

Culturally Appropriate Care

Part 1: Stereotyping

Session plan and trainer notes

To deliver this session, you will need:

- Laptop
- Projector
- PowerPoint
- Workshop handouts
- Pens
- Optional: flip chart paper and pens

The layout of the room needs to allow for group discussion and participation in group exercises.

This session can also be delivered online via a platform such as Microsoft Teams.

Some online platforms allow for people to go into virtual rooms for group discussions, or you may choose to have whole group discussions.

You can build on and/or tailor the content to the size of the group, the expectations of your organisation and the people you support. The session has handouts and activities which you can download and print off.

It's important that the trainer or facilitator has a good understanding of person-centred approaches.

Session length: we've estimated this session will take **2 - 2½ hours** however the actual time will depend on the size of the group, facilitators style and any changes you make to the training materials.

NOTE: The PowerPoint can be used as a guide throughout the session. It includes slides which show the aim, outcomes and where activities / group discussions take place. Breaks times can be arranged by the facilitator.

This session plan can be used in addition to the PowerPoint if required; it may help with timings.

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Timings	Activity	Content	Resources
2 minutes	Slide 4 Facilitator to read through	Note for trainer: The PowerPoint will guide you through the session, but this may help with timings. What do we mean by 'culturally appropriate care'?	
2 minutes	Slide 5 Facilitator to read through	What does culture mean?	
10 minutes	Slide 6 Activity 1	Can you think of any culture examples? This activity can either be done in small groups or as whole group discussion	Activity 1 Printable activity notes for groups to use
10 minutes	Slide 7 Group feedback	What culture examples did you think about / discuss?	
4 minutes	Slides 8/9 Facilitator to read through	Further examples of different cultures to follow the activity on slides 8/9. These can be helpful if groups are struggling to think of examples during the activity above.	Flip chart to write up group feedback (optional)
5 minutes	Slide 10	Brief overview of the Equality Act and a 3-minute film on protected characteristics.	

1 minute	Facilitator to read through		
2 minutes	Slide 11 Facilitator to read through	We don't support different cultures just because the law says we must – we support different cultures because it's the right thing to do!	
5 minutes	Slide 12 Facilitator to read through	Culturally appropriate care during the coronavirus (COVID-19) pandemic	
5 minutes	Slides 13-15 Facilitator to read through	Assumptions, Unconscious bias and stereotyping	
5 minutes	Slide 16 Facilitator to read through	Terminology around age, disability, ethnicity and sexuality evolves continuously. It is important that you learn about preferred terminology used in your organisation and with the individuals you support. It is also important to remain actively conscious of changes. It's important to ask the person how they would like to be referred to and not to make assumptions	
2 minutes	Ask the group	Some terms are very outdated and are sometimes used as verbal abuse towards someone. Can you think of any examples regarding someone with a learning disability? Note: Tell the group that this can be a difficult exercise, but it has an important message at the end.	
5 minutes	Slide 17 Facilitator to read through	Examples of terms that the group may have thought about (as above)	
	Slides 18/19		

5 minutes	Facilitator to read through	Where do some of these terms come from?	
20 minutes	Slide 20 Facilitator to read through Ask the group	If you found that activity difficult, imagine how it must feel to have those words directed at you while in the community, at home, school or work.	Activity 2 Printable activity notes page for groups to use if required.
10 minutes	Slide 21 Activity 2	What impact could that have on someone with a learning disability? Agree or disagree? In your groups, read through each scenario and discuss if you agree or disagree. Make notes on the activity sheet.	Printable activity notes page for groups to use if required.
10 minutes	Slides 22-25 Facilitator to read through	These slides go through the above activity. Obtain feedback from groups as you click through each scenario.	Printable facilitator notes also available if required.
10 minutes	Slides 26-27 Facilitator to read through Ask the group	Challenging discrimination	
5 minutes	Slide 28 Facilitator to read through	What can you do to challenge discrimination? Examples of challenging discrimination. These can be helpful if groups are struggling to think of examples during the discussion above.	
		End of session Links to the framework and resource list can be emailed out to participants.	

		The framework can also be printed as a handout if required.	
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Appendix 1: Activity trainer guide

Stereotyping and making assumptions

Activity 1: Can you think of any cultural examples?

Culture is a word for the 'way of life' of groups of people, meaning the way they do things.

Different groups may have different cultures or 'habits, for example:

"We always eat turkey on Christmas Day"

"We take our shoes off before entering our home"

"At our workplace we always finish early on a Friday"

"We fast during the month of Ramadan"

Ask the participants for their examples. The following examples may help prompt discussion:

Family, extended family bonds and networks are very important to the Gypsy and Traveller way of life. Family anniversaries, births, weddings and funerals are usually marked by extended family or community gatherings with strong religious ceremonial content.

Plant-based eating is deeply rooted in three of the prominent religions practiced in India – Hinduism, Jainism and Buddhism. All these religions believe in the concept of kindness and non-violence towards all living things.

The number 8 is believed to be the luckiest number in China because '8' is associated with wealth. Chinese people would like to choose '8' as the time and/or date of important events. For example, the opening ceremony of the 2008 Beijing Olympic Games commenced exactly at 8 minutes and 8 seconds past 8 pm on the 8th of August 2008.

Many Muslim women wear a hijab (the word means "veil"), symbolising modesty and respect for Allah, and many Muslim men dress modestly to pray too.

Culturally Appropriate Care

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Empty box for student responses.

Culturally Appropriate Care: Activity trainer guide

Stereotyping and making assumptions

Activity 2: Read through the examples and discuss in your group if you agree or disagree?



EXAMPLE	AGREE 	DISAGREE 
Siblings are always happy or able to carry on giving help and support when their parents are unable to.		Some may be able to, and some may not. Choices must be respected.
Some people remove shoes before entering some rooms at home, as well as a Mosque, etc.	This is true for some; therefore, it is polite to ask the individual or follow their lead. This can include bedrooms in care homes.	
It is good practice to ask the individual to confirm their Christian name and surname before administering medication.		It is best to ask for the persons first and last name rather than 'Christian' name.
Wealthy families will not need support.		Support comes in different forms; anyone may need support, no matter what their level of wealth.
You should ask the person if there any cultural things they shouldn't do such as drinking alcohol, going to pubs, etc.		Yes, this is good practice. Always record the persons wishes.

<p>People in some communities won't accept support.</p>		<p>Every family is unique, and assumptions shouldn't be made.</p>
<p>It is more acceptable for individuals to be identified in terms of their national origin, e.g. Indian, Pakistani, Mauritian, or region of origin, e.g. Bengali rather than a general 'Asian'</p>	<p>This is often the case; however, you should ask the individual what their preference is.</p>	
<p>You should start off with addressing people formally such as 'Mr/Mrs' but then ask them how they would like to be addressed.</p>	<p>Yes, this is good practice. A recording should be made of their preference.</p>	
<p>You should try to link different families together from their community who have a relative with learning disabilities.</p>		<p>This should only happen after discussing with the family. Some families are very private and may not like this to happen</p>
<p>Its good practice to do research on cultural differences so you know what peoples likes and dislikes are.</p>		<p>It is good practice to do some research on cultural differences, however, always remember each person is unique with their likes and dislikes.</p>
<p>Issues affecting the persons family, such as housing environment, financial concerns and health issues are not important as you must focus on the individual.</p>		<p>It is important to take into account issues affecting the wider family as they may also have a big impact on the individual you are supporting.</p>

<p>It's okay to use the term 'coloured' to describe someone.</p>		<p>This is not acceptable. Many people find it offensive. The terms 'Black' or 'Person of colour' are more acceptable.</p>
<p>You should explore what good support would look like for the person you support, specifically: gender requirements, faith practices, food requirements, dress codes and relations with the opposite sex.</p>		<p>Yes, these are all really important areas of support, and all relevant information should be recorded in the support plan.</p>
<p>The term 'half-cast' is acceptable.</p>		<p>This term is regarded as offensive by many people due to its origins within the Hindu Caste System, in which being half-caste could mean social exclusion for the individual concerned.</p>
<p>The term 'non-white' is acceptable.</p>		<p>Many people may find this term deeply offensive, as its origins relate to apartheid. (A system of segregation or discrimination on grounds of race (in the past, widely practiced in South Africa))</p>
<p>Mixed-Race is a generally accepted term, but can sometimes have negative connotations.</p>	<p>Alternatives are 'mixed parentage' or 'dual parentage'. The term 'multi-racial' may also be used, for example as in reference to a 'multi-racial household'.</p>	

Culturally Appropriate Care: Stereotyping and making assumptions

Activity 2: Read through the examples and discuss in your group if you agree or disagree?

EXAMPLE	AGREE 	DISAGREE 
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Some people remove shoes before entering some rooms at home, as well as a Mosque, etc.		
It is good practice to ask the individual to confirm their Christian name and surname before administering medication.		
Wealthy families will not need support.		
You should ask the person if there any cultural things they shouldn't do such as drinking alcohol, going to pubs, etc.		
People in some communities won't accept support.		
It is more acceptable for individuals to be identified in terms of their national origin, e.g. Indian, Pakistani, Mauritian, or region of origin, e.g. Bengali rather than a general 'Asian'		

<p>You should start off with addressing people formally such as 'Mr/Mrs' but then ask them how they would like to be addressed.</p>		
<p>You should try to link different families together from their community who have a relative with learning disabilities.</p>		
<p>Its good practice to do research on cultural differences so you know what peoples likes and dislikes are.</p>		
<p>Issues affecting the persons family, such as housing environment, financial concerns and health issues are not important as you must focus on the individual.</p>		
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