



# Culturally Appropriate Care

## Part 2: Supporting individuals from ethnic minority groups and backgrounds

**Session plan and trainer notes**



## Preparation

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





	Facilitator	<p>Explain that the workshop is interactive and will involve group discussion, scenarios, self-reflection and sharing best practice</p>	
	Facilitator	<p><b>Face to face housekeeping and domestics can include:</b>  Refreshments  Comfort breaks (including location of toilets)  Smoking  Fire procedures  Mobile phones</p>	
	Whole group	<p><b>Online training domestics can include:</b>  Online instructions such as cameras, microphones, use of messaging box, etc  Mobile phones / emails  Comfort breaks</p>	
		<p><b>Ground rules</b>  Everyone's view is important  There's no such thing as a stupid question  Time keeping  Listen to what others have to say – speak one at a time  Confidentiality</p>	
		<p><i>Facilitators note:</i>  Identify any other ground rules that need to be agreed by the group.</p> <p><b>Introductions</b>  Use your own preferred method of introductions and ice breaker or:</p>	<p>Flip chart to write up names (optional)</p>



		Let us know who you are, where you work and briefly tell us one positive thing you have done during the Covid pandemic, either at work or in personal life.	
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Timings	Activity	Content	Resources
2 minutes	<b>Slide 4</b> Facilitator to read through	<b>Note for trainer:</b> The PowerPoint will guide you through the session, but this may help with timings.  A note on terminology	
5 minutes	<b>Slide 5</b> Facilitator to read through	Brief overview of the Equality Act and a 3-minute film on protected characteristics.	
2 minutes	<b>Slide 6</b> Facilitator to read through	What is direct and indirect discrimination?	
10 minutes	<b>Slide 7</b> <b>Activity 1</b>	Can you think of any other examples of direct or indirect discrimination? Examples can be about any protected characteristic. This activity can either be done in small groups or as whole group discussion	<b>Activity 1</b> Printable activity notes page for groups to use if required.
10 minutes	Group feedback	See trainer guide for examples. These can be helpful if groups are struggling to think of examples during the activity above.	Printable trainers guide also available if required.
8 minutes	<b>Slides 8-11</b>	Overview of report: <a href="#">Personalisation in Black, Asian and Minority Ethnic Communities</a>	





## Appendix 1: Activity trainer guide

### Supporting relationships and minority groups

Can you think of any other examples of direct or indirect discrimination?

is when someone is treated differently and worse than others because of a protected characteristic, such as race.

Not catering for particular religious dietary requirements.

is when there's a practice, policy or rule which applies to everyone in the same way, but it has a worse effect on some people than others.

A care home providing generic toiletries that may not be suitable for particular racial skin and hair types.

A person is refused a place in a care home and it's because they are transgender.

Not hiring a person because of their disability.

A team of people at a company consisting of four men and one woman, all doing the same work, but the woman gets a lower

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## Culturally Appropriate Care: Activity

### Supporting relationships and minority groups

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## Culturally Appropriate Care: Activity trainer guide

### Supporting relationships and minority groups

#### Case study - Casho

Casho is a 22-year-old woman who moved to the UK with her parents two years ago, after being granted asylum from Somalia.

Casho has a moderate learning disability. As Casho grew up in Somalia, her family experienced a lot of discrimination due to her disability and she received no formal education. Casho has limited language skills, speaks just a few words in Somali, but uses her body language and facial expressions well to express her needs. Her mother recognises her communication well and they have a very close relationship.

Since moving to the UK, Casho's father has found employment in farming and has learnt to speak some English. Casho's mother is learning to speak English through a local Somali resource centre. The centre has been of great support since the family moved to the UK, providing free advice and guidance on a range of issues, including housing and employment. The family are practicing Muslims.

Casho has struggled with the move to the UK and has developed some challenging behaviours that her mother was finding increasingly difficult to cope with, including head banging and throwing things. Casho's mother is scared about discrimination they have faced



## Culturally Appropriate Care: Activity