

### Session Objectives

1. Define race and racism as social constructs
2. Understand the impacts of racism on child and adolescent health and development
3. Describe racial identity formation as healthy development
4. Develop skills counseling families on discussing identity, difference and bias with children
5. Discuss strategies to promote positive racial and cultural identity formation in children at WCC

### Session Materials

1. We're Different, We're The Same Book
2. Supplementary Education for Parents - Book Insert and AVS
3. Reflective Questions

Time	Agenda	Facilitator Instructions/Notes
0-5 m	Facilitator Models ROR book hand out using Script	<p>Script: <i>"We are providing this book We're Different, We're the Same which uses Sesame Street Characters to show that all people have differences that we should celebrate. At age 4 children should be able to describe similarities and differences as part of their development so this book is very helpful to practice that skill. We also know that by age 4 children begin to internalize racial biases and internalize their own racial identities. Reading books with diverse characters and having direct conversations about race and identity can help children learn to celebrate differences within themselves and others and can help prevent them forming biases. Children at this age also love to discuss what is fair and unfair so discussing discrimination and racism based is very appropriate at this age too!"</i></p> <ul style="list-style-type: none"> <li>- Discuss that this is just a sample script. Every provider can make this their own to fit their own style and personality but should use neutral language</li> <li>- Ask residents if there are aspects they would change, anything to add?</li> </ul>
5-10	Skim through ROR book and AVS/Book Insert	<p>As residents skim through the book and read through the supplemental materials they should write down questions, concerns, fears that come up as they think about having these conversations. What is exciting to them about having these conversations? Do they think this book and the supplemental materials provided are accessible for the average family?</p> <ul style="list-style-type: none"> <li>- The book is in English only which presents a barrier</li> </ul>

<p>10-35</p>	<p>Reflective Questions</p> <ol style="list-style-type: none"> <li>1. Independent Writing (8 minutes)</li> <li>2. Sharing answers (12 minutes)</li> </ol>	<p>Small Group Discussion Questions</p> <ol style="list-style-type: none"> <li>1. <i>How comfortable vs uncomfortable do you feel providing this anticipatory guidance? What makes you feel that way? What concerns do you have?</i> <ol style="list-style-type: none"> <li>a. Emphasize that feeling uncomfortable is encouraged</li> <li>b. Guide the group in problem solving the concerns they bring up</li> </ol> </li> <li>2. <i>Does it feel realistic to provide this anticipatory guidance in a primary care visit? Why/What barriers do you perceive? If not, what strategies can we use to make it realistic?</i> <ol style="list-style-type: none"> <li>a. Barriers: Time, more pressing health concerns, Parent and/or provider discomfort/hesitance,</li> <li>b. Strategies: Script to help with provider comfort, focus on developmental milestones to start for parents who are uncomfortable, recognize its important to feel uncomfortable. Its okay to triage/prioritize medical needs and defer to AVS/book insert when absolutely needed</li> </ol> </li> <li>3. <i>Have topics of identity/diversity such as race/ethnicity, gender, sexuality come up in clinical encounters with patients before? How did these conversations go? Are there times when patient care might have been improved by you bringing up aspects of identity such as race?</i></li> <li>4. <i>How might guidance for these conversations change based on the race of your patient?</i> <ol style="list-style-type: none"> <li>a. <i>We know that families of color discuss race and identity much more often with their children. Conversations about racial socialization often occur- parents teach kids how to exist in different spaces, how to filter out discrimination etc. For families of color focusing on celebrating their identity and combating internalized racism is important.</i></li> <li>b. <i>For white families it is important to recognize that being white is a racial identity that comes with privilege- it should not be the default identity. Important to expand families' exposure to diverse media including books and to discuss</i></li> </ol> </li> </ol>

*celebrating differences.*

5. *The following quotes were taken from parent interviews describing statement's their children heard at school. How would you advise the parent to respond?*
  - a. *"Your skin is brown because you drink chocolate milk"*
  - b. *"Your hair is not right to be a princess"*
6. *Do you think it will make a difference to discuss these topics with families in the clinic?*