

I want to: Have a Conversation about Cultural Competency & Humility

The personnel at the UK SimLab recognize the importance of building cultural competencies and developing cultural humility. We feel that using deliberate practices to identify, define, and dive into these constructs is a necessary first step, so we engage in conversations about unconscious bias during our team meetings and conduct reflective analyses of our scenarios. We value discourse as it informs our perceptions and our practice.

*We encourage all clients to engage their learners in a similar discussion on the following topics regarding identity, diversity, justice, and action prior to and after completing a simulation. While our avatars represent various cultures, ages, and abilities, please keep in mind that identities are multidimensional and constructed by social **and** individual characteristics. They are not a singular, static representation of a group.*

IDENTITY PERSPECTIVE

How does my identity influence who I am?

- 1. Students will develop positive social identities based on their membership in multiple societal groups.*
- 2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.*

DIVERSITY PERSPECTIVE

How are my experiences similar to and different from those of people from other backgrounds?

- 3. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.*
- 4. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.*

JUSTICE PERSPECTIVE

What kinds of bias and privilege do individuals and groups experience because of their identity?

5. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

6. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

ACTION PERSPECTIVE

What can we do to address prejudice and to advocate for justice?

7. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

8. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

Standards and Essential Questions adapted from:

Southern Poverty Law Center (2018). The teaching tolerance social justice standards. <https://www.splcenter.org/learning-for-justice>

Resources to guide your discussion:

This link will take you to a website repository on Justice:

<https://www.learningforjustice.org/>

This link will take you to a professional development facilitator guide developed by the Southern Poverty Law Center: [Teaching Tolerance Social Justice Standards](#)

This link will take you to the Teaching Works Resources- High Leverage Practices:

<https://library.teachingworks.org/curriculum-resources/materials/general-learning-about-students/downloads/>

This link will take you to the Culturally Relevant Education Course Enhancement Module from the CEEDAR Center:

<https://ceedar.education.ufl.edu/cems/culturally-relevant-education/>