

## Module 4. Respecting Differences

### **Goal**

The goal of this module is to improve the ability of participants to work with people who are different from themselves.

### **Time**

3.5 hours (including 30 minutes for break and warm-up or closing)

<b>Activities</b>	<b>Methods</b>	<b>Time</b>
4.1 People Bingo	Interactive presentation, large-group exercise, and large-group discussion	30 minutes
4.2 Exploring Assumptions	Large-group exercise and discussion, small-group work and discussion	1 hour
4.3 Telling Your Story	Interactive presentation, pairs work, and large-group discussion	45 minutes
4.4 DVD on Cultural Competency	Watching of DVD, large-group discussion	45 minutes

### **Supplies & Training Materials**

- Flip chart, markers, tape
- Paper and pencils
- Instructor's Guides: People Bingo Icebreaker

### **Handouts**

- Handout 4.1: People Bingo Card
- Handout 4.2: Who Would You Choose?
- Handout 4.3: Exploring Assumptions – Part 1
- Handout 4.4: Exploring Assumptions – Part 2
- Handout 4.5: Tell Your Story
- Handout 4.6: Showing Respect
- Handout 4.7: Create an Affirmation

### **Advance Preparation**

The activities in this module ask the trainees to think about and discuss a variety of personal and potentially difficult issues. Because of possible negative experiences in the past, these

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activities and discussions can evoke strong emotions among the trainees. Thus, this module is best taught with two instructors. Ideally, if it can be arranged, one of the instructors should be a counselor or social worker.

If the instructor is working alone, it is best to “practice” by doing the exercises ahead of time, to get some idea of what emotions might be experienced by others.

Copy all handouts for participants.

### ***Activity 4.1 People Bingo***

Prepare a flip chart page with the Module 7 Learning Agenda shown in step 3.

Adapt the sample People Bingo Card (if needed) for the number of participants and their backgrounds. Make enough copies for each participant.

Decide if you want to give prizes for the “winners” – e.g., refrigerator magnets, positive affirmation notes/stickers, candy. If you do this, plan a way to make every participant a winner by the end of the module (or day). Make sure you have enough prizes for every participant.

### ***Activity 4.3 Telling Your Story***

Prepare a flip chart page with the definition of “culture” as shown in step 2.

### ***Activity 4.4 Affirmations***

Prepare a flip chart page explaining affirmations as shown in step 2.

## ACTIVITY 4.1 People Bingo

30 minutes

### **Learning Outcomes**

By the end of this activity, participants will be able to:

- Explain why it is important to talk about differences among people as part of this training.
- Identify some of the ways that individual participants are different from each other.
- Identify some assumptions they made about fellow participants, based on appearance and limited information.

### **Key Content**

- ❖ Within every group there are similarities and differences among individuals. Some of the differences are race, class, language, age, sexuality, religion, culture, abilities, etc. Some of these similarities and differences are obvious; others are not.
- ❖ The differences are often referred to as “diversity.” It is important to talk about differences and diversity in this training because, as direct-care workers, participants will come in contact with many people, some of whom will have significant differences and some of whom will only appear to be different.
- ❖ We all make assumptions about similarities and differences, based on the initial information we get about a person. Trainees need to learn to move beyond assumptions, to listen, and to respect differences in order to work well with people, both in this training and on the job.
- ❖ This exercise will help participants begin to learn how to identify their assumptions and how to respect differences.

## **Activity Steps**

### ***Interactive presentation (10 minutes)***

1. Ask for a show of hands from people who have heard the term “diversity.” Ask those who raise their hands to explain what they think it means.
2. Summarize by noting that “diversity” refers to the differences that you find in any group of people – even in a group as small as two people! Review the bullets under “Key Content” and explain the importance of addressing diversity in this training.
3. Note that, by exploring some of the similarities and differences within the trainee group, and working with profiles of consumers, this module is designed to help participants build the awareness, skills, and self-confidence necessary to work with people who are different from themselves. Post and review the prepared flip chart with the learning agenda for this module.



#### **LEARNING AGENDA:** **Module 7**

- Exploring differences and similarities among the group of trainees
- Challenging assumptions that we make about others
- Exploring, sharing, and valuing our own unique “stories”
- Affirming our own strengths and capabilities

4. Acknowledge that talking about diversity can be difficult and that some of the activities may bring up strong emotions. Emphasize that emotions are okay, and that it will be particularly important to follow the ground rules to show respect during discussions and to be sensitive to each other’s feelings.

### ***Large-group exercise (10 minutes)***

5. Ask if anyone has ever played the game “Bingo.” Review the basic instructions for Bingo. State that this exercise will involve a modified version of Bingo, which will require participants to mingle with others and learn something about each other.
6. Hand out one Bingo card to each participant. Explain that they are to mingle and ask other participants questions about themselves, based on the statements on the cards. For example, if a statement says, “I drive a car,” you would ask the other participant, “Do you drive a car?” When you find a statement that is true about that participant, have that person sign or write their initials in the box for that statement. Then move on to the next person.

(Demonstrate how this would work using one of the squares that applies to you.) Each person may sign only one square of another person's Bingo card.

7. Explain that, in this version of the game, someone gets BINGO by getting signatures for all the squares in one row, one column, and/or diagonally across the square (using the "Free Space"). When a participant does this, they should call out "Bingo!" They will have 5 minutes to do this. If no one gets "Bingo" within 5 minutes, then the winner will be the person with the most signed squares.

### ⇒ Teaching Tips

Depending on the size of the group, you may want to adjust the rules for getting Bingo—e.g., if a participant must fill in an entire column or row, or two columns, or the entire sheet. The Instructor's Guide with the sample card describes some options for both large and small groups.

One way to make everyone feel like a "winner"—and to learn more about each other — is to continue playing after the first person calls out "Bingo!" and see how long it takes for everyone to get a Bingo.

8. Ask if there are any questions about the game. After answering questions, ask participants to begin, reminding them to ask each other questions (e.g. "Do you play a musical instrument?") rather than just asking people to sign their card.
9. Stop the game after the first person gets Bingo or after 5 minutes (or longer, depending on how you decided to use the exercise).

### **Discussion (10 minutes)**

10. Debrief using the questions below. Clarify that the participants should not talk in specifics about a classmate. Information should be kept anonymous and general.
  - *How many got Bingo? How many got one less than Bingo? How many got two less than Bingo?*
  - *Which spaces did you have a hard time filling?*
  - *What surprised you as you were going around the room?*
11. Note that the information on these cards relates to individual background, preferences, and personal qualities. The purpose of the game was to learn some things about each other that might not be obvious, and also to explore the *assumptions* that people make about each other. Ask:
  - *Did you have ideas about certain people who you thought could fill certain categories (e.g., that someone Latina would speak a language other than English)?*

12. Summarize the discussion by noting that these ideas about people are examples of *assumptions*. Remind participants that making assumptions is very common and normal — it's when a person makes an assumption without checking whether it is true that may cause problems. The next activity will allow participants to further explore what assumptions they make and how these assumptions can impact their work.

## ACTIVITY 4.2 Exploring Assumptions

60 minutes

### **Learning Outcomes**

By the end of this activity, participants will be able to:

- Identify some assumptions they make, or stereotypes they have, about other people.
- Describe how assumptions are often made based on negative stereotypes, and can be misleading.
- Describe the possible impact of making assumptions in their work with consumers.
- Explain how to use their awareness of their own assumptions to begin building a relationship with their consumer.

### **Key Content**

- ❖ All people make assumptions. This is a natural part of getting to know someone. Key factors in our assumptions are stereotypes about age, sex, race, culture, socio-economic status, sexual orientation, or appearance. Many times such assumptions are wrong! Even if correct, assumptions can lead us to make decisions or choices based on incomplete information, which can have a negative impact on any relationship.
- ❖ On the negative side, assumptions and stereotypes can prevent people from really getting to know others. On the positive side, if people are aware of their assumptions, they can ask questions to check their accuracy, which helps to build the relationship.
- ❖ Direct-care workers cannot afford to act on any assumptions that they may have about consumers. There is usually a deeper story than what is revealed in the care plan or even in the first visit. The first step is to become aware of their assumptions. The second step is to explore the assumptions by asking the consumer to tell his or her story.
- ❖ Everyone has had experiences with people making assumptions about them, based on how they look or how they talk or where they come from. However, each person has a unique life story, as do the consumers. Valuing the uniqueness of each individual will provide a foundation for a caring relationship between the direct-care worker and the consumer.

## **Activity Steps**

### ***Large-group exercise & discussion (25 minutes)***

1. Introduce this exercise by noting that it is normal to make assumptions about people — to take small pieces of information and fill in other details based on our past experiences. However, those assumptions — which are often based on beliefs about people of a certain age, sex, race, culture, or appearance — are often wrong. Negative assumptions can create a barrier to learning what a person is really like. Briefly share an example from your own life where you made an assumption about a person that was incorrect, and that you had to overcome in order to work together.

#### **⇒ Teaching Tips**

- This is an introduction to a big topic and is less about teaching content and more about starting a process of self-awareness.
- The instructor sets the tone for this process. By sharing your own experiences with assumptions, participants will feel safer to open up. How much you share will determine how much participants share.

2. Explain that this exercise will help participants to learn about making assumptions. Distribute Handout 4.2, “Who Would You Choose?” Ask for three volunteers to read aloud the statements about three potential consumers. Note that when working with consumers in a nursing facility as in this exercise, they won’t be able to choose their consumers, but in this exercise you are asking them to pretend that they could. Based on the information given, they should number the statements one through three, choosing the person with whom they would most want to work as number one and least want to work with as number three.
3. After a couple of minutes, ask participants to raise their hands if Consumer A was their first choice. Ask for volunteers to share what lead them to place this consumer first. On the flip chart page entitled “Reasons for Choosing a Consumer,” note their reasons for choosing Consumer A.



#### **REASONS FOR CHOOSING A CONSUMER**

- A.
- B.
- C.



4. Do the same for Consumers B and C.
5. Then reveal to the participants that the statements were written about the same consumer. Ask participants:
  - *How can all statements be about the same person?*
6. Explain that these statements are examples of information that might be gained at different points in a relationship or from different sources. Emphasize that when people first meet, they don't know each other's whole story. Each may have pieces of the other's story, but until a person confirms it, what's really true isn't known.
7. Refer back to the flip chart page with the list of reasons for choosing a consumer. Ask participants to identify assumptions that were made and that are reflected in their reasons. Ask participants:
  - *Which assumptions were true? Which were not?*
  - *How can you check or clarify your assumptions?*
8. Emphasize that making assumptions is not bad in itself — it is normal and natural, regardless of whether the assumptions turn out to be right or wrong. The purpose of this activity is to help participants become more aware of our assumptions, so that they can check to see if those assumptions are right or wrong. The next exercise will help participants to understand more about how assumptions work.

***Small-group work & discussion: Case Scenarios (20 minutes)***

9. Distribute Handout 4.3, “Exploring Assumptions – Part 1,” to each participant. Once again, ask them to choose which consumer they would prefer for an assignment. Have them circle the number in front of the consumer that they would choose and be prepared to explain why.

⇒ **Teaching Tip**

Remind participants that in most instances the consumers in this exercise would get their care through an agency. As direct-care workers employed by the agency, they would NOT in reality be able to choose their consumers. Note that they may have to work with all of these consumers at some point, but the question is to consider which one would they *most* prefer to work with, and why, in order to explore how assumptions work.

10. After a few minutes, divide participants into small groups, with no more than four participants in each group. Ask participants to share with each other what case they chose and

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why they chose it. Ask them to select one person to report to the large group the reasons they chose the cases they did. Allow five minutes for group work.

11. Ask the reporter from each group to share which cases were chosen in their groups and the reasons why.
12. Now distribute Handout 4.4, “Exploring Assumptions – Part 2.” Give participants a few minutes without discussion to read the additional information about their consumer. Ask them to think about whether they would choose the same case after learning this new information, and why or why not. Then, ask them to share their thinking with their group. Again, someone should be prepared to report out for each group.

### ⇒ Teaching Tip

It might take some time to get the trainees to be able to articulate the reasons behind their choices. The small group setting should make it easier for participants to share their choices and their assumptions with each other. However, participants still may be uncomfortable to talk about their negative stereotypes with each other, especially if a member of the group shares characteristics with the people in the case scenarios.

For that reason, participants may say that the new information does not change their decision. In that case, do not force the small groups to delve further, but gently address the issue during the large-group discussion.

13. Ask each group’s reporter to summarize the discussion in their group, respecting confidentiality.

### **Discussion (15 minutes)**

14. Lead a discussion by considering each consumer, and asking participants to volunteer their responses to the following questions.

Ask:

- *For those who chose this consumer as their “most preferred” in “Part 1,” what were your reasons? What assumptions did you make?*
- *How does the new information in “Part 2” compare to your initial assumptions? Would you still choose this case now? Why or why not?*
- *For those who did not choose this consumer in “Part 1,” what were your reasons? What assumptions did you make?*

⇒ **Teaching Tips**

- Regularly reinforce that assumptions are not necessarily wrong and that making assumptions is normal. The goal is to be mindful of our assumptions and not act on them.
- You need to make it safe for people to be honest about the reasons behind their choices. One effective way to do this is to model openness and curiosity about people's reasons and assumptions.
- Issues of prejudice need to be addressed gently but directly. For example, a trainee may express discomfort about the gay couple, AIDS, or working with others who are different from them (e.g., coming from a different country). You need to be clear that employers such as home care agencies and nursing facilities have nondiscrimination policies (including discriminating against consumers because of their diagnosis). The point is not to get into a long discussion about stereotypes and prejudice, but to identify assumptions and their negative impact, and to be clear that when working they must comply with nondiscrimination policies.
- If no participants volunteer their responses to these questions, you may need to respond yourself, based on the group reports, or pose more general questions. For example, you might say, "People often choose the client whom they assume needs the most care, or has the least help, and later discover the client has many helpers, or is fairly independent. What information in this case scenario would lead to assumptions about the consumer's level of need?"

15. Explain that assumptions are guesses based on limited information and may be right or wrong. However, whether right or wrong, as direct-care workers, they cannot afford to make decisions or take actions based on assumptions. In order to check if assumptions are true or false, the first step is to become aware of them. The second step is to explore the assumptions by asking the consumer to tell his or her story.

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16. Note that everyone has had experiences with people making assumptions about them, based on how they look or how they talk or where they come from. However, each person has a unique life story, as do the consumers. Valuing the uniqueness of each individual will provide a foundation for a caring relationship between the direct-care worker and the consumer. The next activity will give participants an opportunity to practice sharing their own stories.

## ACTIVITY 4.3 Telling Your Story

45 minutes

### **Learning Outcomes**

By the end of this activity, participants will be able to:

- Define culture and describe how it results in similarities and differences between people.
- Explain how listening to a person's story can be an effective way to show respect and get beyond assumptions.
- Experience the power of being listened to and explain the importance of effective listening skills.

### **Key Content**

- ❖ Culture describes the traditions and beliefs passed on through families, communities, and heritage. Most people don't really think of their background as *culture* because it is what they grew up with and what they are familiar with. Whether participants embrace their cultures or feel separate from them, the traditions and beliefs of their family have probably influenced how they think of themselves in the world—and possibly how others see them.
- ❖ When a direct-care worker meets a consumer for the first time, they may know pieces of that person's story, but until that person reveals his or her whole story, it is hard to know the whole person. To find out what's true, it is important to be curious, to ask questions, and to listen to the answers. Learning more about a consumer, especially talking with the consumer directly, allows the direct-care worker to check his or her assumptions and to hear more of "the whole story" from that person's perspective. Then the direct-care worker can start building a relationship based on who the consumer really is, rather than on assumptions and stereotypes.
- ❖ Listening to the consumer's life story may be useful in understanding and being able to work with personal differences. Some of these differences may be due to culture—for example, the role of the family, how elders are treated, how children are reared, foods, beliefs about health care and religion. Other differences may be due to the different times in which the consumer and the direct-care worker grew up.

## **Activity Steps**

### ***Interactive presentation (15 minutes)***

1. Note that the “People Bingo” game showed the diversity and similarities among class participants. Some of the group’s diversity is due to differences in cultural backgrounds. Sharing the stories of participants’ backgrounds is one way to see each other’s similarities and differences and to get beyond assumptions. Practicing this with each other will help participants to get beyond assumptions with consumers.
2. Ask the group: *What comes to mind when you hear the word “culture”?* After a few responses, post the prepared flip chart page with the definition of culture. Ask someone to read the definition, and note how their responses relate to this definition. Review the first point in “Key Content” about culture.



#### **CULTURE**

The traditions and beliefs passed on  
through your family,  
your community, and your heritage

3. Explain that in this activity, participants are going to share their own stories from the perspective of their cultures and its influence on their lives. Distribute Handout 4.5, “Tell Your Story.” Explain that this is meant as a guide. Participants can choose what to share and how much to share about themselves. Each participant will have 5 minutes to tell their story to one other participant, who will practice listening.
4. Demonstrate how to use the guide by telling your own story. Ask a participant to watch the time for you and stop you after 5 minutes.

#### **⇒ Teaching Tips**

- This is very important in setting the tone for personal disclosure and risk-taking. How much one shares, and what one shares will determine the level of emotional intensity for this activity.
- It is important to share in a non-judgmental and open way about your own culture — to model what you are hoping for participants to identify within themselves.
- It is important to use “I” statements to emphasize that what you are sharing is from your own perspective on your culture.

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5. Give participants a few minutes to fill in their worksheets and to think about what they want to share. Note that some people may identify with more than one culture; they may choose to talk about either one, or both.

### ***Pairs work (15 minutes)***

6. Ask participants to form pairs with someone they have just met in this training. Repeat the instructions:

*Each person will have 5 minutes to share his or her story based on the worksheet while the other person listens without interrupting. If the speaker is finished before 5 minutes, the listener can ask questions based on what was shared.*

Note the time and start the activity. Let participants know when it is time for the second person to start sharing.

#### ⇒ **Teaching Tips**

- Emphasize the importance of good listening. Sharing something personal about yourself or your life sometimes feels hard or risky because you feel exposed. It is much easier when you know people are really interested, and when they listen fully and respectfully.
- Monitor the pairs to see that the listeners are listening. Five minutes can seem like a long time for one person to talk without interruption. If everyone has finished talking before 5 minutes, you can start the second person sharing.
- If people share difficult experiences that are recent or current, a natural “caregiving” response is to try to solve their problems for them. However, the listeners’ role is to listen — not to give advice. Remind participants about the importance of their listening role if this seems to be happening.

7. After everyone has shared, give the pairs several more minutes to ask questions, respond, or talk with each other.

### ***Large-group discussion (15 minutes)***

8. Facilitate a discussion about this activity by asking the following questions. Begin by reminding the class of the importance of confidentiality — specifically, they are to talk about their own experience of sharing, and not share the other person’s story.
  - *How did it feel to share your story?*
  - *How did it feel to be listened to?*
  - *How did it feel to be the listener?*

⇒ **Teaching Tip**

Participants will likely mention that they feel like they know each other better, and will directly or indirectly acknowledge the assumptions they had made. You want to encourage this open discussion without putting the spotlight on anyone. Focus the discussion on the surprises and similarities people discovered. Participants may also talk about how separate they felt until sharing their stories.

9. Ask: *How do you think this activity might apply to working with a consumer?*

⇒ **Teaching Tip**

In this discussion, you want to cover the last bullet in “Key Content.”

10. Summarize by noting that working in such a diverse world requires being respectful of each other’s culture, values, and beliefs. Emphasize that each person is unique and people don’t always need to have a lot in common in order to form and maintain a relationship. One way to learn about both our similarities and differences is to listen to each others’ stories. This applies to getting along with co-workers as well as consumers.

11. Distribute and review Handout 4.6, “Showing Respect.”



## ACTIVITY 4.4 Cultural Competency

45 minutes

### **Learning Outcomes**

By the end of this activity, participants will be able to:

- Define cultural competency.
- Identify specific differences in a culture other than their own.
- Explain the importance in respecting other people's culture.

### **Key Content**

- ❖ We all come from various cultural backgrounds.
- ❖ As direct-care workers you can expect to encounter individuals from cultures we have no knowledge of. These can be a source of confusion, anxiety and frustration.
- ❖ The purpose of developing cultural competency is to assist direct care workers in becoming comfortable with cultures outside of their own.
- ❖ Being culturally competent allows the direct care worker to expand their world and allows them to have an expanded view of the world they live in.

### **DVD Watch Video**

*Interactive presentation (10 minutes)*

1. Hold a large group discussion.
2. Have the group identify three specific cultural differences they might find in the consumers home.



### **CULTURAL DIFFERENCES**

LANGUAGE

FOOD

RELIGION

RITUALS

## **Instructor's Guide, Activity 4.1**

### **People Bingo Icebreaker**

#### **Objective:**

To enable participants to meet as many people as possible in a short time, and to learn characteristics that would not be obvious from looking at each other.

#### **Advance Preparation:**

Use Handout 4.1: "People Bingo" or develop your own bingo card on which each space is filled with a short phrase that describes your participants.

#### **How to Play:**

Give one card to each participant. The objective is for participants to mingle with others and get signatures from other participants on spaces that describe those participants. Even if someone fits more than one category, each person can only sign a card one time.

"Bingo" is achieved when all the spaces in one row, one column, or one diagonal have been signed. The "Free Space" can be used for Bingo. The first person who achieves this calls out "Bingo!" and is the winner. If no one achieves "Bingo" in the time allotted, the person who has the most signatures is the winner.

#### ***Smaller groups (i.e., 12 or fewer participants):***

With small groups, it is less likely that anyone would get "Bingo." In this case, you could allow each person to sign a card twice. However, in order to encourage participants to get to know each other, you could require that they would have to get every participant's signature, before going back to anyone for a second time.

#### ***Larger groups (i.e., 25 or more participants):***

With a large group and plenty of time, you could define "Bingo" as filling in ALL the spaces on the card. Remember, if you want participants to complete the entire card, the number of spaces must be fewer than the number of participants and each space must apply to one of the participants.



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### **Respecting Differences**

#### **Activity 4.1: People Bingo**

##### **Handout 4.1**

People Bingo: Sample Card

#### **Activity 4.2: Exploring Assumptions**

##### **Handout 4.2**

Who Would You Choose?

##### **Handout 4.3**

Exploring Assumptions: Part 1

##### **Handout 4.4**

Exploring Assumptions: Part 2

#### **Activity 4.3: Telling Your Story**

##### **Handout 4.5**

Tell Your Story

##### **Handout 4.6**

Showing Respect

#### **Activity 4.4: Affirmations**

##### **Handout 4.7**

Create an Affirmation

## Handout 4.1—People Bingo: Sample Card

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### People Bingo – Sample Card

I have cared for a sick family member	I ride a bike	I sing	I enjoy swimming	I walk to work
I have two children	I have a cat	I take the bus to work	I speak another language	I have a dog
I have grandkids	I have worked in health care	FREE	I like to dance	I love vegetables
I hate vegetables	I hate sports	I love movies	I drive a car	I love basketball
I have a library card	I have teenage children	I have a baby under a year old	I play a musical instrument	I love football

## Handout 4.2—Who Would You Choose?

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### Who Would You Choose?

**Read about these consumers.**

**Write a “1” by the person you would like to care for most.**

**Write a “3” by the person you would like to care for least.**

**Write a “2” by the other person.**

#### **Consumer A**

This consumer is staying in a nursing home just until she gets better after knee surgery. She is eager to get back to her life outside. She wants to do as much as she can by herself.

#### **Consumer B**

This consumer rings the call bell every 5 to 10 minutes. She always tells you clearly what she needs. She worries a lot.

#### **Consumer C**

This consumer is 96 years old. She and her husband were married for 65 years. They were very close. Her husband died recently, and she is grieving. She cries often, especially at night.

## Handout 4.3—Exploring Assumptions: Part 1

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### Exploring Assumptions – Part 1

Read about these consumers. Circle the one person you would like to care for most.

1. Billy is 53 years old. Since his stroke, he can't leave his bed. You will help his wife take care of him. The case notes say there was verbal and physical abuse between them before the stroke.
2. Song-Li is 78 years old and Asian. She lives with her sister and niece in a suburb. Her hip was replaced recently. She needs help with personal care, light housekeeping, and cooking.
3. Alma is 18 years old and Hispanic. She has a lung problem that doesn't go away. She needs care all the time. She also needs help getting around her house. She speaks very little English.
4. Will is 49 years old and black. He can't move his lower body, so he needs to use a wheelchair. He needs a little care. The person he lives with works full time and takes care of 2 small children.
5. Sybil is 82 years old and black. She has Parkinson's disease. She lives with 10 people who are not family members in an inner-city row house. She needs help getting around, using the toilet, and eating.

Why did you choose that person?

## Handout 4.4—Exploring Assumptions: Part 2

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### Exploring Assumptions – Part 2

**Read more about the same consumers.**

1. Billy's wife yells at him and hits him. She has been verbally abusive to previous personal care workers.
2. Song-Li's house is filthy. There is very little food there. Song-Li's sister and niece don't seem to help her at all.
3. Alma is 300 pounds. She needs help to use the toilet. She has no family nearby.
4. Will's housemate is a man named Paul. Paul is 28 years old. Will and Paul have been a couple for 10 years. They adopted the children 4 years ago.
5. Sybil was a teacher and active in her town before she got sick. She has no children. But she has taken care of 35 foster children over the years. She lives with 2 of her foster daughters and their children. The foster daughters take care of her.

Would you choose to care for the same person you picked in Part 1? Why or why not?



## Handout 4.5—Tell Your Story

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### Tell Your Story

#### Describe

What is your culture?

What beliefs and traditions affected you most as you grew up?

How does your culture affect the way you live your life now?

#### Differences

How is your culture different from other cultures that you come in contact with?

How do you think these differences might affect your work?

#### Strengths

In what ways has your culture made you a better person?

How can these strengths help you do your job better?

## Handout 4.6—Showing Respect

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### Showing Respect

People like to be treated with respect. Read how these workers show respect for the people they care for.

**Rashan's tip – Think about culture.**

“I try to find out everyone's culture. Mrs. Levy is Jewish and keeps kosher. Pork isn't allowed on a kosher diet. So I make sure there isn't any ham or bacon on her plate when I bring her breakfast tray.”

**Kiki's tip – Remember the person.**

“It's great to think about culture. But it's also important to think about the person. People assume things about me because I'm Latina. Yes, I am Latina – but I'm also me.”

**Malek's tip – If you're confused, ask.**

“I got this job soon after coming to the United States. Everything seemed so strange – the language, the customs. I was very confused, but I didn't want to offend anyone or sound dumb. So I would pretend I knew what was going on. But I made a lot of silly mistakes from doing that! Now I know it's OK to ask.”

**Vincent's tip – Watch what you say.**

“When I was growing up, my family used to make fun of some groups of people. Even now my friends often tell jokes that make fun of another race or culture. Once I started working here, I found out that's not OK to do. It's also not fair. People are much more than the color of their skin or what language they speak.”

## Handout 4.6—Showing Respect

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### **Mirena's tip – Keep an open mind.**

“I used to think people who looked or acted differently from me were just wrong. But my attitude changed after I started working here. I've gotten to know so many cool people from many different backgrounds. And you know what? Those differences are what make life interesting.”

#### **To review:**

- Think about culture.
- Remember the person.
- If you're confused, ask.
- Watch what you say.
- Keep an open mind.

## Handout 4.7—Create an Affirmation

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### Create an Affirmation

For this activity, you will write a short statement that you repeat to yourself to help you when you are in a tough situation at work. This statement is called an “affirmation.”

Answer these questions as honestly as you can.

1. Write 5 qualities that you like about yourself.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Which 2 qualities would be most helpful in a tough situation at work?  
For example, “I am kind and patient.”

I am \_\_\_\_\_

3. Now write 1 thing you can do in a tough situation at work. For example, “I can try my best.”

I can \_\_\_\_\_

4. Now put these 2 sentences together. This is your affirmation.

I am \_\_\_\_\_ and

I can \_\_\_\_\_