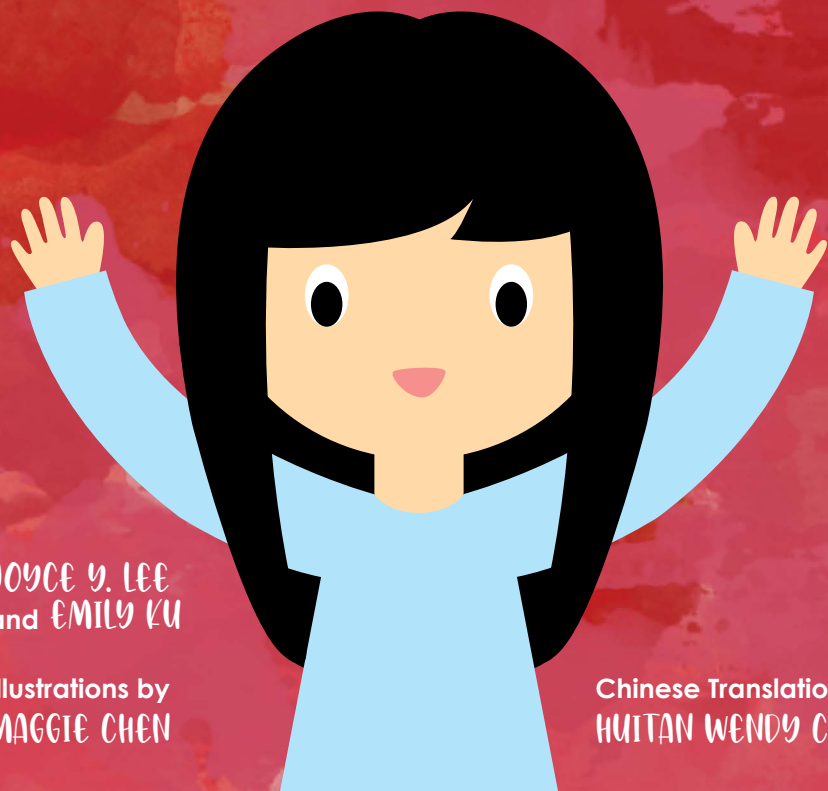


# 年轻、自豪的 顺姬

针对新冠肺炎期间  
反针对亚裔的种族歧视的儿童丛书



JOYCE Y. LEE  
and EMILY KU

Illustrations by  
MAGGIE CHEN

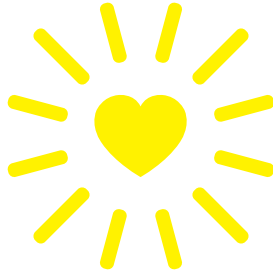
Chinese Translations by  
HUITAN WENDY CHENG

**致父母、看顾孩童者、  
和儿童教育家：**

此书的目的在于帮助  
儿童和父母或监护人  
建立反针对亚裔的种  
族歧视的建设性讨论。  
此书引述一个反亚裔  
种族歧视的故事。

Text copyright © 2020 by Joyce Y. Lee and Emily Ku

Illustrations copyright © 2020 by Maggie Chen



**To Luka**

– JYL

**To Ranja, Grace, and Johnny**

– EK

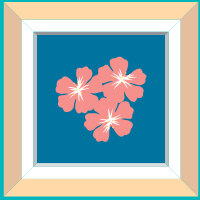
**To the world's future social workers, activists, and healers**

– MC

我家开了一间韩国餐馆。爸爸掌厨，  
妈妈接单，奶奶照顾我的小小弟弟。



而我则负责招呼客人。  
我喜欢这份工作，  
每个人都叫我顺姬。



但是-新冠肺炎 (COVID-19)  
让这种正常的日子起了很大的变化。

学校方面,老师说因为病毒一直不断地在扩散,所以我们不再到学校去上课。现在我们都必须待在家里。我们内心有很多疑问。

新冠肺炎  
是什么?

病毒  
从哪里  
来?

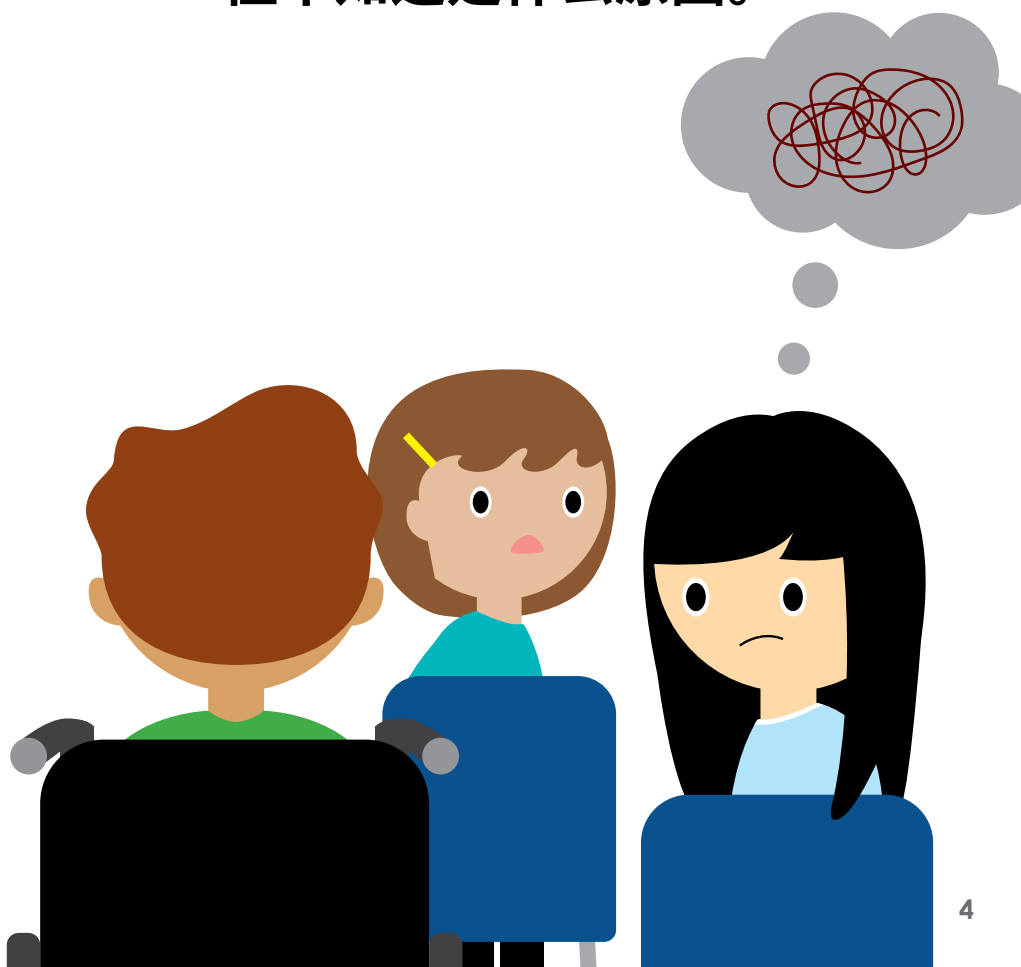
学校  
要关闭  
多久?



**有位同学转身对我说：  
「这都是妳的错！」**

**我觉得很羞愧。**

**我知道出了一些问题，  
但不知道是什么原因。**

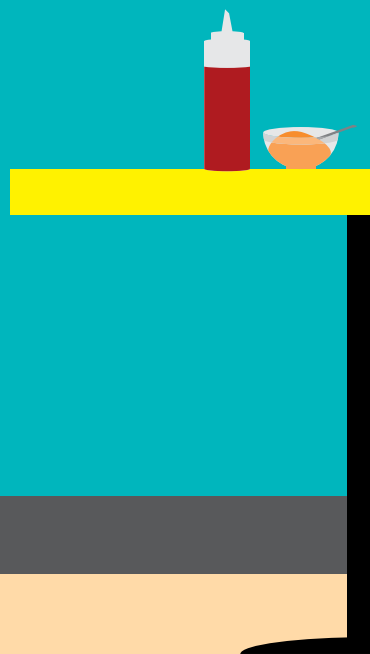


回到餐馆后,我告诉家人今天所发生的事情。我问:「我有做错事吗?」

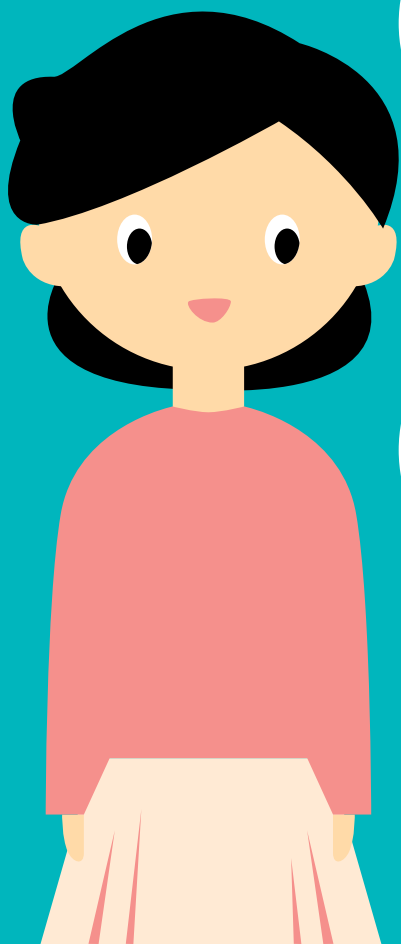




爸爸说：「哦，亲爱的，新冠肺炎已扩散到全世界各地。大家都很有害怕，有些人甚至很生气，因为他们认为是亚洲人引起这种病毒，而且散布到全世界。」



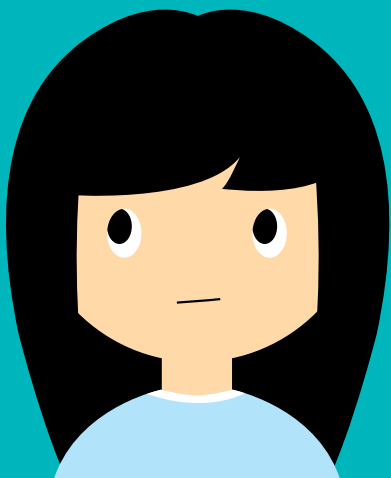
妈妈接着说:「你的朋友可能是因为你的长相而责怪你散布这个病毒,这叫做“种族歧视”。他们这样的言行举止很伤人。但事实上是:每一个人都会得到这种病毒,而且会传染给别人。」



~~CHINESE  
VIRUS~~

~~WUHAN  
VIRUS~~

~~KUNG FLU~~



奶奶也附和着说：「顺姬，新冠肺炎不是妳的错，妳也没有做错什么事。妳要以身为韩国人为傲，以我们的文化和传统为荣。让我们以身作则，用公平和尊重来对待别人。」

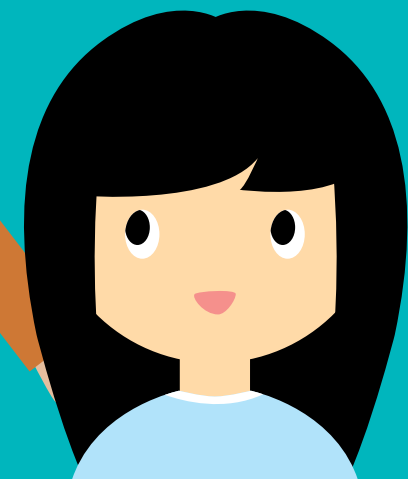
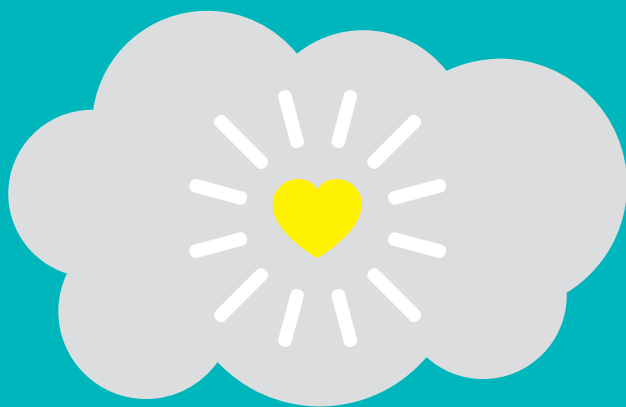
平等

反种族歧视

公正



听到这番话后,我内心舒坦了许多,因为我不再认为是我的长相,或者是我本身,亦或是身为亚裔美国人的原故而出了问题。



隔天, 在公园里, 我看到一群小孩子在对我的中国朋友静宜骂脏话, 说是她在散布病毒。

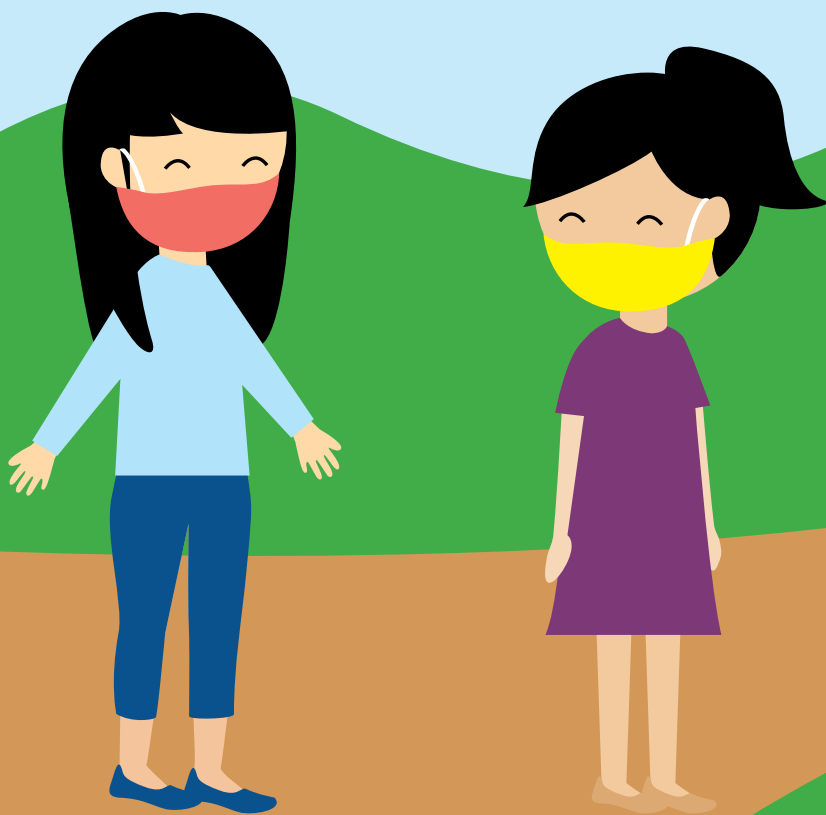


**我站在远处对他们说：「你们责怪静宜散布新冠肺炎是不对的，因为每个人都可能会得到这种病毒。说是亚洲人散布这种病毒是不公平、不友善而且是无礼的行为。」**



**那些小孩子了解后，  
向静宜道了歉后离开。**

**我对静宜说:「现在世界上所发生的事情不是妳的错。刚才那些小孩子对妳的态度相当伤人。妳没有做错什么, 妳要以身为中国人为荣!」**



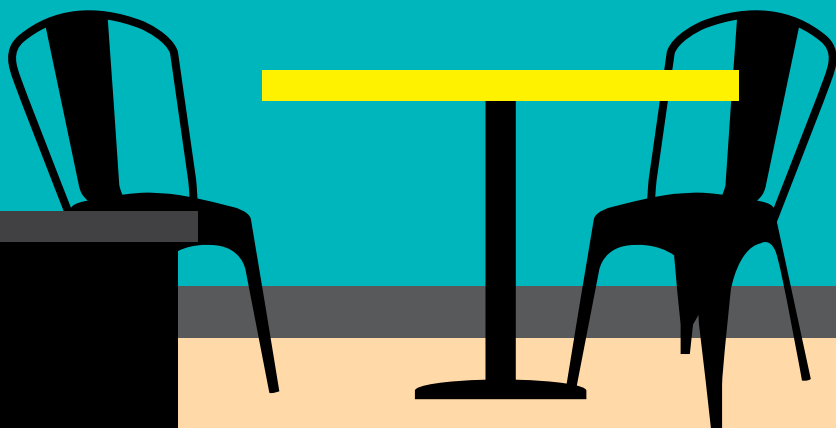
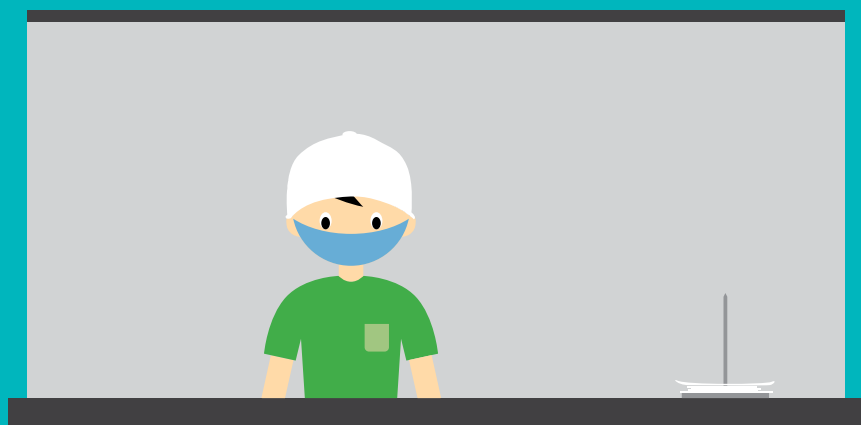




「让我们用公平和尊重来对待别人，而且要像在抗议的那些人一样，彼此相挺。」

当我们一起走路回家的时候，静宜同意我的说法。

餐馆里的客人  
越来越少。



但在家  
里，我  
学到如  
何用电  
脑来和  
老师、  
朋友沟  
通交流。



我也帮  
奶奶煮  
饭，并  
和小弟  
弟一起  
玩。

昨晚,我走进弟弟的房间,他睡得很熟。我弯到摇篮里,在他的耳边轻声的说:「你既帅气又完美,我爱你。让我们以我们的身份为荣!」

An illustration of a woman with black hair and a light blue shirt peeking over a white crib railing. A young child with black hair is sleeping peacefully in the crib, covered with a yellow blanket. A white speech bubble next to the woman contains the text '晚安!'. The background is a dark purple color with several dark purple stars scattered across it.

晚安!

# ABOUT

**Joyce Y. Lee (she/her/hers)** is a doctoral candidate in the Joint PhD Program in Social Work and Psychology at the University of Michigan, studying family processes that benefit children, especially children of color and those from family backgrounds with low income. She is also a licensed clinical social worker in the State of Michigan, serving children and families involved in child welfare.

**Emily Ku (she/her/hers)** is a current masters candidate at the University of Michigan focusing on Community Organizing and Social Systems. Her interest meets at the intersection of storytelling and community change. In the future, she hopes to work with women and girls from different social, economic, diverse, global, and cultural communities to focus on well-being and education efforts for social justice change.

**Maggie Chen (she/her/hers)** is a social worker and artist. Whether she is facilitating youth programs, engaging with clients as a mental health therapist, or creating graphic design strategies, she loves listening to other people's dreams and collaborating on how to bring those dreams to life. She earned her Bachelor of Fine Arts and Master of Social Work from the University of Michigan.

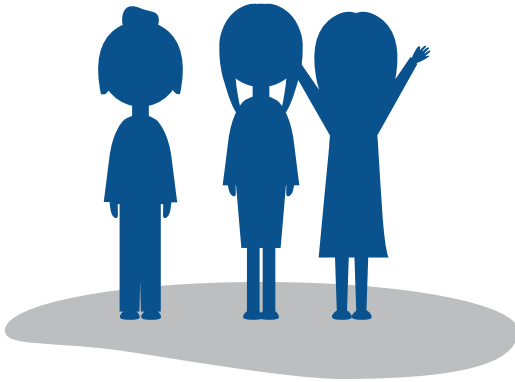
# ACKNOWLEDGMENT

We would like to thank Daniel S. Bai at the Ann Arbor Public Schools, the Asian Pacific Islanders Social Work Coalition at the University of Michigan School of Social Work, and Dr. Michael S. Spencer at the University of Washington School of Social Work for providing helpful feedback on previous versions of this book.

We would also like to thank Huitan Wendy Cheng, Jonica Kao, and friends of **The Book Initiative** ([www.thebookinitiative.org](http://www.thebookinitiative.org)) for making this book available in Chinese.



THANK YOU!  
谢谢!



# APPENDIX

## Tips for Asian American parents and caregivers: Helping children cope with racism during COVID-19

1. Know that it is never too early to have a conversation about race and racism with your child.<sup>1</sup> Listen to your child and ask questions. Be attentive to what your child is sharing and use follow-up questions to see what they are hearing, seeing, and feeling.<sup>7,8</sup>
2. Use developmentally appropriate language to make abstract concepts like racism concrete. For example, preschoolers understand the concept of fairness pretty well.<sup>8</sup> Try describing racism as one group being treated better or worse than another group based on race. You can add that unfair rules, ideas, and behaviors stemming from racism need to be corrected so that everyone is treated fairly.<sup>8</sup>
3. Be proactive, instead of reactive, in talking about racism.<sup>2</sup> Be honest and open with your child. This allows your child to build trust in you and feel secure about coming to you with their concerns and questions.<sup>8</sup>
4. Know that when things about COVID-19 are unsaid, children may fill in the gaps with their own interpretations, which may not always be accurate. Directly share important facts with your child that can help decrease stigma.<sup>3,10</sup> For example, share that Asians are no more likely than other race groups to catch and spread COVID-19.<sup>9,10</sup>
5. Describe your child's emotions to help them label what they are feeling inside.<sup>4</sup> For example, you can try saying, "It sounds like you're feeling really sad about what happened to you today."

6. Help your child develop positive ethnic-racial identity by teaching them about the culture, history, and heritage of their ethnicity and help them feel proud about belonging to their ethnic group.<sup>11,5</sup> Positive ethnic-racial identity can help buffer against the effects of discrimination.<sup>5</sup> Ethnic-racial identity in Asian American children has been linked with lower levels of behavior problems and depressive symptoms and higher levels of happiness and self-esteem.<sup>6,11</sup>
7. Use the *Acknowledge, Validate, and Reframe* strategy to talk about COVID-19 related discrimination.<sup>15</sup> Acknowledge what happened, Validate your child's feelings, and Reframe the event to prevent your child's internalization of incorrect messages.<sup>12,15,19</sup> Consider reporting the discriminatory incident to Stop AAPI Hate.<sup>13</sup>
8. Teach your child to Use Your WITS strategy when faced with COVID-19 related discrimination. This involves *Walking away, Ignoring the perpetrator, Talking it out (if it is safe to do so), and Seeking help and support*.<sup>12,16</sup>
9. Be a role model for your child. For example, avoid stereotyping and making generalizations about people groups. Instead, talk about the individual and what they each did.<sup>14</sup> Recognize differences, including skin color, and celebrate diversity while also acknowledging things that are common amongst people.<sup>8</sup>
10. Support your child to do things that will make them feel good and strong. Create ample opportunities for your child to play and relax.<sup>18</sup>



# REFERENCED RESOURCES

## Research articles and books:

1. Tatum, B. D. (2017). *Why are all the black kids sitting together in the cafeteria? And other conversations about race*. New York: Basic Books.
2. Priest, N., Walton, J., White, F., Kowal, E., Fox, B., & Paradies, Y. (2014). 'You are not born being racist, are you?' Discussing racism with primary aged-children. *Race Ethnicity and Education, 19*(4), 808–834. doi:10.1080/13613324.2014.946496
3. National Academies of Sciences, Engineering, and Medicine. (2016). Approaches to ending stigma. In *Ending discrimination against people with mental and substance use disorders: The evidence for stigma change* (pp. 69-92). Washington, DC: The National Academies Press. doi:10.17226/23442.
4. Eisenberg, N., Cumberland, A., & Spinrad, T.L. (1998). Parental socialization of emotion. *Psychological Inquiry, 9*, 241–273.
5. Neblett, E. W., Rivas-Drake, D., & Umaña-Taylor, A. J. (2012). The promise of racial and ethnic protective factors in promoting ethnic minority youth development. *Child Development Perspectives, 6*, 295–303. doi:10.1111/j.1750-8606.2012.00239.x
6. Rivas-Drake, D., Seaton, E. K., Markstrom, C., Quintana, S., Syed, M., Lee, R. M., Schwartz, S. J., Umaña-Taylor, A. J., French, S., & Yip, T. (2014). Ethnic and racial identity in adolescence: Implications for psychosocial, academic, and health outcomes. *Child Development, 85*(1), 40–57. doi:10.1111/cdev.12200

## Websites:

7. Public Broadcasting Service. (2020, June 2). *How to talk honestly with children about racism*. <https://www.pbs.org/parents/thrive/how-to-talk-honestly-with-children-about-racism>
8. United Nations Children's Fund. (2020, July 2). *Talking to your kids about racism: How to start the important conversation and keep it going*. <https://www.unicef.org/parenting/talking-to-your-kids-about-racism>
9. Centers for Disease Control and Prevention. (2020, June). *Stop the spread of rumors*. <https://bit.ly/327QyRI>
10. Centers for Disease Control and Prevention. (2020, May 20). *Reducing stigma*. <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/reducing-stigma.html>
11. American Psychological Association. (2018, April). *Engaging my child: Parent tips tools. Uplifting families through healthy communication about race*. <https://www.apa.org/res/parent-resources/engaging-my-child>
12. Society for the Psychological Study of Culture, Ethnicity and Race. American Psychological Association (2020, June 14). *Division 45 task force on Covid-19 Anti-Asian discrimination and xenophobia*. <http://division45.org/division-45-task-force-on-covid-19-anti-asian-discrimination-and-xenophobia>
13. Asian Pacific Policy and Planning Council. (2020). *Stop AAPI hate reporting center*. <http://www.asianpacificpolicyandplanningcouncil.org/stop-aapi-hate>

14. Rhodes, M. (2017). *Combating stereotypes: How to talk to your children*. The Conversation. <https://theconversation.com/combating-stereotypes-how-to-talk-to-your-children-71929>

### Videos:

15. American Psychological Association. Division 45. (2020, June 9). *Acknowledge, Validate, Reframe: How Asian Americans can respond to Covid-19 discrimination* [Video file]. YouTube. <https://www.youtube.com/watch?v=iQaD8-6cluU>
16. American Psychological Association Division 45. (2020, June 9). *Use Your WITS: How Asian Americans can respond to Covid-19 discrimination* [Video file]. YouTube. <https://www.youtube.com/watch?v=UijL-kXgojU&feature=youtu.be>
17. Society for Research in Child Development. (2020, June 2). *Supporting Asian/Asian American children and youth during the COVID-19 pandemic* [Video file]. YouTube. <https://www.youtube.com/watch?v=AMxFlr9jBkE>

### Infographics:

18. World Health Organization. (2020). *Helping children cope with stress during the 2019-nCoV outbreak*. [Infographic]. [https://www.who.int/docs/default-source/coronaviruse/helping-children-cope-with-stress-print.pdf?sfvrsn=f3a063ff\\_2](https://www.who.int/docs/default-source/coronaviruse/helping-children-cope-with-stress-print.pdf?sfvrsn=f3a063ff_2)
19. Asian American Psychological Association Division 45. (2020). *Tips for families dealing with Covid-19 Anti-Asian discrimination* [Infographic]. <http://division45.org/wp-content/uploads/2020/06/STOPAAPIHATE.png>

## Additional resources:

20. Grose, J. (2020, June 2). *These books can help you explain racism and protest to your kids*. New York Times. <https://nyti.ms/3gWicXL>
21. Hsu Oh, L. (2020, May 26). *Talking to kids about xenophobia*. National Geographic. <https://www.nationalgeographic.com/family/2020/05/talking-to-kids-about-xenophobia-coronavirus/#close>



# 儿童专用词汇定义

**反种族歧视:** 相信所有的种族都是平等的, 而且采取行动来对抗这种种族主义。

**亚裔美国人:** 源由于东亚、东南亚、南亚、或是太平洋岛屿的美国人。

**黑命攸关:** 一场国际维权运动, 抗议针对黑人的暴力和歧视, 并促进全世界重视对非裔社群的公平对待、疗伤和自由。

**新冠肺炎:** 是一种人传人的病毒所引起的疾病。

**平等:** 对每个人都公平对待。

**公正:** 做对的事。

**种族歧视:** 相信一个种族优于或劣于另一个种族, 而根据这个信念所产生的行为。

**社交距离:** 新名词。人与人之间群聚的时候, 彼此要保持至少6呎, 以避免散布新冠肺炎。