

2010

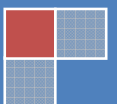
Module 5: Cultural Awareness and Religion

Sample



In association with
Equality and Diversity UK Ltd

2010



Contents

Objectives	3
Preparation checklist	3
Delivery plan	4
What do we mean by cultural awareness	5
Considering our experiences of stereotypes	8
Thinking about our own values, attitudes and prejudices	9
Facilitating a better understanding of cultural diversity	12
Regulations	14
Extending the Public Sector Equality Duty	19
The Way Forward	20
Action plan	21
Review sheet	22
Handouts:	
1. Who are we?	23
2. Role-Play	24
3. Employment Equality (Religion or Belief) Regulations	25

Module 5: Cultural Awareness & Religion

The objectives for this session are to:

- examine what is meant by the term cultural awareness
- consider your own experiences of stereotypes
- think about your own values, actions, attitudes and prejudices
- explore ways to facilitate a better understanding of cultural diversity
- consider how regulations help to protect against discrimination on the grounds of religion or similar belief
- identify how we can promote and support equality and diversity and create individual or team Action Plans, as appropriate.

Preparation Checklist

Use this checklist to make sure you have gone through the necessary preparations for the session. Tick each action when it is completed.

You will need to:

- book a suitable venue
- send course details to the participants, reminding them to read the self-study materials, in particular *Cultural Awareness & Religion*, in preparation for this module
- incorporate a set of ground rules for the session in the course details
- familiarise yourself with the Delivery Plan for this module and associated self-study materials
- if appropriate, develop some extended resources to meet the diverse needs of participants and for differentiation
- obtain resources such as a projector, OHP, flipchart/whiteboard and markers, and sufficient copies of handouts, Action Plans and Review Sheets for the participants
- ensure that you are familiar with the resources in this toolkit and have a set to show the participants

You may also find it helpful to discuss the modules with another facilitator or your manager.

Delivery Plan

Welcome people to the session and explain any 'housekeeping' issues, e.g. timings, breaks, security.

Optional Activity *Icebreaker*

If appropriate to the participants, include an icebreaker that will help people to get to know each other and create an energetic, enthusiastic atmosphere (see *Icebreakers* in the *About This Guide* section for some suggestions).

Explain the objectives for the session.

At the end of the session participants will be able to:

- explain what we mean by the term cultural awareness
- suggest why people resort to inappropriate stereotypes
- recognise their own values, attitudes and prejudices and how they can affect others
- have a deeper understanding of cultural diversity
- describe the legislation in place to protect people from discrimination
- explore how to develop Action Plans to promote equality and diversity

MODULE 5 SLIDE 3

Explain that as the facilitator you will be leading the session, but it is an important part of the training for participants to share experiences and good practice so that we can learn from each other.

What do we mean by cultural awareness?

Inform the participants that the first part of this session will be used to examine what we mean by 'cultural awareness', and show the following slide.

'Cultural awareness' is the development of understanding and sensitivity towards ethnic, religious and cultural groups other than our own.

This can involve:

- accepting the attitudes and behaviour of other cultures
- not assigning value judgements
- adapting our own behaviour to build effective cross-cultural relationships

MODULE 5 SLIDE 4

Explain that in the multicultural society of the UK, in order to have successful and happy working relationships we must build an understanding of the values, beliefs and behaviours of the other cultures around us. Without a certain level of cultural awareness on both sides, cross-cultural communication can be hampered by anything from subconscious discomfort to complete misunderstanding.

Inform the participants that they are going to do a short quiz. Reassure them that they are not expected to know all of the answers – the aim is to highlight issues of cultural awareness in the UK.

Give out a copy of Handout 1 *Who Are We?* to each participant and ask them to answer the questions, or make a guess at the answers where they have no knowledge, without discussing them.

Review the answers using the information below. Encourage the participants to fill in the correct answers in the second column on their handout.

1. **8.1%** are from an ethnic minority (all non-white groups)
2. **1.8%** are black (British, African and Caribbean)
3. **3.6%** are Asian (Indian, Pakistani, Bangladeshi or other)
4. **71.7%** are Christian
5. **3%** are Muslim
6. Fewer than **3%** of the world's asylum seekers and refugees are hosted by the UK
7. **d** is true – the largest immigrant population of working age in the UK is immigrants from Europe who make up one third of all immigrants
8. **a, b and c** are all true – over recent years immigrants have brought much needed skills and a willingness to take on jobs that British workers are reluctant to do

- Questions 1 to 5 Source: 2001 Census. The figures for ethnic origin and religion are based on the way people described themselves. Percentages of people describing themselves as 'mixed' or 'other' ethnic origin are not included here. A more detailed breakdown is available in the self-study materials.
- Question 6 Source: UNHCR 2005 Global Refugee Trends, June 2006
- Question 7 Source: 2001 Census
- Question 8 Source: <http://news.bbc.co.uk/1/hi/uk/6226217.stm>

Invite the participants to discuss the answers to the quiz using the following questions as prompts:

- Is the actual percentage of people from ethnic minorities in the UK more or less than you guessed? Why might people over or under-estimate the actual figure? *Many people in the UK over-estimate the percentage of the population who are from ethnic minorities. Reasons for this may include the high profile given in the media to issues concerning immigration and racism and perceptions based on the area where people live. Ethnic minority populations tend to be concentrated in certain areas. For example in the London Borough of Tower Hamlets 33.4% of the population is Bangladeshi. This contrasts with Easington in the North East where 98.8% of the population is White British.*
- Does the percentage of people belonging to different religions in the UK surprise you? *These figures are based on how people describe themselves and so we can't tell what proportion of these respondents actively practise their religion. The second largest response category was 14.8% of the population who described themselves as having no religion.*
- Does the proportion of asylum seekers hosted by the UK surprise you? *In a poll by the British Red Cross for National Refugee Week 2009, more than 85% of people were unable to name a figure or think the UK is home to more than the actual 3% of the world's asylum seekers. On average, people thought the UK hosts 24% – almost a quarter – of the world's asylum seekers, which is eight times the actual figure. Misinformation and the use of emotive terms in the media such as 'the country is being flooded' and 'bogus asylum seekers are flocking here' lead to public misunderstanding. In fact, two thirds of the world's refugees are being hosted in developing countries.*
- Were you aware that as a group, immigrants to the UK contribute more to the economy than UK-born people? *Again misinformation in the media can give the impression that immigrants consume large amounts of the country's wealth in the form of benefits and healthcare, whereas overall they make up only 8.3% of the population but contribute 10% more of government tax receipts. Immigrants to this country are on average more educated and have a higher level of academic qualifications and work skills than the UK born white population.*

Alternative Activity

Use a random grouping method (see *Random Splits* in the *About This Guide* section for ideas on how to do this) to group participants in pairs. Ask them to list as many religions and philosophical beliefs as they can and then note anything they know about them.

Bring the group back together and facilitate a discussion about the religions and any perceptions or misconceptions that arise. (Refer participants to the brief guide to religions in the self-study materials on *Cultural Awareness & Religion*.)

Sample

Here is a list of the rest of the contents of this pack

Considering our experiences of stereotypes	8
Thinking about our own values, attitudes and prejudices	9
Facilitating a better understanding of cultural diversity	12
Regulations	14
Extending the Public Sector Equality Duty	19
The Way Forward	20
Action plan	21
Review sheet	22
Handouts:	
1. Who are we?	23
2. Role-Play	24
3. Employment Equality (Religion or Belief) Regulations	25

To view the remainder of this pack, you will need to purchase it