

# Cultural Awareness; Games and Simulation



Eileen Richardson



# Culture

- The values, beliefs, norms and practices of a particular group that are learned and shared that guide thinking, decisions and actions in a patterned way
- (Leininger 1991)



# Layers of culture

- National
- Regional
- Gender
- Generational
- Professional
- Organisational
- Social Class
- (Hofstede 1991)



# Cultural phenomena

- Communication: language differences, listening to silence, eye contact, meaning of 'yes'
- Space: social, personal, territoriality
- Time: conception and orientation, use of time blocks, waiting
- Health beliefs



# Cultural awareness

- Ethnocentrism is the assumption that one's own cultural group is superior to that of others
- Ethnorelativism affirms that one culture has no absolute criteria for judging the activities of another culture as low or high



# Cultural awareness

- The starting point of cultural awareness is self awareness
- It is a process by which we develop sensitivity to difference and similarity in a cultural context causing reflection and awareness of self in relation to others



# Cultural safety

- Cultural safety refers to a way of being with another person which encourages and celebrates difference
- It guarantees recognition, respect and nurturing of the individual's cultural identity



# Cultural competence

- This is the process by which health professionals become self-aware, demonstrate knowledge of the client's culture, accept and respect both differences and similarities and adapt care to be congruent with clients'



# Development of cultural competence

- First step is the affective element
- Sensitivity to the client's values, beliefs and lifestyle
- Powerful impact of 'playing games'
- Active participation in exploring and examining experiences through reflection



# Games and Simulations

- Game has overt competition and rules
- Simulation must represent a real situation and be on-going
- Ellington and Earl 1998, p.7.



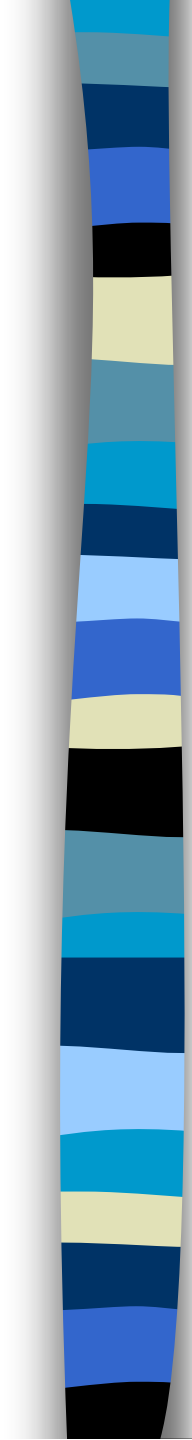
# Simulation Game

- ‘a learning experience in which participants recreate competitive or co-operative reality by acting in some rule bound way’
- (Wildman and Reeves 1995, p.334)



# Using games/simulations in learning

- ‘games can provide realistic and safe ways of examining the real world whilst providing an enjoyable and supportive learning environment’
- (Wildman and Reeves 1995,p.334)



# Advantages of using games/simulations

- There is an atmosphere of self-discovery and continuous revelation
- The experience is fun
- (Ramsey 1996 in Seelye, p.15)
- There is practice of problem solving and decision making
- Human interaction abilities can be practised
- (DeYoung 1990 in Paparella et al p.



# Disadvantages of using games/simulations

- Time taken, class sizes problems in higher education
- (Ellington and Earl 1998, p.12)
- Games create stress or embarrassment
- Ethical considerations have to be understood
- (Lewis et al 1989 in Kuhn 1995, p.36)



# Workshop on Cultural Awareness

■ Icebreaker

■ Barnga

■ Bafa Bafa



# Barnaga

- Game with Rules
- Card Tournament
- Communication by picture and gesture only
- Debriefing: emotional responses, coping strategies
- Application to the real world
- Handouts: Insights, Culture shock



# Bafa Bafa

- Simulation/game
- Two separate and very different cultures
- Different customs, values, rules and language
- Visit each other and try to make sense of the difference
- Emotional response and coping strategies



# Debriefing of Bafa Bafa

- Initial hostility turns to relief
- Use of language
- Stereotyping
- Reaction to difference
- Personal space
- Application in real life
- Cultural difference in relation to profession, gender etc.



# Role of the facilitator

- Helps students to learn in an experiential group (Heron 1989 in Burnard 1996)
- the ability to adapt
- observe reactions and behaviour
- skilful intervention
- make the connection between the game and the real world ( Makar Jones 1985, p.29)



# Qualities of a facilitator

- Credibility in the eyes of the students
- Toleration of differing realities, confusion and uncertainty
- Skill in handling difficult emotional situations
- Make connection between the simulation and the real world



# Qualities of the Facilitator

(Barber and Norman 1989, p.150)

- Ability to actively listen
- In contact with their own reality and that of others
- Open in communication
- Ability to attend to and share awareness of the dynamics of the interaction
- Appreciate the different types of knowledge that interplay in experiential learning



# Discussion

- What is your experience of participating in games/simulations?
- What is your experience of facilitating games/simulations?