Lesson Plans for IMPACT AAPI – De Anza College

The modules are broken up into four parts: Introduction, Southeast Asian American, Filipino American, and Pacific Islander American. Lessons for each module are designed to cover a class that has 1 hr. and 50 min per meeting.

Level: lower-division college

Materials:
- DVD of IMPACT AAPI De Anza College
- DVD player

MODULE ONE: Introduction and the Model Minority Myth

Materials:
- Butcher paper
- KWL worksheet or chart
- “Truth of the Matter” game material and instructions
- markers

Learning Objectives:
1. Students will broaden their understanding of how diverse the AAPI community is
2. Students will understand the “model minority” myth and the impact it can have on Asian American students
3. Students will be able to differentiate the facts from the myths surrounding the educational experiences of Asian American students, especially those from Southeast Asia, the Philippines, and the Pacific Islands.

Procedure:
I. Warm-Up
   - Get into small groups and brainstorm a list of stereotypes people or society might have about you and/or your identity. For example, if you are a woman, what stereotypes have you heard about women?
   - Share out and create a list as a class
   - Start a discussion on why stereotypes exist where you believe stereotypes come from. Use the following questions as a guide for this discussion:
     - Are stereotypes based on generalizations or the truth?
     - What influence does the media have on generating or pushing a stereotype?
     - What functions do stereotypes have? Are they negative or positive or both?

II. Introduction
   - Introduce the film: “IMPACT AAPI” takes a deeper look at the Asian American Pacific Islander (AAPI) community at De Anza College, located in the diverse Bay Area. More specifically, the film explores ways the “model minority” myth has overlooked the diversity within the AAPI population and often overshadows academic challenges and needs that specifically Southeast Asian, Pilipino, and Pacific Islander students face in higher education.
   - First, you will create a KWL chart with the students (can be done independently, small groups, or as a whole class. See the worksheet under “resources”). Have them first fill out the K – “Know” section with the following question: “What do you KNOW about Asian American students?” They should be as honest as possible and encourage them to add what others in American society might believe they know as well (you can color code “what students know” and “what society knows”). Introduce the term “Model Minority.” Take a survey of who’s heard of it and ask students to contribute in what context. Most likely students will contribute statements attributing to the “Model Minority”
   - Then, fill out the W – “What do you WANT to know about Asian American students?” Ideally, questions critical of the myth should be included.
   - Present the table “Socioeconomic Characteristics by Race” Which can be found under “resources.”
Students should notice that as a whole racial category, “Asian Americans” are economically and educationally surpassing all other racial groups including “Whites.” However, upon closer inspection, we see that although the median family income is higher for Asian Americans than Whites, the personal income average is lower. In addition, the poverty percentage is higher than Whites, more Asian Americans are on public assistance, and less Asian Americans are homeowners.

After, show “Socioeconomic Characteristics by Racial/Ethnic and Asian Ethnic Groups.” Have students point out what they notice. They should see a huge disparity between certain Asian ethnic groups, most particularly that Cambodian, Hmong, Mien, Vietnamese, and Pacific Islanders are more likely to be less educated, living in poverty and using public assistance than other Asian ethnic groups.

III. Presentation
- Show the “Introduction” section of the DVD

IV. Activity
- Play “Truth of the Matter.” Materials and instructions are listed under Resources. This is a game where students in teams have to quickly identify whether a statement made about Asian American students is true or false.

V. Discussion Questions
- Starting with small groups, then expanding into larger groups is recommended
- Question 1: Were you surprised by any of the “facts” around AAPI educational experiences? If so explain what and what surprised you.
- Question 2: Can you think of how AAPIs could be negatively impacted by the myth outside of the educational system?
- Question 3: Can you think of an example where you or someone you know might have been impacted by the model minority myth?

VI. Vocabulary:
- Asian American Pacific Islander (AAPI)
- Model Minority

VII. Resources:
- KWL chart (below)
- “Socioeconomic Characteristics by Race 1” - http://www.asian-nation.org/model-minority.shtml (can also use data from 2010 census)
- Additional readings:
  -es-reality-asian-american-and-pacific-islander-educa
  - For PDF, search “AAPI Facts, not Fiction: Setting the Record Straight”:
What do you think you know?

What do you want to know?

What did you learn?