



## Cultural Change

**Module:** IV  
**Topic:** Responding to Families in Culturally Sensitive Ways  
**Type:** Role play/Dramatization  
**Group Size:** Pairs or Small Groups  
**Time:** 30 minutes

**Purpose:**

1. To share cultural beliefs and to see how these beliefs can differ from one person to the next.
2. To resolve issues that are based on cultural differences.

**What you will need:**

Participant Materials	Trainer Materials	Equipment
<p><b>The following handouts:</b>                      :: Scenarios to Resolve Cultural Differences</p>		<p>:: Flip Chart and Markers</p>

**Directions:**

This activity should be used after introducing participants to the PITC concepts of Acknowledge, Ask, Adapt.

1. In a large group, ask participants to name issues that might arise as a result of cultural differences. Be sure the following are mentioned: Crying babies, toddlers; Toilet Learning; Feeding (self feeding); Feeding (starting new foods); Napping (how long & where, and how to comfort); Wearing jewelry; Pacifiers, Bottles for Toddler etc.; Cleanliness; Dressing themselves.
2. Then ask each participant to write down their own beliefs regarding these issues.
3. Divide into pairs or groups of 3 if there are a lot of participants.
4. Assign 1 person as the teacher or home visitor and the other as parent/s.
5. Using handout A scenarios, have them role play and resolve the differences using the process of Acknowledge, Ask and Adapt.
6. Ask a group to role play the results to the large group.

## PITC ACTIVITIES

### Variations:

:: Trainer could make up scenarios based on some of the issues brought forth by the participants. This would make the activity more specific and relevant to the cultures that the participants are having to work with.

:: Show video clip on negotiating conflict from the *Essential Connections: Ten Keys to Culturally Sensitive Care* Video from PITC.

### Links to Head Start Program Performance Standards:

:: 1304.21(a)(1)(iii) Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition.

:: 1304.21(a)(3)(i)(E) Supporting and respecting the home language and culture, and family composition of each child in ways that support the child's health and well-being.

### Activity Developed by:

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### Source Material:



## Scenarios to Resolve Cultural Difference

- 1. A parent (or parents) from a culture that appears to be the same as yours asks you to rock their 18 month old son to sleep at nap time and not to put him down until he has fallen asleep. They also want him to be able to nap at 10:30 and again at 2:30 because that is their routine at home.**
- 2. These parents continue to feed their 20-month-old daughter. They feel she is not ready to feed herself because she makes a mess when she tries to use a spoon or fork and more importantly she is very tiny and does not eat well. Her height and weight are within normal limits. This is their 4<sup>th</sup> child and they feed all of the others until they were 3 or 3 ½ and could manage utensils well. All the other children, who are in school, have no problems and no delays.**
- 3. This family believes that a child should be using the toilet when s/he is 15 months old. The parent takes the child to the toilet every 15 minutes and expects the child to sit until he or she is successful. The parent does not scold the child and the child does not resist the parent. The child is no longer in diapers, does not ask to use the toilet in the center, but will always use it when an adult asks.**
- 4. A new infant is enrolling in your center where there is a policy that babies cannot wear jewelry to the center due to safety concerns. This baby has pierced ears and wears a small bracelet as well. The mother is very upset when you tell her about your policy.**
- 5. As a home visitor, you arrive at the home of a newly enrolled family who has 3 children under the age of 4. The home is small and consists of a living room which is very full of furniture, a small kitchen with a table and no chairs (except for 1 high chair) a bathroom and 2 small bedrooms. When you arrive, you see that the kitchen sink and counters are full of dirty dishes and the table is piled high with food items and dishes as well. All the seating areas in the living room are piled with newspapers, magazines, etc. The mom excuses the mess and invites you to sit down. In addition, you notice that the baby and the 2 year old, have cradle cap and dirt in the creases of their arms and neck.**

**6. A 2 year old is enrolling in your program and his mom brings several bottles of milk and juice to the center. She asks that you allow him to have a bottle whenever he asks for it and she does not believe that he should be using a cup yet. He does not demonstrate any developmental delays and plays well with other children.**

**7. You notice on your home visit that the children in this family (the EHS toddler and the older siblings) are allowed to eat their meals while walking around the house, playing with toys in the living room or watching TV. In fact, the kitchen table is full of papers and other items. At socialization (or in the classroom) this child will not sit with the others at lunch time, but wants to take her food with her around the classroom.**

**8. The mother and father and grandmother of this 8 week old child believe that an adult (including you) should not pick up a child right away when she cries or you will "spoil" her. They allow her to cry for quite a while and expect you to do the same.**