

CULTURAL AWARENESS

TRAINER GUIDE

Professional
Development for
Child Abuse Hotline Operators



HOTLINE OPERATOR TRAINING CULTURAL AWARENESS

TEACHING NOTES

INTRODUCTION

Hotline Training is a contract deliverable. Cultural Awareness is offered in partial fulfillment of the deliverable. It is designed for new operators. However, there may also be experienced staff in the audience. If so, adjust as needed to be able to take advantage of their expertise.

Learning Outcomes

As a result of this training students will:

- Understand that culture is more than race or ethnic identity.
- Recognize and respect diversity.
- Define cultural terms.
- Identify and articulate their personal values and recognize how these might create barriers to effective work with diverse populations.
- Develop and demonstrate strategies for improving communication with, and sensitivity to, diverse populations.

SECTION 1: INTRODUCTION TO CULTURAL AWARENESS

A. Housekeeping

As needed. Some suggestions for thorough attention to this area include:

- Sign-in Sheets. Sign-in sheets must be completed. Direct participants to print names and information legibly to ensure proper information is available to enter into database.
- Training Center Facilities. Direct participants to the location of bathrooms and other important facility sites.

- Cell Phones/Office Work. Turn cell phones to vibrate or off during training. Do not bring office work to training.
- Evaluations. We ask every participant to evaluate the training and the trainer at the conclusion of the training. The evaluation form has sections for comments about this training and suggestions for future trainings.

B. Introductions

As needed. Suggestions for this area include:

- Welcome the participants to the training.
- Introduce yourself and provide information about your education, experience, and background.
- Allow group members to introduce themselves if unknown to each other.

C. Review materials → **IMPORTANT – do not skip this step!**

Spend a few minutes checking to see that participants have all of the materials you will be covering.

D. Review agenda

Review the agenda for the training. Refer students to **Handout 1**.

E. Importance of Cultural Awareness Training

This training on cultural awareness will be a consciousness-raising workshop. The need for diversity training is the result of changes in our population and within our organizations. In the “old days,” people who immigrated to America discarded their old ways and languages and adopted the ways and language of the New World.

Our country has moved toward accepting more diversity. This greater acceptance of variety can be seen in our popular culture and the great variety evident in entertainment, music, food, fashion, and literature. People who are distinctly different from us and from the family we came from are all around us.

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Though we all share a common American Culture, our nation contains many racial and ethnic subcultures with their own distinctive characteristics. These differences can contribute to inter-group conflicts and problems in the workplace.

If we feel uncomfortable dealing with those who are unlike us, one human response is to decide (usually not at a conscious level) that it is easier or better *not* to deal with them! It is easier to write off problems as the result of the other person's "differences" and abandon responsibility for problems in communication or dealings with the "different ones."

Identifying cultural background can help participants identify factors that contribute to a cultural identity. The trainer should stress the following points:

- Although some have stronger cultural or ethnic ties than others, we all have cultural backgrounds.
- The major influences on our cultural identity can include parents' nationality or occupation, religious affiliation, geographic area, etc.
- If we are aware of our values and what shapes our perceptions, we can be more sensitive to others as we deal with diversity.

Adapted from: <http://ohioline.osu.edu/bc-fact/0014.html>

F. Large Group Exercise – How Diverse Am I?

Purpose

The purpose of this exercise is to highlight the variety of backgrounds, differences, and/or similarities among the group.

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Methodology

Distribute Diversity Bingo (**Handout 2**). Direct participants to get up and mingle among the large group. As they find someone who matches a category, place their initials in the box. The first person who gets five in a row (horizontally, vertically, or diagonally) says, “Bingo!”

Consider having a small prize or 2 on hand for the Bingo winner.

Processing

Ask participants to return to their own tables. Allow the groups about 5-10 minutes to discuss the stereotypes that are made about various categories that are included in the bingo game. Encourage the participants to share any personal experiences they may have had with these stereotypes (“stereotype” is defined on **page 1** of their Participant Manuals). Then lead a discussion to elicit:

- What did this exercise teach you about diversity?
- Were there things that surprised you?
- How can you incorporate what you learned into your work with public child welfare clients?
- Diversity is bigger than just race or ethnic identification.
- Some of the participants are members of groups that have been labeled as inferior or deficient by a prejudiced society.
- Other participants come from groups that are so taken for granted that they do not think of themselves as members or recognize how deeply they have been influenced by membership in the group. And some participants are members of both kinds of groups.
- Each group is important if the worker is to embrace diversity and learn to value and respect people who are different from him/her.

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SECTION 2: DEFINING TERMS AND IDENTIFYING PERSONAL VALUES

A. Definitions

Ask participants to take notes on **page 2** in their Participant Manuals.

Culture can be defined as the total system of values, beliefs, attitudes, traditions, and standards of behavior that regulate life in a particular group of people.

Culture represents the vast structure of behaviors, ideas, attitudes, values, habits, beliefs, customs, language, rituals, ceremonies, and practices “peculiar” to a particular group of people, and it provides them with:

- (1) a general design for living, and
- (2) patterns for interpreting reality.

“Culture determines how we see the world and the way we see the world is reflected in our behavior.” ~ Wade Nobles, Ph.D.

Values can be defined as strongly held beliefs regarding what life and people should be like. Values determine what an individual feels is right or wrong, or what is good or bad.

- Point out that values are neither right nor wrong. However, conflicts may arise when people value very different things.
- Values are instilled in children at a young age as part of the socialization process. Many people tend to incorporate the values of their families of origin.

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Norms are social rules, beliefs, or values that are socially enforced. Norms are “the way things are done.” Strongly held norms are frequently made into laws.

<http://en.wikipedia.org/wiki/Culture>

Diversity refers not only to differences between cultures, but also to differences between people who compose a culture.

B. Individual Exercise – Values Survey

Direct participants to the values survey found on **Page 4** of the PM. Explain that the group is going to do an exercise which asks them to examine their values. Many of these values will reflect the values of the family of origin, but not all will. It is possible to develop values that differ from one’s family.

Purpose

This exercise is designed to allow participants to clarify values important to themselves and to recognize and honor differences in value systems within the group. This exercise also permits a visual demonstration of diversity.

Materials

The material required for this exercise is the “Values Survey.”

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Methodology

1. Ask each member to look at the values survey and answer the questions without discussing the answers with anyone. Allow 3-5 minutes for this part of the exercise.
2. Next, the group members will look at the values of the others at their tables. Take another few minutes for the table members to discuss the rankings among themselves.
 - How similar are the members' values?
 - Where are the group's members close together and where are they far apart?

Processing

- Ask for volunteers to share their top two choices from the values survey. The trainer should volunteer to go first. Discuss the similarities and differences.
- Use this opportunity to ask if anyone else in the room picked these values as their top two.
- Allow a chance for others to share their top 2.
- Conclude the exercise by repeating that our values are deeply held beliefs that guide our decisions, shape how we look at life and how we live our lives, how we perceive others, and what we do with our time.
- It is important to remember that we all tend to live our lives based on our values and although we think that our values are the "right" ones, others think the same thing.
- Points of conflict often arise due to differences in these deeply held beliefs, our values.

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SECTION 3: CULTURAL AWARENESS IN COMMUNICATION**A. Communication as a Key Element of Culture**

Remind participants that it is nearly impossible to separate cultural issues from communication and language. We learn how to behave and how to interpret others' behaviors through our communications, both verbal and nonverbal. There is a space for notes on **page 4** in the Participant Manual.

Problems in communication between culturally diverse people often occur when the receiver interprets a message using his/her own cultural setting or system.

Some key areas where misunderstandings can occur include:

- **Basic interpersonal communication skills**

These skills involve the social use of language, where context and nonverbal communication play an important role in understanding overall meaning. This is different from understanding a written language, grammar usage, reading, etc., such as in a work or learning setting.

- **Negation usage**

The use of “not” and “no” creates misunderstanding. In some cultures, no means yes. For example, “You want to each dinner with us, no?” In this context, no actually means yes. Another example is “Don’t you want to do....?” (The literal interpretation of this phrase is “Do you not want to do....?”) For a non-native speaker, this can be confusing.

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- **Nonverbal communication**

Address the important role that **nonverbal gestures** and cues play in overall communication. A well-known brain researcher, Bruce Perry, has shown that a greater number of areas of the brain process nonverbal than verbal messages and interactions. If nonverbal cues are not available (such as over the phone), there are numerous chances for communication to be misunderstood.

B. Enhancing cultural communication skills

- Go over the tips listed on **page 5** of the Participant Manual and discuss ideas to improve understanding and accuracy when communicating across cultures.
- Listen carefully. Listen for what is being said or what the speaker “intends” rather than just the words.
- Check perceptions often. Test to see if you actually understand. Ask questions to be sure that you are clear on what is being said.
- Be careful to not come across as “superior.” For example, “Oh, what you really mean is ...” Communication is more likely to successfully progress if you remain positive and foster a sense of alliance.
- Don’t judge based on accent or grammar. If someone who learned English as an adult doesn’t speak English with proper grammar, don’t assume the person is ignorant or illiterate.

TEACHING NOTES

Shereen Abdel Kader "[Problems and recommendations: enhancing communication with culturally and linguistically diverse students](#)".

Reading Improvement.

FindArticles.com. 24 Jun, 2009.

http://findarticles.com/p/articles/mi_hb6516/is_1_39/ai_n28920116/

SECTION 4: DIVERSITY IN THE WORKPLACE**A. Ways to Value Diversity**

Go over the table on **page 6** of the Participant Manual, Ways to Value Diversity. Ask students to identify behaviors that they can START, STOP, or CONTINUE to make their workplace more culturally sensitive.

- Jot your ideas down on **page 7**.
- Circle one or two that you can make a commitment to begin practicing immediately.

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CULTURAL AWARENESS

PARTICIPANT MANUAL

Professional
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THOUGHTS ABOUT DIVERSITY EXERCISE

Stereotype: a simplified and standardized image of members of a group.

- **An example of a stereotype is the American cowboy.**
- **Another example would be.....?**

DEFINING TERMS

Culture

- ❖
- ❖
- ❖
- ❖

Values

- ❖
- ❖
- ❖

Norms

- ❖
- ❖
- ❖
- ❖
- ❖
- ❖

Diversity

- ❖
- ❖
- ❖

VALUES SURVEY

DIRECTIONS: Choose the five items that you feel are most important. Rank them in order of their importance to you.

1. A comfortable life (a prosperous life)
2. A sense of accomplishment (lasting contribution)
3. A world of beauty (beauty of nature and the arts)
4. A world of peace (free of war and conflict)
5. Ambition (hard working and aspiring)
6. An exciting life (stimulating, active life)
7. Capable (competent, effective)
8. Cheerful (lighthearted, joyful)
9. Clean (neat, tidy)
10. Courageous (standing up for one's beliefs)
11. Equality (brotherhood, equal opportunity for all)
12. Family security (taking care of loved ones)
13. Freedom (independence, free choice)
14. Forgiving (willing to pardon others)
15. Happiness (contentedness)
16. Helpful (working for the welfare of others)
17. Honest (sincere, thoughtful)
18. Imaginative (daring, creative)
19. Independent (self-reliant, self-sufficient)
20. Inner harmony (freedom from inner conflict)
21. Intellectual (intelligent, reflective)
22. Logical (consistent, rational)
23. Loving (affectionate, tender)
24. Mature love (sexual and spiritual intimacy)
25. National security (freedom from attack)
26. Obedience (dutiful, respectful)
27. Polite (courteous, well-mannered)
28. Responsible (dependable, reliable)
29. Salvation (saved, eternal life)
30. Self-controlled (restrained, self-disciplined)
31. Self-respect (self-esteem)
32. Social recognition (respect, admiration)

-
1. _____
 2. _____
 3. _____
 4. _____
 5. _____
-

COMMUNICATION AND CULTURE

- ❖ Communication and culture cannot be separated

- Language is culture based and driven.

- ❖ Basic interpersonal communication skills

- ❖ Negation usage

- ❖ Nonverbal communication

ENHANCING CULTURAL COMMUNICATION

✓ Listening

✓ Checking Perceptions

- *Misinterpretation may occur if personal values are used to evaluate the situation*
- *Differences between cultures are generally seen as threatening/negative*

✓ Seeking Feedback

- *Different cultures often interpret the same event differently*

✓ Resisting Judgmental Reactions

✓ Cultivating Self-Awareness

- *Can be dangerous to play by the other culture's rules if you do not have a basic understanding of the culture*
- *We are rarely aware of the impact of our language on an outsider*

✓ Taking Risks

- *Visiting another culture can be exciting and lonely*

✓ Finding a Cultural Guide

Ways to Value Diversity	
B	Be aware. Broaden your general knowledge of groups and cultures.
I	Include others. Have a variety of people involved in all groups and activities.
N	Never assume! Ask questions; listen carefully; check understanding.
G	Give respect. Treat all people fairly, honestly, and with positive regard.
O	Openly communicate. Share information, expectations, and unwritten rules with everyone.

PUT YOUR LEARNING TO WORK

In view of everything discussed today, brainstorm some behaviors that you can **START** doing, **STOP** doing, and **CONTINUE** doing in order to make the workplace more culturally sensitive. List your ideas below.

START**STOP****CONTINUE**

Handout 1

AGENDA

CULTURAL AWARENESS

- I. Introduction**
- II. How Diverse Am I?**
- III. Defining Terms**
- IV. Values Survey**
- V. Culture and Communication**
- VI. Enhancing Cultural Awareness in Communication**
- VII. Diversity in the Workplace**

Handout 2

DIVERSITY BINGO

A person over 55 years of age	A person born and raised on a farm	A person with a southern accent	A person who speaks more than one language	A person who is disabled or has some disability
A person who obtained a GED	A person who is a naturalized citizen	A person of Hispano-Latin-American heritage	A woman	A person who is left-handed
A person who is a veteran	A person with red hair	FREE	A person who has received welfare	A person with African ancestry
A man	A person with American Indian heritage	A person who graduated from high school	A single person	A person who is six feet tall
A person who is a grandparent	A person who is vegetarian	A person of Asian heritage	A person who is Jewish	A person who was raised in a big city