bullying event, they'll be much more likely to get you involved **after**.
  - Use current events or TV shows/films to talk about issues (COVID, racism...), and ask your child what they think.
    - How do you feel about news (related to discrimination)?
  - Other ideas for conversation around race and racism include:
    - Do you feel safe in class? What will help make you feel safe?
    - Have you ever experienced anyone calling you a name or a slur?
    - Have you felt angry about how Asians are treated and didn't know what to do with it?
    - Do you worry about being treated differently because you are Asian/Chinese?
- 

# Breakout Room /Jam board Activity:

## What would you say if you were Jonathan's parent?

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Jonathan, a third-grader Chinese American boy, has been refusing to go to school, and complains of headache or stomachache every morning. Jonathan, small in stature, finally told you (parents) that he is scared of going to school, because he has been teased ("eating everything"), named called ("Chinese virus"), and bullied by a group of larger kids in his school. He started crying after he told his parents. Jonathan said he had already told the teachers, but the teasing and pushing continues.



[https://jamboard.google.com/d/1MXJVxVnA3msb6lhxOj0Emchec\\_2TCpR02wxRR\\_hp5l8/edit?usp=sharing](https://jamboard.google.com/d/1MXJVxVnA3msb6lhxOj0Emchec_2TCpR02wxRR_hp5l8/edit?usp=sharing)

What might you say if you were Jonathan's parents?

Don't cry! You're a big boy. These boys are just being boys. Just ignore them.

Just walk away. Go play with some other kids. Then tell your teachers.

(Write your own response here)

What might happen next?

# #1-2: Listen, Acknowledge, and Validate

I'm so sorry to hear about this. This is bullying. It has **NOTHING** to do with you and everything to do with the bullies. How are you feeling?

It is wrong for them to call it "Chinese virus." WHO has advised **against** naming diseases after geographic locations.

That must've been so scary.  
That sounds really hard.  
Thank you for telling me.

I also experienced racism before and I felt angry.  
What can we (parents, teachers...) do to make you feel safer?

Don't cry! You're a big boy.  
These boys are just being  
boys. Just ignore them.

Here are some things that might happen when parents say this.

Jonathan may feel that he cannot share his feelings with his parents; for example, "Am I not allowed to feel upset or scared?"

Jonathan may try to act "normal" and fight back. But because other kids are physically bigger and stronger, and have more power over him, Jonathan is likely to get hurt.

Jonathan may feel like he was not being strong or tough enough. This may negatively impact his physical health and mental health. He may also question his identity and value as a boy; for example, "If I do not want to or cannot fight, does it mean that I am not a boy?"

Jonathan may continue to be bullied by larger kids.

Just walk away. Go play with some other kids. Then tell your teachers.

Here are some things that might happen when parents say this.

Jonathan may feel that his parents did not hear or understand his feelings.

Bullying may persist. Jonathan may continue to experience fear and refuse to go to school.

The other kids may tease him for walking away and not fighting back. However, walking away maybe the safest option for Jonathan in this case given that the other kids are physically bigger and stronger than him.

# DON'T: Minimize Child's Feelings

- Do not belittle the child's feelings

"That wasn't racism.  
You are being too  
sensitive."

"What they [the bully]  
did was not that bad,  
so you don't need to  
make it a big deal."

- Do not make it a competition – sharing relevant experiences of racism can be helpful, but competition is not.

"Your experience was nothing  
compared to mine...I have  
experienced much worse  
racism."

# DON'T: Avoid Conversation or Defend/ Make Excuses for the Bully

- Do not defend the bully or system (even if subtly)

“They are just kids. You shouldn’t blame them for jokes like that. You should not be so sensitive.”

“Did you do something to get their attention first?”

“Of course, they treat us differently because we are not born here/ we look different.”

“America has always been a racist society. There is nothing we can do about it.”



# #3: Reframe and Point Out Strength

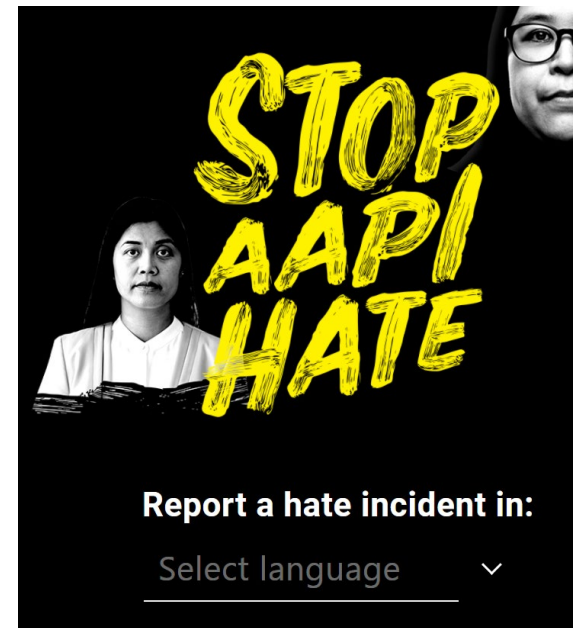
What they said about you is simply not true. COVID is not your fault.

They [the bullies] tried to intimidate you and hurt you. But they do not know the real you. You are generous and kind. You are a great friend. You care about ... and help others in need. [name other strength]

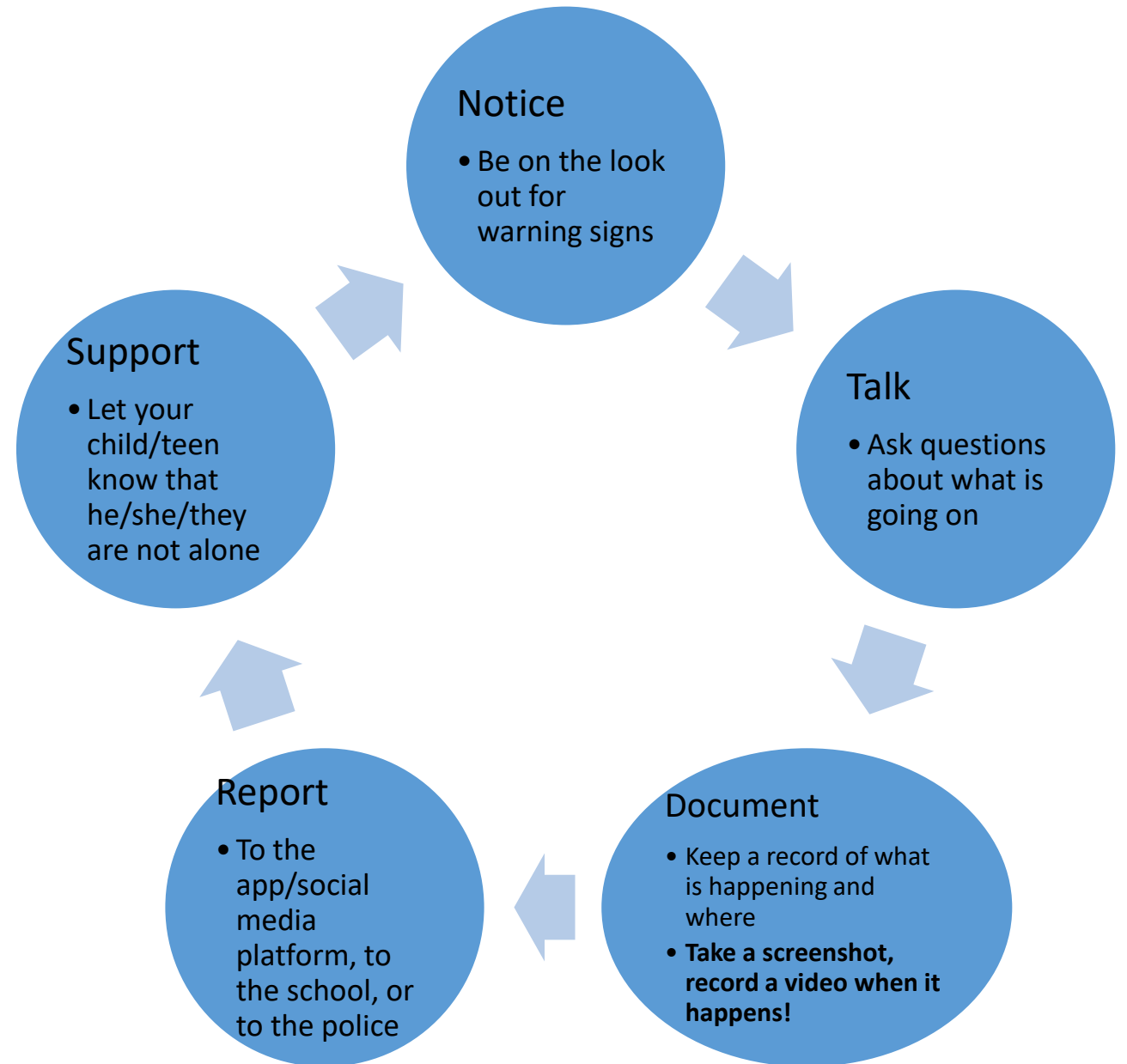
## #4: Report

- Report to the local police.
- **STOP AAPI Hate – Hate Crime Reporting:**  
<https://stopaapihate.org/>
  - Language option to choose for reporting
- **Asian American Advancing Justice – Stand Against Hate:** <https://www.standagainsthate.org/report>

*Reporting incidents of hate, bias, and discrimination provides evidence and calls for changes in institutions and policymakers to address racism.*



# What to do When Cyberbullying Happens

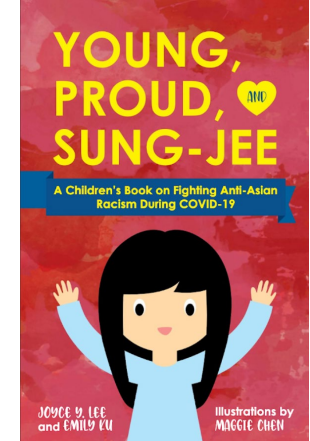


## Do's and Don'ts

When Talking to Your Children/Teens  
about Racism and Discrimination

## DO: Read and Discuss Stories with Your Child

- Read books about bullying and racism where there is a healthy resolution to the conflict (e.g., *Young, Proud, and Sung-Jee*).
- Read books about Asian American role models (e.g., *Asian Americans who inspires us*)
- Talk about the characters' actions and choices in resolving conflicts.
- Was the problem something the main character could resolve alone or did he or she need help?
- Have you ever had a similar problem or do you know someone who has? How was it resolved? How would you use strategies to solve a similar problem in the future?



# Do: Learn & Share about Asian American History

- Arm ourselves with knowledge and tools
- Learn about Asian American history to understand racism within the context of larger, broader system that maintain them
- Reflect on beliefs about self and race, and how much of it may be internalized
  - Ignoring racism and its possible impacts could lead to more negative effects.
  - Be vulnerable, share your own negative experiences, and normalize seeking help.



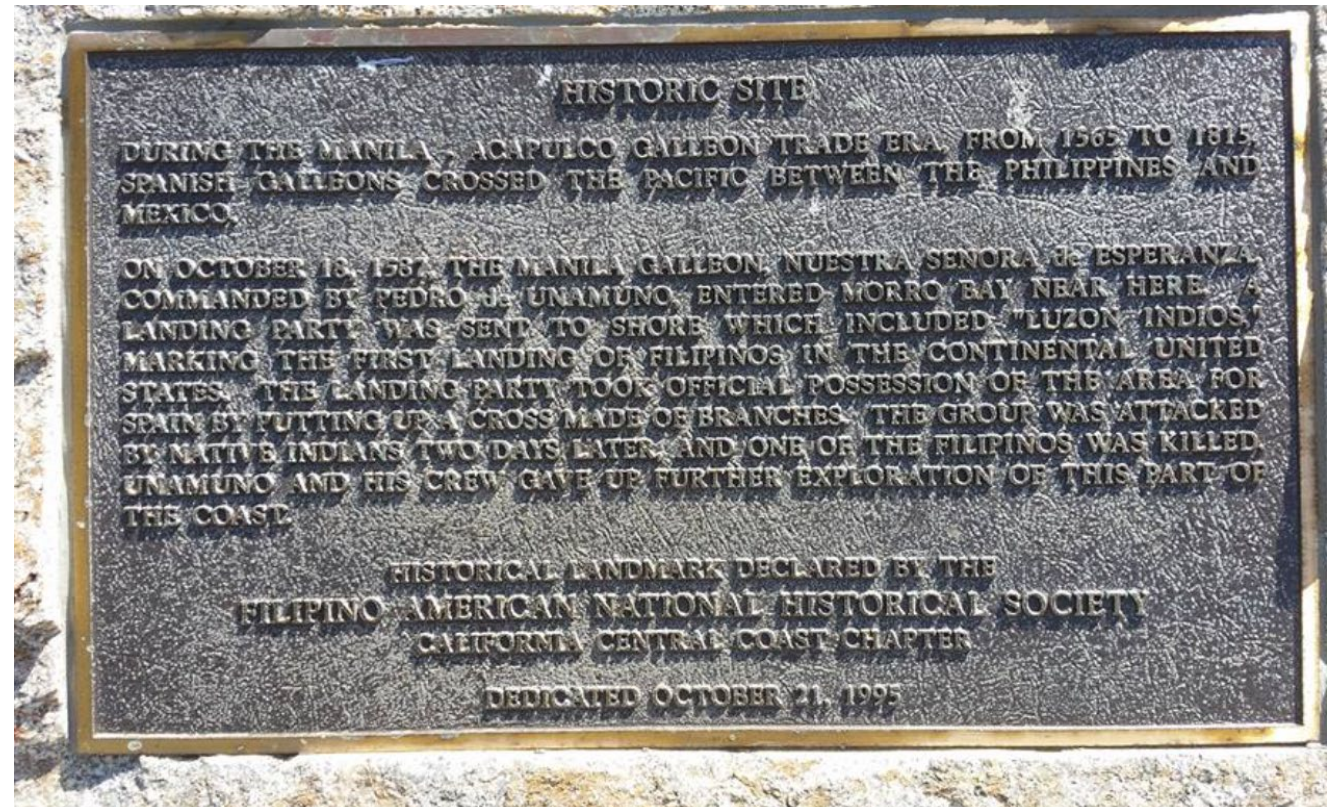
- Get people talking about it.
  - Educate on the experiences of the Asian/Asian American by sharing posts or organizing panels/discussion.
  - Promote cross-racial relationship and understand other group's experiences of systemic racism and oppression



# Asian American History

The First Asian (Fillipinos) arrived at North America (now Morro Bay, California) on October 1587, as part of part of the Manila galleon trade

- October has been designated as [Filipino American History Month](#) since 2009 in recognition of these events.

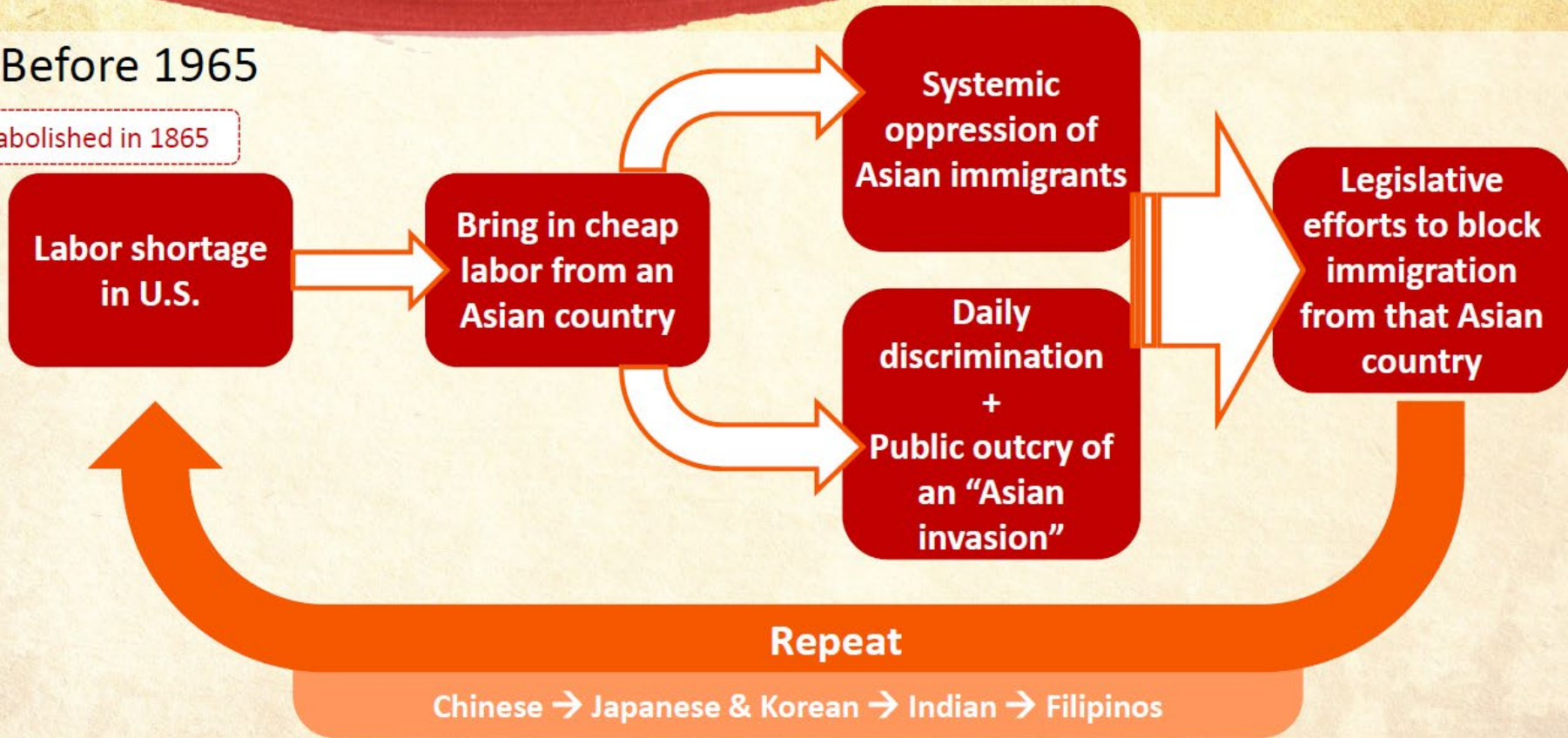




# History of Asian America

● Before 1965

Slavery abolished in 1865



• H. Shawn Kim, Ph.D. Towson University

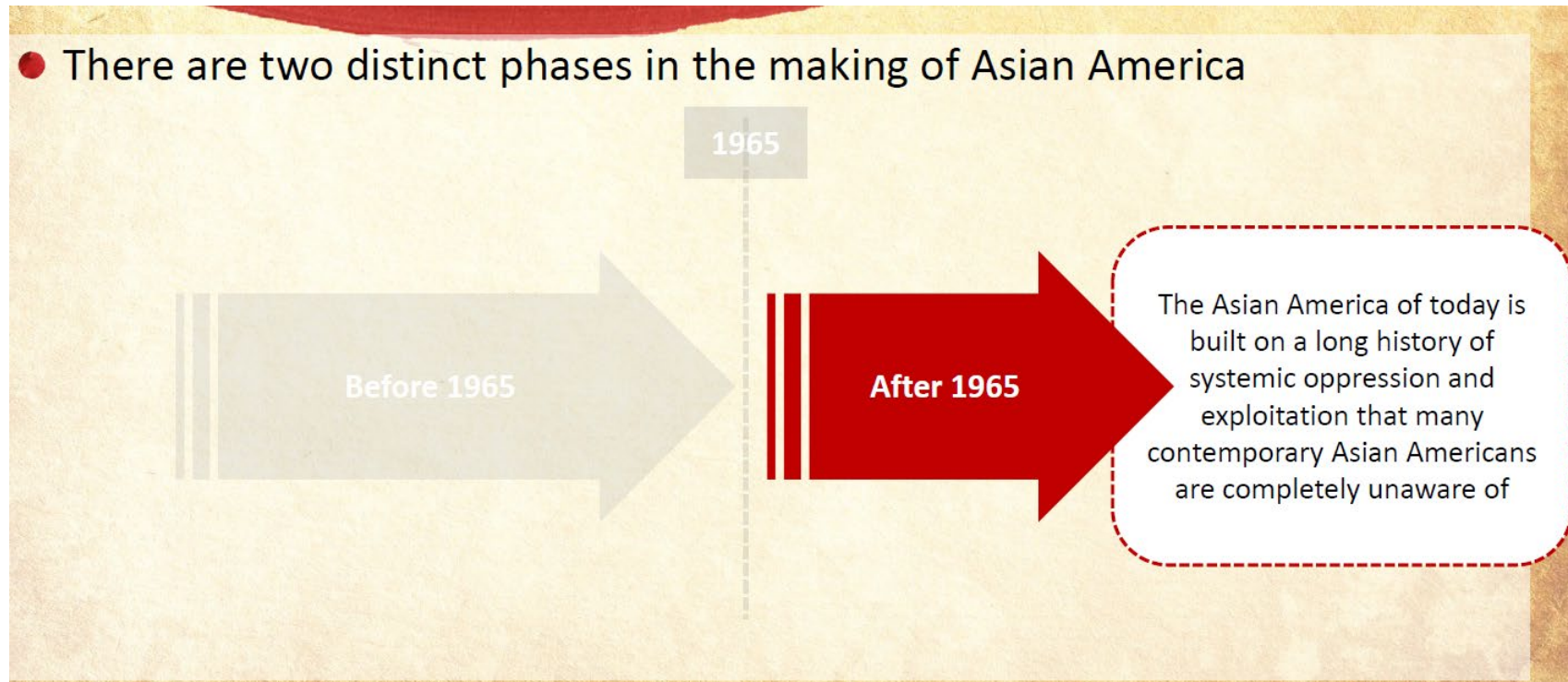
# Anti-Asian U.S. Legislations

<https://www.youtube.com/watch?v=UfXF7Xps33E> (Ho, 2020)

- **1882 Chinese Exclusion Act**
  - Racially identified Chinese for restricted entry into the U.S.
- **1892 Geary Act**
  - Required Chinese in the U.S. to carry a Certificate of Residence to prove their legal entry
- **1907-1908 Gentleman's Agreement**
  - Agreement with the Japanese government for Japan to self-restrict the emigration of Japanese laborers
- **1917 Immigration Act**
  - Imposed a literacy standard for immigrants to ban people from the Southeast Asia from entering the U.S.
- **1924 Immigration Act**
  - Further refined to impose a system of quotas that discriminated on the basis of nationality and race
  - The most restricted immigration law in a national history (banned all immigration of "aliens ineligible for citizenship")

*"Perpetual  
Foreigners"*

- 1965 Immigration and Nationality Act of 1965 (a.k.a. Hart–Celler Act)
- National origin quota system was abolished
- Instead, focused on two things:
  - Recruiting skilled immigrants
  - Reunification of families



# Knowledge Quiz

- Mamie Tape, an 8-year-old, challenged the San Francisco school board policy and practice of denying Chinese American students admission from public schools.
- **Did the California Supreme Court in 1885 rule to admit or deny her?**



# Answer: Admit

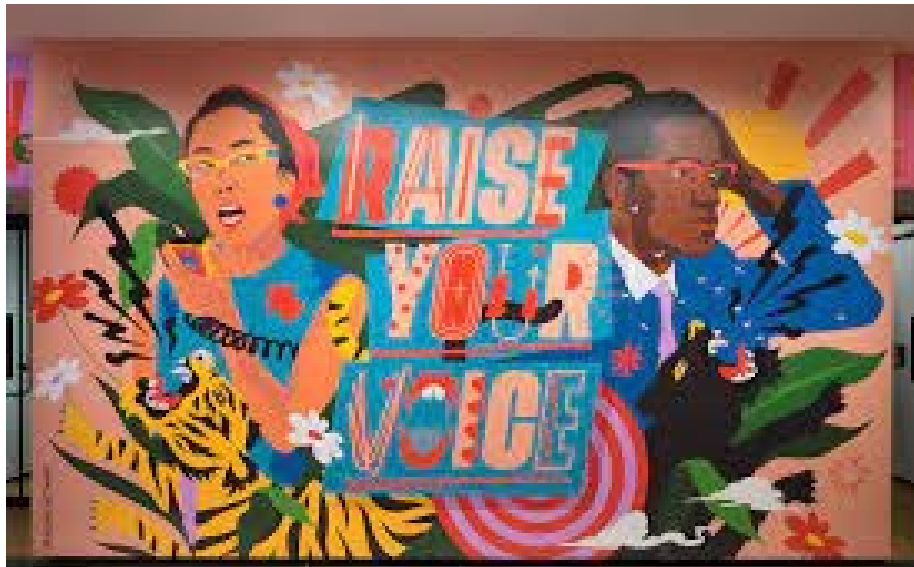
In **Tape v Hurley**, the court reviewed the California state law at the time, which provided that public schools admit “all children from ages 6-21,” with health related exceptions. The court ruled to admit Mamie Tape.

However, the San Francisco school board lobbied the state legislature to change the state law to establish separate schools for “children of Chinese and Mongolian descent.” Eleven years later, the U.S. Supreme Court upheld segregation under the U.S. Constitution in **Plessy v. Ferguson** (1896).

Schools would remain segregated until **Brown v. Board of Education** (1954).

# Whom among these people bridged Asian American and Black civil rights movements?

- A. Yuri Kochiyama
- B. Viet Thanh Nguyen
- c. Hasan Minhaj



In a Life magazine photo, she was captured holding Malcolm X's head when he was assassinated.

# Myth 1: Asian American Students are Model Students: Good grades, Respectful, and Trouble Free


- How this hurts the Asian American Community:
  - 1) Masks their struggles as ethnic minorities
  - 2) Alienated from peers and coworkers
  - 3) May affect access to services (e.g., special education, mental health)
  - 4) Issues may not receive as much community support

# Model Minority Myth

- The pervasive idea about “problem-free” immigrant and that Asian’s hard work / determination has enabled them to bootstrap their way out of hardships
  - “You had an easy life”
- “The stereotype was manufactured during the civil rights movement to weaponize Asian Americans”
- Positioned Asian Americans as weapons by **pitting against** other minority
- “It can also create the perception that Asian Americans are not considered to be people of color and that we are immune to racism... our experiences are actually dismissed.”

<https://www.apa.org/monitor/2021/07/impact-anti-asian-racism>





## Myth 2: Asian American Families Make More Money Than Other Ethnic Minority Families

- Some Asian American households are intergenerational
- AA families often live in areas with higher cost of living (e.g., San Francisco, CA)
  - Generations often pool incomes
  - Average resources per person may be limited
- Must complete more years of education to reach same income level as whites ( Varma, 2004)

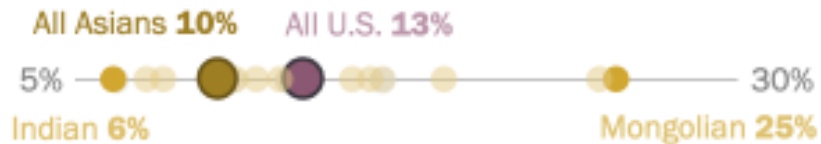
## Despite doing well on economic indicators overall, income varies widely among Asian origin groups ...

Median annual household income, 2019



## ... as do poverty rates

% who live in poverty, 2019



Note: Figures for all Asians include mixed-race and mixed-group populations, regardless of Hispanic origin. Bhutanese, Malaysian and Mongolian household income estimates not shown due to insufficient sample sizes. The household population excludes persons living in institutions, college dormitories and other group quarters. Households are classified by the race or detailed Asian group of the head. Incomes are not adjusted for household size. Poverty figures exclude children under age 15 not related to the householder, people living in institutional group quarters and people living in college dormitories or military barracks. Due to the way in which IPUMS assigns poverty values, these figures will differ from those that might be provided by the U.S. Census Bureau.

Source: Pew Research Center analysis of 2017-2019 American Community Survey (IPUMS).

- Only two Asian origin groups had higher household incomes than Asian Americans overall
- Eight of the 19 Asian subgroups had higher poverty rates than the overall U.S. average

Lopez, G., Ruiz, N. G., & Patten, E. (2017). *Key facts about Asian Americans, a diverse and growing population*. Pew Research Center.

<https://www.pewresearch.org/fact-tank/2021/04/29/key-facts-about-asian-americans/>

# DO: Encourage Your Child to Speak Up & Be Civically Engaged

- Call out racism when you see it!
- Reach out to victims and be supportive.
  - Get bystander training, so you know how to respond or intervene when you witness bias incidents (Distract, Delegate, Document, Delay, and Direct).
  - <https://www.ihollaback.org/harassmenttraining/>
- Volunteer, participate and advocate
  - Join efforts of community/civic engagement, political movements, or advocacy groups (e.g., volunteer, join committee to reduce racism, petition, vote, educate, etc.)
  - [Calling All NJ Students! \(campaign-archive.com\)](https://campaign-archive.com)



# Other Don'ts

- Don't model aggressive behaviors—at home, school, neighborhood
  - Model strategies (walk away, ignore, talk it out, seek help) to solve conflict
- Don't blame victims— “she deserves to be picked on because she's so weird”
- Don't punish bullies as the first “intervention— “let me spank my kid so that he learns his lesson.”
  - Harsh physical punishment relate to increased bullying
  - Physical abuse is illegal

# DO: Seek Professional Help

- Talk openly with your children about bullying and mental health
- Counseling helps! Students involved in bullying and victimization are more likely to experience depression and anxiety<sup>1</sup>
- Cognitive-behavioral therapy is the front-line treatment for depression and anxiety.
- Free counseling services at school by counselors or school psychologists

<sup>1</sup> (Swearer, Wang, et al., 2011)

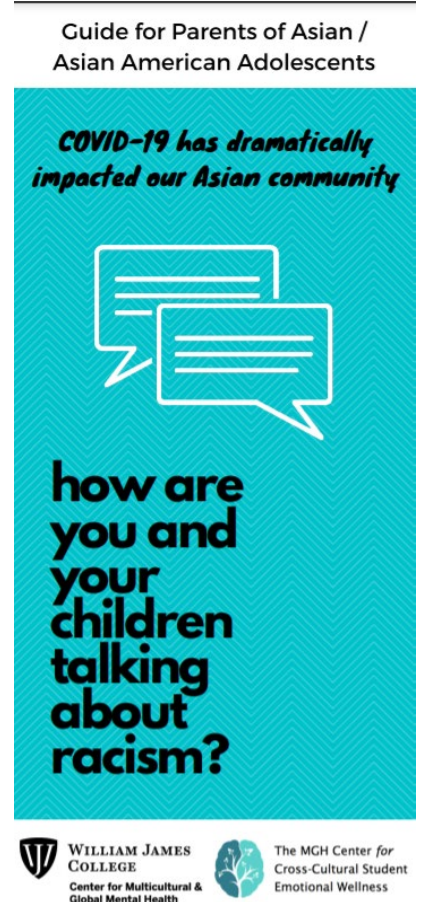
## DO: Work Collaboratively with Your Child's Teachers & Schools

- Complete MCPS BULLYING REPORT FORM 230-35
- Attend parent-teacher conferences!
- Communicate with your child's teacher—email, phone, volunteer in the classroom/school.
- Share your culture with the school community (e.g., Lunar new year, lantern festival, Asian food...)
- Brainstorm with teachers about interventions at school and home to prevent future bullying.
- Help create a no-bullying climate in your home and school.
- Establish household rules about bullying.
- Make your child accountable, even if other child “started it.”

# Resources

# Resources about COVID Specific Racism

- Parental Guides and Tips:
  - <https://www.williamjames.edu/academics/centers-of-excellence/multicultural-and-global-mental-health/guide-for-parents-of-asian-american-adolescents.cfm>
  - [https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/countering-covid-19-\(coronavirus\)-stigma-and-racism-tips-for-parents-and-caregivers](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/countering-covid-19-(coronavirus)-stigma-and-racism-tips-for-parents-and-caregivers)



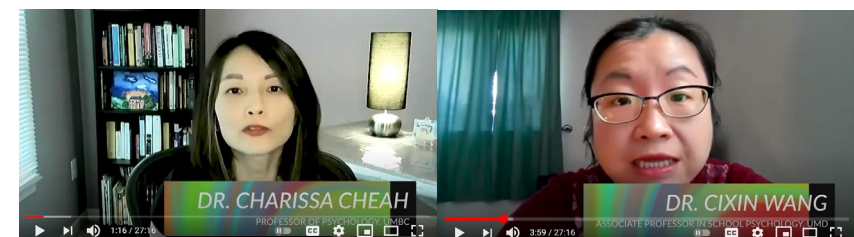


# Resources about COVID Specific Racism

- [COVID-19 and Racism — MGH Center \(mghstudentwellness.org\)](https://mghstudentwellness.org)
- [How to deal with racist people - Creative Spirits](#)
- <https://division45.org/public-service-announcements-for-aapi-families-facing-covid-19-discrimination/>
- <https://aapaonline.org/>
- <https://www.cnn.com/2021/10/09/opinions/asian-american-us-history-lisa-ling/index.html>

# Resources about COVID Specific Racism

- <https://division45.org/children's-book-on-fighting-anti-asian-racism-during-covid/>
- 'Young, Proud, and Sung-Jee' by Joyce Y. Lee & Emily Ku
  - <https://www.youngproudsungjee.com/>
- Supporting Asian/Asian American Children and Youth during the COVID-19 Pandemic (Society for Child Development):
  - <https://www.youtube.com/watch?v=AMxF1r9jBkE>
- MCPS Waymaking – Ally Bullying & Creating Safe Spaces for Asian American Students:  
[https://www.youtube.com/watch?v=QjMR8dc\\_40A](https://www.youtube.com/watch?v=QjMR8dc_40A)



# Additional Helpful Resources

- **Children's books on bullying:** *Young, Proud, and Sung-Jee, Yoko* by [Rosemary Wells](#), *Bullying B.E.A.N.S. Say something*
- [www.ncpc.org/topics/bullying](http://www.ncpc.org/topics/bullying)
- [www.operationrespect.org](http://www.operationrespect.org)
- Video-resources with discussion questions:
  - <http://www.schoolclimate.org/bullybust/upstander/video-resources>
- Talking to kids about discrimination
  - <http://www.apa.org/helpcenter/kids-discrimination.aspx>
  - <https://psychologybenefits.org/2014/09/18/redefining-race-relations-it-begins-at-home/>
  - <https://www.psychologytoday.com/blog/the-race-good-health/201708/race-in-america-tips-talking-children-about-racism>
  - <http://www.apa.org/pi/res/parent-tips.pdf>
  - <https://www.counseling.org/resources/library/Selected%20Topics/Bullying/Teasing.htm>

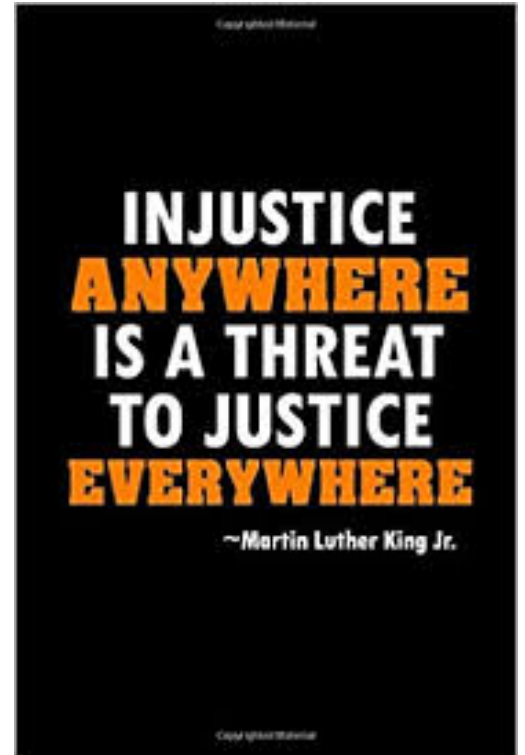
# Additional Helpful Resources Continued

- [Yoko by Rosemary Wells](#)
- Bullying B.E.A.N.S.
- Say something
- [www.ncpc.org/topics/bullying](http://www.ncpc.org/topics/bullying)
- [www.operationrespect.org](http://www.operationrespect.org)
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  - <https://psychologybenefits.org/2014/09/18/redefining-race-relations-it-begins-at-home/>
  - <https://www.psychologytoday.com/blog/the-race-good-health/201708/race-in-america-tips-talking-children-about-racism>
  - <http://www.apa.org/pi/res/parent-tips.pdf>
  - <https://www.counseling.org/resources/library/Selected%20Topics/Bullying/Teasing.htm>

**“Although it is uncomfortable to speak up, we are doing this to help our children have a voice in the future in America.”**

**“Everyday racism has to be tackled by ordinary people.”**

– Adele Horin, Sydney Morning Herald



# Overview of the 6-week workshops

What skills have you tried in the past 6 weeks?

What are some challenges in using these skills?

# Extra Slides

# Microaggression: Subtle Prejudice Lingers!

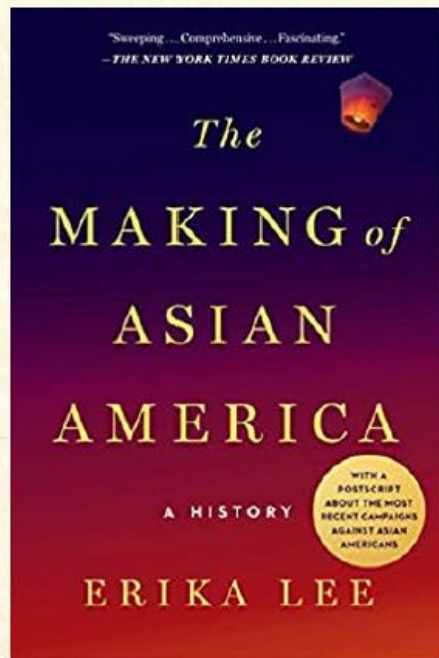
THEMES	EXAMPLES	MESSAGES
<b>Aliens in one's own land</b>	<ul style="list-style-type: none"><li>• “Where are you really from?”</li><li>• “You speak English very well.”</li><li>• “What are you? You are so interesting looking!”</li></ul>	<ul style="list-style-type: none"><li>• You are not a true American</li><li>• You are a perpetual foreigner in your own country</li></ul>
<b>Ascription of intelligence</b>	<ul style="list-style-type: none"><li>• “You are a credit to your race.”</li><li>• “You must be good in math, but not good at sports!”</li><li>• “Oh, you aced all tests? It's because you're an Asian.”</li><li>• “Smart but not capable of reason . . . Asians are technically proficient but lack creativity” (Shah, 2019, p. 673).</li></ul>	<ul style="list-style-type: none"><li>• People of color are generally not as intelligent as Whites</li><li>• All Asians are intelligent and good in math/science</li><li>• Hard work is overshadowed by ethnicity</li></ul>



# Microaggression Examples Continued

THEMES	Examples	Message
<b>Color blindness</b>	“ When I look at you, I don’t see color” “America is a melting pot.”  Denying the experiences of individuals by questioning the credibility/validity of their stories.	Assimilate to the dominant culture. Denying the significance of a person of color’s racial-ethnic experience and history Denying the individual as a racial/cultural being
<b>Myth of meritocracy</b>	“I believe the most qualified person should get the job.” “Gender plays no part in who we hire.” “Everyone can succeed in this country/society, if they work hard enough.”	People of color are given extra unfair benefits because of their race.  The playing field is even, so it is the individual’s fault. People of color are lazy and/or incompetence and need to work harder.

# Further Reading



Pew Research Center

APRIL 29, 2021



## Key facts about Asian origin groups in the U.S.

BY [ABBY BUDIMAN](#) AND [NEIL G. RUIZ](#)

# History of Asian America

## ● Before 1965

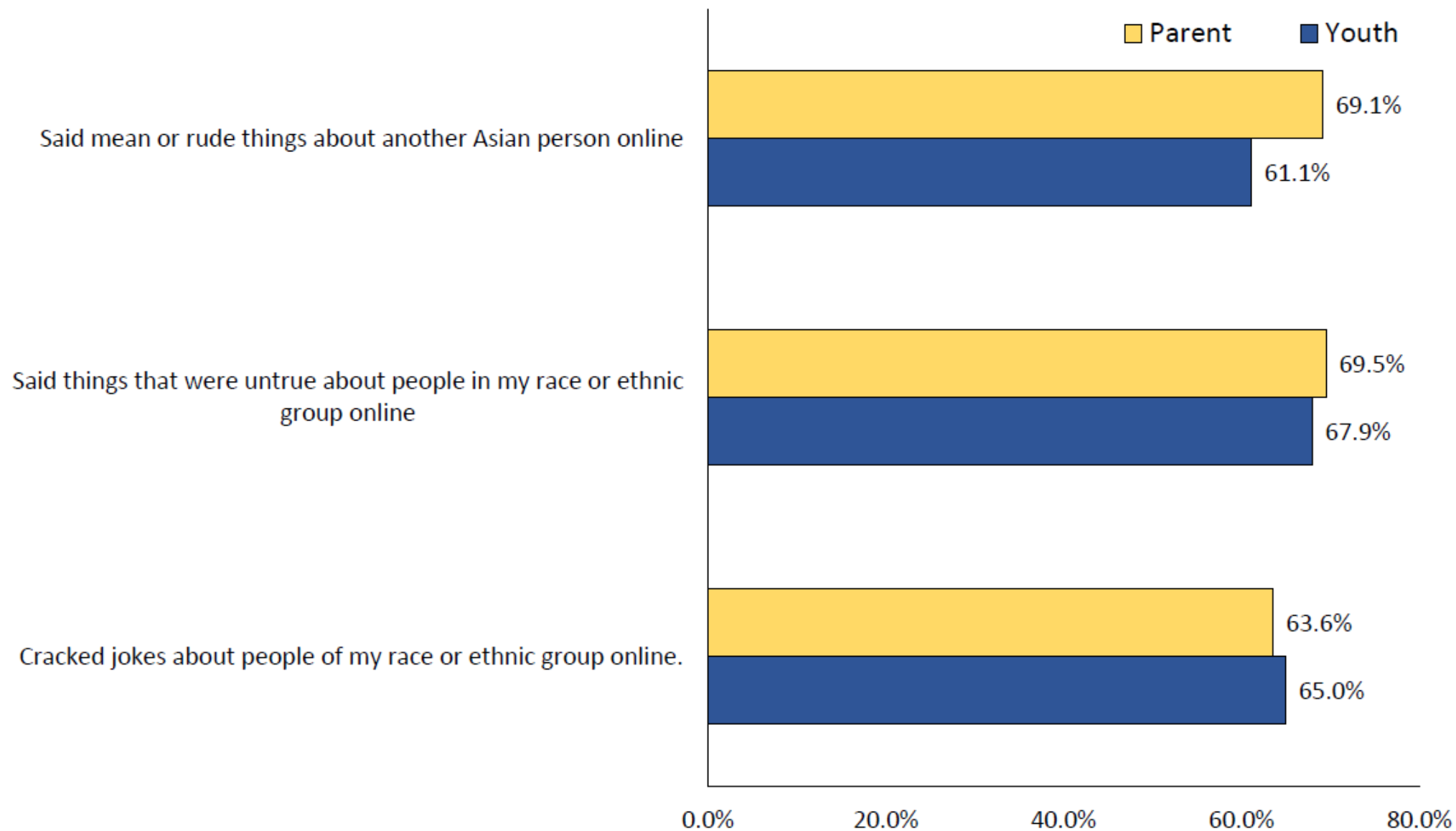
### ○ Legislative efforts to block immigration from Asian countries

- Beginning with the Chinese Exclusion Act (1882)
  - Chinese → Japanese & Korean → Indian → Filipinos
- Multiple immigration policies were created to limit the entry of “undesirable” and “unassimilable” Asian immigrants and restrict them from becoming U.S. citizens
  - Based on a national origin quota system
- These various exclusion policies led to an increase in undocumented immigration of people from Asia

• H. Shawn Kim, Ph.D. Towson University

▪ Online Racial Discrimination Directed at Other Chinese/Asians (Vicarious) - Item Percentages

Graph 3: "Because of COVID-19, people have..."  
(Respondents who said the incident "happened on a monthly or weekly basis")





Society for the Psychological Study  
Of Culture, Ethnicity and Race  
DIVISION OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (APA)

## TIPS FOR FAMILIES DEALING WITH COVID-19 ANTI-ASIAN DISCRIMINATION

*With harassment and attacks on the rise, it's crucial to support children and adolescents who might be confused or upset. Here's how:*

1

### ACKNOWLEDGE

This virus is making many people afraid and angry. It's causing people to say or do horrible things.

2

### VALIDATE

These words or actions really hurt.

3

### REFRAME

It's not our fault. What they say does not define who we are.

4

### REPORT

Submit an incident report through the Asian American and Pacific Islander Planning Council's portal.

**#STOPAAPIHATE**



[DIVISION45.ORG](https://www.division45.org) AND [AAPAONLINE.ORG](https://www.aapaonline.org)

*Brought to you by the APA Society for the Psychological Study of Culture, Ethnicity and Race and the Asian American Psychological Association.*



Society for the Psychological Study  
Of Culture, Ethnicity and Race  
DIVISION OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (APA)

## TIPS FOR FAMILIES DEALING WITH COVID-19 ANTI-ASIAN DISCRIMINATION

*With anti-Asian harassment and attacks on the rise, teach these tactics to help loved ones stay safe when confronted with a racial attack. Which tactic to use depends on how threatening the situation is.*

### USE YOUR WITS

W

### WALK AWAY

Leave if you feel unsafe or log off if you are online

I

### IGNORE THE PERPETRATOR

Ignoring does not mean you are weak

T

### TALK IT OUT

Be assertive, but not aggressive

S

### SEEK HELP

From authorities or bystanders

**#STOPAAPIHATE**



[AAPAONLINE.ORG](https://www.aapaonline.org) AND [DIVISION45.ORG](https://www.division45.org)

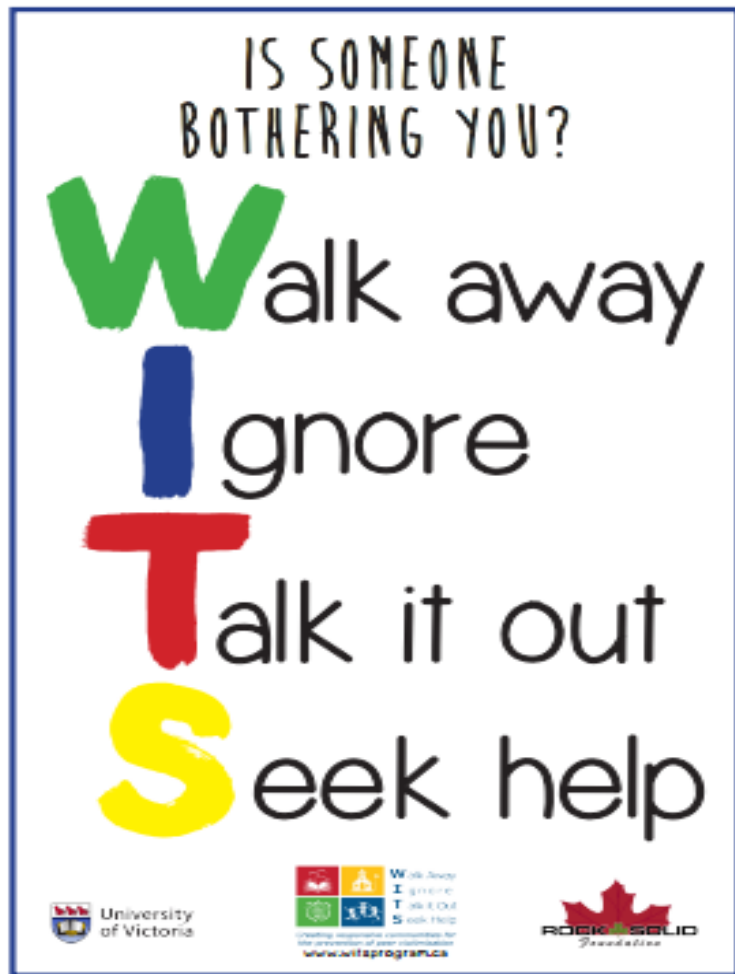
*Report incidents through the Asian American and Pacific Islander Planning Council's incident report portal.*

# Teach Children Skills

- Convey disapproval or discomfort, without provoking a defensive reaction.
  - --“This is not cool.”
- Question their use of the words or action to gauge their intent
  - -- "Why do you say/do that?"
- Share how that make you feel (Only if you feel comfortable/safe).
- Stay calm/cool. Don't get triggered. Bullies want to push your button.
- Positive coping/ self-care. Avoid rumination.



# Do: Teach Coping Strategies & Use WITS Strategy



- <https://www.youtube.com/watch?v=UijL-kXgojU>
- Be assertive, but not aggressive
- Do not react or give attention.
- Know the difference between seeking help and tattling
- Educate/ promote awareness
- Use harmless humor to deflect
- **Reframe**
  - "Four eyes, four eyes, you have four eyes."
  - "Thanks for noticing my glasses!"
- **Agree/ so what**
  - "You have so many freckles."
  - "Yes, I have a lot of freckles."