

Asians Against Racism and Hate

Creating Youth-Led Workshops
That Center Youth Voice



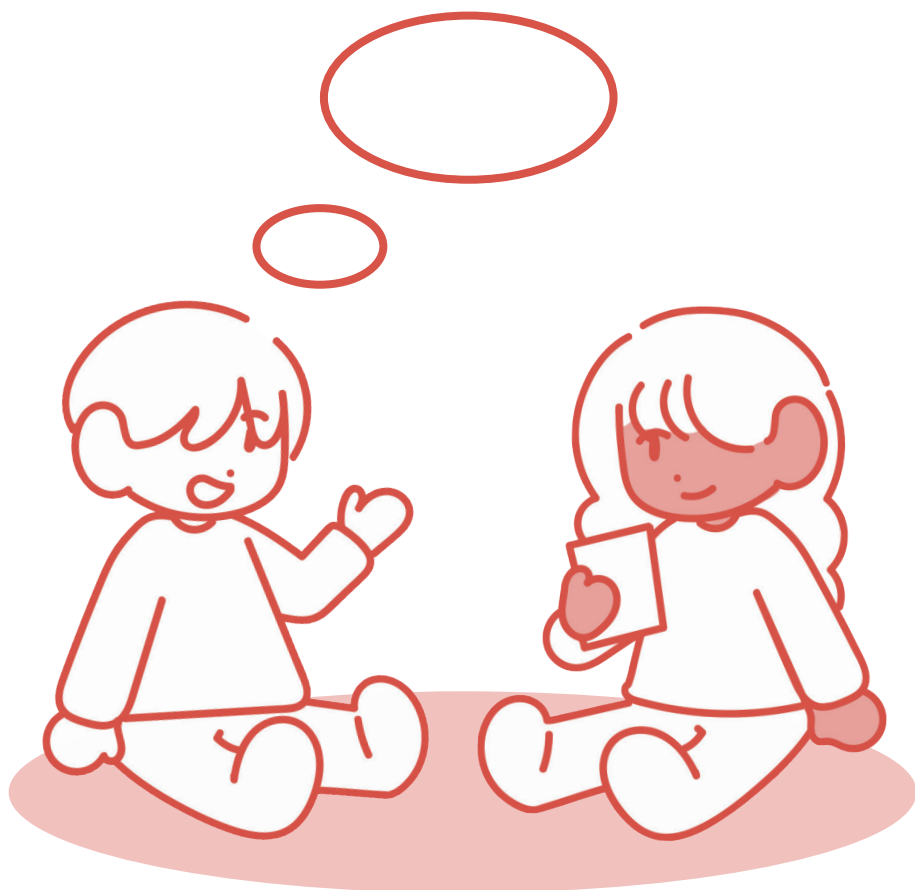
A guide to using anti-racism resources developed
by youth leaders. Because anti-racism should
be accessible to everyone.



Ontario 



For workshop, PowerPoints, resources, and guides, please email [info @ccncto-ron.to.ca](mailto:info@ccncto-ron.to.ca). Resources are also available in Chinese and Tamil on <https://www.ccnctoronto.ca/asians-against-racism-and-hate>



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- What is Racism
 - Being a Settler
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WHAT IS THIS TOOLKIT?

The aim of this toolkit is to assist in the organization and facilitation of racism workshops by the youth, employing ARAH (Asians Against Racism and Hate) resources. It includes topical outlines with step-by-step instructions for building productive spaces where learners can safely share their views and engage with one another.

If you have never facilitated before, or are looking to build off of previous experiences, this guide will strengthen all youth-led anti-racism initiatives grounded in tangible experiences. Centering young people provides them with powerful opportunities to contemplate, express themselves, and act within their local contexts.



WORKSHOP OVERVIEW

Duration	Approximately 2.5—3 hours
Facilitators	1—2 Facilitators
Volunteers (Optional)	2 (helpful but not required)
Participants	20—30 (suggested range)
Language Support	For non-English workshops: ▪ 1—2 facilitators in language ▪ 1—2 bilingual interpreters ▪ 2+ bilingual volunteers
Recommended Format	In-person preferred If online: ▪ Cameras on ▪ Extra time for tech & translation

It is recommended that workshops occur *in person*, as it allows folks to build trust and interact.

NOTES FOR FACILITATORS

Facilitators are not just leading discussions, they're creating a space to learn, share, and grow together. Whether you're new to this or experienced, here are some key things to keep in mind.



While many facilitators are passionate about social justice, the goal is to help participants feel interested and comfortable speaking out.

Facilitators should not see themselves solely as teachers, but also as learners. You don't need to know everything to facilitate. In fact, a key goal is *learning* from participants.

There's no shame in learning alongside others or looking up new information together. This process models openness and collective growth.

Facilitators should work with participants to co-create a safe space, by:

- Setting community guidelines together
- Checking in regularly to ensure those guidelines are being met
- Calling folks in when needed (e.g., if someone is taking up too much space or a guideline needs revisiting)

Facilitators should also be prepared to share personal experiences to help guide discussion, but without monopolizing the space.



Finally, encourage active participation and make sure everyone has a chance to share their thoughts, in a way that feels accessible and respectful to them.

PLANNING A WORKSHOP AGENDA



SET A CLEAR OBJECTIVE

Before you begin planning, ask yourself: *What do I want participants to take away from this workshop?*

Use that objective to guide your choice of activities, resources, and any post-workshop materials or follow-ups.

1.1 BUILD YOUR AGENDA

Every workshop should include:

Land Acknowledgement

Before doing anti-racism and solidarity work, we must reflect on the lands we are occupying. Connect the history of colonialism and ongoing settler colonialism to our collective fight for justice and Indigenous resistance, reconciliation, and self-determination.

Icebreaker Activity

Sharing and unlearning together can be vulnerable.

A fun, light icebreaker helps people connect and feel more comfortable opening up.

Discussion & Learning Activities

The goal is to use discussion as a tool for learning. Rather than lecture, create space for folks to engage with critical questions. Sometimes, key information needs to be shared first to get everyone on the same page. This can include reviewing a resource together or individually for a few minutes before discussion.

If using the same resource, consider small group discussions for more interaction. (*Small group > big group structure helps participants formulate ideas and learn from each other.*)

Depending on the time and length of activities, you can plan for multiple shorter activities or one long activity.

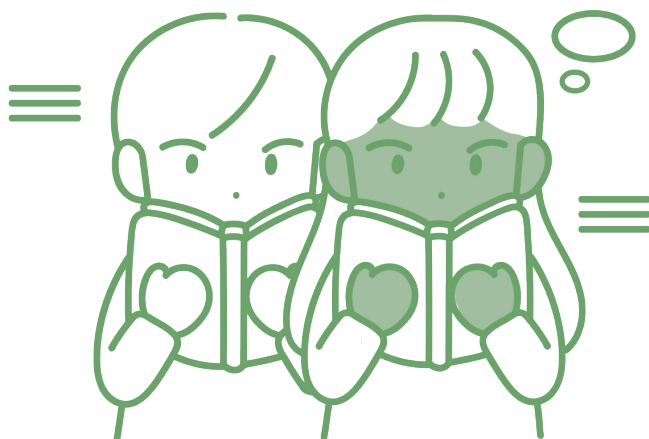


Closing Reflection

Don't just end the workshop—encourage reflection. This can include summarizing key takeaways or committing to an action item (e.g. one thing each person wants to do after the session).

Sharing a list of follow-up resources, full printouts of materials used, or info on upcoming events also helps keep participants engaged.

Resources can include further reading from the ARAH website.



SAMPLE WORKSHOP: WHAT IS RACISM?

Approximate time: 2 hours (including icebreaker)

Maybe this workshop is the first time participants are considering racism. We need to get on the same page!



ACTIVITY 1: WHAT IS RACISM? (15 MIN)

Big group discussion

- People can share their responses to the question: What is racism?
- These can be written down or collected on sticky notes.
- If there's hesitation, encourage folks to start with a pair share before sharing with the big group.

ACTIVITY 2: REVIEWING THE “WHAT IS RACISM?” RESOURCES (PG 1-2) (20 MIN)

Small group discussion + Big group shareback

- In small groups, discuss: What are other ways racism is experienced in our communities?
- Facilitators can help break down **interpersonal** vs **systemic racism** using examples shared in discussion.
- During the big group shareback, facilitators can highlight themes and emphasize racism as something with systemic roots.
- Shared experiences can also be acknowledged here.

ACTIVITY 3: RACISM THROUGH LEARNING (AND IMPORTANT UNLEARNING) (20 MIN)

Participants can be divided into systems/demographics to explore how racism is learned and ingrained.

- For example:
 - How do our **education** or **immigration** systems shape biases?
 - How do **workforce** or **healthcare** systems reinforce those biases?
 - How are these biases reproduced in our day-to-day lives?

Close with a big group shareback.



CLOSING DEBRIEF (20 MIN)

To end the workshop, invite participants to reflect on two prompts: how we can challenge racism on both a personal and systemic level when we encounter it, and what the challenges are when it comes to discussing or addressing racism in our communities.

WRAP UP BY SHARING:

Ask participants to share one step they can take to move forward. Wrap up the session by sharing a follow-up list of resources, printouts of the What is Racism? (or another) resource, and information about any future events or workshops they can attend.



SAMPLE WORKSHOP: BEING A SETTLER

Approximate time: 2 hours (including icebreaker)



What does it mean to be a settler on Indigenous land?

ACTIVITY 1: SHARE YOUR IMMIGRATION JOURNEY (20 MINS)

Small group discussion > Big group shareback

- What were the push factors that sparked your immigration?
- What are the factors that keep you in Canada or prevent you from returning?

Facilitators listen for and highlight common themes during the large group shareback.

ACTIVITY 2: STATION-BASED LEARNING (40 MINS)

Participants rotate through stations around the room.

Each station includes:

- A printed excerpt from the resource
- A set of reflection/discussion questions
- A spot to leave sticky note comments for the next group

Each group is supported by a facilitator or volunteer. This activity encourages peer learning and active engagement.

CLOSING ACTIVITY: TWO-PART DISCUSSION (30 MINS)

Part 1: Roleplay Scenario

Participants work in small groups to respond to a common community scenario:

- Someone says: *"We're lucky to be in Canada. If you're not proud to be here, go somewhere else."*

Groups discuss how they might respond in a way that invites critical reflection and opens up learning, especially around anti-Indigenous racism and ongoing settler colonialism.

PART 2: RETHINKING "DISCOVER CANADA"

Participants review specific sections of Discover Canada (pages 10–11 and 25), a study guide for new immigrants.

In groups, they:

- Identify 1–2 suggested revisions to better reflect the realities of settler colonialism and racial inequities
- Pose 1–2 questions that challenge or deepen understanding of Canada as a "changing society"

Notes are collected and shared in a brief group-wide debrief.



This booklet was designed by **Lisa Liu** for the **Asians Against Racism and Hate (Arah)** initiative. It was developed in collaboration with **CCNCTO** and **TCA**, with support from the **Government of Ontario**.

Content was informed by youth leaders and community organizers committed to anti-racism education and advocacy.





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