

STOP AAPI HATE YOUTH CAMPAIGN



They Blamed Me Because
I Am Asian

Findings from reported
anti-AAPI youth incidents

© 2020 *They Blamed Me Because I am Asian: Findings from Youth-Reported Incidents of Anti-AAPI Hate* was written for the Stop AAPI Hate Campaign, a project of Chinese for Affirmative Action, the Asian Pacific Policy and Planning Coalition, and the Department of Asian American Studies at San Francisco State University.

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The Stop AAPI Hate Youth Campaign 2020 was made possible with generous funding from the Jeremy Lin Foundation.

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EXECUTIVE SUMMARY

In the summer of 2020, the Stop AAPI Hate Youth Campaign (“the Youth Campaign”) interviewed 990 AAPI young adults across the United States about their experiences and feelings related to racism during the COVID-19 pandemic. Our key findings and recommendations stem from that data.

Key Findings from the Youth Campaign (N = 990)

1. About 8 out of 10 AAPI youth (77%) express anger over the current anti-Asian hate in this nation, and 6 out of 10 (60%) also express disappointment over racism.
2. AAPI youth who experienced racism firsthand were more likely to be concerned about their family (30%) and saddened (30%) than their peers who didn’t.
3. Harassment focused on blaming China and Chinese people as the source of the virus and on mocking Chinese dietary habits.
4. AAPI youth care deeply about anti-Asian hate because they believe any form of racism is wrong (34%) and that blaming one group for COVID-19 is incorrect (30%).

Key Recommendations¹

1. Implement Ethnic Studies throughout secondary school curricula so that secondary school students learn about histories of different U.S. communities, the roots and impacts of racism, and rights movements that have sought racial justice.
2. Provide anti-bullying training for teachers and administrators that would include practices of social-emotional learning.
3. Train students and adults in restorative justice practices, which can begin to replace zero-tolerance approaches that have proven ineffective.
4. For victims of online harassment, provide accessible and anonymous reporting sites (similar to that of Stop AAPI Hate) on social media platforms.
5. Support AAPI student affinity groups and their school-safety and anti-racism campaigns.

1. Stop AAPI Hate’s Youth Report incorporated these recommendations and included these three additional ones: 1) Investigate and intervene in all allegations and any form of harassment, particularly bullying and offensive conduct targeting female students; 2) Develop school-wide anti-bullying policies, including a defined online policy, that encourage safe and accessible reporting systems and restorative justice approaches; and 3) Provide AAPI students with culturally sustaining and responsive wellness services.

INTRODUCTION

“My brother and I were at a grocery store during the end of March when an old white couple started to call us ‘chinks’ and told us to go back to where we came from.”

—18-year-old; Newport Beach, CA

In the summer of 2020, under the guidance of San Francisco State Professor Russell Jeung and with the support of the Jeremy Lin Foundation, a group of 87 Asian-American Pacific Islander (AAPI) youth had the opportunity to work together on a participatory research campaign. During the rise of COVID-19, we witnessed a pattern of anti-Asian hate—in the news, from friends, and in some cases, through personal experience. We wanted to find out whether there actually was an increase in hate speech and harassment against AAPI folks, and determine if there were any triggers for this increase.

The Stop AAPI Hate Youth Campaign brought together 87 AAPI high school interns nationwide, led by 12 team coordinators, in the summer of 2020. The campaign was launched by the Asian Pacific Planning and Policy Council, Chinese for Affirmative Action, and Asian American Studies Department of San Francisco State University in March 2020.

Over the summer we, the youth, interviewed 990 AAPI young adults about their experiences and feelings related to racism during the COVID-19 pandemic, and 10 of us have written this report based on our findings. The Newport Beach incident mentioned in the quote above, reflects many aspects of harassment faced by AAPI youth during the era of COVID-19. We also analyzed 409 youth-related incidents reported to Stop AAPI Hate’s reporting center, where AAPI young people make up one in six (16%) discrimination cases nationwide. That analysis is not in this report but can be found in the Stop AAPI Hate Youth Report.

Further, in our interviews with 990 fellow AAPI youth, we found that eight out of ten expressed anger at this disturbing trend. Like the student quoted above and others, we want to confront this nation’s racism against Asian Americans, and recommend policies to support greater understanding of and justice for AAPIs and other communities of color. Ultimately, our Youth Campaign aims to re-imagine an America where everybody belongs.

A group of boys
at my school
targeted me and
my friends and
called COVID-19
"the Chinese
Virus" and
covered their
mouth and
pretended to
cough when they
were near us.

-Anonymous report to Stop AAPI Hate

Anti-AAPI hate has long existed in the United States. Though diverse groups of Asians have migrated to the United States since as far back as the mid-1800s, many see AAPIs as perpetual foreigners who do not belong here—regardless of how long or for how many generations they have lived in the United States. Besides the distrust and hatred faced by AAPI people because of this “foreigner” trope, the “model minority” myth—which implies that Asian Americans have achieved success and do not face racism as other minority groups do—has also made fighting anti-AAPI hate challenging.²

We contend that the conditions of the pandemic and the administration’s xenophobic rhetoric together have fueled a new wave of anti-Asian discrimination. Stop AAPI Hate documented incidents of racism, racist language employed, and sites of discrimination to identify the trends and hotspots of this discrimination. The Youth Campaign also tracked individual

stories to highlight particular issues affecting AAPI youth and their feelings about these experiences.

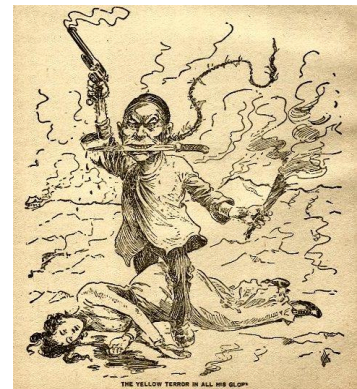
Stop AAPI Hate has collected stories from 980 children and teenagers about their experiences during the COVID-19 pandemic, and more broadly, in the racial climate of the United States. The Youth Campaign has analyzed this data to find patterns and better understand the AAPI community’s needs. Using these findings, we came up with recommendations for schools and educators across the nation to implement in order to confront racial injustice and effect change.

This report recommends various implementable strategies to combat online and in-person racial bullying, as well as programs for schools to address racism against AAPI youth.

HISTORY OF ANTI-ASIAN RACISM

To understand how and why Asian Americans are currently being discriminated against, we first need to understand the history behind this discrimination. Racism against Asian Americans has taken many forms – from Japanese American incarceration to Muslim surveillance – and we do not intend to outline all significant incidents. Instead, we focus specifically at the health and economic contexts which are particularly relevant today.

From the Yellow Peril to the Model Minority



² Kim, E. H. and Taylor, K. A. (2017). "The Model Minority Stereotype as a Prescribed Guideline of Empire: Situating the Model Minority Research in the Postcolonial Context," *Journal of Southeast Asian American Education and Advancement*, 12(2), Article 4.



Asians have faced racism and xenophobia since they arrived for the Gold Rush in 1849. The idea of “Yellow Peril” introduced in the 1880s, deemed Asians, specifically the Chinese, as savages who brought disease and violence to the United States.³ In response to Yellow Peril, businesses created advertisements and photographs displaying Chinese people as violent or dirty.⁴

In 1882, The Chinese Exclusion Act set the precedent for America to refuse immigrants on the basis of ethnic, racial, and medical nativism (perceived health hazards).⁵

Later, in 1917, a federal immigration act known as the Barred Zone Act prohibited the immigration of anyone in the barred zone, which included China, India, Burma, Siam, Asiatic Russia, the Polynesian Islands, and parts of Afghanistan.⁶

In World War II, Yellow Peril fears and wartime hysteria led to the incarceration of over 110,000 Japanese Americans. At the same time, this racist hate against Asians was turned into “racist love” in that Chinese were constructed as allies to the US in the fight for democracy. Within the US, Chinese Americans began being represented as a so-called “model minority” – a polite, law-abiding group who achieved high levels of success and were thus able to overcome discrimination.⁷ Unfortunately, this model minority myth not only downplayed the discrimination Asian Americans face, it was used to minimize the role that structural racism plays in the persistent struggles of Black people and other non-Asian immigrant communities. This narrative was intended to pit minorities against each other and allows a segment of the country to avoid any responsibility for addressing racism or the damage it continues to inflict.⁸

Epidemics and Racism

The Yellow Peril stereotype defined Asians as dirty and infected, as “contaminating” the United States. Complaints dating back to 1848 viewed Chinese Americans as unclean and carriers of diseases. In the early 1900s, a wave of the bubonic plague spread through China. A man in San

³ Race in the United States, 1880-1940 [exhibit], Asian Immigration: The “Yellow Peril” (<https://digitalgallery.bgsu.edu/student/exhibits/show/race-in-us/asian-americans/asian-immigration-and-the--yel>).

⁴ *The Magic Washer*, 1880 (<https://www.loc.gov/resource/pga.02758>). *Yellow Terror in all His Glory*, 1899 (<https://origins.osu.edu/article/image/yellow-terror-all-his-glory>).

⁵ Lee, 2002, *The Chinese Exclusion Example: Race, Immigration, and American Gatekeeping*, p. 39 (www.jstor.org/stable/27502847). U.S. Congress, 6 May 1882, *An Act to Execute Certain Stipulations Relating to Chinese*.

⁶ U.S. Congress, 1917, *Immigration Act of 1917*.

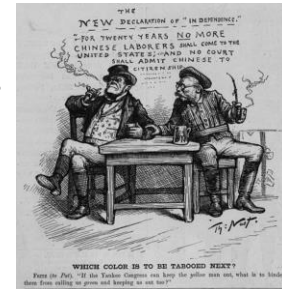
⁷ Yang, “The Malleable Yet Undying Nature of the Yellow Peril,” (<https://www.dartmouth.edu/~hist32/History/S22%20-The%20Malleable%20Yet%20Undying%20Nature%20of%20the%20Yellow%20Peril.htm>).

⁸ Ibid.

San Francisco's Chinatown was found dead from this wave of plague,⁹ and the fear of the plague led to a resurgence of fear and hatred of Asians. Health officials quarantined Chinatown, allowing whites to leave but segregating Chinese in that neighborhood. A century later, the SARS virus spread throughout the world killing around 800 people in 2003. As with the bubonic plague, people blamed Asians for SARS and treated them with interpersonal discrimination and racist policies.¹⁰

ECONOMIC CONTEXT OF ANTI-ASIAN RACISM

Economic downturns have also led to an increase of anti-Asian hate, as demonstrated by numerous historical examples of scapegoating of the Asian American community. During periods when large numbers of people have lost employment and communities have encountered severe economic hardships, public officials and political parties have often searched for a scapegoat to explain the pain, and direct people's resentment. Three cases illustrate this pattern.



The Chinese Exclusion Act 1882: In the 1870s, many Chinese immigrants came to the United States to escape the Opium Wars and poor crop growth. As a result, the White Workingman's Party employed the slogan, "The Chinese Must Go!" because they were afraid that the Chinese were stealing their jobs. Subsequently, in 1882, Congress passed the Chinese Exclusion Act to forbid Chinese Americans from immigrating into the United States. This act was the first legislation that prevented a particular ethnic group from entering the country.¹¹



Watsonville Riots: During the Great Depression, unemployed white Californians began to resent Filipino Americans for working in local agricultural jobs. In 1930, the xenophobic hysteria peaked when 500 white men attacked a Filipino club. They organized "hunting parties" soon after to find and kill Filipinos.¹²

⁹ Liu, 2020, The Coronavirus and the Long History of Using Diseases to Justify Xenophobia (<https://www.washingtonpost.com/nation/2020/02/14/coronavirus-long-history-blaming-the-other-public-health-crises>). Accessed 28 July 2020.

¹⁰ Centers for Disease Control and Prevention, 6 December 2017, SARS Basic Facts Sheet, <https://www.cdc.gov/sars/about/fs-sars.html>.

¹¹ Chinese Exclusion Act (1882). <https://www.ourdocuments.gov/doc.php?flash=false&doc=47>

¹² De Witt, H. (1979). The Watsonville Anti-Filipino Riot of 1930: A Case Study of the Great Depression and Ethnic Conflict in California. *Southern California Quarterly*, 61(3), 291-302. doi:10.2307/41170831

The Murder of Vincent Chin: With the rise of the Japanese automobile industry in the 1980s, and recessions in the American Midwest, another wave of resentment against Asians emerged. In 1989, two white men mistook a 27-year-old Chinese-American named Vincent Chin for Japanese and murdered him. The Asian American community was outraged that the assailants were only fined \$3,000 and given three years of probation.¹³



Similar conditions exist today. Due to the economic impact of the COVID-19 pandemic, some Americans—including President Trump—have blamed China both for the coronavirus and for trade deficits. As a result, Asian Americans have become the target of anger from those who fear the disease and those who have experienced economic hardships.

POLITICAL CONTEXT OF ANTI-ASIAN RACISM

The anti-Asian language used to describe COVID-19 and anti-Chinese rhetoric, both deployed in U.S. political campaigns, have given rise to xenophobic, Sinophobic, and racist behavior and policies.

Anti-AAPI Terms and Rhetoric

President Trump has repeatedly referred to the pandemic as the “Chinese virus” and “Kung Flu” online, during official press conferences, and in his rallies.¹⁴

¹³ Shen-Berro, J. (2020, May 04). Hate crimes and history: Asian American leaders discuss racism during the pandemic. <https://www.nbcnews.com/news/asian-america/hate-crimes-history-asian-american-leaders-discuss-racism-during-pandemic-n1197836>

¹⁴ Frias, L. (2020, July 11). Trump has a penchant for calling the coronavirus the 'Chinese Virus' or 'Kung Flu.' Experts on Asian culture said the racist implications of the term divert attention from the disastrous US response. Insider. Retrieved July 29, 2020, from <https://www.insider.com/experts-trump-racist-names-for-coronavirus-distract-from-us-response-2020-7>

In President Trump’s March 19, 2020 speaker notes discussing COVID-19, he crossed out “Corona” and replaced it with “Chinese.”¹⁵



By repeatedly associating the virus with China, he connects the disease with a group of people and enables the weaponization of race. Despite harsh criticism over the rhetoric, the president and his administration argue that the terms are harmless and factually accurate. Still those labels perpetuate hatred toward people of that group—and anyone perceived to be part of that group. Through our data, we have seen that this language is directly linked to the rise of anti-AAPI discrimination.¹⁶

After March 10, when the president first used the phrase “Chinese virus” in a tweet, Stop AAPI Hate saw an exponential increase in reported anti-Asian hate incidents.¹⁷

Scapegoating China Leads to Racist Policies

Further, we have proof that this language was not used innocently or haphazardly. A 57-page memo from the Republican Party specifically encourages candidates to attack China as a way “to address the coronavirus crisis.”¹⁸ The memo outlines strategies for deflecting focus away from the problem, blaming China, and tying Democratic opponents to China. The memo encourages Republicans to emphasize “that China caused the virus ‘by covering it up,’ that Democrats are ‘soft on China,’ and that Republicans will ‘push for sanctions on China for its role in spreading this pandemic.’”¹⁹



For the upcoming 2020 election, Trump has run an ad called “Biden stands up for China,” which depicts the Democratic candidate toasting Xi Jinping and suggests that Biden has investment links to the Chinese Communist Party.²⁰

¹⁵ Little, B. (2020, March). Trump's 'Chinese' Virus Is Part of a Long History of Blaming Other Countries for Disease. Time. Retrieved July 21, 2020, from <https://time.com/5807376/virus-name-foreign-history/>

¹⁶ Forgey, Q. (2020, March). Trump on 'Chinese virus' label: 'It's not racist at all'. Politico. Retrieved July 29, 2020, from <https://www.politico.com/news/2020/03/18/trump-pandemic-drumbeat-coronavirus-135392>

¹⁷ Anti-Asian Hate Incidents by Week [Chart]. (n.d.). Stop AAPI Hate.

¹⁸ Isenstadt, A. (2020, April). GOP Memo Urges Anti-China Assault over Coronavirus. Politico. Retrieved July 20, 2020, from <https://www.politico.com/news/2020/04/24/gop-memo-anti-china-coronavirus-207244>

¹⁹ O'Donnell & Associates. (2020, April 17). Corona Big Book. Retrieved July 21, 2020, from <https://static.politico.com/80/54/2f3219384e01833b0a0ddf95181c/corona-virus-big-book-4.17.20.pdf>

²⁰ Isenstadt, A. (2020, April). GOP memo urges anti-China Assault over coronavirus. Politico. Retrieved July 20, 2020, from <https://www.politico.com/news/2020/04/24/gop-memo-anti-china-coronavirus-207244>

Democrats also participated: Democratic super PAC American Bridge ran an ad campaign showing clips of President Trump praising Xi Jinping’s handling of COVID-19 and images of United States personal protective equipment (PPE) shipped overseas to China rather than used at home.²¹

Tactics like these have effectively painted China as an enemy; a Pew Research poll found 62% of Americans believe China’s influence is a threat to the security of the United States.²² Broadly, official language and policy reflecting animosity towards China has normalized xenophobia and Sinophobia among the public; and it has also served as justification for immigration bans:

- May 27, 2020: The Secure Campus Act is introduced, prohibiting all Chinese-national graduate and post-graduate students pursuing STEM-related studies from receiving U.S. visas.²³
- May 29, 2020: President Trump issues a proclamation banning the U.S. entry of Chinese graduate students and researchers with ties to the People’s Liberation Army.²⁴

Both acts purport to address the theft of American intellectual property and technology, but critics argue that by banning Chinese students, the policies are undermining U.S. scientific research. The acts also claim to keep the nation safe—but some question the effectiveness of blocking whole groups of people without evidence. Also, some predict fewer Chinese people will apply to study, ultimately hurting the U.S. The bias against Asians in these policies is clear, and contributes to the general public’s feeling that they are threatening and alien.²⁵



²¹ Lee, M. Y. H. (2020, April). Democratic super PAC launches \$15 million ad blitz slamming Trump on China and coronavirus. *Washington Post*. Retrieved July 23, 2020, from <https://www.washingtonpost.com/politics/2020/04/17/democratic-super-pac-launches-15-million-ad-blitz-slamming-trump-china-coronavirus/>

²² The Associated Press. (2020, July). Trump, Biden try to outdo each other on tough talk on China. NBC4. Retrieved July 20, 2020, from <https://www.nbc4i.com/washington/trump-biden-try-to-outdo-each-other-on-tough-talk-on-china/>

²³ Cotton, Blackburn, Kustoff Unveil Bill to Restrict Chinese STEM Graduate Student Visas & Thousand Talents Participants. (2020, May 27). https://www.cotton.senate.gov/?p=press_release&id=1371

²⁴ Proclamation No. 2020-12217 F.R. (May 29, 2020). <https://www.whitehouse.gov/presidential-actions/proclamation-suspension-entry-nonimmigrants-certain-students-researchers-peoples-republic-china/>

²⁵ Cong, F. (2020, June 4). US Ban on Chinese Students With Military Links Divides Experts on Impact. VOA. Retrieved July 23, 2020, from <https://www.voanews.com/usa/us-ban-chinese-students-military-links-divides-experts-impact>

MEDIA CONTEXT OF ANTI-ASIAN RACISM



Communications in the news media and on social media have both incited discrimination against Asian Americans during the COVID-19 outbreak. From the beginning of the outbreak, Fox News has used terms such as “Chinese virus,” “Wuhan virus,” and “Kung Flu” to describe the novel coronavirus. This racially biased language has created negative and inaccurate associations between Asians and the virus,²⁶ and unfortunately, some audiences have been swayed to believe that connection.²⁷

This hateful speech also spread across social media, used by public officials, regular people, and anonymous bots alike. Thus, social media have reinforced this nexus between Asians and coronavirus, because of the sheer volume of viewpoints. Platforms like Twitter saw increased rates of racist language related to Asian people, Sinophobic slurs, and blame of Chinese people for the virus.

Thus, many media platforms have inaccurately associated Asians with the coronavirus through misleading and racist language. These false connections feed hateful narratives and ultimately lead to and justify anti-Asian hate in the minds of those who perpetrate harassment.²⁸

FIRSTHAND ACCOUNTS OF AAPI YOUTH HATE INCIDENTS

In the summer of 2020, the Youth Campaign interviewed 990 AAPI young adults across the United States about their experiences and feelings related to racism during the COVID-19 pandemic, and analyzed their findings.²⁹

²⁶ Halon, Yael. “Jesse Watters: Trump Uses 'Chinese Virus' Phrase to 'Make Sure That There Is a Little Bit of Accountability'.” *Fox News*, FOX News Network, 25 Mar. 2020, www.foxnews.com/media/coronavirus-trump-chinese-virus-china-conspiracy-theory.

²⁷ Stop AAPI Hate Campaign Press Release 2020

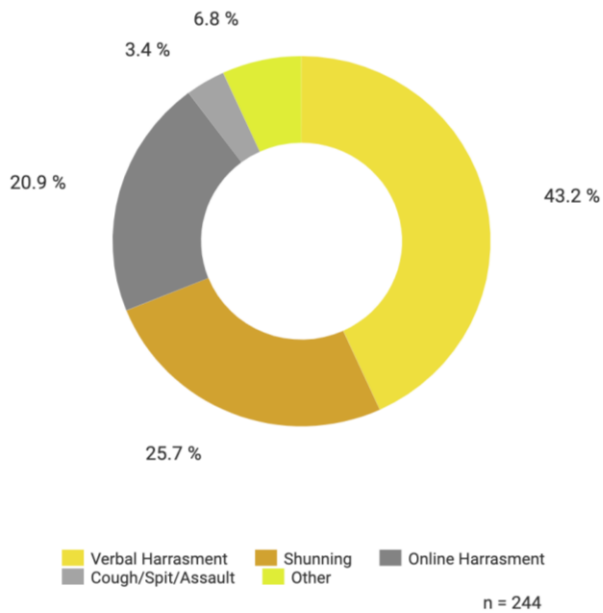
²⁸ Social Stigma Associated with COVID-19. 24 Feb. 2020, www.who.int/docs/default-source/coronaviruse/covid19-stigma-guide.pdf?sfvrsn=226180f4_2.

²⁹ The data was then coded into categories with the highest trends. The coding process included a double counting system where a single story could have multiple categorization and thus be counted multiple times. For instance, a student reported, “I was playing Fortnite and these random people started to talk in the voice chat, knowing I am Asian, and said “you eat bat” [and] “you started the coronavirus.” This story was counted as an online incident, but because it was through the voice chat feature, and counted as a verbal incident as well. With multiple incidents corresponding to more than one form of discrimination, we visualized the data in two ways. One set shows the aggregated data of all categories together. The other shows how each category compares to the total number of cases.

Our analysis of firsthand experiences of discrimination finds that:

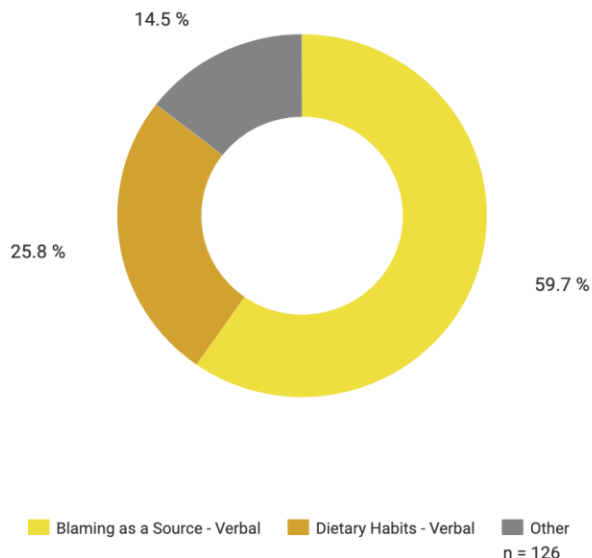
- verbal harassment made up 43% of the hate incidents
- shunning comprised 26% of the cases
- online bullying was 21% of the incidents
- being coughed at, spit upon, or assaulted comprise a smaller percentage at 10%

Types of Discrimination



Verbal Harassment

Verbal Harassment



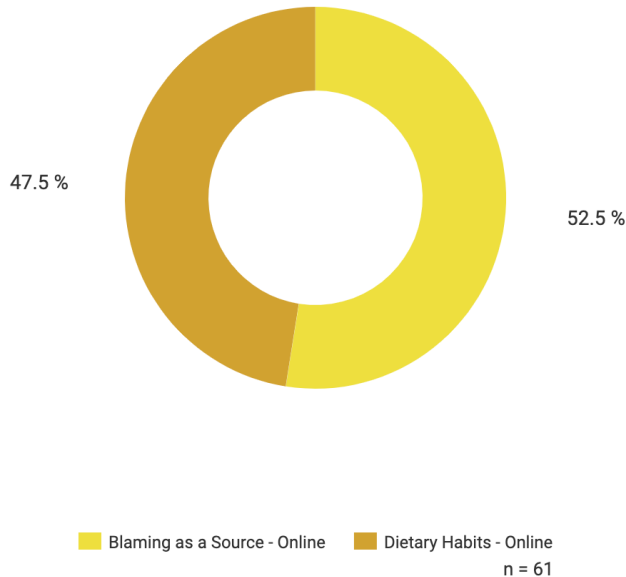
Six out of ten incidents (59.67%) of verbal harassment involved blaming Chinese as the source of the pandemic: either assuming that Asian Americans are infected or that they were the source of the disease.

Another **25.81%** of verbal harassment cases related to Chinese dietary habits, such as asking or shaming Asian Americans for eating bats/dogs. This report by a 19-year-old female exemplifies the shame and intimidation experienced by Asian American youth:

- In February, my friends and I went to the airport. We were waiting for the bus to come when a group of teenagers surrounded us and said, “It smells like dog in here,” “It smells like dang Coronavirus,” “these effing Asians,” and other derogatory terms. They plugged their nose and said, “It smells so bad here!” We were really scared because we didn’t know if they would beat us up or something.

Online Harassment

Online Harassment



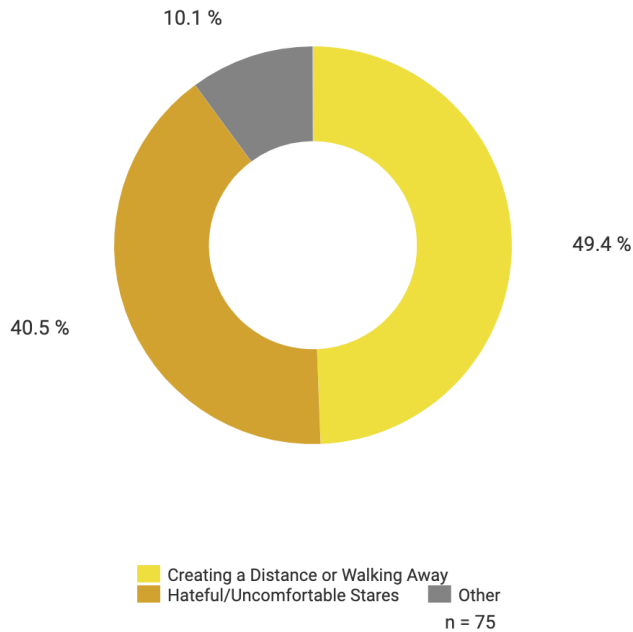
A quarter of the reported incidents occurred on virtual platforms, such as Tiktok, Instagram, Yubo, and Omegle. Over half of these cases (**52.5%**) related to the idea of Asian Americans causing or carrying COVID-19.

An additional **47.54%** of cases dealt with Chinese dietary habits:

- There was a comment from a white male about the stereotypical “Asians eating dog s***.” Just overall really distasteful. I made a comment back angrily and we started to argue publicly and in direct messages. [Later,] this new guy told me my “insides are full of f***ing bats” because I’m Asian, and that I was an “Asian c***” for not being able to take a joke. He told me to k*ll myself because I’m a “dirty f***ing dog-eater.” I was extremely shocked and appalled. (17-year-old)
- My classmate said that the pandemic is due to bad decision-making by Chinese people (referring to their eating bats) and aimed this comment at me because I was the only Asian student in that table. They also stated that pandemics and global issues are always the fault of Chinese people. (15-year-old)

Shunning

Shunning



Among the 74 shunning incidents reported, around one half (49.4%) are cases in which others deliberately avoided Asian American youth in public spaces. Four out of ten (40.5%) cases involved Asian Americans receiving hard or angry stares and the remaining 10.1%, categorized as “Other” mainly consist of incidents where people covered their faces or nose when a person of API descent was around or walked by.

Additionally, there were many cases of people facing multiple forms of shunning at the same time:

- When I took the BART, I sat next to a lady. Immediately, she leaned away, covered her face with her shirt, and kept glancing/glaring at me. She only acted this way when I was near her. The next stop, she moved seats. (17-year-old)

AAPI YOUTH FEELINGS ABOUT ANTI-ASIAN RACISM

AAPI youths have been severely emotionally impacted during the pandemic, and express anger, disappointment, frustration, fear, and sadness.

Out of 990 interviews, 73% were angry and frustrated, 60% had feelings of disappointment, 46% expressed sadness or depression, 25% were concerned for their family, and **23%** were scared. According to a comprehensive data analysis of the impacts of racism on African-, Asian-, and Latinx-American health by a group of Australian and U.S. scholars, the stresses and emotions youths reported can affect their mental health, including causing feelings of self-doubt, lack of self-confidence, and a tendency toward physical isolation—or even severe repercussions such as self-harm and depression.³⁰

At schools where AAPI students face higher rates of bullying as compared to other racial groups, students frequently lack culturally relevant support. The harassment and lack of support then affect their academic performance.³¹

Impacts of Experiencing Anti-Asian Hate

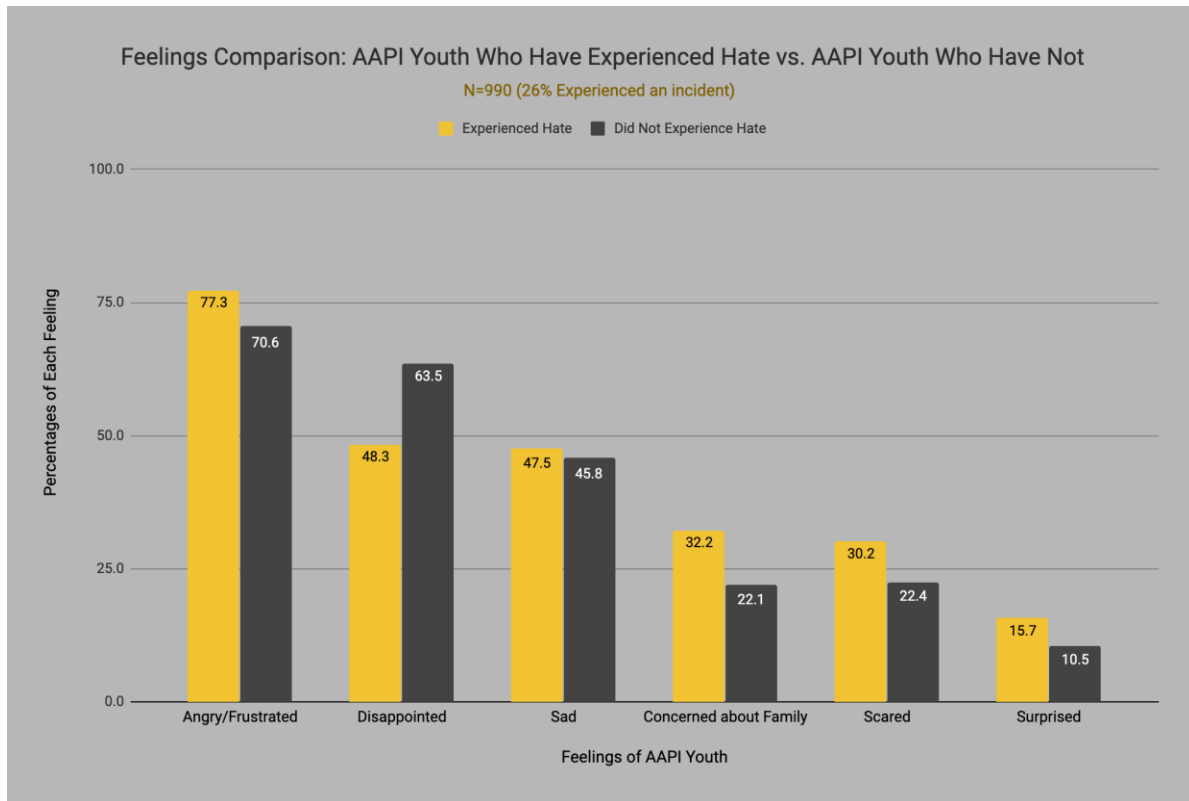
All youth surveyed were asked about their experiences of COVID-19–related hate; we then divided the sample into those who directly experienced racism and those who did not, and compared their feelings. In examining our data, we found that while the experience of an incident of anti-Asian hate did reveal an increase in several of emotions we asked youth about, it was only in minor increments.

- 32% of AAPI youth who had firsthand experiences with racism were concerned for their family, as compared to 25% of those who did not have direct experience of racism.
- 30% AAPI youth expressed fear after an incident, while 25% of those who had not had direct experience of anti-AAPI hate felt scared.
- 16% of AAPI youth who experienced racist actions towards Asians were surprised, as compared to 12% of all AAPI youth surveyed.

Our interpretation of the similarities between the two data groups is that the entire AAPI community is impacted by the rise in xenophobia—not just those who had a direct experience of racist language or behavior.

³⁰ PLoS One (2015, Sep 23). Racism as a Determinant of Health: A Systematic Review and Meta-Analysis. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4580597>

³¹ Constante, A. (2019, June 06). Asian American and Pacific Islander youth face bullying, lack visibility, report finds. <https://www.nbcnews.com/news/asian-america/asian-american-pacific-islander-youth-face-bullying-lack-visibility-report-n1014566>



Anger and Disappointment

73% felt anger about the rise in anti-AAPI hate, and the feeling is palpable in many of the responses:

- I think it's terrible, absolutely terrible. I think it's demeaning to see fellow Americans ridiculing, harassing, and abusing other Asian Americans. I find it absolutely disgusting how Trump calls it the "Chinese virus," which leads to more xenophobia. We should be coming together to overcome this rather than harassing people who aren't at fault. (16-year-old)
- I feel angry and disgusted on how people treat us Asians, specifically old Asian people because they get beat up easily from racists, even Trump called the flu the "Kung Flu." (14-year-old)

Similarly, AAPI youth voiced disappointment about Americans' ignorance and racist assumptions:

- Regarding COVID, it reminds me that racism happens for a reason and that reason is the powerful white majority is feeling afraid/threatened by a group, and when an opportunity presents itself to materialize that fear they will take that moment to make the group suffer. (16-year-old)

- It's ridiculous that Asians are getting hatred for something that we can't control. It is upsetting that people really do want to grasp at anything that answers their questions and concerns without knowing the true facts. (17-year-old)

Concern for Family and Fear

Of all the emotional impacts of COVID-19–related hate, we are most concerned about the fear of experiencing hate felt by our fellow AAPI youth. **Twenty-five percent** of AAPI youth are concerned for their family, and **23%** are personally scared. Of those **25%** concerned for their family, **9%** experience anxiety due to their fear of experiencing racism, which can lead to a variety of mental health issues.

- It makes me angry, but in addition it scares me—which is reasonable. Because if random Asians are being targeted, this means my loved ones and me myself could become victims. (17-year-old)
- I feel scared to let my grandparents go out in fear that they may be harassed. I feel anger and confusion since society has normalized it so much that when we try to speak up about it, people still try and joke around about it. (13-year-old)

In summary, nearly all AAPI youth have felt the impacts of racism, including anger and fear that could lead to negative impacts on their mental health. Given the widespread negative emotional consequences of racism, we would like to emphasize the need for immediate action to support Asian American youth and young people in general.

AAPI YOUTH OPINIONS ABOUT ANTI-ASIAN RACISM

Youth care strongly about stopping AAPI hate, and the reasons behind it provide important insight into the general attitude toward racial injustice among teenagers. Just as our respondents shared their feelings about anti-Asian racism, they also discussed their opinions about what they perceive to be a surge of discrimination across the country. Key findings about AAPI youth perspectives on today's climate of racial bias:

Almost four out of ten (38.78%) responded that anti-Asian racism personally impacted them tremendously.

- It makes me upset and I am disheartened by people's experiences with hate. I have witnessed AAPI people on the bus face discrimination, like people moving away from them or staring at them. The hate is so uncalled for and dehumanizing. (16-year-old)

One in three (33.67%) stated that blaming a racial group for the virus was incorrect and injudicious.

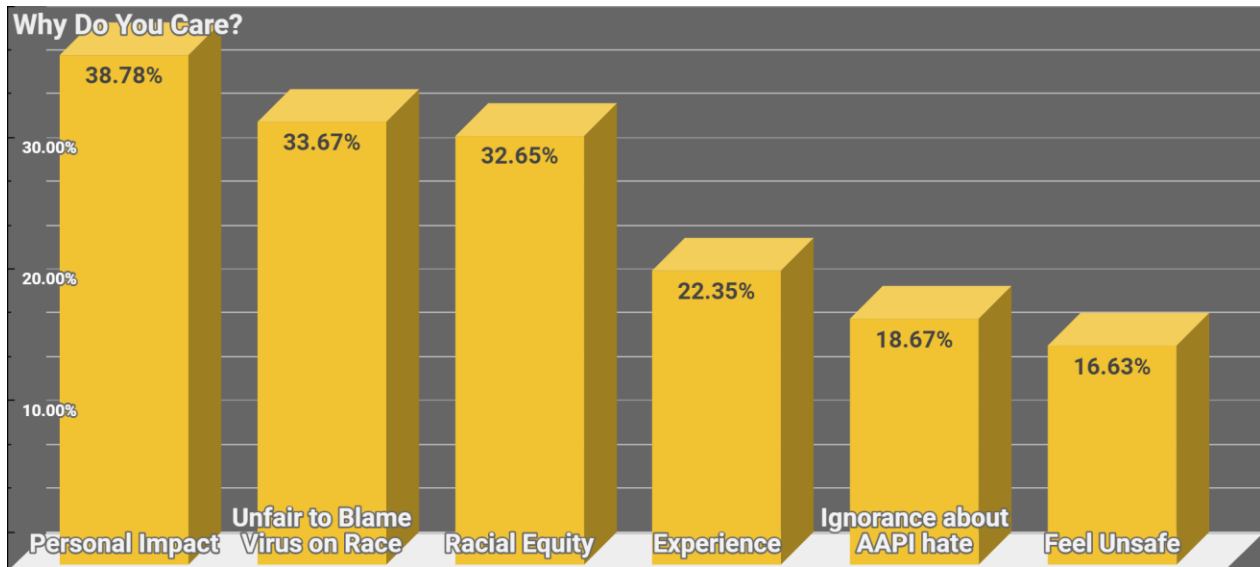
- Hating on other people in general based on their race is not ok. Blaming them for recent events is not ok. Being Asian is not a virus. (17-year-old)

Nearly one third (32.65%) express a desire for broad-based racial equity and want to work toward it.

- I care because the ultimate end goal is ending racism. That makes it seem daunting and impossible, but we still must work towards that. Once we understand and accept all the different cultures in this country, then we can accept one another. We want to work toward respecting everyone in this nation, and that’s what gets us closer to ending racism entirely. (16-year-old)

Many respondents (22.35%) indicated that their personal experiences with racism made them care about stopping AAPI hate. A large portion of respondents (18.67%) credited ignorance and a lack of education surrounding AAPI issues among non-AAPI people.

Respondents are also worried about facing racism or discrimination (16.63%), and many believe that stopping AAPI hate would help Asians feel safe and proud of their culture (16.63%). The normalization of AAPI racism—which occurs through microaggressions that remain unaddressed, a lack of representation, and the model minority myth—was an additional motivator for youth who want to end AAPI racism (13.88%). Notably, some respondents cited President Donald Trump’s words and actions—particularly his use of racial epithets like “Chinese virus” and “Kung Flu,” as a reason for caring about combating AAPI hate (9.90%).



For the list of official recommendations from Stop AAPI Hate, visit www.StopAAPIHate.org.

RECOMMENDATION #1: ETHNIC STUDIES

Background on Ethnic Studies

Ethnic Studies is the interdisciplinary study of race and ethnicity. If employed effectively, an Ethnic Studies curriculum can be an integral part of identifying and addressing racism. Ethnic Studies curricula center BIPOC (Black, Indigenous, People of Color) experiences and perspectives, and address how “racial attitudes are acquired actively rather than passively.” Ethnic Studies allows students to examine day-to-day racial incidences, established systems of oppression, and BIPOC histories and movements.



This kind of pedagogy has been shown to have various positive outcomes: according to a study of the impact of an Ethnic Studies curriculum for the ninth grade of several San Francisco schools, student attendance increased by 21 percentage points, GPA by 1.4 grade points, and credits earned by 23.³²

Diversity in curricula and planned interracial experiences also have a significant positive impact on white students, sometimes even more than on their non-white peers. Because white students may be less conscious of racial dynamics in daily life than their BIPOC peers, and typically have less exposure to a systematic analysis of power, they learn more about racism relative to students of color, many of whom come to the curriculum with some degree of awareness. The learning leap for white students supports them becoming allies to BIPOC youth, and supports the effort to challenge AAPI hate and racism in general.

In order to implement effective Ethnic Studies practices, we recommend that educators and schools:

- 1. Advocate for Ethnic Studies as part of secondary school curriculum (in CA, support AB 331).**

By creating courses that actively address racism and teach about anti-racist movements, Ethnic Studies teaches important histories that help students understand the current situation, and centers the experiences of Asian Americans, African Americans, Native Americans, and Latinx Americans.

- 2. Hire more educators of color to teach these and other courses.**

³² Dee, T., & Penner, E. (2016). *The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum*. Cambridge, MA: The National Bureau of Economic Research.



Educators of color offer an important first-person perspective when teaching Ethnic Studies, as well as unique and necessary perspectives on all courses. Having a diverse educator pool will not only help change how high school curriculum is taught, but it can also affect the perspectives of administrators who manage resources and attempt to address the needs of diverse students.

RECOMMENDATION #2: ANTI -BULLYING TRAINING

Background on AAPI Youth Bullying

AAPI students should feel safe in their learning environment, but racially charged bullying has been shown to be detrimental to the well-being of AAPI youth.³³ Nearly 5.4 million students (21.5% of the student population) reported being bullied between the ages of 12 and 18.³⁴ Of those 5.4 million students, 9.2% were AAPI. Students reported being bullied based on³⁵

- limited English proficiency/speaking a language besides English
- national origin
- being an immigrant
- cultural stereotypes
- religion and religious practices
- misperceptions and assumptions about AAPI groups
- appearance
- gender stereotypes
- sexual orientation

³³ Assistant Secretary for Public Affairs (ASPA). (2019, December 05). Bullying as an ACE. Retrieved July 29, 2020, from <https://www.stopbullying.gov/resources/research-resources/bullying-as-an-ace>

³⁴ AAPI Bullying Prevention Task Force (2016). AAPI Bullying Prevention Task Force Report 2014–2016, 13. Retrieved from <https://www.stopbullying.gov/sites/default/files/2017-10/AAPI-Bullying-Prevention-Task-Force-Report-2014-2016.pdf>

³⁵ AAPI Bullying Prevention Task Force (2016), p. 15–16

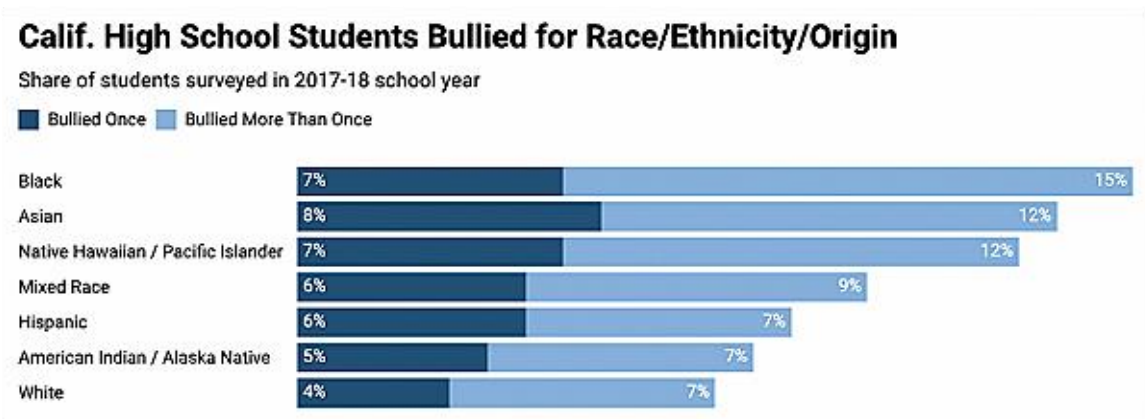


Figure 1. Students in California who reported being bullied based on their race, ethnicity, and/or origin.³⁶

The absence of a safe environment discourages AAPI youth from reporting bullying. Students shared their reasons for their reluctance to report.³⁷

- a fear of retaliation from the bullies and/or teachers
- ineffective responses to the situation by staff
- lack of concern or care from staff members

To help foster a safe and supportive environment for AAPI and all youth, we recommend schools:

1. Implement an anti-bullying curriculum that includes social-emotional learning, and require annual teacher and administrator training in bullying prevention.

One approach to address harassment of AAPI youth is called social and emotional learning. The Collaborative for Academic, Social, and Emotional Learning, which supports districts and schools nationwide, defines social and emotional learning as “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”³⁸

Within the first year of implementing a social-emotional curriculum, one school that had been experiencing serious disciplinary concerns saw a 45% drop in suspensions schoolwide and a 32% decrease in disciplinary referrals.³⁹ The implementation of an anti-bullying program for teachers

³⁶ Adapted from McPhillips, D. (2019). Calif. High School Students Bullied for Race/Ethnicity/Origin [Graph]. *Center For Health Journalism*. Retrieved July 30, 2020 from <https://www.centerforhealthjournalism.org/fellowships/projects/hidden-harms-racial-bullying>

³⁷ AAPI Bullying Prevention Task Force (2016), p. 17-18

³⁸ The Collaborative for Academic, Social, and Emotional Learning (CASEL). Retrieved from www.casel.org

³⁹ Wagenheim, J. (2016). There’s Nothing Soft About These Skills. Retrieved July 28, 2020, from <https://www.gse.harvard.edu/news/ed/16/01/theres-nothing-soft-about-these-skills>

led to a 19.6% decrease in bullying overall, and a 50% decrease in bullying amongst frequently victimized children in the last school term. Additionally, the number of students who reported participating in bullying dropped by 17.3%.⁴⁰

2. Revise anti-bullying laws to include the intent of the legislation, a list of prohibited behaviors that includes AAPI discrimination, and the requirement that schools develop, monitor, and implement local anti-bullying legislation.

Three components of anti-bullying policies—a scope statement, a description of banned behaviors, and the requirement that schools develop, monitor, implement local policies—have been shown to decrease the chances of children being bullied by 20%.⁴¹

3. Integrate bullying-prevention programs throughout the curriculum.

Bullying prevention programs integrated throughout the curriculum can change a school's atmosphere in positive ways. By targeting negative behaviors, and also teaching social and emotional intelligence, the programs help students develop skills to regulate their own emotions and behavior.⁴²

When students are able to recognize their own emotions, they can express their concerns and frustrations appropriately. Emotionally intelligent people of all ages recognize a healthy range of emotions in themselves and others. Helping students comprehend the significance of graciousness and compassion towards another provides insight that helps them to form stable, supportive relationships, and enjoy greater well-being and improved academic/work performance.⁴³ The Stop AAPI Hate Campaign recommends the Olweus Bullying Prevention Program as a base for high school curricula, and to aid the development of students' social and emotional intelligence.⁴⁴

RECOMMENDATION #3: ONLINE BULLYING

Background on Online Bullying

⁴⁰ O'Moore, A.M., & Minton, S.J. (2005, October 03). Evaluation of the effectiveness of an anti-bullying programme in primary schools. Wiley Online Library, 31(6). Retrieved July 28, 2020, from <https://onlinelibrary.wiley.com/doi/abs/10.1002/ab.20098>

⁴¹ Assistant Secretary for Public Affairs (ASPA). (2019, December 17). Importance of Anti-Bullying Laws. Retrieved July 28, 2020, from <https://www.stopbullying.gov/resources/research-resources/importance-of-anti-bullying-laws>

⁴² Olweus, D. (2016). Olweus Program Materials: Violence Prevention Works. Retrieved from http://www.violencepreventionworks.org/public/olweus_program_materials.page

⁴³ Marc Brackett Senior & Susan Rivers. (2020, July 31). Preventing bullying with emotional intelligence. Retrieved from <https://theconversation.com/preventing-bullying-with-emotional-intelligence-2599>

⁴⁴ Olweus, D. (2016). Olweus Program Materials: Violence Prevention Works. Retrieved from http://www.violencepreventionworks.org/public/olweus_program_materials.page

Over half of youth of color reported experiencing at least one incident of direct discrimination online.⁴⁵ However, many victims of online harassment do not speak up about the harassment because they are embarrassed or afraid to do so.⁴⁶

The AAPI community, in particular, tends to avoid discussing racism and mental health issues for fear of “rocking the boat,” which stems from both traditional values and cultural stigmas.⁴⁷

To address racial online bullying, the Stop AAPI Hate Youth Campaign suggests the following:

- 1. Improve existing social media reporting procedures to help victims of online harassment.**

Sixty-six percent of teens believe that social media platforms such as Twitter and Instagram are not properly addressing cyberbullying.⁴⁸ As of now, Twitter’s range of enforcement options against reported tweets and accounts punish the violator through tweet removal and account suspension.⁴⁹ However, some social media platforms provide little for victims of cyberbullying. Social media apps should inform the public about discrimination related to COVID-19, and offer opportunities for cyberbullying victims to share their stories anonymously, just as Stop AAPI Hate has done. Having an anonymous reporting mechanism would begin to address cyberbullying and lead to data collection around online discrimination. While some social media apps are moving towards creating a safer interactive space, we recommend that other platforms follow suit.

- 2. Designate a diversity and inclusion or anti-bullying coordinator to communicate with schools to address incidents of bullying, including those that happen online.**

About four in five teens believe that cyberbullying is easier to get away with and easier to hide from parents than bullying in person,⁵⁰ so we feel it is of equal importance to address both in-person and online bullying.

⁴⁵ Tynes, B. M. (2015). Online racial discrimination: A growing problem for adolescents, *American Psychological Association*. <https://www.apa.org/science/about/psa/2015/12/online-racial-discrimination>

⁴⁶ Ben-Joseph, E. (Ed.). (2018). *Cyberbullying (for Teens)*. Nemours KidsHealth. <https://kidshealth.org/en/teens/cyberbullying.html>

⁴⁷ Kramer, E. J., Kwong, K., Lee, E., & Chung, H. (2002). Cultural factors influencing the mental health of Asian Americans. *The Western journal of medicine*, 176(4), 227–231. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1071736/>

⁴⁸ Anderson, M. (2018, 27 September). *A Majority of Teens Have Experienced Some Form of Cyberbullying*. Pew Research Center. <https://www.pewresearch.org/internet/2018/09/27/a-majority-of-teens-have-experienced-some-form-of-cyberbullying/>

⁴⁹ Twitter, Inc. (2020). *Our range of enforcement options*. Twitter Help Center. <https://help.twitter.com/en/rules-and-policies/enforcement-options>

⁵⁰ Cox Communications Teen & Online Wireless Safety Survey, 2009 http://www.cox.com/wcm/en/aboutus/datasheet/takecharge/2009-teen-survey.pdf?campcode=takecharge-research-link_2009-teen-survey_0511&sc_id=ph_aff_z_z&clickref=110019VvtGLx

Federal civil rights legislation Title IX, which bans sex discrimination in education, mandates that at least one individual in each school district is a designated Title IX coordinator.⁵¹ This coordinator handles any complaints of possible discrimination on the basis of sex or gender. The responsibility of a Title IX coordinator is to ensure that the school complies with Title IX requirements and work toward implementing programs to end discrimination in the district.⁵²

A diversity and inclusion or anti-bullying coordinator could handle complaints of racial discrimination in a similar manner. This coordinator would make sure that perpetrators understand the gravity of their words and are held accountable for their actions, and provide support to victims of bullying. In the same way that Title IX coordinators coordinate responses to sexual assault claims and address patterns of gender discrimination on campus, the anti-bullying coordinator would respond to bullying claims, facilitate learning on cyberbullying, and enact consequences for those caught bullying others, whether online or in-person.

RECOMMENDATION #4: RESTORATIVE JUSTICE

Background on Restorative Justice

Restorative justice is another valuable tool to help minimize and prevent the impacts of anti-AAPI hate, by giving victims and offenders a safe process and space to discuss conflicts.⁵³ Common questions that facilitators ask students in a restorative justice process are

- “What harm was caused and to whom?”
- “How were you affected?”
- “What needs to happen to make things right?”
- “How can we make sure this doesn’t happen again?”⁵⁴

Discussions with proper mediation shape offenders’ future behavior, and give victims a sense of closure without negatively impacting the offender.

Implementing restorative justice could minimize the negative impacts that are common outcomes of conventional punishments for behavioral problems (e.g., suspension), which disproportionately impact people of color. In fact, of the 3.3 million students who are suspended each year, most are typically students of color or disabled students.⁵⁵

⁵¹ “Gender Equity/Title IX.”

<https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp#:~:text=Title%20IX%20requires%20that%20each,as%20the%20Title%20IX%20Coordinator.>

⁵² Pennepacker, P. “The Title IX Coordinator: Roles and Responsibilities.” 11 September 2018,

<https://www.nfhs.org/articles/the-title-ix-coordinator-roles-and-responsibilities/#:~:text=The%20Title%20IX%20coordinator's%20primary,procedures%20for%20resolving%20associated%20complaints.>

⁵³ Yusem, David. “Restorative Practices to Build & Maintain Positive Classroom Culture in a Virtual World.” May 12, 2020. Oakland, CA. Youtube video, 53:07. <https://www.youtube.com/watch?v=OLypry6-tBU&feature=youtu.be>

⁵⁴ “Peer Juries.” Illinois Balanced and Restorative Justice. Accessed July 12, 2020. <http://www.ibarji.org/peerjuries.asp>

⁵⁵ “Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools.” *The Advancement Project*. 2014. <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>

Additionally, conventional punishments like incarceration or suspension further divide minority groups, whereas restorative justice has proven to reduce tensions and repeat offenses. According to a *San Francisco Examiner* article on the use of restorative justice in Fresno, CA, only 6% of offenders in the town's restorative justice program committed another offense in the following three months, by comparison with the 26% repeat offenders when punishment was a standard prosecution.⁵⁶

Restorative justice models have been proven more effective than zero-tolerance policies among youth as well. Examples of the impact of this model:⁵⁷

- At one middle school in Oakland, CA, the suspension rate dropped from 30.3% to 10.3% while testing scores (CST) went up by 74 points.
- In Pottstown High School [name city and state], detentions dropped from 168 to 37 and fighting rates were cut in half.
- At a west Philadelphia high school, violent acts dropped 40%.

Through the process of restorative justice, students become civic-minded and take actions when someone is being harmed. Overall, the school community becomes stronger.

To implement restorative justice practices, the Stop AAPI Hate Youth Campaign suggests the following:

- 1. Use problem-solving circles and peer mediation to discuss conflicts, address issues, and create solutions.**

These practices increase youth accountability which in turn leads to emotional growth.

- 2. Implement restorative justice practices with input from AAPI students and their families**

Implementing restorative justice practices will involve assessing schools for their readiness to participate, providing training for teachers and staff, and creating practices that meet the needs of students and their families. Input from AAPI students and their families about these practices can make them more culturally appropriate and sustaining.

- 3. Replace ineffective zero-tolerance approaches with training for students and adults in restorative justice practices that encourage more communication and interpersonal accountability.**

⁵⁶ “Restorative Justice is Exactly What’s Needed in the Case of the Attack on a Bayview Elder.” *San Francisco Examiner*. March 4, 2020. <https://www.sfexaminer.com/opinion/restorative-justice-is-exactly-whats-needed-in-the-case-of-the-attack-on-a-bayview-elder/>

⁵⁷ Kidd, John and Rita Alfred. “Restorative Justice: A Working Guide for Our Schools.” *School Health Services Coalition*. Edited by JoAnn Ugolini. Alameda County Health Services Agency. 2011. Accessed July 10, 2020. https://www.courts.ca.gov/documents/D2_Restorative-Justice-Paper_Alfred.pdf

Infraction rates dropped 83% in one school when using restorative justice instead of zero-tolerance practices.⁵⁸ Another high school saw a 52% decrease in violence and serious infractions with these practices.⁵⁹

RECOMMENDATION #5: STUDENT GROUPS AND CAMPAIGNS

Background on Student Groups and Campaigns

Student affinity groups give those with similar backgrounds, experiences, and identities a safe place to support one another. These groups enable students to find comfort in a community and share their stories. Empowering underrepresented students allows them to start uncomfortable conversations and take action to fight hate and discrimination.⁶⁰

Anti-Asian racism has spiked during COVID-19, with Asians experiencing 14% more discrimination than before the pandemic, making API affinity groups even more necessary.⁶¹

1. Create AAPI affinity groups

According to a study by the Southeast Asia Resource Action Center, 85% of API youth feel that their culture was not represented in classes and 50% of youth said they were being bullied with stereotypes due to their race.⁶² Having API organizations in schools allows these minorities to share their cultural experiences and gain a safe space from bullying. These groups can also help reduce stereotypes by allowing API students to work together to educate others about API culture. And API student groups help victims of racial bullying find support when reporting incidents.

2. Support student-led campaigns

Student-led campaigns that aim to educate about Asian/Asian American culture, history, and anti-Asian racism in the United States directly appeal to youth and results in greater empathy and solidarity among students. They are another effective tool in combating anti-Asian racism and bringing a stop to anti-AAPI hate.

⁵⁸ Henson-Nash, S. (2015). A Study of Bullying: A School perspective with a Restorative Discipline Model Approach (Doctoral dissertation, St. Francis College of Education). Retrieved from ProQuest.

⁵⁹ Lewis, S. (2009). Improving School Climate: Findings from Schools Implementing Restorative Practices. Bethlehem, PA: International Institute for Restorative Practices.

⁶⁰ Bell, 2015, Making Space, <<https://www.tolerance.org/magazine/summer-2015/making-space>>.

⁶¹ Liu & Finch, 23 March 2020, Discrimination Against Asian, Black Americans More Likely Amid Coronavirus Pandemic, <<https://healthpolicy.usc.edu/evidence-base/discrimination-against-asian-black-americans-more-likely-amid-coronavirus-pandemic/>>.

⁶² Asian American and Pacific Islander Youth Coalition in California Releases Findings on School Culture and Climate. (2019, November 01). Retrieved August 05, 2020, from <https://www.searac.org/education/asian-american-and-pacific-islander-youth-coalition-in-california-releases-findings-on-school-culture-and-climate/>

In addition to sensitizing the broader student body, these youth initiatives benefit the students running them. Students who have worked on anti-Asian hate campaigns have reported feeling more informed about their own background, and aware of racism.⁶³

CONCLUSION

Given the current rise in anti-Asian hate due to COVID-19, AAPI youths are in need of strategic, research-based policies to support and protect them. The United States has a long history of scapegoating the AAPI community in times of economic crisis. Today, history continues to repeat itself as hate against the AAPI community has intensified because of President Donald Trump and the right-wing news media, who insist on labeling COVID-19 the “Chinese virus.”

To assess the current impacts of anti-Asian hate, the Stop AAPI Youth Campaign surveyed 990 AAPI Youth, and examined the 2,499 cases of anti-Asian hate reported to StopAAPIHate.com. Twenty-five percent of AAPI youth had experienced an incident of racism since the pandemic. Forty-three percent of these victims faced the verbal harassment of anti-Chinese hate speech, while 10% were coughed on, spit on, or assaulted.

- “[These boys at our school] said ‘Go back to China! Your uncle probably ate the bat’ and things similar to that.” (14-year-old)

Too often, Asian American youth are expected to fit into the role of the model minority by avoiding confrontation and remaining silent. In reality, Asian American youth are angry, frustrated, and disappointed by the racist actions that are occurring in the United States. In order to challenge the current inaction around anti-AAPI hate, the Stop AAPI Youth Campaign recommends implementing the following programs at the high-school level:

First, Ethnic Studies should be added to school curricula to center BIPOC experiences, inform students of the history of racism in the United States, teach about multiple movements for justice, and discuss day-to-day racial experiences in students’ own lives. Next, a program to

⁶³ McPherson, 20 May 2020, Johns Hopkins students develop campaign to combat coronavirus-related racism, <<https://hub.jhu.edu/2020/05/20/coronavirus-anti-discrimination-marketing-campaign/>>.

bolster anti-bullying must be launched to aid targets of racial bullying. Similarly, schools must implement policies that protect students who have been targets of online bullying. Restorative justice should also be implemented to end the cycle of ignorance, hate, offense, punishment, and instead foster communication between conflicted youth. Finally, schools should set up student-led support groups and affinity spaces to increase representation. By implementing these policies, schools can better support AAPI youth and take the necessary steps to eradicate racial profiling and violence at a time where anti-Asian hate is especially prevalent.

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