

| Timings | Activity | Content | Resources |
|--|--------------------|--|-----------|
| <p>Timings are approximate</p> <p>30 minutes</p> | <p>Facilitator</p> | <p>Welcome and introductions</p> <p>The welcome sets the tone for the rest of the day. Introduce yourself and discuss the workshop aim and learning outcomes.</p> | |
| | <p>Facilitator</p> | <p>Workshop aims and learning outcomes</p> <p>Aim: To know about culturally acceptable care, focusing on stereotyping.</p> <p>Learning outcomes</p> | |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

| Timings | Activity | Content | Resources |
|---------|----------|---------|-----------|
|---------|----------|---------|-----------|

2 minutes

2 minutes

10 minutes

10 minutes

4 minutes



1 minute
Facilitator to read through

Slide 11
Facilitator to read through

we support

2 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 is important to ask the person how they would like to be referred to and not to make assumptions

Ask the group

2 minutes

Slide 17
Facilitator to read through

5 minutes

Slides 18/19



Facilitator to read through

5 minutes

Slide 20
Facilitator to read through
Ask the group

20 minutes

Slide 21
Activity 2

10 minutes

Slides 22-25
Facilitator to read through

10 minutes

Slides 26-27
Facilitator to read through
Ask the group

5 minutes

Slide 28
Facilitator to read through





| | | | |
|--|--|---|--|
| | | The framework can also be printed as a handout if required. | |
|--|--|---|--|



Appendix 1: Activity trainer guide

Stereotyping and making assumptions

Activity 1:

Culture



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.

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

Stereotyping and making assumptions

Activity 1:

Culture

The diagram consists of four speech bubbles arranged horizontally on a light blue background. The first bubble is yellow and empty. The second bubble is grey and contains a cityscape image with the text "We take our". The third bubble is pink and contains a cityscape image with the text "the month of". The fourth bubble is orange and contains the text "the month of".

A large empty rectangular box with a black border, intended for notes or a response to the activity.



Culturally Appropriate Care: Activity trainer guide

Stereotyping and making assumptions

Activity 2:

| 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. |
| | | |



| | | |
|--|--|---|
| People in some communities | | Every family is unique, and assumptions |
| 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 | This is often the case; however, you should ask the individual what their preference is. | |
| You should start off with addressing people formally such as Mr/Mrs but then ask them how they would like to be addressed. | Yes, this is good practice. A recording should be made of their preference. | |
| You should try to link different families together from their community who have a relative with learning disabilities. | | This should only happen after discussing with the |



| | | |
|---|--|--|
| | | <p>This is not acceptable. Many people find it offensive. The terms</p> <p>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>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> |
| acceptable. | | <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</p> <p>-</p> <p>also be used, for example as in reference to a 'multi-racial household'.</p> | |



Culturally Appropriate Care: Stereotyping and making assumptions

Activity 2:

| EXAMPLE | AGREE |
|---------|-------|
|---------|-------|



| | | |
|---|--|--|
| <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> | | |
| <p>describe someone.</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>- acceptable.</p> | | |
| <p>-</p> | | |
| <p>Mixed-Race is a generally accepted term, but can sometimes have negative connotations.</p> | | |