

## **APPENDIX II: OVERHEADS**

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**OVERHEAD #2**

### **LEARNING OUTCOMES**

The caregiver can:

- identify the characteristics of culture and identify/describe how personal cultural background, values and attitudes may influence relationships with children and families.
- identify the importance of maintaining cultural identity for children's healthy

development.

- identify the sections of the Child, Family and Community Service Act, the Standards for Foster Homes and the Child's Comprehensive Plan of Care as they relate to children's cultural, racial, linguistic and religious heritage.
  - identify ways to provide children with opportunities, guidance and encouragement to maintain their cultural heritage in the home and community.
  - identify ways to assist and respond with understanding and empathy to the child's experiences related to racial and cultural differences.
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OVERHEAD #3

## **CULTURAL RESPONSIVENESS KEY TERMINOLOGY**

***Bias***

***Cultural Sensitivity***

***Culture***

***Discrimination***

# ***Dominant Culture***

***Race***

***Racism***

***Stereo type***

***Values***

(Note: definitions of emotion-laden terms such as these tend to be in constant flux and differ depending on the perspective of the originator.)

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## **OVERHEAD #4**

### **CULTURAL CHARACTERISTICS**

Practices:

- Language
- Food
- Dress
- Religion
- Music, dance, visual arts
- Eating habits
- Manners
- Customs, traditions, holidays and celebrations

- Discipline and child rearing
- Education
- Rites of passage
- Marital roles; general gender relations
- Communication styles
- Treatment of elders, children, people with disabilities, people in authority
- Stories
- History
- Physical contact and eye contact

Possible Values and Beliefs underlying Some Practices:

- Expectations for males and females
  - Accepted parent/child relationships
  - Expectations of marriage relationships
  - Attitudes
  - Importance of individual Vs. group effort, achievement
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  - Appropriateness of direct Vs. indirect communication
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OVERHEAD #5

## **INSTRUCTIONS – CULTURAL SIMILARITIES AND DIFFERENCES EXERCISE**

Think of yourself and someone else you know well, find some things the same between your families, and some things different. Think about

whether the differences would have led to differing habits and expectations and how easy it would have been to 'blend' the two families.

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**OVERHEAD #6**

**SUMMARY OF DEMOGRAPHICS**

In 1996, 6 % of the population in Canada consisted of people of visible minorities.

By the year 2001, 17.7% of the population in Canada will consist of people of visible minorities.

In 1986, 10.3% of the population in British Columbia consisted of people of visible minorities.

By the year 2001, 18.7% of the population in BC will consist of people of visible minorities.

In 1986, 17% of people in Vancouver were members of a visible minority.

By the year 2001, 39% will be members of a visible minority.

In 1991, four out of every 10 people in Vancouver had reported that their first language was other than English.

Note: Statistics Canada is in the process of publishing the census data from the 2001 Census. For information on the upcoming release dates visit: <http://www.statcan.ca/english/freepub/92-376-XIE/92-376-XIE01000.pdf>

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**OVERHEAD #7**

## **THE IMPORTANCE OF RECOGNIZING THE CHILD'S CULTURAL HERITAGE**

### **Importance of recognizing the child's culture:**

- The Child, Family and Community Services Act and the Standards for Foster Homes require recognition of cultural heritage.
- A strong and positive cultural identity promotes self esteem, a sense of belonging and healthy development in children.
- The child's health and well-being will benefit from caregivers understanding and maintaining some consistency in practices such as diet, hair and skin care.

- Research demonstrates that caregivers develop stronger ties to children when they are willing to incorporate children's cultural patterns and differences.
- Research demonstrates that the child's self-esteem will be stronger the more aware he/she is of cultural and racial roots.
- Maintaining relationships to, and being able to fit in with, the child's cultural group enhances self-image.

### **Importance of recognizing the child's culture:**

- A sense of racial and ethnic pride plus coping skills to deal with racism and discrimination, acquired as a child, can serve the individual for a life time.
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### **Consequences of not recognizing the child's culture:**

- The child's feeling of competence and self-esteem could be negatively impacted if cultural differences lead to perceived errors or deficits in daily living skills, or to conflicts with foster parents or other children.
- When children do not develop a cultural identity, they tend to feel isolated, cut off from their background, different from others and not connected to any cultural group; they have no sense of belonging.

- In the absence of a positive cultural identity, children are at risk of questioning if their culture is as good as the dominant culture, feeling embarrassed about their families and themselves, losing pride and self-esteem, and feeling aimless.
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**OVERHEAD #8**

**LOOKING AFTER CHILDREN  
ASSESSMENT AND ACTION RECORD:  
Questions About Culture**

**Age Range**

**Questions**

**Age Range of Child:**

1 – 2 years

- Do the caregivers speak the same language as his/her birth family?
- What effort is being made to encourage the child to learn this language?
- Have the caregivers made efforts to ensure that toys, pictures, books and music in the placement positively reflect the aboriginal/racial/ethnic background(s) and culture(s) of the child's birth family?
- Is the child provided with positive role models of the same aboriginal/racial/ethnic origin(s) as him/ herself?

3 – 4 years

- Do the caregivers speak the same language as the child? Does at least one of the caregivers speak the same language as the child's birth family?
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- What effort is being made to encourage the child to maintain the language of his/her birth family? *(Same questions on toys, books etc. and on role models as for 1 – 2 year old)*
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#### 5 – 9 years

- Does the child get picked on by other children and/or adults(e.g. because of size, race, disability, gender, because s/he is in the care of MCF or for any other reason)?
- What are the caregivers doing to help the child cope with other people's prejudice?
- Do the caregivers share the same religion/culture as the child's birth family?
- If not, what efforts are being made to help the child follow the religion and cultural practices of his/her family of origin?  
*(Same questions on language, toys/books etc., and role models as for 2 – 4 year olds).*

#### 10 – 14 years *(Note: Questions directed to the child)*

- Do you belong to a particular culture or religion?
- If so, do you have enough opportunities to attend religious services?
- Do you have enough opportunities to explore and participate in traditional cultural practices (e.g. festivals, prayers, clothing, diet, beading, pow wows)?
- Do you have a 1<sup>st</sup> language which is not English?
- Do you have enough opportunities to speak this language?
- Do you know what aboriginal, racial, or ethnic group you belong to?
- If you are not sure about your aboriginal, racial or ethnic group, would you like to talk this over

- with an adult you can trust? If so, with whom?
- How many chances do you have to meet people who share the same aboriginal, racial or ethnic background as you?
  - Do you want to meet more people who share your background? If so, who will help you with this?

15 years and over (*Same questions as for 10 – 14 year olds; in addition the child's worker is asked to assess whether "The young person can relate to his/her aboriginal, racial or ethnic background" and the youth make comments if he/she does not agree with the worker's assessment.*)

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#### **OVERHEAD #9**

### **SUPPORTING AND MAINTAINING THE CHILD'S CULTURAL IDENTITY**

Support and maintain the child's cultural identity by:

- observing what is important to the child.
- enrolling the child in a school where he can interact with peers from his culture.
- involving the child in community or religious activities.
- seeking out cultural consultants to support the child directly and to advise caregivers.
- seeking out cultural events relevant to the child's culture.
- gathering information from the library and other resources regarding the child's cultural heritage.
- maintaining regular contact with the child's primary and extended family and significant others.
- talking to members of the child's community if the child is Aboriginal.

- talking with the child about similarities and differences between the foster family and her culture.
  - asking the child directly what aspects of his cultural identity are important to be maintained and how this might be accomplished.
  - providing opportunities for the child to make friends with others who share the same cultural identity.
  - identifying and bringing the child into contact with positive role models of the same culture, race, or ethnicity.
  - celebrating the child's cultural holidays.
  - putting together a lifebook with the child.
  - encouraging the child to maintain his first language if it is different from that of the family.
  - making sure that toys, books, and music in the home reflect the child's culture.
  - respecting the child's clothing and dietary practices.
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**OVERHEAD #10**

## **Questions for Racism/Discrimination Examples**

1. How would you respond to a child in this situation?
2. How would you teach the child to respond to these types of situations?

