**History, Part 6**

*Objectives:*

Following completion of this session, learners will be able to:

1. Appraise deficits in the teaching they received on history during their formative years
2. Consider their own generational family stories in comparison to those of patients with identities divergent from theirs
3. Assess the persistence of systemic racism in medicine
4. Defend the need to understand history in order to care for today’s patients
5. Commit to a plan for their ongoing historical learning about systems of oppression (racism and/or others)

*Preparatory Work:*

Prior to attending the session, learners have been asked to:

No pre-work

*In Session Facilitator Guide*

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| **Duration** | **Format** | **Activity** | **Materials Required** |
| 2 minutes | Large Group Discussion | Brief welcome and check in with the small group: Any hanging questions or comments from last week?Set the stage—*We are continuing our journey through history* |  |
| 6 min  |  | \*\*Only if you did not get to showing these last time! Otherwise skip slides 1-2 and move on to the next section of this lesson plan\*\*Slides 1-2: VIDEOSWe will open today with a couple of short stories of lived experiences. Think about what it means to hear these stories as a patient, how these are similar to or different from the stories shared in your family, and how these stories being part of a family’s generational history can impact health. Let’s remember, this wasn’t that long ago! The visual is not important- so you may choose to close your eyes as you listen if you wish.<https://www.youtube.com/watch?v=wFXM18X5Eeo> – StoryCorps’ A woman who grew up in the Jim Crow South remembers one night on a rural road (Francine Anderson) (3:05) <https://www.youtube.com/watch?v=9iYErDBXLMw> – StoryCorps’ Dr Weaver remembers integrating his high school football team in Knoxville, Tennessee |  |
| 10 minutes | Individual reflection and then optional large group share | During our last session we heard a few stories, including a woman’s story about her mother’s lack of access to care during Jim Crow; a child’s changed view of her father after an encounter while getting gas; and a teen’s encounters with racism as a football player.I asked you to think about what it means to hear these stories, how these are similar to or different from the stories shared in your family, and how these stories being part of a family’s generational history can impact health. I want to recognize that we have different identities within this group, so our reactions to this might be quite different. Take a moment to do a written reflection on how these stories have made you feel. Choose one or reflect on all. (give 2 minutes for this reflection)I want to invite anyone who wishes to share, to do so. Please remember our agreements. If you hold many privileged identities, if you choose to speak, please center your comment in the awareness that others in the room may have to confront these things on a regular basis.  | Depending on your group, if feasible, you may choose to break the learners into affinity groups for sharing purpose. If you choose to do this, I strongly recommend looking at the affinity group lesson plan and preparatory email, and sending this out to the group beforehand if this is not already a common practice |
| 7 min | Large group powerpoints and videos | **Slides 6-7 VIDEO- trigger warning**I’d like to show a video from 2020 drawing parallels from that time to the movement happening now in the aftermath of COVID and the murders of George Floyd and Breonna Taylor that sparked the current movement. As you watch the video, consider: How has YOUR personal momentum changed since Summer 2020 to now?Trigger warning: images of Till after his death, and brief video clips of the George Floyd murder. This video is 4:26 if you need to turn this off or step outside of the room and return.<https://www.youtube.com/watch?v=oMGyY1oL40Y&t=2s>  | Tee up videos and music |
| 20 min | Small group work and reporting back | *SLIDES 9-11*We discussed a number of laws, policies and legal reports that codified RACISM into many US systems.Let’s focus in on medicine for a few moments.We will be dividing into 3 groups to examine 3 landmark reports in US Healthcare pertaining to race and medicine. Each group will have 15min to research the report and then report back to the large group regarding their findings.The purpose of this is twofold:1. learn about these landmark reports relevant to our field, through answering the WHO, WHAT and HOW questions above (OK to add your group’s interpretation)
2. practice “good enough” research. Learning about all of this can be daunting. What can you learn in 10min? You do not always have to be exhaustive to learn something meaningful that can shape your practice. We spend a lot of time wanting to provide the most perfect and informed care. For some issues, learning something is good enough and so much better than learning nothing because you are overwhelmed at the thought of starting. You do not have to be an expert to be informed. If this becomes your area of research- become an expert. If not, it is ok to be a generalist. But just like we all need to know something about autism, even if we’re not developmental pediatricians, we need to know something about these reports to understand where we are now related to health equity.

\*\*If you happen to find the article on the next slide, do not dig into this. We are going to ALL read this one later together in our session.When you get into your group, you will have 10 minutes. You may use some of this time for independent research, but leave at least 5 minutes to come back together as a group to share what you found and come up what you want to relay back to the large group. **Please immediately identify a timekeeper, and a person who will be the recorder and report to the large group.**(Give 10min to work and remaining time for large group report out). |  |
| 15 minutes(9 minutes if not doing pair share due to showing videos at the beginning) | Individual Article and Pair Share | Show slide 12, with QR code to article or share link. Ask all to read this article. It will likely take about 10 minutes. Ask the learners to signal you in some way (raise hand or turn screen back on if virtual; come to front of room if live) when they are done. Once everyone has started reading, flip to SLIDE 13. As learners finish, pair them off in the order they are done to do the pair share.*\*\*If you are running out of time, skip the pair share and go to the “Accountability” (Slide 14) FutureMe assignment* |  |
| 5 min | Future Me | Show Slide 14FutureMe is a website that allows individuals to send themselves (free) emails in the future. We will use this today to create self-accountability. Go to the FutureMe site (link or QR code on next page) and write a letter to yourself dated for 6 months in the future. Answer these questions:* What do you still want to know more about regarding the history of racism?
* What other areas of identity-based oppression do you need/want to learn more about?
* How & when will you seek out this learning?

In 6 months, you will get this email as a reminder of what you are hoping/planning to do and an opportunity for self-accountability. How does 6-months-in-the-future-you feel about the goals current you set today? This is completely anonymous—I will never see these emails.Share link. |  |