



Knowing Who You Are

Helping youth in care develop their racial and ethnic identity

Facilitator Guide





A Word from the Producers...

On behalf of Casey Family Programs, we want to thank you for taking the time to watch this video about the importance of helping youth in out-of-home care develop a healthy sense of racial and ethnic identity. We, along with many others, believe that the issues raised in the video represent important aspects of development that require our concerted effort and attention for each youth's ongoing sense of self, security and well-being.

Knowing Who You Are was designed as a positive first step in helping social workers, social work supervisors, and child welfare administrators increase their awareness of this issue.

It is our hope that this video provides the catalyst for inspiring courageous conversations and ultimately helping youth in care develop a healthy perspective and vision about their racial and ethnic identity.

If you have any questions about this video or the accompanying materials, or would like to speak with someone further about the *Knowing Who You Are... Helping Youth in Care Develop their Racial and Ethnic Identity* project, contact productsupport@casey.org.

— Holly Merz & Malcolm Hightower
Producers

Recommended Use

To maximize the benefit of *Knowing Who You Are*, the video should be introduced by a facilitator or group leader who can provide background information and context about the video as well as the subject of racial and ethnic identity in general. This is especially important in group settings where a variety of perspectives and experiences may be represented.

Following the video, we recommend providing viewers with an opportunity to discuss and explore their thoughts and reactions about the issues presented in the video. To assist in these activities, we have included a Facilitator Guide and a Viewer Guide, which contain information designed to inspire dialogue as well as to bring out key points about race and ethnicity.

The Facilitator Guide contains:

- Information about the role of the facilitator
- Things to think about before viewing the video
- Group discussion questions for use after the video is shown

The Viewer Guide contains:

- Definitions and descriptions related to racial and ethnic identity
- Background information about the *Knowing Who You Are* project
- Suggestions for additional activities and opportunities related to racial and ethnic identity

The Viewer Guide may be used as a tool for the facilitator or can be given to participants as a handout. For a PDF version of the Viewer Guide, go to www.casey.org.

Video/DVD Overview

We believe that this 24-minute video is a powerful tool to help those working with youth in care discuss and learn about racial and ethnic identity formation. The *Knowing Who You Are* materials also address related topics, including racism, white privilege and diversity.

We hope that showing the video and facilitating a discussion in your organization will serve as a catalyst to:

- Begin developing a common framework for learning about racial and ethnic identity formation and, in particular, its impact on youth in out-of-home care
- Open a healthy dialogue about racial and ethnic identity formation
- Promote conversations related to topics that previously may have been ignored or considered uncomfortable
- Illustrate some of the overt and subtle ways that prejudice and racism undermine an individual's sense of self
- Underscore the particular challenges faced by youth in care, who are often disconnected from those who might help them to address and work through these devastating realities.
- Initiate discussion about the role that individuals and organizations, particularly social workers and others in the child welfare system, can play in supporting the development of healthy racial and ethnic identity formation for youth in care.

“Race matters. We can’t be afraid to talk about it. We must bring it to the surface and not be afraid.”

— Chiem, Child Welfare Administrator

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Prior to Presentation

- View the video.
- Become familiar with the discussion questions and "Food for Thought" information provided.
- Obtain and understand background information about racial and ethnic identity.
- Know and understand your own reactions to the video so as not to process your emotions at the same time that you are trying to facilitate a discussion.
- Participate in the online e-learning course and the in-person learning event (discussed in the Viewer Guide) prior to facilitating a viewing and discussion of this video, whenever possible.

Presentation Considerations

- Determine audience participants—the questions and materials have been written for social workers, social worker supervisors, administrators, etc.
- Adjust the debrief questions for groups comprised of those other than social work staff or administrators so questions are suitable and inclusive of all present.
- Create or develop some “Food for Thought” questions for participants to consider prior to viewing the video, when presented.
- Determine the structure for the post-viewing discussion, e.g., small or large groups.

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Show Time

- Introduce the video to the audience.
- Provide background information regarding the video.
- Introduce the topic of racial and ethnic identity.
- Share the expectations or reasons why the organization or agency has chosen to use these materials.
- Introduce “food for thought” questions prior to showing the video.

After The Show

- Leave adequate time for discussion.
- Review and discuss the “Food for Thought” questions below.
- Use sample post-viewing discussion questions and/or those developed by your agency or organization.
- Be prepared for a variety of thoughts and reactions to the video content, as it will raise issues and questions.

Food for Thought

Beyond sharing background information, you may significantly increase the impact of your post-video discussion by asking participants to examine their ideas about racial and ethnic identity formation before starting the film. To help participants reflect on their experiences as well as those highlighted in the video, the following prompts may be used:

Food for Thought: Racial and ethnic identity formation is an important part of human development and is a part of our overall identity formation. It is influenced by childhood and school-age

experiences. Racial and ethnic identity comes to the forefront during adolescence and continues throughout our lifetime. Ultimately it affects how we see ourselves and our group membership within the context of a multicultural society.

Watch for: *While viewing the video, watch to see how Olivia’s racial and ethnic identity journey unfolds and what impacts or influences she had in this area of her life.*

Food for thought: Talking about race, ethnicity, racism, oppression, prejudice, stereotypes, power and privilege can be uncomfortable. It is necessary, however, especially if we want to help youth develop their racial and ethnic identity and also work towards a society that works against oppression and racism.

Watch for: *Throughout the video, various participants describe their experiences with these issues. Watch and listen to see what type of emotional impact these experiences have on them.*

Food for thought: Racial and ethnic identity work can and should be integrated into day-to-day practice. It is not something that can be adequately addressed in one or two visits or conversations with youth. We need to look at it in the context of every aspect of each youth’s life—where they live, how it affects them at school and in their community, their connections to birth family, their access to mentors and role models who they can relate to, the messages they may be hearing, etc.

Watch for: *Note how Mary, Marquita’s social worker, integrates issues of racial and ethnic formation into her conversations with Marquita.*

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Post-Viewing Discussion Structure and Questions

Based upon the number of participants, the facilitator may want to consider breaking up large audiences into smaller groups for discussion. After discussion, each small group can then share the conclusions they reached in their conversation with the larger group. The facilitator may want to capture the essence of each group's experience in a collective document.

Organizations are encouraged to customize the sample questions in order to address the unique needs represented in their locations. The questions below represent an entry point to begin having courageous conversations—whether they are posed to large or small groups for discussion.

- 1) What are your overall impressions of the concepts brought up in the video regarding racial and ethnic identity?
- 2) What are the top two or three points highlighted by the film that you would want to address in your day-to-day practice or within your organization?
- 3) Does the film raise any concerns for you about working with youth around these issues? If so, please describe them.
- 4) How can you further integrate racial and ethnic identity work with youth into your day-to-day practice or within your organization?

Racial and Ethnic Identity

The complex set of thoughts, feelings and behaviors that emanate from one's membership in a particular racial or ethnic group.

Additional Tips and Considerations:

You can help viewers engage in deep and open inquiry by:

- Knowing who is present (in terms of role and background) and letting their interests in this topic guide the discussion.
- Being prepared for the video to possibly evoke strong emotions, both positive and negative, for some of the viewers and preparing ahead of time on how best to handle this in the context of a group discussion.
- Create a safe environment where participants know they will be heard as they share their views and opinions by establishing ground rules for the discussion.
- Encourage everyone to engage in active listening—especially when someone reacts in a way or shares an opinion that causes disagreement.



For additional information, resources, and assistance, visit www.casey.org.



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