

# iHMH Booking Form

## iHMH Workshop Descriptions

### 1. Apology, What Does it Mean?

In this workshop, students will be provided an understanding of key legacy issues of the Japanese Military Sexual Slavery and its post-war impact. Through the use of testimonies and primary source documents, students will trace the empowerment process of “comfort women” from victims to social activists who not only seek apology, but also started a movement on violence against women in armed conflict. The workshop will explore what constitutes an apology and redress measures in the context of WWII in Asia.

### 2. Forgive, Not Forget

The Forgive, Not Forget workshop will explore the continual denial of the Japanese government on its Military Sexual Slavery Atrocities. By examining the different forms of denial including revisionism and absence of apology, the impact of whitewashing historical injustices are discussed and how it has ignited solidarity actions locally and globally. Connections are made to the different roles of social actors and activism.

### 3. Nanking Massacre – Navigating a War Zone

Students will learn about the horrific events of the Nanking Massacre, one of the many massacres in the Japanese imperial army occupied region of East & South East Asia. By exploring the refugee experience students will experience the events of Nanking. By using videos and primary source documents students will learn and gain an empathetic response to the Nanking Massacre. Additionally, a comparison will be made to Nanking and the contemporary issue of the refugee experience.

### 4. Invisible Power for Social Change

By investigating the development and deployment of biochemical weapons as well as human experimentation at Unit 731 during WWII in Asia, this workshop introduces students to learning history, not from textbooks, but from testimonies and primary source documents. Analysis of primary source documents is a research skill that is transferable to detecting bias in texts and to media literacy. The concepts of dehumanization and invisible weapons of mass destruction are explored through film clips and activities that pose the questions: When war ends, do the atrocities end? What is the harm beyond the battlefield?

### 5. Do Stories Define Us?

From Adichie “The danger of a single story” to stories on the history of World War II in Asia, students explore how a dominant story could contribute to stereotyping and discrimination. This workshop connects war testimonies to under-represented stories of racism. How to acknowledge differences to promote understanding and conflict prevention are discussed as positive social justice actions.

### 6. Japanese Internment

Students will have an opportunity to learn about the Japanese Canadian experience during the pre-WWII years and the WWII years. Their experience is marked by racism and mass internment of the Japanese Canadian population for the duration of WWII. The Japanese Internment lesson encompasses all aspects of the Japanese Canadian experience from the time Japanese nationals immigrated to Canada to the end of the Internment period in Canada. By using historical information, informative videos, and interactive activities this workshop tackles internment, oppression and racism.

## **7. Two Soldiers Stories**

Students will step into the shoes of two men from different backgrounds who suffered during WWII. By discovering George MacDonell and Patrick Metallic stories students will have a greater understanding of the Battle of Hong Kong, the POW experience, and the issues veterans face upon returning home. Although both of these men fought for their country bravely and valiantly, they experienced much different outcomes in life postwar. George & Patrick are representatives of a greater group of soldiers i.e. white or Caucasian and Indigenous who served their country, Canada.

## **8. Force 136 – Unwanted Soldiers**

Students will have the opportunity to uncover forgotten soldiers and heroes of WWII in Asia. Before diving into information about Force 136 students will briefly learn about the context in which Force 136 operated, by looking at Canada during the pre-WWII years and Canada during the WWII years. The workshop will then move into what Force 136 actually did during their operations and how they contributed to Canada and the Chinese community in their quest for full citizenship and the right to vote. Students will have the opportunity to take part in interactive activities and games such as a fun quiz game called Code Names and finding countries on a map. During the lesson, students will watch a video of about 16 minutes in length with members of Force 136 describing their experiences.

## **9. The Complexities of Redress**

This workshop will equip students with an understanding of three groups of people affected by WWII in Asia: Japanese Canadians interned, Battle of Hong Kong Veterans and the Chinese Canadian Community. These groups were greatly affected at home and abroad. After a brief background on the three groups of Canadians, students will have a better understanding of their trauma and struggle. The lesson will then guide students through the complex struggle for redress & reconciliation by addressing their campaigns for justice. Finally, students will evaluate where they stand in regard to social activists' roles based on their activist impulses. By using videos, historical information, and interactive activities students will reflect on being positive social actors in an uncertain world.

## **10. The Promise of Human Rights**

The Promise of Human Rights workshop serves as a basic introduction to the concept of human rights, as well as the key elements of human rights. The workshop encourages students to begin a reflection on how they (and we as Canadians generally) think about human rights. Apart from being introduced to foundational human rights documents and their historical contexts, this lesson will introduce students to different ways of thinking about human rights e.g. as aspirational and abstract standards of ethical behaviour, as legal norms that apply to citizens, as products of historical contexts, as hard-won (and often incomplete) political entitlements, and as both individual and relational practices.

Please **download and complete** the following booking form and send it to Mitchell Wilson, Education Program Associate.

E: [mitchell.wilson@alphaeducation.org](mailto:mitchell.wilson@alphaeducation.org)

C: 1 (416) 648 – 4901

**All workshops will be offered free of charge**

**iHMH Series 2021 Booking Form**

Name of Teacher(s)		
Mobile		
Email		
Name of School		
Name of Course Virtual or In-school	Course Name	Virtual or In-school
Grade and Number of Students	Grade(s)	# of Students
Indicate workshop(s) by number Number of workshops requested	Workshop Number	# of Workshops Requested
Preferred Date Preferred Time	Preferred Date(s)	Indicate <ul style="list-style-type: none"> <li>• AM or PM</li> <li>• AM and PM</li> </ul>

ALPHA Education may not be able to meet all desire booking details, but we will do our best to accommodate requests

## Technology

Does your school and class use Zoom? Yes or No

If not, what learning platform is used?

Note: A dialogue between the teacher & Education Program Associate will be initiated to coordinate arrangements.

Lesson plans, handouts, links, presentation(s) will be sent to the teacher(s) upon booking confirmation.

If you have any other questions, please feel free to contact Mitchell Wilson.

For more information please visit our website (<https://www.alphaeducation.org/students>)