

## Calling Students: Build an America for All of Us!

### [Facilitators Guide]

Produced by South Asian Americans Leading Together (SAALT)

1 Hour



### Workshop Description/Goals

Geared towards college students, this workshop has been developed for your campus community to explore the post 9/11 issues South Asian, Arabs, Sikhs, and Muslims experience in the United States today. Throughout this workshop you will reflect on your own experiences in order to:

- Identify a problem in your community
- Identify those responsible for committing the problem and those who can help find a solution
- Gather support
- Create and execute a plan of action
- Explore our experiences and learn from the experiences of others
- Develop an initial outline to develop a plan of action

### About the Film

This workshop revolves around the film, “An America for All of Us: Reflections & Action,” released by SAALT in partnership with the Applied Research Center (ARC). ARC is a racial justice think tank and home for media and activism that is built on rigorous research and the creative use of new technology. ARC’s goal is to popularize the need for racial justice and prepare people to fight for it. By telling stories of everyday people, ARC is a voice for unity and fairness in the structures that affect our lives.

In the spirit of both SAALT and ARC’s chief mission and in response to policy initiatives impacting the Muslim, Arab, and South Asian communities in the aftermath of 9/11, this film was released and includes interviews from community leaders who have seen the effects of these policies on the community and have been instrumental in calling for change.

Using this film as a positive model for creating change, our campus workshop strives to help students create the same kind of change through isolating the issues their communities are facing, identifying the parties responsible and those who can reverse it, and brainstorming ways to create avenues of change in their communities.

### Supplies Needed

- Room/facility with adequate space
- Tape
- Cheat sheet (one for each participant; found online at <http://www.saalt.org/attachments/1/Campus%20Workshop%20Cheat%20Sheet.pdf>)
- Easel paper
- Poster/overhead/visual aid with the statistics listed (further instructions on pg. 4)
- Computer/TV/iPad (some form of medium to share the film with audio capabilities)
- Markers
- Scratch paper
- “An America for All of Us: Reflections & Action” film (found online at <http://www.youtube.com/watch?v=BwCLbnjUcuc>)

## Reminders

- It is important to establish that this is a safe space, where all comments, ideas, and perspectives are respected; while 9/11 is a very sensitive topic for many, it is your task as a group to strike a balance between the tragedy of the experience and the impact it has had on the community
- Be sure to go through each “Did you remember to...” box (listed at the end of each section) to verify that you have covered the main material before moving onto the next section
- **A \* next to a word signifies that the definition for this term can be found on the cheat sheet; when you come across a \* term please select a participant to read the definition from the cheat sheet**

## Resources

It is important to have a list of campus/community contact information for Part IV of this workshop. As the facilitator, be sure to come up with a list of resources specific to your campus and community.

Contact ideas may include:

- Student Groups (e.g. Muslim Student Associations, South Asian/Desi/Arab/Sikh Student Groups)
- Dean’s Office (e.g. Dean of Student Affairs)
- Campus Security
- Civil Rights/Civil Liberties Organizations (e.g. local ACLU Chapter)
- Arab/Sikh/Muslim/South Asian Community Organizations

The organization/entity you look to for help will depend on the issue your group decides to take on (e.g. if the issue you are focusing on is the lack of halal meal options on campus, than you would need to speak with a housing and food services representative). For more resources feel free to contact us at [info@saalt.org](mailto:info@saalt.org).

Workshop Outline			
Part		Format	Time
Part I	<i>Personal Experiences/Identifying the Issues</i>	Group Activity/Discussion	20 minutes
Part II	<i>Beyond Us – The Numbers</i>	Group Activity	10 minutes
Part III	<i>How to Create Change: A Positive Example of National Change</i>	Film/Discussion	20 minutes
Part IV	<i>Group Reflection</i>	Debrief/Discussion	10 minutes

## Part I: Personal Experiences/Identifying the Issues

[Group Activity/Discussion; 20 min.]

### Supplies

- Open space
- Tape
- List of questions (below)
- Cheat sheet (one for each participant)
- Easel paper
- Markers

### Workshop Preparation

1. On three separate sheets of easel papers label, “What is happening?” “Who is responsible?” and “What do we do/whom do we contact?”
2. On the “What is happening?” sheet, note the problems the audience members share during Part I (e.g. bullying, feeling unsafe on campus, not knowing who to report hate crimes to)
3. On the “Who is responsible?” sheet, note related persons or bodies who are responsible for the problem as shared by audience members during Part I (e.g.: schoolmates and teachers, college administrators, campus security, etc.)
4. On the “What do we do/whom do we contact?” sheet, note down the plan (e.g. set up meeting with dean and security, organize a cultural understanding day, etc.) that the group formulates during Part III.
5. Clear a space in your venue that will allow for all participants to walk and stand freely
6. Divide the space into two even sections using the tape
7. Distinguish one side as “Yes” and the other as “No”
8. Write safe space rules on easel paper

**Facilitator: It is imperative that you take notes during this section because they are incredibly important for Part III**

### Instructions

1. Hand out a cheat sheet to every participant
2. Establish safe space ground rules by writing the following on easel paper:
  - a. Respect one another
  - b. No personal attacks
  - c. Step up/step back
  - d. Plus: any additions you come up with as a group
3. Ask questions (suggested questions below) to participants. For each question asked, instruct the participants pick a side to stand on corresponding to their answer
4. Following each question, ask follow-up questions (suggested follow-up questions below) to respective sides to generate discussion
5. As participants identify what issues they face, record these on the “What is happening?” sheet; as participants identify who is responsible, record these on the “Who is responsible?” sheet
6. Discuss what can be done in these incidents and record them on the “What do we do/whom do we contact?” sheet
7. Summarize areas of concern from the “What is happening?” sheet (if there are many, as a group decide which two are top priority and circle them); be sure to highlight participant responses and resources identified on campus
8. With the two top priority issues discuss what you can do to reverse this treatment/who you can contact. Record these responses on the “What do we do/who do we contact?” sheet

Because this workshop is set up like an icebreaker, we strongly encourage that you use some of the sample “softball” questions to start off with (or create some of your own!). This allows participants to get comfortable with the process and allows for a smooth transition into the more serious questions.

## Questions

### Initial “softball” questions

[These responses to do not need to be recorded]

- Have you traveled outside of the US?
- Do you have any siblings?
- Do you know how to swim?

### Questions

[If short on time, select the questions/group of questions you feel permeate most with your group]

#### Campus Related Questions

1. Have you or someone you know ever been **bullied\***?

Yes	No
<ul style="list-style-type: none"> <li>• What were you or someone you know being bullied about?</li> <li>• How did it make you feel?</li> <li>• Did someone stand up for you?</li> <li>• Did you report it?</li> <li>• Did you feel unsafe?</li> <li>• Was it in front of adults (teachers, counselors, administrators)?</li> <li>• How did they react?</li> <li>• If it was at school, how did it impact your ability to learn and succeed?</li> <li>• If bullying also occurs in the workplace, how might it impact one’s ability to do their job?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you think you would feel if you were being bullied?</li> <li>• Would you reach out to someone?</li> <li>• Would you know who to reach out to?</li> <li>• Do you think victims of bullying are able to get the same quality of education as their peers who are not bullied?</li> <li>• Do you think employees that are harassed are able to be as productive?</li> </ul>

2. Have you or anyone you know ever been called a **slur\***?

Yes	No
<ul style="list-style-type: none"> <li>• How did it make you feel?</li> <li>• What aspect of your real or perceived identity did it refer to?</li> <li>• Do you hear slurs being used casually around campus?</li> </ul>	<ul style="list-style-type: none"> <li>• How would you react if someone called you a slur?</li> <li>• How would you feel?</li> <li>• Is there any acceptable context within which it is ok to make a joke that incorporates a slur?</li> </ul>

3. Do you think all religions and their customs observed and honored equally on campus?

Yes	No
<ul style="list-style-type: none"> <li>• Do you think it was always like that on campus?</li> <li>• Did different groups have to fight for it to be this way?</li> </ul>	<ul style="list-style-type: none"> <li>• Why do you think certain religions/customs are not being honored equally?</li> <li>• How do you think the current situation came about?</li> <li>• Who can you work with to make such equality a reality on your campus?</li> </ul>

4. If a hate crime were to occur tomorrow, would you know who to report/reach out to?

Yes	No
<ul style="list-style-type: none"> <li>• Who?</li> <li>• Where?</li> <li>• How would you go about doing this?</li> <li>• After hours?</li> </ul>	<ul style="list-style-type: none"> <li>• Who do you think has the capacity to change this?</li> </ul>

**Post 9/11 and TSA**

1. Do you remember where you were during 9/11?

2. Do you remember what it was like to fly before 9/11?

Yes	No
5. How was it different? What aspects do you remember most? Did you feel safe? Were you aware of how airport security was done?	6. What do you think it was like? Do you think screening was a hot button issue then?

3. Have you or someone you know ever been subject to **secondary screening\*** at the airport?

Yes	No
<ul style="list-style-type: none"> <li>• What was it like?</li> <li>• How did it make you feel?</li> <li>• Were people watching?</li> <li>• Was it physically uncomfortable?</li> <li>• Did you feel exposed?</li> <li>• Were people looking at you as they passed through security?</li> <li>• Why do you think you were selected for a secondary screening?</li> <li>• How often does it happen to you?</li> <li>• How did you feel about the TSA agent that you interacted with?</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think about when you see people being subjected to a secondary (or additional) screening?</li> <li>• Do you think others around you feel the same way?</li> <li>• Why do you think certain people are selected? Who do you think this happens to?</li> <li>• How do you think you would react to being pulled out for secondary screening almost every time you travel?</li> <li>• How would you feel about flying?</li> </ul>

4. OPTIONAL: Have you or someone you know ever been called a terrorist?

Yes	No
<ul style="list-style-type: none"> <li>• How did that make you feel?</li> <li>• Did it cause you to change your appearance, dress or behavior?</li> <li>• Did this occur on campus?</li> <li>• Was it by a peer/faculty member/stranger?</li> </ul>	<ul style="list-style-type: none"> <li>• How would you feel if someone called you a terrorist?</li> <li>• What would your reaction be if someone said that to your friend in front of you?</li> <li>• If they said it to a stranger in front of you?</li> </ul>

*Note: this can be done either as the above workshop or as a group discussion with the same questions, whichever makes the most sense for the group you are working with. Also, please feel free to add questions as you see fit.*

**Did you remember to...?**

- ✓ Isolate your groups' issues/areas of concern
- ✓ Identify those who are perpetuating the issues and what role they play
- ✓ Identify who you could reach out to for assistance to address this treatment

## Part II: Beyond Us – The Numbers [Group Activity; 10 min.]

### Supplies

- Cheat sheet
- Poster/overhead/visual aid with statistics listed

### Instructions

1. Ask participants to refer to their cheat sheets
2. Select participants to read the following statistics aloud:
  - The week after September 11<sup>th</sup>, 2001, **645 reports of bias incidents and crimes** targeting South Asians and Middle Easterners were reported
  - Between September 2001 and February 2002, approximately **1,200 individuals were detained** by the FBI and Immigration and Naturalization Service, many of whom underwent secret hearings without legal counsel
  - Under the 'Special Registration' program, which required males between certain ages from a number of Muslim-majority nations to register with authorities, **over 13,000 people were placed in deportation proceedings** due to immigration violations but no national security threats were identified
  - A survey found that in 2007, **75% of Sikh male schoolchildren in New York had been teased or harassed** on the basis of their religious identity
  - That the Equal Employment Opportunity Commission (EEOC) reported a **significant spike in workplace discrimination complaints** against those perceived to be Muslim, Sikh or South Asian following September 11th
3. Read the follow up script:

*After reading these statistics, how do you feel? Were any of these surprising to you? Could you relate to any of them? Do they relate to our issue? If so, why?*

#### Did you remember to...?

- ✓ Recognize that this is simply a selection of statistics of what has been documented. There are other results of post-9/11 backlash that are not quantifiable in this manner that negatively affect people's ability to freely live and work
- ✓ Understand that 9/11 backlash is real, multi-dimensional, and complex
- ✓ Transition by asking: Are we okay with this? Who is working towards reversing this pattern of disrespect and inequality?

### Supplies

- Computer/TV/iPad (some form of medium to share the film with audio capability)
- Cheat sheet
- Video

### Instructions

1. Instruct participants to refer to their cheat sheets to review policy terms as a group. Take the time you need to make sure everyone fully understands these policy pieces
2. After everyone feels familiar and comfortable with these terms, please read the following script:
 

*I know that the issue of post-9/11 backlash is serious and sometimes discouraging, but there are community members and leaders on the forefront of this issue fighting for equality. Right now we will watch a film created by SAALT and the [Applied Research Center](#) titled "Ten Years after 9/11: Reflections & Action." This film documents the work of activists and organizations to isolate the issues their communities are facing, identify the parties responsible and those who can reverse it, and outline ways to reverse unjust actions at the national level. In understanding this process, we can understand how to potentially create a similar and successful campaign on our campus.*
3. Play the film
4. After the film has concluded, please read the following script:
 

*Many of these problems still remain, but some progress has been made over the past ten years. For example, in April of 2011, shortly after this film was made, NSEERS was amended and individuals from the specified countries were no longer subject to registration requirements. While this is a definite progress in the fight for equality, the fight will truly be won when those facing immigration consequences can get relief and the program is completely eliminated. What do you think about this film?*

**It is also important to remember that while change at the national level is important, it takes efforts from the community level to build a movement for broad-based progress.**
5. How can we do this?
 

Refer to the easel paper with the steps laid out and explain that the activists we met in the video followed similar steps and now the group will be doing the same. Also explain that some of the elements have already been explored in Part I of the workshop:

  - Identify the problem (revisit highlights recorded on the "What is happening?" sheet from Part I)
  - Who can change this and what can we ask of them? (revisit highlights recorded on the "Who is responsible?" sheet from part I)
  - Gather support (Facilitator: "In caring about how these issues impact our community and participating in this workshop, we are the base.")
  - Create and implement the plan (refer to the "What do we do/who do we contact?" sheet)
6. Additional questions to navigate the process:
  - What is our issue?
  - Who are the key players?
  - Who can change it?
  - What do we want to ask of them?
7. Allow 10 minutes (or the rest of the allotted time) to discuss on initial plan of action. If you have a large group, feel free to divide everyone into smaller groups to cover different issues. Next isolate which people or organizations you need to convince to make the changes you seek, and identify what you want from them and how you will ask. Assign necessary tasks to participants and set a deadline for when you would like to see this plan come to fruition.

### Low on ideas? Here are a few tactics

- Connect with your campus paper to cover the importance of addressing this issues, e.g., bias incidents, hate crimes, etc...
- Distribute informational fliers around campus
- Organize a vigil to bring attention to incidents of post-9/11 backlash
- Raise awareness about hate crimes and post-9/11 backlash by holding film screenings
- Arrange an informational session around your issue at other student organization meetings
- Organize an information session with campus police to learn how to prevent and report incidents and educate them about cultural and religious barriers that may impact reporting
- If your school does not have a bias crime/intimidation policy, work with campus groups to develop one with school administrators. If your school has a policy in place, publicize it through public events or pieces in your school paper
- Plan *An America for All of Us* Week and incorporate screenings, discussion groups, teach-ins, speakers and arts and culture exhibits

#### Did you remember to...

- ✓ Develop a cohesive plan of action
- ✓ Assign tasks to individuals
- ✓ Agree on a deadline

## Part IV. Group Reflection

[Debrief/Discussion; 10 min.]

### Supplies

- Easel paper
- Markers

### Instructions

1. Gather everyone and allow them to settle
2. Read the following script:  
*Before we conclude, I'd like to take a few moments to check in with everyone. We've covered a lot of issues from backlash & bullying to statistics & policies that impact us at the national and community level and we've come up with a great plan of action.*  
*How do we feel? Have we learned anything? How are we going to share this information?*
3. Record reflections

As we mark ten years since September 11th, America will remember and reflect upon the loss of life on that day, and the events that have transpired since then. Over the past decade, many communities who call America home have been affected by unfair policies and xenophobic rhetoric. This year, let's work together to ensure that our country is true to the fundamental ideals of fairness, diversity and equality, and that we live in –

**An America for All of Us**

<http://is.gd/america4all> | [america4all@saalt.org](mailto:america4all@saalt.org)

