

## iHMH Booking Form

### iHMH Workshop Descriptions

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

In this workshop, students will be provided an understanding of the history of the Japanese Military Sexual Slavery and why apology for historical injustices is essential to reconciliation. Through the use of testimonies and primary source documents, students will trace the empowerment process of “comfort women” from victims to survivors to social activists who not only seek apology, but also started a movement on violence against women in armed conflict. The workshop explores 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 root causes of controversial or conflicting histories. Examining the denial of the Japanese government on its Military Sexual Slavery atrocities, this workshop focuses on 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. Forced Displacement and Refugee Crisis**

In this workshop, students apply critical thinking to assess the significance of the impact of the Nanking Massacre, one of the many massacres of WWII in the region of East & South East Asia. This historical event is the context for examining the causes and effects of global conflicts and to ask questions about forced displacement in history and explore connections to present day refugee crises, such as the Syrian refugees. Additionally, by focusing on framing questions, this lesson engages students to assess and understand past and current events from social justice and historical perspectives.

#### **4. Development of Biochemical Weapons**

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. How do Stories Define Us?**

From Adichie's “The danger of a single story” to the history of World War II in Asia, students explore how dominant narratives contribute to how history is remembered. This workshop connects war testimonies to questions on historical denial, revisionism, memory. How to acknowledge lesser known histories or complexities of conflicting perspectives are discussed as important component on the discourse on history and historiography.

#### **6. Japanese Canadian 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 in North America. The Japanese internment lesson encompasses 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 the stories of George MacDonell and Patrick Metallic, students will have a greater understanding of the Battle of Hong Kong, the POW experience, and the experiences veterans face upon returning home. Although both men fought for their country bravely, they experienced much different outcomes in post-war life. George & Patrick are representatives of greater groups of soldiers i.e. White Canadians and Indigenous People who served Canada. The social-political conditions that contributed to their different post-war life; and whether changes have been made since are discussed.

### **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 include 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 discuss heritage and identity in Canada, and the challenges and factors that shape different ethnocultural experiences associated with participation and representation in Canada.

### **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. With the background on the trauma and struggles of three ethnocultural groups of Canadians, students will explore equity and social justice issues of redress & reconciliation in 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 contests, 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 Sophie Zhou, Education & Research Associate.

E: [sophie.zhou@alphaeducation.org](mailto:sophie.zhou@alphaeducation.org)

C: 1 (647) 236-9024

**All workshops are free of charge**

**iHMH Series Booking Form**

Name of Teacher(s)		
Mobile & E		
Name of School		
Name of Course Virtual or In-school	Course Name(s)	Virtual or In-school
Grade and Number of Students	Grade(s)	# of Students
Name of workshop(s) Number of workshops requested	Workshop Number(s)	# 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 and the Education & Research 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 Sophie Zhou.

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