



# Lesson Plan

Time and Content	Learning Objective(s)	Methodology
<p><b>Segment 1</b></p> <p><b>Activity 1A: Welcome and Housekeeping</b> 5 minutes</p> <ul style="list-style-type: none"> <li>Welcome and Introduction</li> <li>Review of Learning Objectives and Agenda</li> </ul> <p><b>Activity 1B: Positive Assumptions Icebreaker</b> 10 minutes</p> <ul style="list-style-type: none"> <li>Activity allows participants to focus on the assumptions they make about others and that others make about them</li> </ul> <p><b>Activity 1C: Introductions</b> 5 minutes</p> <ul style="list-style-type: none"> <li>Participant introductions</li> </ul>	<p>V.1 The trainee will value the continued recognition that attitudes and behaviors influence interactions with families, colleagues, and collaterals who are ethnically and/or culturally different.</p>	<p><b>Lecture</b> PowerPoint Slides 1-2</p> <p><b>Large group exercise</b> PowerPoint Slide 3</p> <p><b>Large group exercise</b> PowerPoint Slide 4</p>



Time and Content	Learning Objective(s)	Methodology
<p><b>Segment 2</b></p> <p><b>Activity 2A: Overview of the Reasons for the Training</b> 5 minutes</p> <ul style="list-style-type: none"> <li>Discussion of the reasons to engage in the training</li> </ul> <p><b>Activity 2B: Purpose and Introduction of Curriculum</b> 15 minutes</p> <ul style="list-style-type: none"> <li>Discussion of the background of the curriculum</li> </ul> <p><b>Activity 2C: Perceptions of Black Fathers</b> 20 minutes</p> <ul style="list-style-type: none"> <li>Discussion of how Black fathers are seen by the “system”</li> </ul>	<p>K.1 The trainee will be able to identify how the experiences, history, and cultural norms of the social worker impact families of color.</p> <p>K.3 The trainee will be able to recognize the potential effects of: racism, oppression, socio-economic status, power, authority, and history of family involvement with the child welfare system on the interactions between child welfare workers and the children and families served by the Child Welfare System.</p>	<p><b>Lecture, Large Group Discussion</b> PowerPoint Slide 5</p> <p><b>Lecture, Large Group Discussion</b> PowerPoint Slide 6</p> <p><b>Video Clip – Focus Group, Large Group Discussion</b> PowerPoint Slide 7</p>
<p><b>Segment 3</b></p> <p><b>Activity 3A: Fathers in America</b> 30 minutes</p> <ul style="list-style-type: none"> <li>Discussion of the role of father in American culture</li> </ul> <p><b>Activity 3B: Involving Fathers</b> 10 minutes</p> <ul style="list-style-type: none"> <li>Data regarding the benefits of including fathers in Child Welfare work with families</li> </ul> <p><b>Activity 3C: Policies Related to Fathers</b> 10 minutes</p>	<p>K.2 The trainee will be able to recognize that the disproportionality in child welfare outcomes is systemically based rather than attributable to characteristics of families of color.</p> <p>K.3 The trainee will be able to recognize the potential effects of: racism, oppression, socio-economic</p>	<p><b>Lecture, Large Group Discussion</b> Trainee Content: American Fathers Data PowerPoint Slide 8</p> <p><b>Lecture, Large Group Discussion</b> PowerPoint Slide 9</p> <p><b>Small Group Activity</b> PowerPoint Slide 10</p>



Time and Content	Learning Objective(s)	Methodology
<ul style="list-style-type: none"> <li>Small group discussion of the impact of agency policies and practices on social work with fathers</li> </ul> <p><b>Activity 3D: African American Fathers and Men</b> 10 minutes</p> <ul style="list-style-type: none"> <li>Data regarding the systemic influences on African American men as fathers</li> </ul> <p><b>Activity 3E: Behaviors that Contribute to Biases</b> 15 minutes</p> <ul style="list-style-type: none"> <li>Consideration of how the actions of African American men contribute to biases within CWS</li> </ul>	<p>status, power, authority, and history of family involvement with the child welfare system on the interactions between child welfare workers and the children and families served by the Child Welfare System.</p>	<p><b>Lecture, Large Group Discussion</b> Trainee Content: <i>African American Men</i> PowerPoint Slides 11-12</p> <p><b>Video Clip – Claudine, Lecture, Small Group Activity</b> PowerPoint Slide 13</p>
<p><b>Segment 4</b></p> <p><b>Activity 4A: History of Social Welfare Impacts on Black Men and Black Families</b> 20 minutes</p> <ul style="list-style-type: none"> <li>Discussion of the impact of past and present policy on current practice and decision making.</li> </ul> <p><b>Activity 4B: Role Play</b> 20 minutes</p> <ul style="list-style-type: none"> <li>Role play to facilitate taking another’s perspective</li> </ul>	<p>K.1 The trainee will be able to identify how the experiences, history, and cultural norms of the social worker impact families of color.</p> <p>K.2 The trainee will be able to recognize that the disproportionality in child welfare outcomes is systemically based rather than attributable to characteristics of families of color.</p> <p>K.3 The trainee will be able to recognize the potential effects of:</p>	<p><b>Video Clip – Roots, Video Clip – Claudine, Large Group Discussion</b> PowerPoint Slide 14</p> <p><b>Role Play Activity</b> PowerPoint Slide 15</p>



Time and Content	Learning Objective(s)	Methodology
	<p>racism, oppression, socio-economic status, power, authority, and history of family involvement with the child welfare system on the interactions between child welfare workers and the children and families served by the Child Welfare System.</p> <p>S.1 Given a case example, the trainee will be able to demonstrate how various communication styles and the use of authority (including his or her own) may foster or inhibit communications with families, colleagues, and collaterals.</p>	
<p><b>Segment 5</b></p> <p><b>Activity 5A: Past and Current Factors</b> 15 minutes</p> <ul style="list-style-type: none"> <li>• Discussion of data showing disproportionality in CWS</li> <li>• Discussion of biases in CWS</li> </ul> <p><b>Activity 5B: Cultural Body Exercise</b> 30 minutes</p> <ul style="list-style-type: none"> <li>• Exploring the involuntary messages received from family and agency and their effect on fathers and</li> </ul>	<p>K.1 The trainee will be able to identify how the experiences, history, and cultural norms of the social worker impact families of color.</p> <p>K.2 The trainee will be able to recognize that the disproportionality in child welfare outcomes is systemically based rather than attributable to characteristics of families of color.</p>	<p><b>Video Clip – Focus Group, Lecture, Large Group Discussion</b> PowerPoint Slides 16-17</p> <p><b>Individual Activity, Large Group Discussion</b> PowerPoint Slides 17-19</p>



Time and Content	Learning Objective(s)	Methodology
social workers	<p>K.3 The trainee will be able to recognize the potential effects of: racism, oppression, socio-economic status, power, authority, and history of family involvement with the child welfare system on the interactions between child welfare workers and the children and families served by the Child Welfare System.</p> <p>V.1 The trainee will value the continued recognition that attitudes and behaviors influence interactions with families, colleagues, and collaterals who are ethnically and/or culturally different.</p> <p>V.2 The trainee will value the importance of his or her role in facilitating effective cross-cultural communication.</p> <p>V.3 The trainee will value diversity and acknowledge the equal worth of different cultures.</p>	
<p><b>Segment 6</b></p> <p><b>Activity 6A: Absenteeism</b> 30 minutes</p>	<p>K.3 The trainee will be able to recognize the potential effects of:</p>	<p><b>Small Group Activity, Large Group Discussion</b></p>



Time and Content	Learning Objective(s)	Methodology
<ul style="list-style-type: none"> <li>Discussion of the motivations for absenteeism</li> </ul>	racism, oppression, socio-economic status, power, authority, and history of family involvement with the child welfare system on the interactions between child welfare workers and the children and families served by the Child Welfare System.	PowerPoint Slide 20
<p><b>Segment 7</b></p> <p><b>Activity 7A: Gallery Walk</b> 30 minutes</p> <ul style="list-style-type: none"> <li>Exploring individual biases</li> </ul>	<p>K.3 The trainee will be able to recognize the potential effects of: racism, oppression, socio-economic status, power, authority, and history of family involvement with the child welfare system on the interactions between child welfare workers and the children and families served by the Child Welfare System.</p> <p>V.1 The trainee will value the continued recognition that attitudes and behaviors influence interactions with families, colleagues, and collaterals who are ethnically and/or culturally different.</p> <p>V.2 The trainee will value the importance of his or her role in</p>	<p><b>Large Group Activity</b> PowerPoint Slide 21</p>



Time and Content	Learning Objective(s)	Methodology
	<p>facilitating effective cross-cultural communication.</p>	
<p><b>Segment 8</b></p> <p><b>Activity 8A: Myths About Black Men</b> 15 minutes</p> <ul style="list-style-type: none"> <li>Discussion myths about African American men and fathers</li> </ul> <p><b>Activity 8B: Black Men's Commitment as Fathers</b> 30 minutes</p> <ul style="list-style-type: none"> <li>Discussion of the barriers African American fathers face in their efforts to be committed fathers</li> </ul>	<p>K.1 The trainee will be able to identify how the experiences, history, and cultural norms of the social worker impact families of color.</p> <p>K.2 The trainee will be able to recognize that the disproportionality in child welfare outcomes is systemically based rather than attributable to characteristics of families of color.</p> <p>K.3 The trainee will be able to recognize the potential effects of: racism, oppression, socio-economic status, power, authority, and history of family involvement with the child welfare system on the interactions between child welfare workers and the children and families served by the Child Welfare System.</p>	<p><b>Video Clip – What Black Men Think, Large Group Discussion</b> PowerPoint Slide 22</p> <p><b>Video Clips – Pursuit of Happiness, Large Group Discussion</b> PowerPoint Slide 23</p>



Time and Content	Learning Objective(s)	Methodology
<p><b>Segment 9</b></p> <p><b>Activity 9A: Personal Responsibility</b> 15 minutes</p> <ul style="list-style-type: none"> <li>Discussions of the barriers faced by African American men seeking to better themselves</li> </ul> <p><b>Activity 9B: Group Activity</b> 10 minutes</p> <ul style="list-style-type: none"> <li>Discussion of the resiliency shown by African American fathers</li> </ul> <p><b>Activity 9C: Current Practices and Policies</b> 30 minutes</p> <ul style="list-style-type: none"> <li>Consideration of new information as a resource for personal and systemic change</li> </ul>	<p>K.2 The trainee will be able to recognize that the disproportionality in child welfare outcomes is systemically based rather than attributable to characteristics of families of color.</p> <p>K.3 The trainee will be able to recognize the potential effects of: racism, oppression, socio-economic status, power, authority, and history of family involvement with the child welfare system on the interactions between child welfare workers and the children and families served by the Child Welfare System.</p> <p>S.1 Given a case example, the trainee will be able to demonstrate how various communication styles and the use of authority (including his or her own) may foster or inhibit communications with families, colleagues, and collaterals.</p>	<p><b>Lecture, Large Group Discussion</b> PowerPoint Slide 24</p> <p><b>Video Clip – Claudine, Video Clip South Central, Lecture, Large Group Discussion</b> PowerPoint Slide 25</p> <p><b>Small Group Activity</b> PowerPoint Slides 26-27</p>
<p><b>Segment 10</b></p> <p><b>Activity 10A: Paradigm Shift</b> 15 minutes</p>	<p>K.2 The trainee will be able to recognize that the disproportionality</p>	<p><b>Large Group Discussion</b> Trainee Content: Paradigm</p>





Time and Content	Learning Objective(s)	Methodology
<ul style="list-style-type: none"> <li>Discussion of the systemic changes needed to address bias in CWS</li> </ul> <p><b>Activity 10B: Efforts for father Involvement</b> 10 minutes</p> <ul style="list-style-type: none"> <li>Discussion of the points within the CWS system that lend themselves to increased participation from fathers</li> </ul>	<p>in child welfare outcomes is systemically based rather than attributable to characteristics of families of color.</p> <p>K.3 The trainee will be able to recognize the potential effects of: racism, oppression, socio-economic status, power, authority, and history of family involvement with the child welfare system on the interactions between child welfare workers and the children and families served by the Child Welfare System.</p>	<p>Shift PowerPoint Slide 28</p> <p><b>Lecture, Large Group Discussion</b> PowerPoint Slides 29-31</p>
<p><b>Segment 11</b></p> <p><b>Activity 11A: Applause for Black Men</b> 15 minutes</p> <ul style="list-style-type: none"> <li>Positive recognition of the significant contributions of African American men</li> </ul>	<p>V.3 The trainee will value diversity and acknowledge the equal worth of different cultures.</p>	<p><b>Video Clip – Montage, Large Group Activity</b> PowerPoint Slide 32</p>
<p><b>Segment 12</b></p> <p><b>Activity 12A: Action Plan for Change</b> 15 minutes</p> <ul style="list-style-type: none"> <li>Developing action plans for changing systems and for changing current individual social worker practice</li> </ul>	<p>K.3 The trainee will be able to recognize the potential effects of: racism, oppression, socio-economic status, power, authority, and history of family involvement with the child welfare system on the</p>	<p><b>Small Group Activity</b> PowerPoint Slide 33</p> <p><b>Lecture, Individual Activity</b></p>



Time and Content	Learning Objective(s)	Methodology
<p><b>Activity 12B:Evaluation and Closing</b> 10 minutes</p> <ul style="list-style-type: none"> <li>Acknowledgement of the personal work in the group and request for training evaluation from the participants</li> </ul>	<p>interactions between child welfare workers and the children and families served by the Child Welfare System.</p> <p>V.2 The trainee will value the importance of his or her role in facilitating effective cross-cultural communication.</p>	<p>PowerPoint Slide 34</p>