

Lesson Plan for Teaching Side by Side

TSOCWF 402 Human Behavior in the Social Environment

University of Washington Tacoma

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Introduction

TSOCWF 402 Human Behavior in the Social Environment (HBSE) is a required course for Social Welfare major students at University of Washington Tacoma. This course focuses on person-in-the environment for individuals and family development across the lifespan. Students learn developmental and social theories and perspectives to understand human behavior across diverse backgrounds. Students also learn about family, small group, organization, and community system dynamics and processes. Students take this course in their first quarter of their junior year and the second quarter of their major.

The Side by Side lesson plan was developed for this course for several reasons. First, this course is required as part of the curriculum for all social work accredited programs. Generally, most HBSE currently lacks significant incorporation of adoption except as a cursory mention of family structure. Second, the incorporation of the lifelong effects of adoption is typically not covered, despite the clear connection to human behavior across the lifespan (particularly in adulthood). The HBSE curriculum covers identity formation and the inclusion of adopted individuals in this aspect is important. Finally, the racial and ethnic diversity of transracial, transnational Korean adoptees is important to a course in which students are learning about diversity and the influence of social environments on an individual's human development.

Assignment

Students will be assigned to watch the Side by Side short films at <https://sidebysideproject.com/11-short-films>

All students will watch the short films "Growing Up" and "Seeking Identity." Students will choose two other short films. After viewing the four videos, respond to the following questions (for a reflection assignment or for class discussion):

1. Reflect on your overall reactions to the films. Before watching these films, what did you understand about transracial/transnational adoption? What was surprising or new information for you?
2. The participants share conversations or interactions with their adoptive parents/families. What were some themes you found in these family interactions?
3. The participants reflect on aspects of racial and/or ethnic identity. Most of the participants were raised in non-Korean families and had little or no Asian community growing up. How did participants talk about their identity development as Korean and/or Asian? What emotions came up? What did they do (or avoid) while navigating their racial/ethnic identity?
4. In this course we have been learning about the role of social environments on human behavior and human development. Reflect on the participants' reflections and discuss the role of social environments on their identity.
5. Adoptive and foster families are rarely included in discussions about families and individuals with adoption or foster/orphanage histories are almost never included past adolescence. Yet adopted/fostered individuals and families are overrepresented in social service populations compared to non-adopted/fostered individuals and families. Based on the film participants' reflections, identify one or two issues that were raised and how they might show up in a professional social work context.