

Contents

Module 1: Overview and Statistics: Key Points	1
Module 2: Resources	7
Module 3: Language, Story Structure, Cognition	29
Module 4: Family Structure	35
Module 5: Hidden Rules	39
Module 6: Discipline Interventions	45
Module 7: Building Relationships	51
Appendix: Working with Parents	55
Bibliography	77

Workshop Objectives

Participants will ...

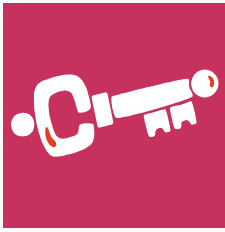
- a. analyse the eight resources of a student.
- b. explain language registers, discourse patterns, and story structure.
- c. give examples of hidden rules among classes.
- d. identify discipline interventions that are effective.
- e. explain mediation and cognitive structures.
- f. explain how economic realities affect patterns of living.



Key Points

1. Poverty is relative (in comparison to others) and is experienced *first* on a very personal level.
2. Generational and situational poverty are different.
3. This is a cognitive approach to class and is based on patterns of thinking. All patterns have exceptions. Stereotyping occurs when the patterns of a group are applied to each individual in the group. To do so with this work would be a misuse of the work.
4. Most schools and businesses operate from middle-class norms and values.
5. Individuals bring with them the hidden rules of the class in which they were raised.
6. Hidden rules about time and money:

Poverty	Middle Class	Wealth
<ul style="list-style-type: none"> • Survival • Relationships • Entertainment 	<ul style="list-style-type: none"> • Work • Achievement • Material security 	<ul style="list-style-type: none"> • Political connections • Financial connections • Social connections



Key Points

7. We can neither excuse nor scold students. We must teach our students.
8. We must teach students that there are two sets of rules.
9. To move from poverty to middle class, one must give up (for a period of time) relationships for achievement.
10. Two things that help one move out of poverty are:
 - Education
 - Relationships
11. Four reasons one leaves poverty are:
 - Too painful to stay
 - Vision or goal
 - Key relationship
 - Special talent/skill
12. What is the motivation for learning?
13. Mutual respect is:
 - High expectations
 - Insistence
 - Support

Could you survive in poverty?

COMPLETE THE QUIZ: ✓each item you know how to do.

- _____ 1. I know which sections of town have the best garage sales.
- _____ 2. I know which organisations have “bag” and “box” sales and when.
- _____ 3. I know which supermarkets’ bins can be accessed for thrown-away food.
- _____ 4. I know how to get someone out of jail.
- _____ 5. I know how to physically fight and defend myself.
- _____ 6. I know how to get a gun, even if I have no firearms licence and/or if I have a police record.
- _____ 7. I know how to keep my clothes from being stolen at the Laundromat.
- _____ 8. I know what problems to look for in a used car.
- _____ 9. I know how to live without a cheque account or credit card.
- _____ 10. I know how to live without electricity and a phone.
- _____ 11. I know how to use a knife as scissors.
- _____ 12. I can entertain a group of friends with my personality and my stories.
- _____ 13. I know what to do when I don’t have money to pay the bills.
- _____ 14. I know how to move house in half a day.
- _____ 15. I know how to get and use food vouchers and a Health Care Card.
- _____ 16. I know where the medical clinics that offer bulk-billing are.
- _____ 17. I am very good at trading and bartering.
- _____ 18. I can get by without a car.