

Suggested Programs and Activities for Asian Canadian Heritage Month

Asian Canadian Heritage Display

- Prepare a display of literature (books, magazines, and newsletters), videos, artifacts, and/or bulletin board(s).
- Locate display in a prominent place in the school or work site (e.g., library, office, central display case).
- Showcase contributions from members of the Asian Diaspora (local, national, international) through pictures, posters, photographs, etc...
- Encourage educators and staff to decorate classrooms, hallways and/or walls with examples that reflect curricula outcomes, current or historical events that speaks to the commemoration of the month.
- Provide resources in staff rooms and libraries to assist where necessary.

Education through Announcements

- Set aside three to five minutes a day for a public announcement in schools and worksites on the subject of Asian Canadian Heritage during the morning, as part of the general announcement period.
- Designate a student (or staff) daily, reflective of the diversity of the demographic of the school or worksite, to read information pertaining to Asian Canadian Heritage (e.g., a quote from a writer on social justice; an excerpt from the work of a Canadian of Asian descent; historical data that reflects struggles and victories; a short poem that reflects the subject).
- Research and articulate information pertaining to the life and times of saints or clergy of Asian descent (e.g., St. Kim, St. Andrew Dung Lac, and St. Paul Miki)

Curriculum Initiatives

- Engage students in research on elements pertaining to the Asian Canadian Diaspora with connections to individuals and themes in Canada, the United States, the Caribbean, Central America, Europe, and the Continent of Africa.
- Have students analyze the messages behind the leaders and the applicability in today's world.
- Integrate students' work as part of various subjects (e.g. (gun powder) - review its origins and people responsible for the development of the subject; research the location of the first university and contributions to the world; Science - review inventors and inventions – e.g., paper, silk, compass, parachute, seismograph and other contributions to the world.
- Review Canadian settlements (e.g., Vancouver, Toronto, Winnipeg and connections with

the Asian Diaspora throughout the globe.

- Develop interactive activities for students and staff by utilizing models such as “Reach for the Top” or “W5H” through ‘friendly’ competition based on historical facts and reward students for their work.
- Have students create songs, puzzles, displays, literature that speaks to the commemoration of the month.

Community Initiatives

- Host a Mass in commemoration of the contributions of the Asian Diaspora towards religion ((e.g., St. Kim, St. Andrew Dung Lac, and St. Paul Miki).
- Invite storytellers and local artists to your school to share expertise and knowledge.
- Contact specialty bookstores to display resources and give readings to students, as well as presentations to community members.
- Involve Catholic School Parent Council members to host speakers on the subject of Asian Canadian Heritage.
- Utilize resources, such as the **Consular Corps Association**, and invite representatives to present information from countries that speak of the demographics of Asian Canadian students within the TCDSB (e.g., Japan, China, India and Iran).
- Invite local media to showcase school activities in commemoration of the month.

Suggested Curricular Activities for Classes and Schools

Asian Heritage Display: In a prominent place in the school, such as a hallway or library, prepare a table or bulletin board to celebrate the month. Arrange pictures, posters, photographs, magazines, newsletters, books, videos, artifacts, or students' projects to highlight Asian history, culture, and achievements. Encourage teachers to decorate the walls outside their classrooms with students' work, reflecting their learning about Asian countries and people and Asian-Canadian heritage.

An Asian Heritage Moment: Ask students to organize and provide information related to Asian and Asian-Canadian heritage every morning on the announcements during May. The information could take the form of a short biography of a prominent Asian or Asian-Canadian person, a poem or an excerpt from a novel, or a brief description of an important moment in history that reflects the struggles and victories of Asians in Canada.



Asian Images in the Media: How are Asians portrayed in the media, particularly in movies and on television? Are stereotypes being perpetuated about Asian people? Are specific Asian groups or other groups omitted or misrepresented in the media? How have these stereotypes, omissions, or misrepresentations affected the way non-Asian Canadians think about Asians? Discuss issues of stereotyping and racism in the media with staff and students.

Folk Tales and Legends: Find and share stories and legends from Asia. Discuss with students the myths that explain natural phenomena. How are legends and myths similar throughout the world? How are they different? What is the role of women, workers, the poor, and children in these stories?

Researching Prominent Asians: Have students research prominent Asian women and men. Encourage them to consider people from all walks of life (sports, politics, science, history, entertainment, education, or the professions) in choosing a subject. Ask students to share their information through written reports, dramatic role-playing, or portraits.

Storytellers and Artists: Arrange for storytellers or artists to visit the school and make presentations about Asian Heritage Month. For storytelling, encourage staff and students to share their own stories with others.