

the handoff book

a strategy guide for asian pacific islander youth leaders

Compiled by the Leadership Education for Asian Pacifics, Inc.
2005 Leadership In Action Interns
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g r o w i n g l e a d e r s



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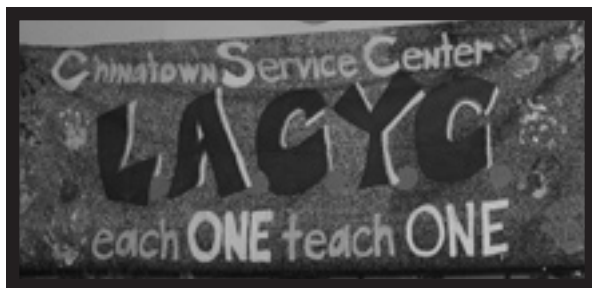
introduction

em•power

1. To invest with power, especially legal power or official authority.
2. To equip or supply with an ability; enable

How are you, as a youth of today's Asian Pacific Islander community, viewed? Well, someone may give the stereotypical response and say, "math whiz," "overachiever," or "nerd." Others may think you're nothing more than an MTV watching, AIM chatting, and iPod listening teen. Now there is absolutely nothing wrong with getting perfect grades in the classroom (there's nothing wrong about not getting perfect grades either) and there is nothing wrong with loving MTV, AIM, and iPods. What *is* wrong is when people assume that that's all there is with today's API youth.

The API youth of today have undergone so much. Some have traveled thousands of miles and have struggled adjusting to American life. Others have had to act as translators for their immigrant parents. There are some youth who have had a hard time trying to find or define their ethnic and cultural



Chinatown Youth Council banner

identity. Some youth have encountered racism and sexism. Many have met racially motivated jokes or have been stereotyped.

There are also those who have been able to identify with and celebrate their API heritage. Many are proud of both their API and American sides.

Today's API youth have had diverse experiences, but beyond their unique backgrounds, they are all intelligent hard working young adults. They are studious as well as artistic. They are creative, passionate, and inspiring. They all have the potential to do so much. They can be athletes, they can be musicians, and, with the right tools, they can all be great leaders.



SIPA Youth

Leadership Education for Asian Pacifics, Inc. (LEAP) have always stressed, “Leaders are made, not born.” Youth like you have the potential to do so much, but that can be difficult to do so when you don’t have the right guidance or resources.

The purpose of *The Handoff Book: A Strategy Guide for Asian Pacific Islander Youth Leaders* is to be that tool for the API youth. *The Handoff Book* is a compilation of various activities that you can use with your peers to strengthen your organization or to start a new one.

This book includes five different types of innovative strategies: icebreakers, team builders, activities and cultural games, workshops, and projects. The number of each type of strategy varies, but it is not because one section is more important than another. The number of activities in each section is dependent on how much time and energy one requires. While there are fewer projects than icebreakers, projects take much longer to plan and execute.

All of the strategies in this book are structured under the same format, which is explained in below.

Purpose	the goal of the icebreaker, team builder, activity, game, workshop, or project
# of People	the number of people needed to effectively run the program
Duration of Activity	the amount of time needed to complete the program
Location	place and/or setting where the program should be held

Materials	supplies, items, and/or tools needed for the program
Preparation	steps to ensure that the program will be ready and will run smoothly
Procedures	step by step guide to running the program
Visuals/ Examples	grids or samples to give a clearer image of the program
Alternatives	other methods in running the program
Debrief	explanation of the deeper meaning of the program
References	books, websites, and other resources where program ideas were obtained or where you can find more information on the subject

The reason that this is called a “handoff book” is that these activities are meant to be shared and passed on to others. Use them, modify them, and teach them to others. Let this be your tool to empower the API youth and empower your community.

Letter From the Editors



2005 LIA Interns at LEAP's 17th Annual Leadership Awards Dinner. (From L to R) Joseph Gravina, Diana Ngo-Vuong, Melanie Ramil, Diana Nguyen, Megumi Tomatsu, Amirah Limayo

Six interns. Eight weeks. One project. These three elements became the formula that produced *The Handoff Book: A Strategy Guide for Asian Pacific Islander Youth Leaders*. Not too long ago, this book was just a vision, a project plan that we had written up as one of our internship responsibilities. Today, after investing weeks of time, energy, and effort, it is a tool that we can hand off to all API youth to empower themselves and their communities.

This project was put together by the 2005 LEAP Leadership In Action (LIA) interns. Like the greater API community, we

are all from different regions and different backgrounds. We speak different languages, eat different types of foods, and we practice different cultural traditions.

At the beginning of our summer internship we were asked to work together as a team and create a united vision. We were informed that we had eight weeks to put together a project that would empower the API community. From the beginning, many of us wanted to do something with or for youth. We understood how important it was for the API community to invest in its younger generations. We brainstormed a long list of ideas and finally narrowed our choices to what you have today, *The Handoff Book*.

As current and former youth leaders in the API community we know how few resources there are for API youth, which is why we designed this handoff book specifically for APIs at the high school level. We felt that there was a high potential for youth at this age to be leaders.

We truly hope that all of these strategies will be useful and will inspire you to design your own activity.

- 2005 LIA Interns
JAMMDD

Joe, Amirah, Megumi, Melanie, Diana, Diana



about leap



Participants in LEAP workshop

Since the early 1980s, Leadership Education for Asian Pacifics, Inc. (LEAP) has been intent on “growing leaders.” LEAP programs encourage individuals to assume leadership positions at work and in the community, to be informed and vocal about policy issues relevant to Asian Pacific Americans (APAs), and ultimately, to become mentors and role models for future leaders.

Envisioned as a vehicle to develop future leaders, LEAP is a national, nonprofit organization founded in 1982 with a mission to achieve full participation and equality for APAs.

LEAP works to achieve this mission by: **Developing People**, because leaders are made not born; **Informing Society**, because leaders know the issues; **Empowering Communities**, because leaders are grounded in strong, vibrant communities.



LEAP Staff

Unmatched in vision and scope, LEAP offers leadership training, publishes original public policy research, and conducts community education to advance a comprehensive strategy of APA empowerment.

LEAP has grown steadily from its roots as a volunteer orga-

nization offering community training, into a national organization with a current clientele of over 500 nonprofit community and student organizations; federal, state, and local government agencies; colleges and universities; and Fortune 1000 companies. - *LEAP Brochure, 2005*

leap's leadership in action (lia) program



Sponsored by Anheuser Busch Companies, Leadership in Action (LIA) is an eight-week summer internship program designed to develop emerging young leaders by providing college students with practical leadership skills and the opportunity to work hands-on in the APA community in Southern California. The program takes learning beyond the classroom, and places the student interns in a range of APA community based organizations in order to gain real-life experience working at nonprofits.



To date, the LIA program has graduated 48 interns, representing 25 colleges and universities from across the country and 1 intern from Korea. The interns who have served in 16 community based organizations in the Southern California area. - www.leap.org

2003 LIA Interns

acknowledgements

This project is what it is today thanks to the generous support of many people.

First, we thank the LEAP Board of Directors, Alvenia Rhea Albright, Mitzi Pon Murakami, Diana Sun, Amy Agbayani, Tomio Moriguchi, Sou Wong Lee, John T. Nagai, J.D. Hokoyama, Debbie Barba, Marshall M. Bouton, Tami Thi Bui, J.T. (Ted) Childs, Jr., Bill Imada, Lawrence Joe, Janice Koyama, Alvin Pauole, Phillip Shinoda, Bob Suzuki, Bo Thao, and Arturo Vargas.

We also thank Anheuser Busch Companies for their sponsorship of LEAP's LIA program and their continued commitment to building leaders in the community.

Thank you to Christine Itano, John Kobara, J.D. Hokoyama, Grace Toy, Glenn Kawafuchi, Grace Cheng, and Audrey Yamagata-Noji for their informative and inspirational leadership training workshops.

We are also grateful to our community based organizations, Chinatown Service Center (CSC), the Association of Advancement of Filipino Arts and Culture (FilAm ARTS), Little Tokyo Service Center (LTSC), Orange County Asian and Pacific Islander Community Alliance (OCAPICA), and Search to Involve Pilipino Americans (SIPA), for all their help during the course of this project. We are especially thankful to Michelle Torres, Joruel Seatriz, and the rest of the SIPA staff for donating their time and space.



We also thank the SIPA youth and the Los Angeles Chinatown Youth Council (LASYC) for volunteering to participate in our focus groups. Their feedback was tremendously helpful to our project.

We would also like to extend our gratitude to the entire LEAP staff, Linda Akutagawa, June Berk, Wesley Encina, J.D. Hokoyama, Christine Itano, Glenn Kawafuchi, Vu Pham, Natasha Saelua, Joy Soukhaseum, Michael Tang, Grace Toy, Grant Sunoo, and Queenie Kwon. Thank you to Queenie for her constant support. Thank you to Wes and Michael for all their technical assistance.

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We are especially grateful to our LIA Coordinator Natasha Saelua for being an incredible leader and friend. We appreciate her faith in us and our project.

Finally, we thank our family and friends for personally supporting us throughout the entire process.

To everyone, thank you so very much for everything that you have done to make this book possible.

- JAMMDD



icebreakers

ice·break·ers

1. Interactive activity that works to introduce people to one another and/or to ease the tension created when meeting new people

Icebreakers are the first steps towards empowering the youth. Now why is playing Human Bingo, popping balloons, and guessing famous names so important? In order to help others, work with others, or to lead others, you have to get to know them first. Icebreakers provide that first step in building relationships. Through these activities you can meet new faces and learn new names.

Meeting new people is not easy. It can be awkward to approach someone you have never met and many people get nervous when introducing themselves. Icebreakers eliminate all the tension and worry.

There is no limit to the number of icebreakers you can have. The more you get to know others to easier it will be in the future to work with them on various projects, to ask for help, and to be an effective leader.

asian addams Family

Purpose

- To have fun and to interact with one another

of People

- Minimum - 8

Duration of Activity

- 5 to 15 minutes



Location

- Anywhere - just make sure your group has enough space to make a circle

Materials

- None

Procedures

1. Tell the group to stand in one big circle.
2. Ask the participants to raise their hands if they have ever played Addams Family. From the participants raising their hands, choose 3 people to be the “neighbors”
3. Tell the 3 neighbors to leave the room (if inside) or to move a far enough distance away so they will not hear the instructions.
4. Ask the remaining participants to make the circle smaller.
5. After making sure the 3 neighbors are out of ear-shot, you will explain the premise of the game to the group. Say, “We are the Asian Addams family. We want our neighbors to become a part of our family. However, they cannot be part of our family

did you know...

One of America's favorite families is the Simpsons. Did you know that *The Simpsons* is partly animated in Korea by Seoul based production company AKOM? AKOM was founded by Korean-born American Nelson Shin. Shin was born in 1939 in what is today North Korea. In 1952, during the Korean War, he and his family moved to South Korea where he learned how to draw cartoons. At the age of 35 he moved to the United States where, among other projects, he directed and produced the television series *Transformers* and *Transformers: The Movie*.



until they get us to clap for them. When a neighbor enters the room (or gets closer), we will chant the Addams Family theme song in unison like this, 'Dunuhnunuh (2 snaps), dunuhnunuh (2 snaps), dunuhnunuh, dunuhnunuh, dunuhnunuh (2 snaps).' Then we will say, still in unison, "Hi! We are the Asian Addams family and we want you to be one of us! All you have to do is get us to clap for you." After we say this chant, everyone must remain silent. Our neighbor will try to make us clap for him/her by doing different things. While our neighbor is in the circle, mimic everything he/she does. So, the only way for our neighbor to get us to clap for him/her is to clap because we will do it when we are mimicking him/her."

6. Ask one neighbor to come in to the circle.
7. The participants surrounding the neighbor will chant the Addams Family theme song and then will say in unison, "Hi! We are the Asian Addams family and we want you to be one of us! All you have to do is get us to clap for you." Then, participants will remain silent.

8. Neighbor will then try to get the Asian Addams Family to clap for him/her. No matter what the neighbor does, the Asian Addams Family will simply mimic him/her without talking.
9. After the neighbor has tried to get the Asian Addams Family to clap for him/her, the rest of the participants can repeat the song and chant.
10. Once the neighbor has figured out how to make the Asian Addams Family clap, he will be part of the family.
11. Repeat steps 6 through 10 for the remaining neighbors.

Alternatives

- You can change the names, song, chant, and so forth to suit the group culturally.



Purpose

- To meet people in a fun and unique way that encourages physical interaction and stepping out of one's comfort zone

of People

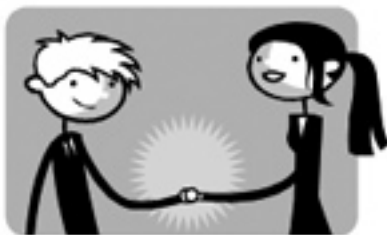
- Minimum - 10

Duration of Activity

- 5 to 15 minutes

Location

- Anywhere



Materials

- None

Procedures

1. Explain the purpose and rules of the activity to the group. Say, “The purpose of ‘People to People’ is to get to know the people around us better. I will call out two body parts and then say ‘people to people.’ When you hear this, find someone you do not know (or do not know very well) and the two of you must touch the two body parts that I call out. It does not matter which body part each person touches to the other person, just as long as the two body parts called are touching. For instance, if I say ‘knee to nose, people to people,’ pairs must end up with one person’s nose to his/her partner’s knee. Once your two body parts are touching, introduce yourself and share one piece of information about you. When I call out the next set, find a new partner and we will continue getting to know each other!”



People to People, nose to upper arm



People to People, head to knee

2. Tell participants to stand in a circle.
3. Call out two body parts and then say ‘people to people.’ Participants should pair up, touch the two body parts called, and then introduce themselves. **Please do not use inappropriate body parts when calling out the body part pairs.**
4. Continue the rounds until you feel everyone has had a chance to meet most of the participants.

Alternatives

- Try saying the body parts in a different language. It is a great way for participants to learn vocabulary from a different language and to learn about another culture.

Famous name guessing game

Purpose

- To figure out which famous person's name is on your back by asking other participants questions that can only be answered with a "yes" or "no"

of People

- Minimum - 10

Duration of Activity

- 10 to 15 Minutes

Location

- Anywhere

Materials

- Labels or Nametags
- Pen or Markers



Preparation

- On each label (or nametag), write one famous person's name. Try to use a range of famous figures, such as historical figures, political figures, actors, artists, entertainers, etc.

Procedures

1. Explain the purpose and rules of the activity. Say, "The goal of Famous Name Guessing Game is to guess the name of the celebrity on your back by asking others questions that can only be answered with a "yes" or "no." For instance, you can ask 'Am I male or female?' but you cannot ask 'What movies did I star in?' Since this is an icebreaker,

please go around and get your questions answered from different people. Once I place the label (or nametag) with the famous person's name on everyone's backs, you may begin!"

2. Place the labels (or nametags) with the famous names on everyone's backs.
3. Participants will then begin asking each other questions and trying to guess the famous name on his/her back.
4. The activity is completed once everyone has guessed the famous person's name on his/her back.

Alternatives

- Instead of famous names, you can use themes as a guideline to write different ideas or phrases on the labels. For instance, one theme can be as simple as foods. On the labels, you can write "spaghetti, meatloaf, watermelon, etc." You can also use themes to begin discussions, such as Asian American stereotypes.



Purpose

- To learn about one another as each person shares information about him/herself

of People

- 5 - 15

Duration of Activity

- 10 to 15 minutes

see what's in your community...

orange county asian and pacific
islander community alliance

The Orange County Asian & Pacific Islander Community Alliance (OCAPICA) was established in 1997 with the mission to build a healthier and stronger community by enhancing the well-being of Asians and Pacific Islanders through inclusive partnerships in the areas of service, education, advocacy, organizing, and research. These community-driven activities seek to empower APIs in defining and controlling their lives and the future of their community.

OCAPICA offers several different types of programs. In the area of youth, OCAPICA has the Afterschool Program, the API Martial Arts Program, API Unity Games, and API Youth Coffeehouse. OCAPICA also produces a newspaper developed and written by Asian and Pacific Islander American youth in



*Students participating in
OCAPICA program*

Orange County. This newspaper, entitled *TAPIOCA*, focuses upon issues of concern and interests of API youth.

- www.ocapica.org

Orange County Asian and Pacific Islander Community Alliance
12900 Garden Grove Boulevard, Suite 214A
Garden Grove, CA 92843
Phone: (714) 636-9095
Fax: (714) 636-8828
www.ocapica.org



Location

- Anywhere

Materials

- Toilet Paper (2-3 rolls)

Procedures

1. Tell the group this story to set-up the activity. Say, “You have been deserted on a barren island. You do not know when you will be rescued or if you will be rescued at all. In order to survive, you will need basic necessities such as food, water, fire, and shelter. Each piece of this toilet paper (show one piece of toilet paper) represents one of those basic necessities. As this roll of toilet paper is passed around, please take as many necessities as you think you will need to survive.”
2. After every participant has taken the desired amount of “necessities”, tell the participants that they must now share one piece of information about him/her for each piece of toilet paper he/she took.

Alternatives

- Use candy or other items instead of toilet paper.



Purpose

- To learn about each other in a fun and amusing way

of People

- 5 - 15

Duration of Activity

- 10 to 15 Minutes

Location

- Anywhere

Materials

- Chairs (one chair for each person)



Preparation

- Prepare a list of questions that can only be answered with a “yes” or “no” and that will allow participants to learn more about each other (see the Visuals/Examples section). Preparing 10 to 20 questions is recommended.
- Place chairs in a circle. You will need one chair for each participant.

Procedures

1. Tell participants to sit in the chairs.



Human Stacking

2. Explain the purpose and rules of the activity. Say, “The purpose of ‘Human Stacking’ is to get to know one another better. After I read a question, you will do one of two things depending on your answer. If your answer is ‘yes’, you will move one chair to your left. If your answer is ‘no’, you will remain seated. If someone is sitting in the chair that you need to move to, you must sit on that person’s lap. It does not matter if there is already one or more people sitting on each other’s laps, you must sit on the top lap. The reason why this activity is called ‘Human Stacking’ is because, as I read the questions, you will create human stacks by sitting on each other’s laps.”
3. Read the questions one at a time as the participants move chairs accordingly.
4. Conclude the game at your discretion.

Visuals/Examples

- Examples of questions:
Do you own a pet?
Do you play a musical instrument?
Are you a vegetarian?

did you know...

The term “Asian American” is relatively new. Did you know that it originated from historian Yuji Ichioka in the late 1960s? Prior to that Asians in the United States were often referred to as “oriental.” Many felt strongly against this term since it was also used to describe objects. Today “Asian American” has been modified to include the growing Pacific Islander community. Commonly used are the terms “Asian Pacific American,” “Asian Pacific Islander,” and “Asian Pacific Islander American.”



Purpose

- To discover what you have in common with others to link together as a single, united chain.

of People

- Minimum - 10

Duration of Activity

- 10 to 15 Minutes



Location

- This activity should be done in an open space where you can see and hear others.
- This activity should be done in an open space where you can see and hear others.

Materials

- None

Procedures

1. Explain the purpose and rules of the activity. Say, "The purpose of 'Human Chain' is to discover what you have in common with others and the goal is to link together as a single, united chain. I will select two people to be the ends of the chain, meaning that they will stand about x feet away (provide enough space for the rest of the participants to stand shoulder-to-shoulder in-between the two people). Your goal then is to link the two ends by placing yourselves in the middle to form the link. The only way to link, which means to hook arms, is to find something in common with another person. So, within the single,

united chain, each arm hook represents something those two people have in common. However, you must follow these rules when finding commonalities. First, you cannot use physical characteristics (such as ‘we both have black hair’) to find a commonality. Also, please refrain from using general statements (such as ‘we both go to school’) to find a commonality. Finally, within the single, united chain, a commonality cannot be used more than once. For example, if one link says, ‘We both play soccer,’ another link cannot say that same statement, they must find another commonality to link.”

2. Select two people to be the ends of the chain (represented by Person A and Person B in the diagram below).
3. The remaining participants must then connect Person A to Person B by finding commonalities and then linking arms with each other, as show in the diagram below. Remind them of the rules they must follow when finding commonalities.



4. Besides Person A and B, everyone must link with two other people, one person on the left and one person on the right. Remind everybody to not forget to link with Person A and Person B.
5. The end result should look like a single line, united chain.
6. One by one, have everyone share with the group what they have in common with the person next to him/her.

Visuals/Examples

- Here are just a few examples people can use to link with others:

We both play tennis.

We both speak two languages.

We both play the guitar.

We have both been to the Philippines.

Both of us is the oldest sibling in our family.

We both lived out of state.

We both have experienced racism.



Alternatives

- Try setting themes for the types of commonalities people need to make. One theme may be based around personal background or family history. For example, links can be based on immigration pattern, parents' country of birth, reason for family's immigration, and so forth. Try out different themes and see what people discover about each other.

Debrief

- You can say, "The human chain you just helped to make is symbolic of our greater Asian Pacific American community. We may not know every single person in the community, but we are linked to them in some way or another because we probably know someone who may be connected to them. It is the individual bonds we make with others that strengthen our community. You may have been surprised at what types of characteristics or interests people shared in your chain. Do not be afraid to talk to others in your community to find out what you share with them. They may be able to connect you with other people who can help you."

ice-breaker

Purpose

- To break the ice and learn about one another

of People

- 6 - 10

Duration of Activity

- 10 to 15 minutes



Location

- This activity is best played outdoors in warm weather

Materials

- 1 block of ice OR 1 bag of ice per 6 to 10 people

Procedures

1. Explain the purpose and rules of the activity. Say, "The purpose of 'Ice-breaker' is to 'break the ice' and to get to know each other. I have a bag of ice that I will give to someone. Once that person has the ice in his/her hands, he/she must then turn to the person on the left and ask an 'ice-breaking' question. Please try not to ask questions that can only be answered with a 'yes' or a 'no.' After the person has answered the question, the person holding the ice can then pass it on to him/her. Now, the person who answered the question has the bag of ice and will turn to the person on his/her left to ask a question. However, a question cannot be repeated. We will keep doing this until everyone has at least asked and answered one question."

2. Tell participants to stand in a circle, about a half arm's length from each other. Make sure that everyone can hear everybody else, even those across from each other. Listening is very important in this activity.
3. Give the ice to one person (Person A).
4. Person A, who is holding the ice, must now ask someone else (Person B) an "ice-breaking" question. These are questions that should focus on learning about one another. Look below at the Visuals/Examples section for more information.
5. Once Person B has answered Person A's question, Person A gives the ice to Person B.
6. Person B must now repeat the process without repeating the same question.
7. Repeat the process until everyone has had at least one opportunity to ask and to answer a question.

Visuals/Examples

- Examples of "ice-breaking" questions:
What is your favorite food?
When is your birthday?
Who is your hero?
How do you like your eggs cooked?
What is your favorite subject in school?
Do you identify as an American, an Asian, both, or neither?

Alternatives

- This activity is very easy to do. Feel free to add your own rules to create your own version of the game. For example, you can restrict the types of questions asked, such as only "who" questions. You can also limit the questions to a specific theme such as movies and celebrities. Be creative!

see what's in your community...

**little tokyo service center,
a community development corporation**

Founded in 1979, Little Tokyo Service Center, a Community Development Corporation (LTSC CDC) is a nonprofit charitable organization serving Asian and Pacific Islanders throughout Los Angeles County who are in need, especially those facing language or cultural gaps, financial need, or physical disabilities.

Currently, LTSC CDC sponsors over a dozen different community and social service programs, with over 100 paid staff persons and hundreds of volunteers to provide competent and compassionate services in seven different languages as well as Spanish and English. Services include individual and family counseling, support groups, transportation and translation services, an emergency caregiver program, student help lines, crisis hotlines, and consumer education.

LTSC CDC is also the sponsor of several major community development projects in the Los Angeles area. They have completed over 300 apartments, over 100,000 square feet of community space (such as childcare centers), and have developed over \$100 million in community-serving nonprofit real estate projects. - www.ltsc.org

Little Tokyo Service Center,
a Community Development Corporation
231 East Third Street, Suite G-106
Los Angeles, CA 90013
Phone: (213) 473-1680, (213) 473-1602
Fax: (213) 473-1681, (213) 473-1601
www.ltsc.org





Purpose

- To find out as much as you can about others to win Bingo!

of People

- Minimum - 20

Duration of Activity

- 30 minutes

Location

- Anywhere that has enough space for at least 20 people to walk around

Materials

- A computer and printer OR a ruler and copy machine
- 1 sheet of paper per person
- 1 pen OR pencil per person

Preparation

- Create a human bingo board. Begin by brainstorming different characteristics of the people that will be participating in the game. Try to be as specific as possible. Look in the Visuals/Examples section for sample characteristics.
- Create a table that includes 5 rows and 5 columns. The table should have a total of 25 spaces. Make this table on a computer or using ruler and paper.
- In the center box type or write “Free Space.”
- Type or write the characteristics in the boxes. There should be one characteristic in each box. Be sure to

- leave some space in each box for people to sign their names.
- Print out or make copies so that each person will have his/her own board.

Procedures

1. Explain the purpose and rules of the activity. Say, “The purpose of ‘Human Bingo’ is to learn interesting facts about each other and, basically, to get to know each other better. Everyone has a Bingo board with various statements on it. Your goal is to get a ‘bingo,’ meaning that you have filled in 5 boxes in a row, whether it be horizontally, vertically, or diagonally. In order to fill in a box, you must walk around and find people who fit the characteristics on your board. Once you find someone who fits one of the characteristics on your board, have that person write his/her name in that box. For example, in order to fill in the box that states ‘Can’t Use Chopsticks,’ you must find a person who cannot use chopsticks and then have him/her write his/her name in the box. You cannot have a person’s signature more than once and you cannot sign a box on your own board. If you think you have a bingo, yell ‘bingo’ and I will check it. The first person with a bingo wins!”
2. Distribute the Human Bingo boards and a pen or pencil to every person.
3. Once all the boards are distributed, tell the participants to begin filling in their boards by finding people who can sign one of the boxes.
4. When a person yells ‘bingo,’ check the person’s board by having them read the boxes in the bingo and the corresponding name for each box. As the person is reading each box and the name, confirm that all the information is true.
5. At this point, you can declare a winner or continue playing to give others a chance to get bingo.

Visuals/Examples

- Here is an example of a Human Bingo Board that may be used for a group of Japanese Americans:

Was a Girl Scout or Boy Scout	Has Relatives Who Were Interned	Can Play a Musical Instrument	Pounded Mochi	Can't Use Chopsticks
Was Born Out of the Country	Is Multi-ethnic or Multiracial	Eats Rice Everyday	Can Speak a Language Other Than English	Plays Basketball
Goes to or Went to Japanese School	Goes Obon Hopping Every Summer	FREE SPACE	Does not Own a Rice Cooker	Plays Taiko
Has Relatives in Hawaii	Has Traveled to Asia	Is a Relative of a Kibei	Is a Third Generation API	Is a Shin-Nisei
Knows How to Fold a Paper Crane	Listens to More JPop than American Music	Has a Black Belt in a Martial Arts	Knows How to Put On a Yukata	Loves Spam Musubi

Example of Human Bingo board

balloon poppers

Purpose

- To pop the most balloons and guard one's own balloon while getting to know each other

of People

- Minimum - 5

Duration of Activity

- 10 to 30 minutes (varies according to number of participants)

Location

- Anywhere

Materials

- 1 Balloon per person
- String (about 4' per participant)
- Paper (at least 3"x 3")
- Pens
- Chalk or cones



Preparation

- Cut string into 4' pieces - one for each participant
- Mark off game boundaries with chalk or cones

Procedures

1. Explain the purpose and rules of the activity. Say, "The purpose of 'Balloon Poppers' is to pop the other participants' balloons and to guard one's own balloon while also getting to know one another. I am going to give everyone one piece of paper. I want you to write your name on this and one fact

about your culture. For example, a cultural fact can include a food dish, a cultural value, a holiday tradition, etc. After you have done this, fold your piece of paper and place it into a balloon. Then I want you to blow the balloon up as big as possible and then tie the knot. Using a piece of string, which I will also give you, tie the string to the balloon and then use the other end of the string to tie to your ankle. (You may want to demonstrate these directions while you are giving them.) After everyone has a balloon tied to his/her ankle, we will begin the game. Notice the boundaries I have marked off with chalk (or cones). The game must be confined within these boundaries. The point of the game is to pop as many balloons as you can while trying not to let anyone pop your balloon. You cannot use your hands, only your feet. After you pop a balloon, you must pick up the popped balloon with the paper inside. This is your proof of how many balloons you popped. However, once your balloon has been popped, you are eliminated and must step out of the boundaries. Even though people are being eliminated in this game, it is not the last person standing who will be declared the winner. Instead, it will be the person with the most popped balloons. The last person standing may keep his/her balloon to count towards his/her total popped balloons. After the winner is declared, we will all take turns reading the pieces of paper in the balloons we popped. When you are reading the piece of paper, please read the cultural fact first and then reveal who wrote it.”

2. Give participants the piece of paper, pen or pencil, balloon, and string. Remind the group that they must write a cultural fact and their name on the paper, place it inside the balloon, blow up the balloon, and then tie the balloon to his/her ankle.
3. Once everyone is ready to play, start the game. Participants will begin trying to pop others’ balloons while guarding their own.

did you know...

APIs have had a longer history in America than most people think. Did you know that the first APIs in North America were Chinese and Filipino seamen who arrived in Mexico in the late 1500s to the 1600s? They were working on Spanish ships that were sailing along Spain's Manila-Acapulco trade route. In 1625, Chinese seamen had jumped ship in Mexico and had become barbers. By 1763, thirteen years before the thirteen colonies had declared its independence, Filipinos had crossed the Gulf of Mexico and settled in Louisiana. There are also records of Filipinos in the 18th century in California.

4. Remind the participants to pick up the popped balloons.
5. When there is only one person left, ask everyone to count the number of popped balloons in their hands. The person with the most number of popped balloons is the winner.
6. Tell everyone to remove the piece of paper from their popped balloons.
7. Each participant will then read the pieces of paper with the cultural fact and the person who wrote it.

Alternatives

- The fact inside the balloon can be about any theme. Examples:
 - Asian Pacific American issue that the participant is passionate about
 - Asian Pacific American issue that the participant wishes to learn more about
 - Childhood memory
 - Time when the person encountered/experienced racism and/or discrimination

elimination-circle

Purpose

- To learn one another's names

of People

- 15 - 25

Duration of Activity

- 20 to 25 minutes



Location

- An open space where people can walk around

Materials

- None

Procedures

1. Explain the purpose and rules of the activity. Say, "The purpose of Elimination Circle is to learn one another's name in a quick and fun way. The objective of the game is to leave your spot by calling out someone else's name before the person who called your name reaches your spot. However, you must call the name of a person across from you. You cannot call out the names of the people closest to you. The only way you can leave your spot is to call someone else's name. If you do not leave your spot before the person who called your name gets there or if you call someone the wrong name, you are eliminated. The game ends when there are four people left in the circle."
2. Tell the participants to stand in a big circle. Participants should be an arm's length away from each other.

3. Learn one another's names by going around the circle and having each person introduce him/herself. It is recommended to go around the circle twice to learn names.
4. Start the activity off by choosing someone to call another person's name.
5. Once that name is called, the person called needs to leave his/her space by calling someone else's name before the person who called his/her name gets to his/her spot.
6. If someone does not leave his/her spot before the person who called his/her name gets to the spot or if someone calls another person the wrong name, that person is eliminated.
7. As people are eliminated, instruct the remaining participants to make the circle smaller.
8. The game will continue until there are four people left in the circle.

Alternatives

- To make the activity more challenging, ask the participants to identify an idea or word within a common theme instead of using names. For instance, one common theme can be culture. Tell the participants to choose an idea or word that describes their culture (such as a food, art, characteristic, etc).



Purpose

- To be the last person standing when your list of characteristics are read aloud, in order for people to learn about one another

see what's in your community...

thai community development center

The Thai Community Development Center (Thai CDC) was founded in April 1994 on the idea that all people have a basic right to a decent standard of living and quality of life. Yet, in the Thai and in other disadvantaged communities, people are living in substandard housing and lack access to basic health services, education and quality employment.

Although the history of Thai immigration in the United States only spans thirty years compared to the immigration history of other Asian Pacific ethnic groups, it is considered a rapidly growing community with unmet needs. Fairly dispersed throughout Los Angeles County, there are high concentrations of Thais in Hollywood and parts of the San Fernando Valley. With the proliferation of Thai-owned businesses and shops, these areas have become Thai ethnic enclaves for newly arrived Thai immigrants. Reports estimate that up to 50,000 Thai Americans make their home in Southern California, the majority of these are new immigrants who have arrived from Thailand within the last ten years. - www.thaicdc.org

Thai Community Development Center
6376 Yucca Street, Suite #B
Los Angeles, CA 90028
Phone: (323) 468-2555
Fax: (323) 461-4488
www.thaicdc.org



of People

- Minimum - 5 (recommended for larger groups)

Duration of Activity

- 15 to 40 minutes (varies according to number of participants)

Location

- Anywhere

Materials

- Paper
- Pen or Pencil

Procedures

1. Explain the purpose and rules of the activity. Say, "The purpose of 'Last One Standing' is to be the last person standing when your list of characteristics are read aloud, in order for people to learn about you. On a piece of paper, number the paper from 1 to 5 but do not write your name on it. You are going to write 5 facts about yourself on this piece of paper. However, the facts you write should start out generally and then gradually get more specific to you as the list goes on. Your goal is to write a set of facts that get so specific to you that by the time fact #5 is read, you are the only one standing. After everyone has written their facts, I will collect them. Before I read the first set of facts, everyone will stand up. After each fact that is read, you must sit down if the fact does not apply to you. The goal is to have the author of the facts be the only one standing after fact #5 is read. We will repeat this until we have listened to everyone's facts and learned a lot about each other!"
2. Give participants time to write their facts. After ev-

everyone is done writing their facts, collect all the paper. Make sure not to read them in order.

3. Ask all the participants to stand. Begin reading the first set of facts. After each fact, remind participants to sit down if the fact does not apply to them. Once the set of facts is read, there should be one participant left standing, the author of that set of facts.
4. Repeat this process until everyone's facts are read.

Visuals/Examples

- This is an example of a set of facts that begin gradually and get more specific:

Fact #1 - I am a girl

Fact #2 - I have black hair

Fact #3 - I am Filipino American

Fact #4 - I am from Northern California

Fact #5 - I have had ACL knee surgery

Alternatives

- Ask the participants to include a cultural fact as one of their five facts.



Purpose

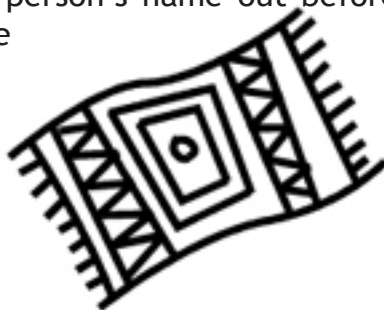
- To call the other person's name out before they call out your name

of People

- Minimum - 10

Duration of Activity

- 10 to 15 minutes



Location

- Anywhere

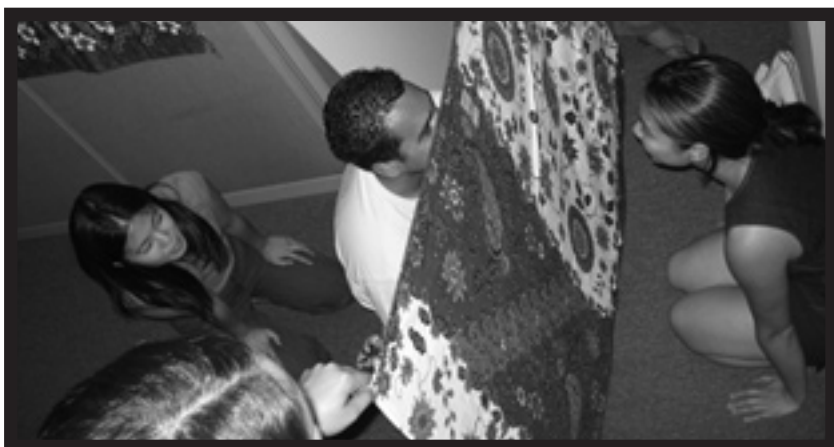
Materials

- Blanket (a quilt, sleeping bag, thick sheet, etc will also work)

Procedures

1. Explain the purpose and rules of the activity. Say, “The purpose of Blanket Show-Down is to call the other person’s name out before they call out yours. I will divide you into two teams. I will also need two volunteers. The two volunteers will hold up the blanket. Each team will then go to opposite sides of the blanket. Once each team is on their side of the blanket and out of the other team’s view, each team will silently choose one person to play the first round of ‘Blanket Show-Down.’ The person chosen will then come up and face the blanket. At the count of 3, the two volunteers will then drop the blanket. The person to call out the other person’s name first is the winner of that round. We will play as many rounds as we need for everyone to go at least once. The team who wins the most rounds will be declared the winner.”
2. Designate two volunteers to hold up the blanket during the activity.
3. Divide the group into two teams and instruct each team to go to opposite sides of the blanket. At this time, the blanket should be held up by the two volunteers.
4. Each team will then silently pick a person to play the first round of “Blanket Show-Down.”
5. The person chosen for each team then comes up and faces the blanket. Remind each person that he/she does not want to be seen by the other team.

6. At this time, also instruct the remaining team members to sit in a way that does not allow the other team to see them.
7. At the count of three (which you will do), the two volunteers will drop the blanket. Once the two people see each other, the first person to say the other person's name wins the show-down.
8. Once the first round ends, the blanket goes back up and steps 4 - 7 will be repeated for each round.
9. The team with the most show-down wins after everyone has played once is the winner.



Blanket Show-Down



Purpose

- To count to a certain number as a group

of People

- 10 - 20

Duration of Activity

- 15 to 20 minutes

Location

- Anywhere

Materials

- None

123

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Procedures

1. Ask all the participants to sit in a circle.
2. Explain the purpose and rules of the activity to the group. Say, "The purpose of 'Count-Off' is to count to a certain number. We are going to count to the number of participants playing the game. Since there are x (number) of us playing, we will count to x. However, we have to follow these set of rules. First, you cannot communicate in any way (this includes talking, gesturing, body language, signals, etc) beforehand or during the game about who will start counting and who will say which number. You must simply begin counting as a group. Also, everyone must say a number. If two people say a number at the same time, you must start all over again from one. Finally, you simply cannot go around the circle and count. The goal is for you to count to x as a group, following all the rules."

3. Tell the participants to begin counting to x. Make sure that all the rules are being followed.
4. The goal is reached when the group counts to the chosen number, following all the rules.

Debrief

- Ask the participants what they thought was the strategy of the game. Oftentimes, participants will silently begin to develop a strategy among them. It also encourages participants to practice patience and to take initiative.



Purpose

- To get to know one another

of People

- Minimum - 10

Duration of Activity

- 5 to 10 minutes

Location

- A good meeting space

Materials

- None

Procedures

1. Tell the participants to form a circle. Once the circle is formed, have everyone sit down.
2. Have everyone take turns telling the group his/her



name, age, school, major, etc. You may also want to add another fun fact for the participants to share about themselves.

Alternatives

- You can ask the participants to share more than just the basic information. Ask the group members to add some detail about them, such as their favorite musician, favorite food, and a word describing them that begins with the same letter as their name. For groups that already know each other, this can be an opportunity for you to ask each member to come up with an adjective to describe how the participants are feeling.

References

- www.jstart.org



Purpose

- To find out where the differences and similarities lie within the group

of People

- Minimum - 10

Duration of Activity

- 15 minutes

Location

- A meeting space

Materials

- Big flip chart
- Markers

Preparation

- Create a list of statements that can be utilized during the activity

Procedures

1. Explain the purpose and rules of the activity. Say, “The purpose of ‘We Are All Alike, We Are All Different’ is to find out where the differences and similarities lie within the group. On a flip-chart, there are a number of circles with spokes coming out of each one with different statements, such as ‘I have experienced racism.’ Please write your names on the flip-chart next to the categories that pertain to you. I will give you a certain amount of time to do this. Afterwards, you will introduce yourselves, including two categories that you wrote your name next to.”
2. Tell everyone to begin writing their names next to the relevant categories on the flip-chart.
3. After about 5 to 7 minutes, ask everyone to sit.
4. One at a time, each participant will introduce themselves. Remind them to share 2 categories that they put their name next to during their introduction.
5. Continue until everyone has introduced themselves.

Visuals/Examples



References

- www.jstart.org

The Wind Blows

Purpose

- To avoid being the last one standing in the center of the circle

of People

- Minimum - 15

Duration of Activity

- 15 minutes



Location

- Outdoors or open space

Materials

- None

Procedures

1. Explain the purpose and rules of the activity. Say, “The purpose of ‘The Wind Blows’ is to avoid being the last one standing in the center of the circle. Everyone will stand in a circle. I will start in the center of the circle and say, ‘the wind blows for everyone who is blank.’ At the end of this statement, I will say something that is true about me. For example, I can say, ‘The wind blows for everyone who is Filipino.’ If this statement is true for you as well, you must leave your spot and take someone else’s spot. I will also try to take an empty spot. So, the person who does not get a spot in the circle must then be the next person in the middle of the circle who makes the statement, ‘the wind blows for everyone’ and so on.”
2. Tell the participants to stand in a circle.

did you know...

In many Asian and Pacific Islander cultures, wind is viewed as a sacred element. Fujin is the name of the Japanese god of wind. According to ancient Japanese mythology, Fujin is a demon who releases wind from a bag he carries on his shoulders. When the world was created he blew the mist to clear the space between heaven and earth. The Hindu god of wind is named Vayu. He is seen as a destructive and violent god. To Tongans, the wind itself is a god. When the wind is not blowing, Tongans believe it is asleep.

3. Start in the center of the circle and make the ‘the wind blows for everyone’ statement.
4. Participants should leave their spot if this statement is true for them as well. As you take someone’s spot in the circle as well, one participant will be left standing in the middle.
5. The participant in the center of the circle will say ‘the wind blows for everyone’ statement and so on.
6. Conclude the game at your discretion.

References

- www.jstart.org



team builders

team•build•ers

1. Actions, words, phrases, and activities that strengthens a group of people who need each others talents, skills and knowledge to reach a common goal.

Now that you've broken the ice and have gotten to know a little bit about your peers it is time to start building a team. The activities in this section focus on learning even more about each other individually so that everyone can come together as one cohesive unit. These team builders help to form cooperative relationships and boost team morale.

Forming good teams is not always easy to do, but it's an important step towards empowering the youth. Individually, every API youth has great potential to do so much. As a team they have even more power and energy to make an impact.

The great thing about team builders is that it doesn't matter where a team is on their leadership journey. These team builders will rejuvenate and enhance your team through different leadership training activities.

group jump rope

Purpose

- To work as a team to reach a common goal

of People

- Minimum - 8

Duration of Activity

- 10 to 15 minutes



Location

- Outdoors

Materials

- Jump rope (at least 10' in length - will vary with size of group)

did you know...

One way teams are made is through sports. Did you know that soccer, a sport popular in the United States and throughout the world, originated in China? Soccer can be traced back all the way to 3rd century B.C. Back then it was called *t'su chu* and was deemed as a sport of the upper class. Just like modern day soccer, *t'su chu* players used their feet and body to move the ball, which was made of leather. It was originally stuffed, but was later filled with air so that it would travel farther. Players would try to kick the ball through a hole of a net.



Procedures

1. Explain the purpose and rules of the activity. Say, “The purpose of ‘Group Jump Rope’ is to work as a team to reach a common goal. For this activity, that goal is to jump rope together for at least 10 jumps. I will need 2 people to hold the jump rope, but the rest of you must jump rope together for 10 consecutive jumps.”
2. Ask 2 volunteers to hold the jump rope.
3. Instruct the rest of the group to begin. The remaining participants should jump rope together until they have reached their goal of 10 consecutive jumps.

Debrief

- To close the activity, you may say, “Teambuilders are meant to be group collaborations. You are only as strong as your weakest link, so it is important to help each other out.”



Purpose

- To encourage participants to develop effective communication and active listening skills

of People

- 5 - 10

Duration of Activity

- 10 to 15 minutes

Location

- Indoors recommended



Materials

- Chalk board/chalk or White board/markers
- Index cards
- List of objects (See Preparation section.)

Preparation

- Create the list of objects that will be drawn. (See the Visuals/Examples section for sample objects.)
- After you have created the list, write each object on a separate index card. Try to choose images that are fairly easy to replicate.

Procedures

1. Explain the purpose and directions of the activity. Say, “The purpose of ‘Draw This!’ is to encourage participants to develop effective communication and active listening skills. For each round, one person will be the director and one person will be the artist. The object of the game is for the rest of the team to guess what the artist is drawing, based on the instructions given by the director. The artist will try to draw the various objects I have written on these index cards (hold up stack of index cards). However, the artist will not know what objects are written on these index cards. I will give an index card, with the object written on it, to the director. He/she will be the only person that knows what is written on the card. The director will then communicate to the artist how to draw the object, without actually saying the name of the object, any of its parts, or any names of places, people, brands, etc. Also, he/she cannot instruct the artist to draw any numbers or letters. The rest of the team must then try to guess what the artist is drawing. Once you have guessed the object, the round is over and you will pick 2 new people to be the director and the artist.”

2. Instruct the group to choose the director and artist for the first round.
3. Once you give the index card to the director, he/she may begin to give directions to the artist on how to draw it. Remind the director that he/she cannot say the name of the object, any part of the object, any names of places, people, brands, etc and/or letters or numbers.
4. The artist will begin drawing the object based on the director's instructions. As the artist begins to draw, the rest of the team will guess until they have figured out the object.
5. Repeat steps 2 - 4 for each round. The activity is over once everyone has played the role of either the director or the artist.

Visuals/Examples

- Sample objects:
Car
House
Solar System
Baseball diamond
Television
Flower
Book



Alternatives

- Add time pressure to the activity by adding a time limit to each round or seeing how many total objects can be guessed in a certain number of minutes.

Debrief

- To close the activity, you may say, “ During this activity, we learned that it is extremely important to mention every detail when describing something

to your teammates. Remember this lesson when you are communicating with one another in any other setting - even though you may know and understand exactly what you are thinking, the person you are communicating this to may have an entirely different interpretation of it. Thus, as you work together, do not assume that your teammate will understand the issue at hand the same way you do. The fact that we all come from different backgrounds and have had different experiences in life means that oftentimes each person will interpret something in his/her own way.”



Purpose

- To work as a team to untangle a problem

of People

- 7 - 10

Duration of Activity

- 10 to 15 minutes

Location

- Anywhere

Materials

- None



Procedures

1. Explain the purpose and direction of the activity. Say,



Human Knot

“The purpose of ‘Human Knot’ is to work as a team to untangle a problem. I will give you instructions on how to physically ‘tangle’ yourselves up. Your goal then is to untangle yourselves without letting go of one another’s hands.”

2. Instruct the participants to stand in a circle, as tight as they can, shoulder to shoulder, with eyes closed.
3. Then, instruct them to stretch their arms out in front of them and take a hold of two other people’s hands. A person cannot hold the hand of the person next to him/her and cannot hold two hands of one person.
4. Instruct everyone to open their eyes to check to see that they are not holding the hand of the person next to them or holding both of the hands of one person. If this happens, rearrange some of the participants’ hands.
5. Once everyone is holding hands, tell the group to untangle themselves without letting go of one another’s hands.
6. The activity is over when the group has untangled themselves and has formed a circle once again.

Alternatives

- Challenge the participants by not allowing them to speak.

Debrief

- To close the activity, you may say, “The important lesson of this teambuilder is to work together through a problem. Problems cannot always be solved by one person alone. This is an activity that really stresses listening, communicating, and working together as a team. It is about looking at individual issues as a team problem and using everyone’s efforts to work through the situation.”



Purpose

- To appreciate and to recognize one another

of People

- 14 - 30

Duration of Activity

- 15 to 30 minutes

Location

- This activity should be played in a quiet, peaceful environment where people feel comfortable sitting on the floor.

Materials

- None



see what's in your community...

hapa issues forum

Hapa Issues Forum

(HIF) is a national non-profit organization that provides diversity training to community organizations and leadership

development to youth and young adults. Based in San Francisco, HIF has six chapters across the state of California. Our community-based chapters are located in San Francisco and Los Angeles, and our student chapters are located at Stanford University, UC Berkeley, UC Irvine, and UC Los Angeles.

Hapa is a term that originated from Hawaii. It is commonly used to describe an Asian Pacific Islander of mixed heritage.

The Los Angeles (formerly Southern California) Chapter of HIF began in 1996 with a few dedicated individuals. The chapter provides events, programming and resources that explore and educate individuals, families and communities on the diversity and complexity of the Hapa experience.

Hapa Issues Forum exists on the idea that people with similar backgrounds, ideas, and interests can accomplish more when united. They strive to challenge America's rigid notion of race and ethnicity. Ultimately, they hope to enhance the nation's respect for diverse cultures, build an inclusive community, and to broaden the understanding of Asian Americans to include Hapas. - www.hapaissuesforum.org

Los Angeles Chapter of Hapa Issues Forum
231 East Third St. Suite G-104
Los Angeles, CA 90013-1493
Phone: (213) 694-0286
www.hapaissuesforum.org

Preparation

- Prepare a list of statements that begin with “touch 2 to 3 people who...” These statements should be positive reinforcements. A list of 10 to 15 statements is recommended. (Look in the Visuals/Examples section for sample statements.)

Procedures

1. Set the tone of the activity. Instruct the participants to sit in a circle on the floor (about an arm’s length apart from one another). If possible, turn the lights off to create a peaceful environment.
2. Explain the purpose and directions of the activity. Say, “The purpose of ‘Blind Connections’ is to appreciate and to recognize one another. When I ask, you will all close your eyes and, for the most part, keep them closed for the duration of the activity. I will then tap x number of you (approximately one-quarter of the participants) for the first round. When you feel a tap on the shoulder, please open your eyes, stand up, and walk to me, you will be the ‘tappers.’ After each statement that I read aloud, please go



Blind Connections

around and touch 2 to 3 people who fit this statement for you. For instance, I will say, “Touch 2 to 3 people who you admire.” The ‘tappers’ will then go around and touch 2 to 3 people whom they admire. During each round, I will read x number of statements (decide how many statements you would like to say each round - you may repeat statements for different rounds). Remember, when you touch someone, it is a tap on the shoulder. Please do not slap, hit, etc and remember to touch only on the shoulder. I will then ask the first set of ‘tappers’ to sit down and we will begin the next round with a new set of ‘tappers.’ Remember, please do not open your eyes unless I tap you after announcing the new round. Finally, this is a peaceful, reflective activity. Notice how you feel when you get tapped or not after a statement is read. Let’s respect each other and use this time to appreciate and to recognize one another. Let’s begin.”

3. Instruct the participants to close their eyes.
4. Announce, “Round 1 is beginning. If I tap you, please open your eyes, stand up, and walk over to me.” Tap approximately one-quarter of the participants to be the first set of ‘tappers.’
5. Once the ‘tappers’ are ready, read a statement. The ‘tappers’ should go around and tap 2 to 3 people who fit this statement for them. If necessary, remind ‘tappers’ only to tap lightly on the shoulders.
6. Once you have read x number of statements, ask the ‘tappers’ to sit down.
7. Repeat steps 4 to 6 until everyone has had a chance to be a ‘tapper.’

Visuals/Examples

- Samples of “Touch 2 to 3 people who...” state-

ments:

...have inspired you.

...you have shared a connection with.

...you believe have good leadership skills.

...have touched your life in a positive way.

...you have learned something from.

...have made you laugh today.

...have taught you something you never knew before.

Alternatives

- In addition to uplifting team morale and spirit, this activity can also be used to address conflicts or sensitive issues that pertain to the team. Constructive criticism can be just as important to the team as positive reinforcements. However, statements should never be negative and should not be directed towards one person. Remind participants that these statements are to be used for self-reflection and participants should not feel attacked in any way. For instance, you may include statements that address improvements.

Examples:

...need to build his/her listening skills.

...need to become more of a team player.

Debrief

- To close the activity, you may say, “So many times we forget to take the time to recognize our fellow teammates. We get caught up in work or become so overwhelmed with stress that we forget to acknowledge and to recognize a teammate’s contribution. This activity is a great opportunity to build teamwork by appreciating one another’s talents and achievements.”

did you know...

With so many different ethnicities represented in the

API community there are a number of different ways to say hello. In the language of Bangla, hello is “As-salamu alaikum” to a Muslim and “Nomoshkar” to a Hindu. To say “good day” in Vietnamese is “Chao ong.” In Samoa, say “Talofa.” In Thai you would say “Sawaddee ka” to a female and “Sawaddee krab” to a male. In Lao, say “Sa bai dii.” In Malay, the language of Malaysia, you would say “Apa khabar.” In Nepali, you would say “Namaste.” In Guam, say, “Hafa dai.” In Indonesia, you would say, “Salam, Apa kabar.”



Trust walk

Purpose

- To build trust between team members

of People

- Minimum - 4

Duration of Activity

- 5 to 20 minutes

Location

- Outdoors - a park or nature area recommended

Materials

- Blindfolds



Preparation

- Before the activity, determine the boundaries of the activity. Look for potential dangerous hazards, such as potholes, large bodies of water, etc.

Procedures

1. Explain the purpose and directions of the activity. Say, “The purpose of ‘Trust Walk’ is to build trust between team members. For this activity, you will need to pair up. You may want to pair up with someone who you feel you could get closer to. Decide amongst yourselves who will be the leader and who will be blindfolded. Within these boundaries (point to the boundaries), the leader will give directions to lead his/her blindfolded partner around. The leader is the only one who may speak, while the one blindfolded can only do as is instructed by his/her partner. When you are blindfolded, you may not speak or try to feel around for your surroundings. Trust your partner. After x number of minutes (you decide the time frame), I will ask you to stop and switch roles. Please notice how you feel when you are playing each role.”
2. Instruct the group to pair up and to determine who will be the leader and who will be the blindfolded person first. Tell all the blindfolded people to put their blindfolds on.
3. Announce that the trust walk is now beginning. The leaders should be giving their partners directions within the boundaries, while the blindfolded partners are listening to their instructions. Remind those blindfolded not to feel around for his/her surroundings and just try to follow his/her leader’s instructions without concern.
4. After x number of minutes, ask the participants to stop and to switch roles. Repeat step 3.

Alternatives

- In addition, leaders may carry materials around that further test his/her partner's trust.
Examples - Ask the blindfolded person to:
...hold out his/her hand as you put sunscreen or lotion on it.
...open his/her mouth for a tasty treat
...smell something (cinnamon stick, pine needles, etc)

Debrief

- Ask the participants to share their feelings as the leader and then as the blindfolded person. To close the activity, you may say, "The 'Trust Walk' is an activity that strengthens the trust between team members. Sometimes during the semester and/or year, we are put in situations where we must trust our peers to support us without question or concern. In other moments, you may be the person commanding the blind trust. Remember to stay in constant communication with the person you are leading and your teamwork will lead to success."



Blindfolding in Trust Walk



Purpose

- To build teamwork and trust between team members

of People

- Minimum - 6

Duration of Activity

- 10 to 20 minutes



Location

- Outdoors recommended

Materials

- 3 carpet squares (or similar material) at 18 inches x 18 inches in size for every group of six participants
- Stop watch or timing device

Preparation

- Designate and mark the beginning and end of the “acid river.” A good-sized “acid river” varies from 15 to 20 feet.
- Determine which timing option best fits the situation. Give the group x amount of minutes to cross the Acid River. If there are multiple groups, ...the groups can compete against one another to see who finishes first.
...the facilitator can conduct time trials to determine who crosses the Acid River in the shortest amount of time.

Procedures

1. Explain the purpose and rules of the activity.
Say, “The purpose of ‘Acid River’ is to build trust and teamwork between team members. (If there are enough participants to make multiple groups of 6, inform the participants that you will create groups of 6 among them.) Your goal as a group is to cross the “acid river.” You must start here (point to the beginning of the “acid river”) and reach this point (point to the end of the “acid river”) together. However, you must cross the river on these anti-acidic platforms (give the group the carpet squares - 3 squares per group of 6) or else you will burn up. Of course, you must also follow these set of rules. First, once you begin crossing the river, there is absolutely no talking. Also, remember that you must be on an anti-acidic platform once you cross the beginning of the “acid river” or you will burn up. If one person in your group touches the “acid river,” you must start over from the beginning. (At this point, inform the group about which timing option you chose for this game.) Before we get started, I will give you 5 minutes to discuss as a group how you plan to cross Acid River.”
2. If needed, create smaller teams of 6.
3. Give each group 5 minutes to discuss how they plan to cross Acid River.
4. Instruct the group(s) to begin as you start keeping the time (for whichever option you chose). The teams of 6 should begin crossing Acid River, following all the rules that they were informed of. Remind the teams of the rules if necessary.
5. Once a team has passed the end point, they have successfully crossed Acid River.

see what's in your community...

**asian american drug abuse
program, inc.**

Thirty years ago, during one hot summer, 31 Asian American youth died of drug overdoses. As much as elder members of the community wanted to believe their kids “did not do drugs” this epidemic in 1971 jolted the community into a shocking reality. This was their kids, and something needed to be done.

A proposal was written and submitted to the Federal Government asking for funding for the first ever drug abuse program targeting Asian Americans. The proposal was funded, and in 1972, the Asian American Drug Abuse Program was born. Today, AADAP remains one of only two programs in the nation with a mission to target and design services for Asian and Pacific Islanders with drug abuse problems.

Unfortunately some of the same problems facing Asian Pacific Americans then are the same problems many are facing now. A whole new generation of youth are still struggling with identity and a need to “fit in.” Asian immigrant youth and adults bring with them a whole new set of problems, as they struggle with a new culture, language and way of living. For some, drugs and alcohol are still a quick escape from pain. - www.aadapinc.org

Asian American Drug Abuse Program, Inc.
5318 South Crenshaw Boulevard
Los Angeles, California 90043
Phone: (323) 293-6284
Fax: (323) 295-4075



6. If there are multiple teams, declare a winner based on the timing option you chose.

Debrief

- To close this activity, you may say, “‘Acid River’ is an exercise that strengthens teamwork, the ability to work under pressure, non-verbal communication, and strategic planning. Oftentimes, a group has a goal they are trying to accomplish, where they must deal with deadlines, time pressure, and difficult, seemingly impossible, situations. By strengthening these skills as a team, you will have the knowledge and experience to deal with situations that you may face in the future, either in this team or as part of another.”



Purpose

- To verbally appreciate and recognize one another

of People

- 10 - 15 people

Duration of Activity

- 20 to 30 minutes



Location

- Anywhere - just as long as participants can hear one another

Materials

- New bundle of yarn

Procedures

1. Instruct the participants to stand in a circle, shoulder to shoulder.
2. Explain the purpose and directions of the activity. Say, “The purpose of ‘Web Connection’ is to verbally appreciate and recognize one another. Sometimes in our busy schedules, we do not have time to praise one another for our hard work and continuous efforts. This activity will give everyone an opportunity to give and to receive appreciation. One person will start by holding the end of the yarn. He/she will throw the bundle of yarn to another person. At that time, the person who threw the bundle of yarn will say something they appreciate or admire about the person who caught the bundle of yarn. Then, that person will throw the bundle of yarn to another person and will say something he/she appreciates or admires about the person who caught the bundle of yarn. We will continue this until we have created a “web of appreciation.”
3. Pick one person to start the activity. This will also be the person who will hold the end of the yarn throughout the activity. He/she will throw the bundle of yarn to another person and proceed to say something he/she appreciates or admires about that person.
4. The person holding the bundle of yarn will throw it to another person and will proceed to say something he/she appreciates or admires about that person. Repeat this process until each participant has had at least one opportunity to give and to receive appreciation/admiration.

Alternatives

- Choose a statement that everyone must begin his/

her statement with.

Example - “I have learned from NAME that...”

- This activity works best at the close of a retreat, meeting, or program because it is a time to recognize people individually and to strengthen the team’s cohesiveness.
- To close this activity differently, say “Through everyone’s efforts, the web is strong and tight, but when people do not do their share for the team, the bonds get weak.” At this point, call on people one at a time to let go of the yarn so that the web begins to loosen and wither.

Debrief

- To close this activity, you may say, “This activity encouraged us to give and to receive appreciation - an act we should strive for on a daily basis. By strengthening and uplifting one another, we will definitely grow stronger as a team.”

switch, rotate, reverse

Purpose

- To build teamwork

of People

- 8 - 15 people

Duration of Activity

- 10 to 20 minutes

Location

- An open space for people to move around in



Materials

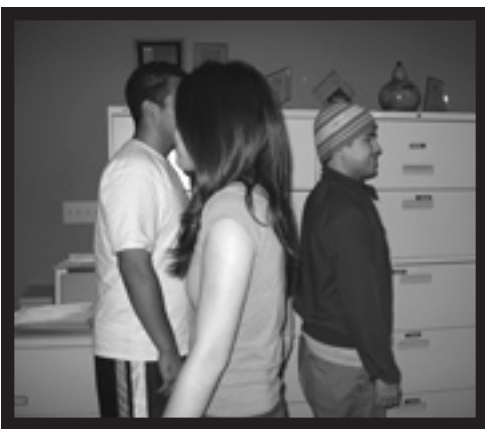
- None

Procedures

1. Explain the purpose and rules of the activity. Say, “The purpose of ‘Switch, Rotate, Reverse’ is to build teamwork. You will divide yourselves up into groups of x (4 or 5, depending on total number of participants). Each group will line up, facing one direction. I am going to call out different commands and your line must follow them correctly. There are 5 commands you must follow. The first is “Go,” which means your lines needs to move forward. “Stop” means to stop where you are. “Switch” means that the person in the front goes to the back of the line. When I call “rotate,” the person in the front of the line must exchange places with the person in the back of the line. The last command, “reverse” means that your entire line needs



Starting positions



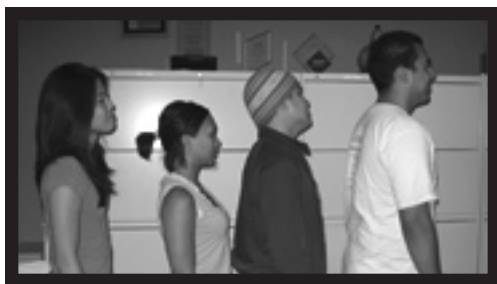
“Rotate”



The front person has moved to the back

to turn around and face the opposite direction. (You may have to repeat these commands if needed.) Remember, you must do everything together as a line. There will be 3 rounds - each round will get harder as I give you a new rule to follow as you follow my commands.”

2. Create smaller groups of 4 or 5.
3. Instruct the participants to situate themselves. Each group must be in a line facing you.
4. In Round 1, command the groups to “Go” and then proceed to call out different commands. (You may have to begin this round with some practice commands until the groups have learned the commands. For the most part, use Round 1 as a practice round.)
5. In Round 1, command the groups to “Go” and then proceed to call out different commands. The groups must follow your commands in this



The back person has moved to the front



“Reverse”

manner. At this point, instead of calling out one command at a time, give the participants a combination of commands to perform at once. For example, call out “switch, reverse, switch, rotate” and wait until the groups have completed this combination.

6. In Round 3, the participants must close their eyes in addition to placing both of their hands on the shoulders of the person in front of them. Continue calling out commands and combinations for the groups to follow in this manner.

Alternatives

- With multiple groups, add an elimination rule. If a team does not follow directions properly, that team will be eliminated. Continue this process until you have one group left.

Debrief

- You may ask the participants these questions at the end of the activity:
What did you learn from this activity?
What was it like to follow the commands in Round 1? Round 2? Round 3? If the experiences were different for each round, why?
What helped everyone follow directions? What did you rely on?
Did people have specific roles in the team? If so, what were they?
- To close the activity, you may say “By following directions under different conditions, your team worked together to adapt to the increasingly difficult situations. Remember that, as a team, you have the ability to take on challenges and situations you have never dealt with before. You never realize your strengths until you have tested them out. Never sell yourself short before your try.”

south asian network

South Asian Network (SAN) was founded in 1990 to provide an open forum where individuals of South Asian origin could gather to discuss social, economic, and political issues affecting the community, with the goal of raising awareness, active involvement and advocacy, leading to an informed and empowered community.

SAN has sought from the outset to embrace the diversity of the South Asian community as a strength rather than a liability. SAN works to build unity among South Asian immigrants in Southern California that does not exist in South Asia itself, and to build alliance among the South Asian community.

The board, staff and volunteers are the most diverse and representative of any South Asian organization. Comprised of a majority of women, the team includes persons of Bangladeshi, Indian, Nepalese, Pakistani and Sri Lankan origin from Buddhist, Hindu, Jain, Christian, Muslim and Sikh traditions; first generation immigrants and first generation U.S. born; speakers of Bengali, Fiji Hindi, Gujarati, Hindi, Nepali, Punjabi, Singhalese, Tamil and Urdu; and gay and straight members. Such internal diversity enables SAN to outreach to a broad set of communities. - www.southasiannetwork.org

South Asian Network
18173 S. Pioneer Boulevard, Suite I, 2nd Floor
Artesia, CA 90701
Phone: (562) 403-0488
Fax: (562) 403-0487
www.southasiannetwork.org



activities & cultural games

ac·tiv·i·ties·and cul·tur·al·games

1. Educational processes or procedures intended to stimulate learning through actual experience in which some have cultural relevance.

You know your peers and you have built a team. Now what? With a stronger base you can plan deeper and more complex activities and cultural games.

The following strategies are ways to get youth to interact with one another and educate each other on topics that are relevant to identity, culture, and values. Facilitating these sorts of activities help foster an environment to create youth leadership within a group setting as well as raise youth's consciousness on such topics.

The purposes of these innovative strategies range from discussion-based activities to role-playing whereas the cultural games are tied to learning languages and traditions. The number of activities and cultural games is limitless. We have included a few of them in this section for you.



Purpose

- To learn from each other's experiences

of People

- Minimum - 15

Duration of Activity

- 30 to 45 minutes

Location

- An open space where participants can constantly walk back and forth

Materials

- Masking tape

Preparation

- Create a list of statements to be read during the activity. (See examples in the Visuals/Examples section.) The number of questions you create will depend on the size of your group.

Procedures

1. Set the tone. Say, "Please understand that this is a serious activity. We will need everyone's cooperation, open mind and respect for one another to get the most out of this activity."
2. Explain the intentions of this activity. Say, "Often-times, we get caught up in being busy leaders/students and we do not make time to get to know each other. Also, we must recognize that we often forget to talk about issues and/or hardships with one an-

other. I want you to know that other people may share the same issues and/or hardships you have experienced. We will use this activity to show you that you are not alone in all that you do, feel, and experience.”

3. Next, explain the directions of the activity. Say, “Everyone needs to start by standing behind the line, the masking tape, on this side of the room. (Point to the masking tape.) I will read a statement and if this statement applies to you, or if you agree with this statement, please cross the line to walk across the room and to stand behind the line on the other side of the room. (Point to the masking tape on the other side of the room.) I want you to know that even if the statement applies to you or even if you agree with the statement, crossing the line is completely up to you. I want everyone to feel comfortable during the activity, so you can decide how much you want to share with the group. Once those who want to have crossed, look across the room and notice who is standing where. I will then let you know when you can return to the other side of the room. We will continue this process until I have read all the statements. Please remember that this is a serious, reflective exercise. I ask everyone to remain silent during this activity.”
4. Read the first statement. Some of the participants will cross the line to the other side of the room. Remind participants to notice who have crossed the line and recognize what they are feeling at the moment. Also, if needed, remind participants that this is a reflective, silent activity. Repeat this step until all statements have been read.
5. After the activity, it is important to debrief with the group to discuss feelings, observations, and/or comments about the activity.

Visuals/Examples

- You are highly encouraged to read statements on different degrees of sensitivity. Cultural statements are also encouraged. Below are sample questions organized by level of sensitivity (Reading statements with a wide range of sensitivity will give participants time to warm up to deeper statements read during the activity.):

Low-sensitivity statements

I wear or have worn braces.

I have younger siblings.

I have wireless internet at home.

Medium-sensitivity statements

I am a first-generation.

I have a significant other.

I know what I want to do in life.

I pay my own bills.

I am in an ethnic-based club.

High-sensitivity statements

I consider myself queer.

I am from a working-class family.

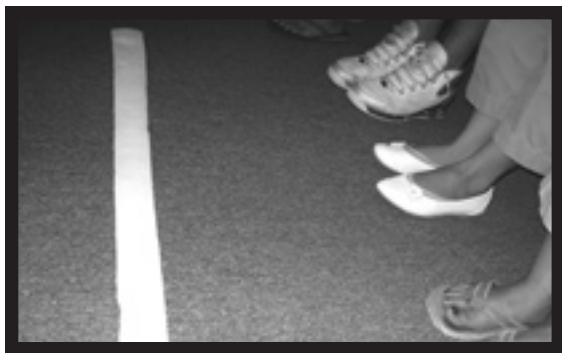
My parents are divorced.

I know someone who has/had an eating disorder.

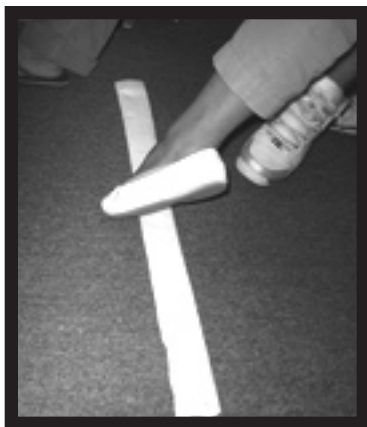
I know someone who has tried to commit suicide.

did you know...

There are several issues and events within the API community that are not always reported on the evening news. To keep up to date with API news visit The Asians in America Project at www.asiansinamerica.org and Asian-American Village at www.imdiversity.com. There are also several in print and online journals and newspapers dedicated specifically to reporting API issues. Some of them include *YOLK Magazine* and *KorAm Journal*.

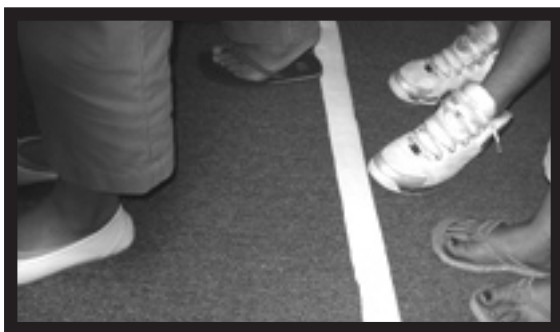


Participants lined up behind the first line.



Once a statement is read, people can start to step over the line to the other side.

Once people have crossed the line, remind everyone to notice who has crossed the line and to reflect on their feelings.



Alternatives

- If you are dealing with a smaller group and/or smaller venue, adjust the number of statements to fit to the size of the group. If the group is too large to move around, substitute walking across a

line with sitting and standing up to respond to the statements.

- You can use string instead of masking tape.
- The list of statements can be based on a specific theme such as race, class, gender or sexuality.

Debrief

- Ask the participants, “How did you feel about this activity?” You can use the participants’ responses to transition into the next part of the debriefing process. You can also ask open-ended questions, such as “What did you learn by looking around you? Which statement made an impact on you?”
- Then you will say, “This activity strives to unite people on a deeper level by bringing to the forefront personal experiences, various issues, cultural statements and taboo subjects. By noticing that others must deal with certain issues, whether you share the same experience or not, we must realize that we are not alone when dealing with life’s harder times. This activity is truly designed to help you understand and recognize that everyone has his/her own issues to deal with in life and that you are not alone when feeling down. Finally, we must remember not to let our busy lives get in the way of our spiritual health. Share your feelings with someone you are comfortable with and encourage your loved ones to do the same with you.”



Purpose

- To use visual images and creativity to express one’s

inner self and to get to know others

of People

- Minimum - 5

Duration of Activity

- 60 minutes

Location

- Indoors (tables and chairs are not necessary but recommended)

Materials

- Magazines
- Glue or tape
- Scissors
- Construction paper



Identity Collage

see what's in your community...

chinatown service center

Chinatown Service Center (CSC) is the largest community-based Chinese American health and human service organization in Southern California. With a focus on Los Angeles County, CSC offers a range of services through six departments. These are (1) Social Service, (2) Counseling, (3) Family Health, (4) Community Economic Development,



Youth at CSC

(5) Workforce Development, and (6) Youth Development. Services are available in a variety of Chinese dialects, including Cantonese, Mandarin, Toisan, Chiu Jou, and languages in-

cluding Vietnamese, Spanish, and Khmer (Cambodian).

The growth of staff and services at CSC since its modest beginnings in 1971 reflects an expansion of the Center's goals. Over and above "adjustment to life in the United States," CSC promotes broadened individual accomplishment and participation in the general community to the extent of the individual's physical and mental capabilities which is, after all, the embodiment of the American dream. - www.cscla.org

Chinatown Service Center
767 North Hill Street, Suite 400,
Los Angeles, CA 90012
Phone: (213) 808-1700
Fax: (213) 680-0787
www.cscla.org



Procedures

1. Explain the purpose and directions of the activity. Say, “The purpose of making an identity collage is to express who you are in a creative way. Cut out pictures and words that represent you from these magazines. These pictures and/or words can represent your interests, likes and dislikes, future goals, memories, values, etc. Arrange the pictures and/or words on a piece of construction paper in the form of a collage. Have fun and be creative!”
2. Give participants 20 to 30 minutes to work on their collages.
3. After all the participants’ collages are completed, ask each person to present his/her collage to the group, including the reason and meaning of the pictures and words on the collage.

Alternatives

- Encourage participants to use their own drawings, photographs, art, etc.

Debrief

- Identity Collage gives participants the opportunity to think with both sides of the brain. Individuals are encouraged to express and to portray themselves in a creative and unique way.



Purpose

- To encourage individuals to be aware of current events and issues while having fun.

of People

- 6 - 10 (you will need to pair participants up, so an even number is recommended)

Duration of Activity

- 30 to 45 minutes

Location

- Outdoors



Materials

- Stacks of current newspapers
- Stereo and music CDs (or CD Player and Speakers)

Procedures

1. Explain the purpose and rules of the activity. Say, "The purpose of 'Newspaper Sardines' is to discuss current events while having fun. First, I will ask each of you to find a story in these newspapers, which are from this past week, that you find interesting. Once you choose a story, do not cut it out. Instead, take the entire page(s) that the story is on. Next, you will need to read your story because we will be discussing the stories you choose. Let's start this part now and I'll give you further directions after our discussion."
2. Tell participants to begin leafing through the newspapers for the current event they want to share with the group. Give participants enough time to find and read the story he/she chooses.
3. Once everyone is ready, lead a discussion on the current events chosen. Ask participants to share why they chose the story and his/her feelings about the current events discussed. End the session with a discussion on why it is important to be aware of current events.

4. Next, you will conduct the second part of the activity. Say, “Now we are going to play a game with our newspapers. When we begin the game, I will ask you to pair up. Next I will ask everyone to stand in a circle next to his/her partner. Each pair will then place one whole newspaper page in front of them (make sure participants use whole newspaper pages). When I begin the music, you and your partner will begin to walk around the circle of newspapers. When the music stops, each pair must go to the nearest newspaper and both partners need to place both feet on the newspaper. You cannot touch the floor. If any part of your foot touches the floor when the music is off, you and your partner will be eliminated. After each round, I will ask you to fold the newspaper you were standing on in half. I will start the music and we will repeat the process. The last pair standing is the winner of the game!”
5. Tell the participants to pair off and to stand in a circle. Ask each pair to place one whole newspaper page in front of them.
6. When you begin the music, the pairs will begin to walk around the newspapers. When you stop the music, the pairs should go to the nearest newspaper and each partner should place both feet on it. Eliminate pairs who touch the floor while the music is off. Ask the remaining pairs to fold the newspaper in half.
7. Keep repeating step 6 until you can declare the winner. The winner will be the last pair standing!

Debrief

- Participants will be reminded how important it is to be aware of current events and the world around them.

api movie night

Purpose

- To enjoy an Asian Pacific Islander (API)-themed movie and to have a discussion afterwards

of People

- Minimum - 2

Duration of Activity

- 2 to 4 hours

Location

- Anywhere you can show a film to a group of people

Materials

- Movie(s)
- Television
- DVD or VCR player
- Extension cord (Optional)
- Snacks (Optional)

Preparation

- To have a successful discussion, find a movie that best suits and interests your audience. Included in the Visuals/Examples section is a list of some API-related films. Feel free to also look into Asian language films that include English subtitles.
- Once you have selected your film, watch the movie beforehand to brainstorm discussion topics and/or questions. Sample questions are included in the Visuals/Examples section.



Procedures

1. Explain the plan for the night. Tell the group that after the film has been shown, you will lead a discussion about it. Ask the participants to remember comments, questions, and/or reactions to the film while they are watching it.
2. Ask the people who have not seen the film what they expect from it. Tell them to remember their comments for the discussion afterwards.
3. Play the film.
4. Lead a discussion about the film. First, ask the people who were seeing the film for the first time if their expectations for the film were met or not and why. Then ask participants to share comments, questions, and/or reactions to the film. You can also use the questions from the list as a discussion guide.

did you know...

There are now several prominent APIs within the film industry. Indian American director M. Night Shyamalan won acclaim with his film *The Sixth Sense*. Another Indian American director Mira Nair gained an Oscar nomination for her piece *Salaam Bombay*. Wayne Wang, who was named after legendary American actor John Wayne, was the director of the popular film *The Joy Luck*. He also directed *Anywhere but Here* and *Main in Manhattan*. Notable director John Woo has directed several blockbuster hits including *Face/Off* and *Mission Impossible* starring Tom Cruise. Independent filmmaker and screenwriter Gregg Araki has made several films exploring queer issues. While the film industry is improving there is still a serious lack of APIs on the big screen. It is important that more and more APIs continue to aspire to be in both on the set and behind the cameras.

Visuals/Examples

- There are a number of different API-related films and documentaries. Some movies focus specifically on Asian Pacific Islanders such as Justin Lin's *Better Luck Tomorrow* or *The Joy Luck Club*. Other films may have non-API actors but may be set in an Asian setting. Remember to choose a film that best suits your group. Here are just a few of many that are out there:

A Great Wall

Beautiful Boxer

Better Luck Tomorrow

Bend it Like Beckham

Bhaji on the Beach

Broken Blossoms

Chan is Missing

Charlie's Angels: Full Throttle

China Girl

Come See the Paradise

Dim Sum

Dodgeball

Double Happiness

Eat a Bowl of Tea

Flower Drum Song

Go For Broke!

Harold and Kumar Go to White Castle

How to do the Asian Squat

Iron Ladies

Kickboxer

Kill Bill: Vol. 1

Lethal Weapon 4

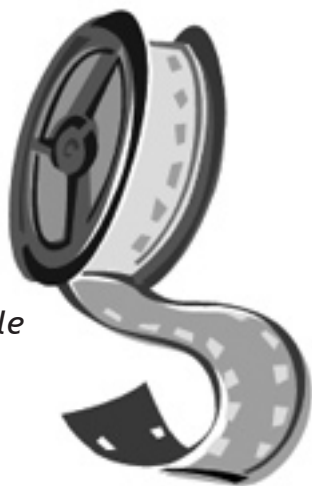
Lilo and Stitch

Masala

Mr. Baseball

Mulan

My Beautiful Laundrette



Picture Bride
Rambo
Refugee
Return to Paradise
Robot Stories
Romeo Must Die
Rush Hour
Sayonara
Shanghai Noon
Street Fighter: The Movie
The Cheat
The Debut
The Joy Luck Club
The Karate Kid
The Killing Fields
The King and I
The Last Samurai
The Lost Empire
The Year of the Dragon
Tomorrow Never Dies
Wedding Banquet
Whale Rider
Who Killed Vincent Chin?



Alternatives

- You can substitute the film with a television episode, short film, or movie scene.
- Obtain a screen and projector to hold an outdoor film screening.

Debrief

- The impact of film, and the media in general, goes unnoticed by the public. Films are merely seen as a form of entertainment and because of this fact, people do not question what they see in the films. For instance, stereotypes are taken as re-

ality and are continually perpetuated in films. It is important to recognize film as both a form of entertainment and as an often exaggerated, inaccurate portrayal of reality. Always remember to question what you see in film and remind others to do the same.

Resources

- For more information on API films visit:
Visual Communications, www.vconline.org
www.asianamericanfilm.com
www.asiancinevision.org
www.imdb.com



Purpose

- To celebrate the Japanese holiday of Kodomonohi (Children's Day) by making yoroi (Japanese samurai armor)

of People

- 12 - 15

Duration of Activity

- 20 to 30 minutes

Location

- Anywhere - just make sure have open space to conduct the activity

see what's in your community...

visual communications

Visual Communications (VC) is the premier Asian Pacific media arts center in the United States. Having survived through many challenges, the organization has earned its reputation as one of the Asian Pacific community's most respected institutions.

Hundreds of ethnic minorities, women and students have been provided with opportunities for production experience and advancement in media related fields. Coupled with its regular instructional programs and seminars, this commitment to artist development has made Visual Communications a fertile developing ground for Asian Pacific filmmakers, video artists, photographers, graphic designers and writers. The support of creative works by Asian Pacific media artists about their communities has always been a key part of the mission of VC.

The mission of VC is to promote intercultural understanding through the creation, presentation, preservation and support of media works by and about Asian Pacific Americans. VC was created with the understanding that media and the arts are important vehicles to organize and empower communities, build connections between generations, challenge perspectives, and create an environment for critical thinking, necessary to build a more just and humane society. - www.vconline.org

Visual Communications
120 Judge John Aiso St
Los Angeles, CA 90012-3805
Phone: (213) 680-4462
Fax: (213) 687-4848
www.vconline.org

Materials

- Note: The purpose of this activity is to make the best suit of armor using the materials given. Below is a list of some materials that may be used. You are not limited to these items.
- Scissors
- Scotch Tape
- String
- Stapler
- Markers
- Origami paper
- Newspapers
- Paper bags
- Plastic bags
- Toilet paper
- Trash bags
- Foil



Preparation

- It would be helpful for the participants to see examples of Japanese samurai armor. If you cannot get a real yoroi, you can easily find photographs in books, movies, and on the internet. There are some samples in the Visuals/Examples section.

Procedures

1. In order for everyone to understand the activity, use the Debrief section to introduce the activity. While explaining the meaning behind the yoroi, show the group examples of it. Tell the participants that they will be divided into groups and that each group will make a life-size yoroi out of the materials they are given.
2. Divide the group into three smaller groups.

3. Ask each group to choose someone to be the person in which the group will construct the yoroi on.
4. Give each group a set of materials and supplies.
5. Give the groups enough time to make the yoroi and to dress the group member in the suit of Japanese armor that they have created.
6. Once time is up, ask each team to present their creation.

Visuals/Examples





Alternatives

- Modify this activity to teach about other cultures. Identify different Asian Pacific Islander holidays, traditional dress, uniforms, and other cultural icons to substitute the yoroi in the activity.
- Set-up a panel of judges to determine winners for different types of awards (i.e. the fastest team, the most creative, the most authentic).

Debrief

- The purpose of this activity is to learn about Japanese culture. Kodomonohi is a holiday that continues to be celebrated by both Japanese and Japanese American communities. It is one of the remaining ties that continue to connect the two varying cultures. Kodomonohi is held each year on May 5th. It was traditionally called Tango no Sekku because the date fell on the zodiac month of the horse. The day was originally a celebration for boys while a separate holiday, Hinamatsuri, was held for girls on March 3rd. In 1948, it officially became Kodomonohi, literally meaning “children’s day.”

Traditionally, samurai figures, helmets, and armor are set out as part of the Kodomonohi celebration. These symbols represent honor, wisdom, and bravery, attributes that families hoped to instill in their sons.

Cultural activities such as these are important to practice, especially since many Asian Pacific Islander cultures are now commercialized. Simple activities such as this one can be a great way to connect people to their culture and traditions.

References

- To learn more about the subjects in this activity, take a look at the following books and websites.
- About Kodomonohi:
Japanese Children’s Day and the Obon Festival,
Dianne M. MacMillan
www.ginkoya.com
- About Yoroi and samurai history:
Bushido: The Way of the Samurai, Tsunetomo Yama-

moto

Samurai: An Illustrated History, Mitsue Kure

Samurai: The Weapons and Spirit of the Japanese Warrior, Clive Sinclair

www.artsofthesamurai.com

www.japan-guide.com

www.japanese-armor.com

www.samurai-archives.com

www.shogunarmory.com

- Pictures of Yoroi in the Visual/Example Section:
<http://www.japanesearmor.com>
<http://www5a.biglobe.ne.jp>

past, present, future

Purpose

- To share significant events, moments, changes, beliefs, dreams, aspirations, etc from one's past, present, and future

of People

- Minimum - 10

Duration of Activity

- 15 to 20 minutes



Location

- Indoors - make sure to have a quiet space

Materials

- Large sheet of white paper
- Markers and/or crayons

Procedures

1. Give each participant a piece of construction paper and markers (or crayons).
2. Explain the purpose and directions of the activity. Say, "The purpose of 'Past Present Future' is to share significant events, moments, changes, beliefs, dreams, aspirations, etc from one's past, present, and future. Fold the paper into 3 sections. At the top of each section, label each panel from left to right 'Past,' 'Present,' and 'Future.' In each section, you will note significant events, moments, changes, beliefs, aspirations, goals, people, places, etc from that time in your life - anything that represents you at each of these stages in your life. If there has been something constant this is important to you, feel free to express that item in all the sections. However, you may not use words - you may only use pictures and/or symbols to represent these significant things in your life. When I tell you to begin, you will only have 5 minutes to do this and you must have something drawn in each section."
3. Tell the participants to fold the paper into 3 sections and to label each section from left to right "Past," "Present," and "Future." (Make sure that one section is labeled "Past," one section is labeled "Present," and one section is labeled "Future" on everyone's papers.)
4. Tell the participants to begin. Make sure to start keeping time.
5. At 4 minutes, give the participants a 1 minute warning. Remind the participants that they must have something in each section at the end of the 5 minutes.
6. At 5 minutes, instruct participants to put all writing utensils down.

7. Ask each participant to stand up and share with the group his/her paper. He/she should explain what items are in each section and how the symbols he/she drew represent those items.

Debrief

- Explain the meaning behind the activity. Say “The purpose of this activity is to understand and to learn about one another. We all come from different backgrounds, so it is important to acknowledge that everyone is not like us or has the same aspirations or goals in life. When we are aware of our different backgrounds and goals, we will be able to work in a more effective and collaborative manner with one another”.



Purpose

- To give participants a space to express and to discuss his/her feelings regarding parent-child relationships

of People

- Minimum - 20

Duration of Activity

- 30 minutes

Location

- Outdoors - try to find an open, quiet space

Materials

- None

Procedures

1. First, set the tone of the activity. Say, “Please understand that this is a serious activity. We will need everyone’s cooperation, open mind and respect for one another in order to get the most out of this activity.”
2. Next, explain the purpose and directions of the activity. Say, “The purpose of ‘Be Your Parent’ is to give you a safe space to express and to discuss your feelings regarding the relationship you have with your parent(s). I will ask you all to think of moments when your parent(s) said something to you that hurt you and/or caused you guilt, embarrassment, pain, anguish, anger, etc. Try to remember those hurtful comments. We will then create



Be Your Parent

2 parallel lines with half of the group, so you will create a walkway. When I tell you to begin, the other half of the group will begin walking between the 2 parallel lines (or walkway). As the group is walking through the walkway, the job of the participants on the outside will be to repeat continuously the painful comment(s) you all thought of earlier. We will then switch and those who were saying the comments will then walk through the 2 parallel lines and vice versa. While you are walking through this walkway, please try to listen to all the comments being said and try to remember how you feel when hearing these comments. Please remember that this is a serious activity - please remain silent if you are not the one saying the comments.”

3. Split the group in half. Tell one group to form the 2 parallel lines facing each other (which will create a walkway).
4. When everyone is ready, ask the other group to begin walking slowly through the walkway created by the first group. As the participants begin to walk through the walkway, the participants in the 2 parallel lines should begin saying their comment(s). (Make sure the participants saying the comments continue to repeat the comments until all the participants from the other group have walked through.)
5. After the first group has walked through, switch roles so that the group forming the 2 parallel lines now walks through and vice versa.

Alternatives

- Substitute the issue of parent-youth relationships with other issues of concern, such as discrimination, race relations, etc.

- To challenge participants, invite those who originally made the comments (i.e. parents) to join in the activity.

Debrief

- Conduct a discussion about the activity. You can ask questions such as “What are your thoughts of the activity? How did you feel playing the role as parents? How did you feel while walking down the aisle?”
- Say, “Oftentimes, we do not discuss how comments and/or actions affect us. I hope this activity opens the door for communication on important issues in your life.”



Purpose

- To compete in a relay race that is played in the Philippines

of People

- Minimum - 12

Duration of Activity

- 5 to 15 minutes

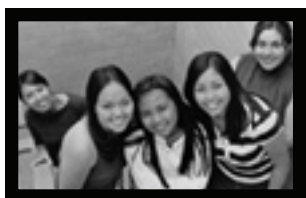
Location

- Outdoors - you will need a lot of open space

see what's in your community...

search to involve pilipino americans

For over 30 years, Search to Involve Pilipino Americans (SIPA), headquartered in Historic Filipinotown, has served this impoverished neighborhood as well as the greater Los Angeles Filipino American community with mission-fueled passion and relatively little fanfare.



SIPA Youth

SIPA's mission is to enhance the quality of life of Filipino Americans and other communities through youth development, health, economic, and social services. SIPA also develops affordable housing and other projects that promote cultural identity, economic stability, self-sufficiency, and civic participation. SIPA's innovative programs and services are facilitated through community-based, collaborative relationships.

Since SIPA was established in 1972, the organization has played an indispensable role in the community, providing a refuge that keeps children safe from the streets and steers them toward positive alternatives; a nurturing environment offering social services to families; a critical resource advancing economic development; and a vibrant cultural, and political forum fostering self-empowerment.

- www.esipa.org

Search to Involve Pilipino Americans
3200 West Temple Street
Los Angeles, CA 90026
Phone: (213) 382-1819
Fax: (213) 382-7445
www.esipa.org



Materials

- 2 bamboo sticks (about 10 feet in length)

Preparation

- Determine and mark the start line and turning point

Procedures

1. Explain the purpose and rules of the activity. Say, “The purpose of ‘Bamboo Relay’ is to have fun while learning a game from the Philippines. This is a relay race - the objective of the game is to be the first team to finish the relay the fastest. I will divide you into two teams. Each team will then make groups of 3 to 4 people (you decide how many people are in each group). When I say, “Go!,” the first group from each team will begin racing. To race, each person in the group must straddle the bamboo stick and hold it with his/her hands. Each team will race to this turning point and come back to the start line. The next group from each team must be ready for the hand-off of the bamboo. The first team to have all their groups complete the race is the winner!”
2. Divide everyone into 2 teams.
3. Ask each team to divide into smaller groups of 3 to 4 people.
4. Once the teams are ready and the first group from each team is ready behind the start line, you can begin the race.
5. The groups from each team should be racing from the start line to the turning point and back. Once the group crosses the start line, it must hand-off the bamboo to the next group.
6. The first team to have all their groups complete the race is the winner!

Alternatives

- If bamboo is not readily available at the store or in someone's home, the next best option would be to purchase or obtain PVC pipes at a local hardware store. Otherwise, any 2 identical 10' pole-like objects would do, just as long as the participants can straddle it.

Debrief

- "Bamboo Relay" gives the participants a chance to learn and to enjoy a game from the Philippines. Remind the participants how learning about a culture different than one's own opens the mind to the world about him/her. Additionally, learning a game from one's own culture can strengthen cultural identity and pride.



Purpose

- To exercise different communication methods by completing a set of required tasks according to rules each participant must follow

of People

- Minimum - 20

Duration of Activity

- 30 minutes

Location

- Outdoors

Materials

- Note: Below is a list of some materials that can be used. You are not limited to these items. Just make sure to have an equal amount of tools and materials for each group.
- Blindfold (Required)
- Scotch Tape
- Hula Hoop
- Envelopes
- Paper
- Pencil
- Bell
- Chopsticks



Preparation

- Create and make copies of the list of tasks for each team. (Refer to the Visuals/Examples section.) The lists should have a minimum of 10 tasks.

Procedures

1. Explain the purpose and rules of the activity. Say, "The purpose of 'Silent, Frustrated, and Blind' is to exercise different communication methods by completing a set of required tasks according to the rules each participant must follow. I will split you up into groups of 3. You must then decide amongst yourselves who will be 'silent,' who will be 'frustrated,' and who will be 'blind.' Your goal is to work together as a team to complete a list of tasks that I will give you. I will give the list of tasks to the 'silent' person, who must then communicate one of the tasks to the 'frustrated' person, who must then communicate the task to the 'blind' person. The 'blind' person must then perform that task. However, each person must play his/her role while doing

so. The 'silent' person in your group is not allowed to speak. The 'silent' person may use any other form of communication. He/she will be facing the 'frustrated' person. The 'frustrated' person cannot see the 'blind' person because his/her back will be towards the 'blind' person and must situate him/herself some distance from the 'blind' person. Based on what the 'frustrated' person believes to be the task, as communicated by the 'silent' person, the 'frustrated' person must then shout the task to the 'blind' person. Once the 'blind' person hears the task, he/she must perform it. The materials will be scattered around the 'blind' person, but since he/she will be blindfolded, that person must perform the task without seeing. One rule each person must follow is that you cannot touch each other to communicate the task. If your team is having difficulty completing a certain task, you may skip it. You do not have to do the tasks in order, but you do have to complete all the tasks. The first team to complete all the tasks on the list wins!"

2. Divide the group into smaller groups of 3.
3. Instruct the groups to designate who will be 'silent,' who will be 'frustrated,' and who will be 'blind.'
4. Ask each group to situate themselves according to their designated roles. The 'silent' person must face the 'frustrated' person. The 'frustrated' person is facing the 'silent' person so that his/her back is turned towards the 'blind' person, and the 'blind' person is some distance from the 'frustrated' person. (Refer to Diagram #1 in the Visuals/Examples section.)
5. Hand the list of tasks to the 'silent' person in each group.
6. Once everyone is ready, tell the participants to begin. The 'silent' person should then begin communi-

7. The first team to complete all the tasks on the list is the winner!

- Task examples:
 1. Write your name on a piece of paper
 2. Put the paper in the envelope
 3. Put the hula hoop around your neck
 4. Ring the bell
 5. Sing a song

The diagram illustrates the initial setup of the puzzle. At the top, a box labeled 'B' represents the 'blind' person. To its right is the text '(Back)'. Below box 'B' is a horizontal line of six small black squares, with the word 'Materials' to its right. A vertical dashed line descends from box 'B'. At the bottom, there are two boxes: 'F' (top) and 'S' (bottom). Box 'F' is labeled '(Frustrated)' to its right, and box 'S' is labeled '(Silent)' to its right. A downward-pointing arrow connects box 'F' to box 'S', and an upward-pointing arrow connects box 'S' to box 'F'. To the right of box 'F' is the text 'The 'frustrated' person must face the 'silent' person so that his/her back is to the 'blind' person.' To the right of box 'S' is the text 'The 'silent' person is facing the 'frustrated' person.'

Debrief

- First, ask the participants, “What importance or lesson did each role have in this activity?”
- In this activity, each person plays an important role in stressing a different point. The ‘silent’ person represents that there is more than one way to communicate. When working with other people, people may have different communication styles and we must respect that. The ‘frustrated’ person’s role stresses the importance of listening to others. Finally, the ‘blind’ person’s role encourages us to trust others. Building a sense of trust allows the group to grow and to work more effectively together.

work•shops

1. A brief, intensive process for a relatively small group of people that focuses especially on techniques and skills in particular fields or cultures.

Each of the separate sections in this book offer a unique set of strategies. Workshops are different in that they focus on topics that may be more meaningful or more serious than ordinary icebreakers and team builders.

Workshops tend to last longer than most activities in order to make time to learn and discuss ideas. They delve into issues that enhance shared learning and common experiences. Workshops are also a great tool to build facilitation and leadership skills. It's important as a facilitator to ensure that everyone listens and participates.

Workshops can be built on almost any issue. Try creating a workshop on something you would like to discuss using the basic format outlined in this section.

recruitment workshop

Purpose

- To motivate and to teach club members to use new and innovative means when recruiting members

of People

- Minimum - 5

Duration of Activity

- 45 minutes to 1 hour

Location

- Anywhere

Materials

- Clipboards
- Pens
- Nametags
- Paper for surveys



Preparation

- Make up a fake organization the group will be a part of. Create a name, logo and information, such as cause or mission, for your fake organization. (See the Visuals/Examples section for details.) Tip: Do not choose a subject that could offend people, get the group in trouble, or put the group in physical danger. Keep it fun, create outrageous but believable organizations.
- You will also need to choose a public location so that the participants can interact with the community. (See the Visuals/Examples section for a list of locations.)

see what's in your community...

asian youth center

The Asian Youth Center (AYC) is a non-profit, community-based organization serving the social services needs of youth and families, with a focus on Asian immigrants. Their programs enable those they serve to adapt and contribute to a multi-cultural society. They welcome youth of all ages and ethnicities. Their service areas include Los Angeles and the San Gabriel Valley.

The AYC has been providing social services since its inception in 1989, and health services since its first Los Angeles County Tobacco Control contract in 1991. Services in different languages have been funded by a variety of federal, state, county, city and private resources.

The AYC programs are culturally and linguistically competent in English, Cantonese, Mandarin, Vietnamese and Spanish. Programs within their Youth and Family Services include the After School and Summer School Program, Friday Night Club, Multicultural Youth Action Program, Community Service, Teen Leadership, College/Career Preparation, and Operation Read. Within their Health Education Services, AYC has the Tobacco Control Program, HIV Prevention, Testing and Counseling, Domestic Violence Program, Asian American Community Teen Theater, and Traffic Safety. - www.asianyouthcenter.org

Asian Youth Center
100 West Clary Avenue
San Gabriel, CA 91776
Phone: (626) 309-0622
Fax: (626) 309-0717

www.asianyouthcenter.org



- Create a survey and/or sign-up list for your fake organization. (See Visuals/Examples section for details.)
- Prepare the clipboards with the surveys and pens.

Procedures

1. Meet your participants at a specified location or caravan to your desired location. Do not tell participants what they are doing yet.
2. Once you have reached the location, explain the objective of the workshop. Say, “You are here for a recruitment workshop. Your task is to recruit as many people as you can by getting them to sign this survey (show the survey). You are all part of “name of fake organization” and the cause (or mission) of this organization is to...” You will all have to convince the people passing by what you believe in and have them sign your survey. You must get a minimum of x (determine number of signatures) signatures. You will have 30 minutes to do this. Good luck.”
3. Give the participants all the necessary materials.
4. Once all the participants are ready, give the group 30 minutes to complete the task.

Visuals/Examples

- Examples of fake organizations:
Association for Nudist Colonies
Friends for No shirt, No shoes, No service.
Petitioning for Free French Fry Fridays.
- Possible Locations:
Grocery Store
Fast Food Restaurants
School and/or Community Events

- Example of Survey (for Free French Fry Fridays):

Age:

Occupation:

Favorite Fast Food Restaurant:



Circle one of the following:

I love French Fries.	Agree	Disagree
I love Fridays.	Agree	Disagree
I vote for Free French Fry Fridays.	Agree	Disagree

Debrief

- To close the workshop, you may say, “It is important for you all to understand the challenge of recruitment when it comes to approaching people you do not know. Also, I hope you realized how much easier it is to work as a group when convincing others to listen to what you stand for. Take this experience and remember what you have learned when recruiting new members for your own organizations.”

creative writing workshop

Purpose

- To encourage writing as an artistic and creative form essential to one’s education and self-development

of People

- 5 - 15

Duration of Activity

- 2 to 3 hours

Location

- Anywhere

Materials

- Notebooks or journals
- Writing utensils



Preparation

- Prepare the materials and writing prompts.
- Try to do additional research from creative writing books on the emphasis and value of writing as a creative form of expression through different techniques. Also try to be familiar with the different styles and types of writing.

did you know...

There are many notable API writers in the community. Chinese American novelist Maxine Hong Kingston wrote *Woman Warrior: Memoirs of a Girlhood Among Ghosts* (1976), and received the National Book Critic's Circle Award for nonfiction. Her second book, *China Men* (1980), expanded upon her earlier work and was awarded the American Book Award in nonfiction. India born writer Bharati Mukherjee has written dozens of fiction and non-fiction pieces including *Leave it to Me* (1997). Playwright David Henry Hwang's *M. Butterfly* won a Tony and a Pulitzer Prize. Filipino immigrant Carlos Bulosan wrote about his own struggles and experiences as an activist. Selections of his pieces were featured in *The New Yorker* and *Harper's Bazaar*.

Procedures

1. You will supervise the workshop and act as time-keeper. Explain the purpose of the workshop, say “The purpose of this Creative Writing Workshop is to encourage writing as an artistic and creative form essential to one’s education and self-development.” The objective of the creative writing workshops is not based on how it is structured, but should focus on the free writing that the participants will be involved in.
2. Choose and conduct different writing components to the workshop. Each writing component should include various writing themes and exercises. (See the Visuals/Examples section for sample writing components and exercises.) Make sure to create interactive and engaging writing components for the participants. Each writing exercise should last 20 to 30 minutes.
3. After the writing components are complete, give the participants time to write and read their own written works.

Visuals/Examples

- “Fact or Fiction” Writing
Writing prompt: developing believable stories through real life characters, story plots and experiences
- Non-Fiction Documentary from Family Stories to Real Life Experiences
Writing prompt: interviewing parents and/ or family members for documenting oral history - immigration experiences, working abroad, etc.
- Finding the Inner Poet in You
Writing prompt: Who are you? ? How do you see yourself in the world around you?

- Some Do's and Don'ts of Journal Writing
Writing prompt: Do you remember your dreams last night? Write down your dreams and analyze them with your own interpretations.
- The Media and Me - Newspapers, Magazines and Publications
Writing prompt: Be the next Asian American journalist for Asia News Week. Write about a pressing issue about a community that affects you (i.e. Filipino American World War II Veterans' Benefits.)

References

- Art of Creative Writing, Lajos Egri
- The Creative Writing Handbook, Jay Amberg and Mark Larson



Purpose

- To discover the diversity and prevalence of the Asian Pacific Islander community in California and the United States

of People

- 10 - 20

Duration of Activity

- 30 minutes

Location

- This workshop should be done indoors in a quiet environment.

Materials

- Markers, Pens, Pencils
- Paper
- Large pad of paper or white board
- Map of Asia

Preparation

- Take some time to do a little research on the Asian Pacific Islander population in the United States and in California. (Check the References section for more information.) Look through your references and choose the information you think would be most interesting for your audience.
- Because the API population is large and widespread, it would be impossible to present all information to your audience at once. Try to pick certain key points or themes to help you select certain types of data to present in the workshop. Remember, the best workshop does not necessarily have the most information. The best workshops are those that have made the most impact. Sometimes less information is better for people to remember.
- Once you have done your research, write each detail of the API community on a separate piece of paper. You want one piece of information for each piece of paper. (Look in the Visuals/Examples section for some samples.)

Procedures

1. Divide the group into smaller groups of 4.
2. Give each group paper and writing utensils.
3. Instruct each group to take 5 to 10 minutes to write down as many API ethnic groups (ie. Korean, Filipino, Samoan) as they can. Ask them to be as specific as possible.

4. At the end of 5 to 10 minutes, ask one presenter from each group to read their list aloud. As each presenter reads off his/her list, write down all the ethnic groups named on the large pad of paper (or whiteboard). Do not write an ethnic group more than once.
5. Once each group has presented, instruct the participants to look at the list on the large pad of paper (or whiteboard). Ask if anyone would like to add any API ethnic groups not yet listed.
6. Compare the list the group made with the list on the next page. The list on the next page was gathered by the 2000 United States Census Bureau and includes all the detailed groups of Asians and Pacific Islanders in America. (Note: the US Census Bureau separated the category API into two groups - Asian and Native Hawaiian and Pacific Islander.)
7. With a different colored marker, write down on the pad (or whiteboard) all of the API ethnicities that the group did not list.
8. Show the map of Asia so your group can get a visual glimpse of where the different API groups are from.
9. Take 10 to 15 minutes to discuss what your group learned. Some guiding questions you may want to ask are:

How many of you knew that the API population was this diverse?

How many of you have heard of all the API ethnicities on this list?

Now knowing that there are all these ethnicities just in the API population, how does that make you feel about the API community in the United States? In California?
10. Share the information pages you created with the group.

Asian

Asian Indian
Bangladeshi
Bhutanese
Burmese
Cambodian
Chinese
Filipino
Hmong
Indo Chinese
Indonesian
Iwo Jiman
Japanese
Korean
Laotian
Malaysian
Maldivian
Nepalese
Okinawan
Pakistani
Singaporean
Sri Lankan
Taiwanese
Thai
Vietnamese

Native Hawaiian and Pacific Islanders

Polynesian
Native Hawaiian
Samoan
Tongan
Tahitian
Tokelauan
Micronesian
Guamanian or Chamorro
Mariana Islander
Saipanese
Palauan
Carolinian
Kosraean
Pohnpeian
Chuukese
Yapese
Marshallese
I-Kiribati
Melanesian
Fijian
Papua New Guinean
Solomon Islander
Ni-Vanuatu

11. Lead a discussion on some of the facts shared from the workshop and activity.

Visuals/Examples

- Here is some information that you may want to include on the separate pieces of paper:
 1. According to the United States Census Bureau, in 2000 4.2% of the total American population reported Asian while an additional 0.3% reported Native Ha-

waiian and/or other Pacific Islander.

2. In 2000, out of the 281.4 million Americans, 10.2 million people reported as just Asian while another 1.7 million reported being Asian and another race.
3. In 2000, 399,000 reported only Pacific Islander while another 476,000 reported as multiracial.
4. Los Angeles had the second highest number of Asian Americans with about 407,444 people, after New York City which had 872,777 Asian Americans.
5. The largest Asian group in the United States is Chinese followed by Filipinos and Asian Indians.
6. In 2000, Asians made up 12% of the California population.
7. Over half the California Asian population is made up of Chinese and Filipinos.
8. The Bay Area has the highest concentration of Asians in California.

Alternatives

- Depending on the makeup of your group, you may want to narrow your focus to a certain region. Different regions have different API makeup, for example - cities in Orange County have large populations of Chinese and Vietnamese Americans.

Debrief

- To close the workshop, you may say, “Most people are not aware of the diversity within the API population. It is important to learn that not all API groups are the same and that each API community has its own set of needs. At the same time, it is important to keep in mind that there are some similarities between API groups and that we must work together towards a common goal. Understanding each other’s backgrounds is the first step in building relationships with each other.”

References

- The Diverse Face of Asian and Pacific Islanders in California, Asian Pacific American Legal Center, www.apalc.org
- The Asian Population: 2000, United States Census Bureau, www.census.gov/prod/2002pubs/c2kbr01-16.pdf
- The Native Hawaiian and Other Pacific Islander Population: 2000, United States Census Bureau, www.census.gov/prod/2001pubs/c2kbr01-14.pdf
- United States Census Bureau, www.census.gov

bridging ethnic and diverse communities

Purpose

- To educate, to enlighten, and to encourage various ethnic communities to work together towards common goals

of People

- Minimum - 10

Duration of Activity

- 45 minutes to 1 hour

Location

- Indoors



Materials

- Hand-outs (see Preparation section.)
Statistics sheet
Ethnic Group packets (for workshop activity - “Shared Struggles”)

see what's in your community...

**Koreatown Youth and
Community Center, Inc.**

The Koreatown Youth & Community Center, Inc. (KYCC) is a non-profit, community-based organization that has been serving the Korean American Community since 1975. KYCC's programs and services are specifically directed towards recently-immigrated, economically-disadvantaged youth and their families who experience coping and adjustment difficulties due to language and cultural barriers.

Since its inception, KYCC has striven to improve the quality of its programs, as well as to diversify its services to appropriately meet the evolving needs of the Korean American population and of the multi-ethnic Koreatown community.

KYCC has a wide range of programs. They offer academic services including tutoring elementary and middle school students. They also provide clinical services dealing with child abuse, family preservation, juvenile delinquency, and mental health. KYCC also offers economic development, environmental, community health, and leadership development services. - www.kycccla.org

Koreatown Youth and Community Center, Inc.
680 South Wilton Place
Los Angeles, CA 90005
Phone: (213) 365-7400
www.kycccla.org



- Flipchart
- Flipchart markers

Preparation

- Create and collate hand-outs
 - Statistics Sheet: collect statistics regarding different issues for the various communities you will be discussing. For example, the statistics/percentages of high school graduation rates for Latinos, Asian Americans, African American, etc. You may also want to collect general statistics for these same communities. Example: Percentage of each group in California, United States, etc.
 - Ethnic Group packets: these packets will be used for an activity during the workshop. Each packet will feature one of the ethnic communities being discussed. (See the Visuals/Examples section for a sample layout.) The Ethnic Group packets should include: general statistics about ethnic group (can be the same from Statistics sheet); general information regarding 3 to 4 major issues that ethnic group is currently facing (i.e. education, housing, immigration issues); and the issues highlighted should be the same for each Ethnic Group packet. For each major issue, include 1 to 2 true stories regarding the featured ethnic group.

Procedures

1. Explain the purpose of the workshop. Say, “The purpose of this workshop, ‘Bridging Ethnic and Diverse Communities,’ is to educate, to enlighten, and to encourage various ethnic communities to work together towards common goals. Today, we will have discussions and do an activity that will

emphasize the importance of bridging ethnic and diverse communities.”

2. Begin brainstorming (using the flipchart) as a group why bridging ethnic and diverse communities is important. Ask the participants to share personal experiences about where they live and who they interact with on a daily basis.
3. Review the brainstorming ideas and reiterate the reasons why bridging ethnic and diverse communities is so important.
4. Hand out the Statistics Sheet and ask for comments and reactions. Conduct a short dialogue regarding the shared issues facing the various ethnic communities.
5. Begin workshop activity, “Shared Struggles.” Divide participants into groups of 3 to 4.
6. Hand-out Ethnic Group Packets to each group. This will determine which ethnic community they will be representing.
7. As a whole group, choose which issue the workshop activity will focus on for the first round (i.e. immigration).
8. Each group will then review the relevant information in the Ethnic Group Packet. For example, if the group chooses to focus on immigration the first round, everyone will review only the immigration section of the packet (which includes general information and true stories).
9. Each group will then decide how to present one of the true stories to the rest of the group. This can be done through a short play, poem, interpretive dance, writing a letter in response to the story, etc. However, participants must follow one rule for the presentation - no names, countries, places, or any other signifiers of that ethnic group may be said or

implied. In place of real names, places, etc, group will use generic and/or fake names, such as Mr. A or Country Blue.

10. Instruct each group to present their true story in a creative way.
11. After each presentation, the rest of the group will try to guess which ethnic group was represented.
12. Group may then reveal which ethnic group they were representing.
13. After all groups have presented on the chosen issue, facilitator may choose to do more rounds regarding the other issues.
14. After presentations are completed, discuss the workshop activity. Some questions you can ask are, “How did reading and learning about these true personal stories make you feel?” “Do you think it was easy or difficult to determine which ethnic group was being represented? Why or why not?” “What have these groups done to fight these issues?” “How do you think these groups can collaborate to help each other fight the same issues?”
15. Debrief the workshop activity - go over the similarities and differences of each ethnic groups’ concerns and personal stories
16. Debrief the entire workshop

Visuals/Examples

- Sample layout of Ethnic Group Packet:
Filipino and Filipino American Ethnic Group Packet
 - Issue: Immigration
True Immigration Story
 - Issue: English Proficiency
True English Proficiency Story
 - Issue: Housing
True Housing Story #1

True Housing Story #2

- Issue: High School Graduation Rates
True High School Graduation Story

Alternatives

- The scope of ethnic communities discussed can vary. The scope can be major ethnic groups, such as comparing Latino, Asian American, African American, etc. issues. The scope can be smaller, looking into the various communities within each major ethnic group. For example, to discover the similarities and differences within the Asian American community, facilitators can create Ethnic Group packets that feature Filipino, Japanese, Chinese, Vietnamese, Samoan, etc ethnic groups.

Debrief

- To close the workshop, you may say, “The importance of the ‘Bridging Ethnic and Diverse Communities’ workshop was that it stressed the similarities between various ethnic groups and the issues those groups must deal with. Beyond recognizing the similarities between the groups, it is important to note what each group has done/is doing to combat the issues in its own community. I hope you have realized that since the issues for each community are so similar, there needs to be more collaboration and cooperation between the various ethnic groups.”



Purpose

- To stimulate thinking on career choice and the importance of continuing education.

did you know...

Many APIs have found great success in America. Be-

cause of this APIs have often been deemed the “model minority.” However, because APIs are seen as so successful that they are often ignored in terms of help and services. There are many APIs who are still struggling to make a living and discrimination against APIs continues to persist. It is important that these problems are recognized. It is important that the needs of all APIs are not ignore.

of People

- Minimum - 10

Duration of Activity

- 45 minutes to 1 hour

Location

- Indoors

Materials

- Hand-outs
- Statistics
- Construction paper
- Markers and/or crayons
- Magazines
- Scissors
- Glue



Preparation

- Try to do additional research on the importance of education and its influence on careers and earnings. For example, get a fact sheet on the top 5 universities and what their alumni are doing in terms of graduate school, career path, etc.

Procedures

1. Explain the purpose of the workshop. Say, "The purpose of this workshop, Career Exploration, is to stimulate thinking about your career choices and the importance of continuing education."
2. First, ask the participants, "What are some career choices you have for yourself?" or "What are your educational goals?" Brainstorm and write the career choices down on a board.
3. Instruct all of the participants to share their ideas and stories in the discussion.
4. Next, pass the statistics sheets out. The sheet should include statistics on how much money one earns based on his/her educational level.
5. Discuss the opportunities, limitations, and general information regarding the various education levels (i.e. high school diploma, bachelor's degree, master's degree, and doctorate).
6. At this point, ask all the participants, "Where do you see yourself in 5 years? 10 years?"
7. Instruct the participants to use the magazines to cut out words, phrases, and pictures and to arrange them in a collage to show where they see themselves in 5 to 10 years.
8. Ask all the participants to share and to explain their collages.

Alternatives

- Try including cultural issues associated with career choice, such as the insistency from Asian parents to be a doctor or a lawyer.
- Try breaking down the stereotypes associated with certain races (i.e. Filipino nurses). Please do so in a professional and appropriate manner.
- At the end of the workshop, give the participants an

information packet with college applications, graduate school information, career websites, internship programs, etc.

Debrief

- To close the workshop, you may say, “The importance of the workshop is to teach you how education can open many doors and opportunities for success. Success is being passionate and fulfilled from one’s career path and choices. The workshop is a stepping stone to encourage thinking in creating your own future. It is essential to be aware that our career choices may change over time and that is okay because your career journey is a continuous learning experience as well.”

pro·jects

1. Extensive tasks undertaken by a student or group of students to apply, illustrate, and celebrate different cultures

Out of all the strategies presented in this book, projects are the most time and energy consuming. Although they are more difficult to put on than icebreakers and team builders, they are more worthwhile.

Some of these projects require months of planning and preparation. You may need to get more supplies or ask more people to help. In the end, all the work you put in will pay off.

Working on something as large as a project helps to build teamwork and leadership skills. It's much harder to be a leader when the process takes months to complete. Don't let the difficulties of putting together a project scare you. Look at these as a challenge that will make you that much stronger once you have completed them.

appreciation letters

Purpose

- To familiarize students with Asian Pacific Islander issues

of People

- Any

Duration of Activity

- Months equal to approximately one academic school year

Location

- Meetings, home, school

Materials

- Paper
- Envelopes
- Stamps

Procedures

- This is a long term group project that takes place from the beginning of the school year to the end (September to May). For each month, there will be a different theme that deals with Asian Pacific Islander (API) issues. Also, each theme will showcase a correlating guest speaker for that topic. The themes can be, but are not limited to,
Local API teacher appreciation
Local API student Appreciation
Professional API with emphasis in Poverty
Professional API with emphasis in Gender Equity
Professional API with emphasis in Hate Crimes

Professional API with emphasis in Education
Professional API with emphasis in Health
Professional API with emphasis in Advocacy
Professional API with emphasis in Empowerment

1. Create a list of themes you would like to use for each month.
2. Explain to the group the project, its purpose, and the desired outcome.
3. For each month, explain that month's theme and how it relates to the Asian Pacific Islander community and to your group specifically.
4. Instruct the participants to sign-up for the theme that interests them the most. By signing up for theme, he/she will be in charge of confirming a guest speaker for that month. (If there are more than 9 participants, create groups to be in charge of each month.)
5. Once all the months have been delegated, instruct participants to start contacting those who would like to speak about his/her month's theme.
6. For each month, a guest speaker should come on the date agreed on by the participant in charge of the month and the guest speaker. The guest speaker will present something to educate all of the participants on the issue at hand.
7. At the end of each month, instruct the participant in charge to write and send a thank you letter to the guest speaker of his/her month.
8. Repeat steps 6 to 7 for the rest of the school year.

Debrief

- This activity encourages participants to be aware of contemporary issues in the Asian Pacific Islander community and to learn more about the themes presented. It also recognizes leaders of the Asian Pa-

see what's in your community...

**association for the advancement of
Filipino american arts and culture**

The Association for the Advancement of Filipino American Arts and Culture (FilAm ARTS) was founded in 1999 to advance the understanding of the arts and rich cultural heritage of Filipino Americans in the United States through presentation, education, and art services.

FilAm ARTS is a multi-disciplinary community arts organization. It has three major programs: the annual Festival of Philippine Arts and Culture (FPAC), Eskuwela Kultura, and the Pilipino Artists Network (PAN).

PAN is a California-statewide capacity-building initiative for established and emerging Filipino American artists in nine arts/cultural disciplines: dance, music, literary arts, visual arts, theater, media arts, traditional arts, arts education, and presenters. The purpose of PAN is to understand the needs of Pilipino artists and arts organizations, to provide supportive connections between artists and resources, to strengthen the artists' understanding and use of production, marketing and distribution strategies, and develop as many avenues that will support Pilipino Artists.
- www.filamarts.org

Association for the Advancement of Filipino Arts and Culture
FilAm ARTS
3121 West Temple Street
Los Angeles, CA 90026
Phone: (213) 389-3050
Fax: (213) 389-3069
www.filamarts.org

cific Islander community by introducing participants to key people in the community. Remember how important it is to understand and to be knowledgeable about one's history, issues, and significant people

student chapbook

Purpose

- To use creative writing as a form of creativity and self-expression

of People

- 10 - 20

Duration of Activity

- On-going project (depending on monthly, bi-monthly, or quarterly distribution)

Location

- Indoors

Materials

- Paper
- Journal and/or notebooks
- Pens and/or pencils



Preparation

- One facilitator [A] will be chosen to be in charge of organizing the project. His/her job entails the supervision and organization of the project (i.e. layout, design, collecting writing, etc.)
- Another facilitator [B] will be designated as the editor of the project. His/her job is to proofread and to

edit the written works. The editing process is to help with grammar and syntax, while the writing style and tone of the author's work remains untouched.

- Prepare a list of Asian Pacific Islander themes and/or issues that will be presented as topics to write about, such as the model minority, racism, gender, etc.
- Research printing companies that will print the student chapbook for a moderate price.

Procedures

1. One of the facilitators will explain the purpose of the activity and say, "Writing is a form of creativity and self expression. In this project, we will be able to explore and to express ourselves using writing as a medium."
2. The facilitator will present a topic to the group and ask the group to use that topic to compose a poem, story, autobiography, documentary, play, etc. The facilitator can say, "Do anything you want with this topic. Let your creativity and imagination run on paper because there are no boundaries to what you can and cannot write."
3. After the facilitator allots the group time to write and everyone has finished his/her work, the facilitator can say, "I want everyone to sit down at any of the tables and share your work with your peers. Spend time sharing your work with one another. Give each other feedback, constructive criticism, and ideas on how he/she can improve the work. This is also a great opportunity to edit your work."
4. Give the group a few days to revise their work before collecting it.
5. Facilitator [B] will collect and edit all the works for grammar and syntax.

6. Once facilitator [A] collects all the finalized works from facilitator [B] and organizes it, he/she will compile it into a book for production.
7. Facilitator [A] will hand it to facilitator [B] to take it to a printing company to get it bound and copied.
8. Once the copies are made, the facilitators will pass the student chapbooks out to the group.
9. The facilitators will spark discussion by asking the group questions, such as “What was the process of writing your piece like? How do you feel about the final product? What was the importance of doing this project?”

Alternatives

- Include participants’ art work in the chapbook.

Debrief

- At the end of the project, the facilitator may say, “Individuals use written word as an art form to express ideas, thoughts, and feelings. One’s words come alive on the page as he/she shares knowledge and experiences with one another. More importantly, we were able to learn about one other by addressing prominent issues in the API community and how these issues have affected who we are today.”



Purpose

- To promote, celebrate, and embrace a culture in a fun and competitive way

of People

- Minimum - 20 (recommended for large groups)

Duration of Activity

- 1 to 2 days

Location

- Outside recommended



Materials

- Materials and supplies vary for each game/activity

Preparation

- Decide which culture(s) you will be highlighting in your Cultural Olympics.
- Based on your decision, find and choose cultural games and activities that will be played in the Cultural Olympics.
- Create an itinerary of the cultural games and activities to be played throughout the Cultural Olympics. (See Visuals/Examples section for a sample itinerary.)
- Compile and/or make all the necessary materials and supplies to play each cultural game.

Did you know...

APIs are often stereotyped as unathletic, but several API Olympic athletes have proved otherwise. Sammy Lee was a gold medalist in diving in 1948 and 1952. He later became a coach for Greg Louganis, another gold medalist in diving. Catherine Fox and Duke Kahanmoku both won gold medals in swimming. Tommy Kono was a gold medalist in weight lifting. Kristi Yamaguchi won a gold medal in figure skating. Ice skater Michelle Kwan was also a medalist. Gymnast Amy Chow won an individual silver medal on the uneven parallel bars and also helped to win the gold medal for the women's gymnastics team in 1996.

- Create a points reward system which will give points to each team based on its success in each cultural game. The total score of each team will determine the Cultural Olympics winner.

Procedures

1. On the day(s) of the Cultural Olympics, each team will play a series of cultural games while competing against other teams. The team with the highest total points after the completion of all cultural games is the winner of the Cultural Olympics.

Visuals/Examples

- Sample itinerary:

Philippine Olympic Games	
Day 1:	
8-9am	Opening Ceremony (including the Philippines national anthem)
9-11am	Game 1 - Bamboo Relay
11-12pm	Lunch
12-2pm	Game 2 - Jeepney-making Contest
2-4pm	Game 3 - Tsinela 3 on 3 Basketball Tournament
4pm	Closing

Alternatives

- Research ceremonial customs of the culture you are highlighting to incorporate those into your Cultural Olympics (i.e. country's national anthem, ceremonial dress, etc).

Debrief

- Cultural Olympics is a great way to highlight a culture(s) and to share its customs and/or games and activities. It allows participants to learn about and to enjoy a particular culture(s).



Purpose

- To gather together and to share one another's cultural experiences in an artistic and meaningful way.

of People

- Minimum - 15

Duration of Activity

- Academic school year (meeting on a monthly basis)

Location

- Meetings, home

Materials

- 8.5" x 11" Pre-cut fabric squares
- Safety pins
- Stickers
- Fabric scraps
- Scissors
- Hot glue gun
- Art supplies (markers, sequence, and anything participants can use on their fabric squares)

Preparation

- Research the issues and themes presented below in order to stimulate discussion among the group.
- Pre-cut fabric in appropriate dimensions beforehand.

Procedures

1. Explain the project to the participants, say, “This is a long-term group project that takes place from the beginning of the school year to the end (September to May). For each month, there will be a different Asian Pacific Islander theme.” These themes are:

Who am I?

Stereotypes and discrimination

Poverty

Gender equity

Hate crimes

Education

Health

Advocacy

Empowerment

These themes can vary depending upon on the group’s area of focus.

2. Explain the purpose and desired outcome of the project. Say, “The purpose of the Cultural Quilt is to create a representation of everyone’s individuality as an Asian Pacific Islander. Being an API also means dealing with certain issues, such as identity, stereotypes and discrimination, poverty, gender inequality, hate crimes, etc. It is important to acknowledge these issues and how these issues affect us.”
3. Explain the chosen theme for the month and how it relates to the Asian Pacific Islander community and to the group.

4. Pass the pre-cut fabric squares out to the participants. Say, “With this piece of fabric, I want you to create a representation of yourself, your community, or anything related to the Asian Pacific Islander community based on our theme.”
5. Give the participants enough time to work on their fabric squares. Let the participants know that this is an opportunity to showcase their creativity.
6. Collect all the completed fabric squares.
7. Next, connect all the squares together using safety pins. (Since the quilt is an ongoing process, the group can temporarily keep it together with safety pins.)
8. Begin a discussion with the participants. You may ask, “What did you put on your fabric square? Why? How does that symbolize or relate to our theme? How does that represent you and/or the Asian Pacific Islander community?”
9. Repeat steps 3 to 8 each month, emphasizing a different theme each time.
10. At the end of the year, sew the cultural quilt together. Show the participants their finished product and conduct a debriefing about it.

Alternatives

- Come up with different themes you can address.

Debrief

- Once the final project is completed, you may say, “This activity promotes individuality as well as diversity. Everybody comes from different backgrounds and experiences that have shaped who we are today. Despite everyone’s differences, the cultural quilt enables everyone to see that a group of people can still come together to share and to address an idea,

see what's in your community...

**asian pacific islanders
for human rights**

Asian Pacific Islanders for Human Rights (APIHR) works to support the Pan Asian and Pacific Islander, including multiracial, transnationally and transracially adopted, lesbian, gay, bisexual, transgender, intersex, queer and questioning (LGBTIQ) communities through public education, outreach, support services, leadership development, and advocacy in order to transform and improve the cultural and social conditions of our communities.

APIHR has several different programs. Their Community Outreach and Education program is a multi-tiered approach that provides support and educational materials designed to meet the health and well-being needs of the LGBTIQ Asian Pacific Islander community while addressing visibility and cultural sensitivity within broader communities. APIHR also has their API Queer Youth Initiative. In concert with a 12 member Youth Advisory Council, APIHR has identified three main approaches for its API Queer Youth Initiative: (1) Youth Leadership Institute: provides skill building workshops and guest lecturers; (2) Wellness/Health Programming: Through the establishment of a safe zone where youth can meet; and, (3) Education & Outreach: Conducted on college campuses, through high school groups, and other gathering spaces such as Pride Festivals. - www.apihr.org

Asian Pacific Islanders for Human Rights
6115 Selma Ave. Suite #207
Los Angeles, CA 90028
Phone: (323) 860 - 0876
www.apihr.org

issue, or concern. The beauty of this sharing allows us to be educated as Asian Pacific Islanders in society. Not only is our quilt an immense and elaborative creation, it shows how a group of different people have united to produce a united work of art.”

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