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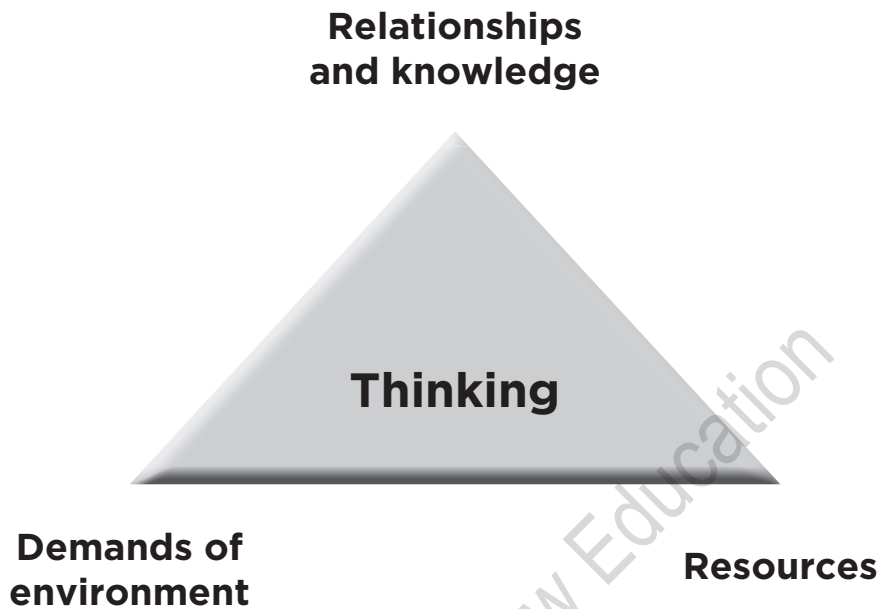
My Personal Experience with Class

NOTE: The purpose of this exercise is simply to illustrate that the broader a person's experience, the greater the potential understanding of different economic realities. There is no assigned value (good or bad) for any item.

Place a tick next to each of the following that applies to you:

- have ever lived in a home larger than 930 square metres
- have ever lived in an inner city
- have ever travelled to a Third World country
- have ever lived in a caravan/mobile home
- have two friends who grew up in poverty
- have flown in an aeroplane
- have taken a holiday more than 80 kilometres from home and did not stay with a relative
- have had private music lessons
- have used public transportation to get to work or school
- have a member of your immediate family who is on disability
- know an adult who has never had a full-time job
- have been to a country club
- have been to a debutante event
- know the CEO of a company that has more than \$30 million in revenue
- have been to a charity event and met a state member of parliament or the prime minister of Australia
- know someone personally who was killed in a drug- or gang-related incident
- have been inside a homeless shelter
- have a friend who was in foster care
- have friends or relatives who have not gone past year eight
- have a friend or relative who has ever received government handouts or services from a free clinic
- know someone personally who has been in wealth for two generations or more
- can describe the difference between a trust fund and a will

What is this cognitive frame?

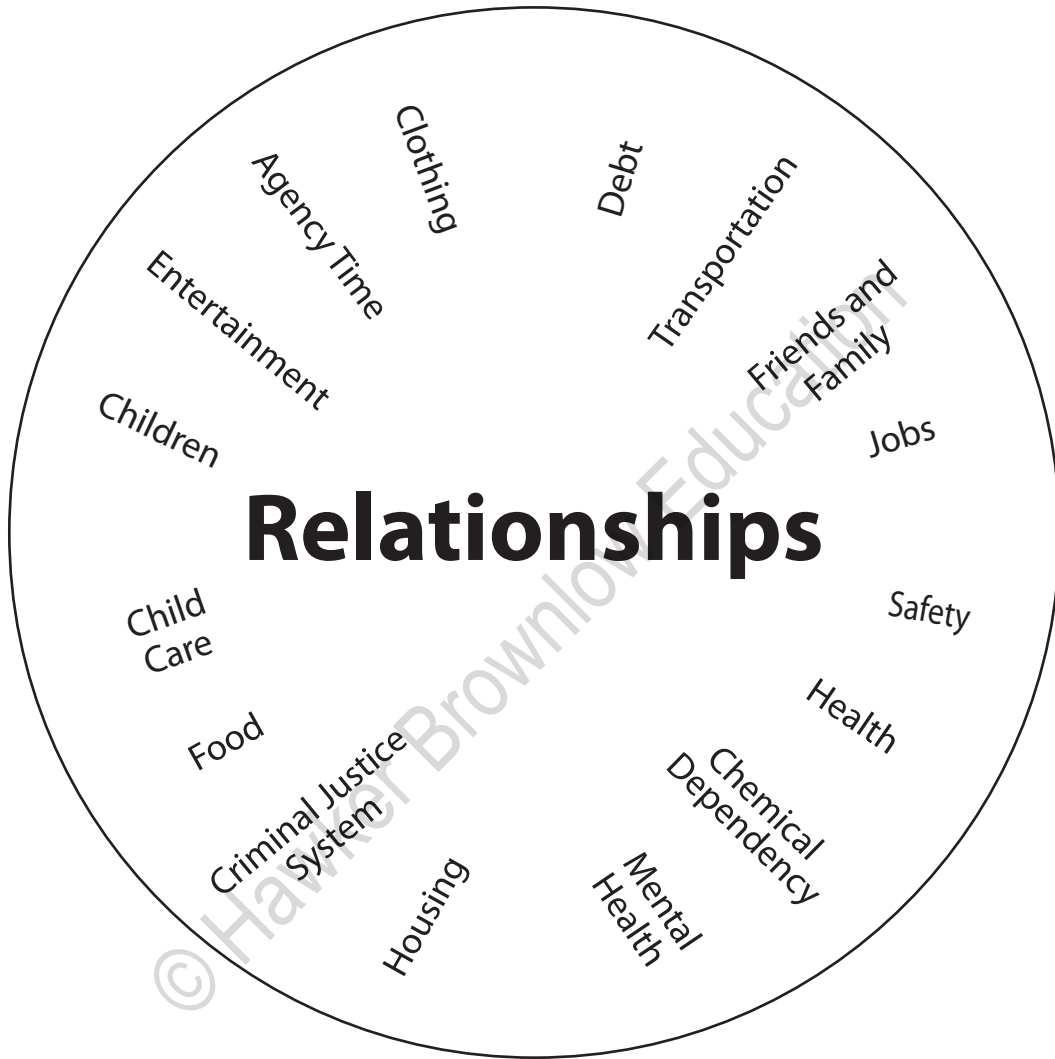


Continuum of Resources

Resources help build stability

UNDER-RESOURCED		RESOURCED
Instability/crisis	.....	Stability
Isolation	.....	Exposure
Dysfunction	.....	Functionality
Concrete reality	.....	Abstract, representational reality
Casual, oral language	.....	Written, formal register
Thought polarisation	.....	Option seeking
Survival	.....	Abundance
No work/intermittent work	.....	Work/careers/larger cause
Poverty	.....	Wealth
Less educated	.....	More educated

Mental Model for Poverty



Actual responses from people living in poverty.

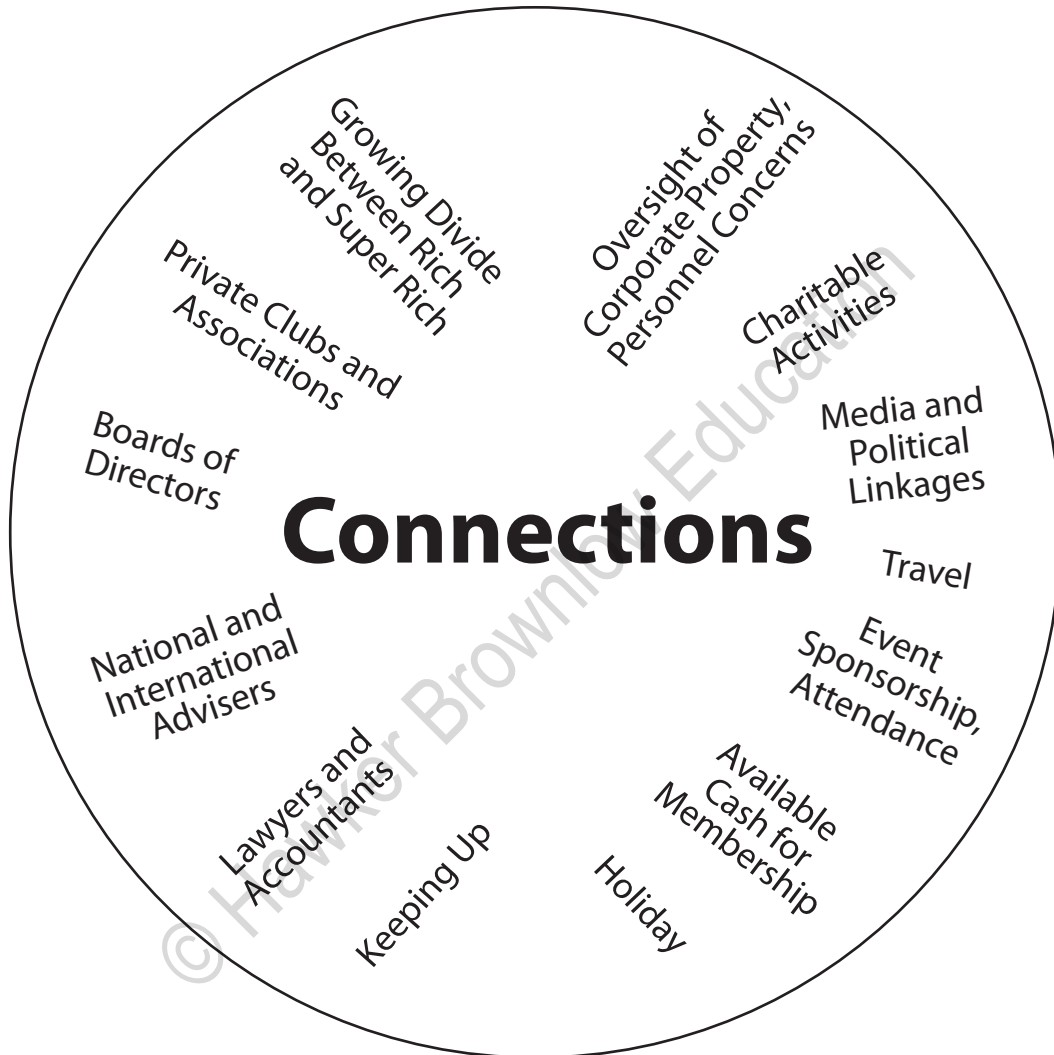
Note. Developed by Phil DeVol, 2006.

Mental Model for Middle Class



Note. Developed by Phil DeVol, 2006.

Mental Model for Wealth



Note. Developed by Ruby Payne, 2005.

Key Points

Most schools and businesses operate from middle-class norms and values.

Individuals bring with them the hidden rules of the class in which they were raised.

Three things that help one move out of poverty are:

- Education
- Relationships
- Employment

10 Actions to Educate Students

Action	Why?	Page
1 Build relationships of mutual respect.	Motivation for learning.	8
2 Teach students the hidden rules of school.	Hidden rules break relationships, and without relationships learning is decreased.	14
3 Analyse the resources of your students, and make interventions based on resources the students have access to.	Interventions do not work if they are based on resources that are not available.	24
4 Teach formal register, the language of school and work.	To understand written text, which is essential for success at school and work.	36
5 Teach abstract processes.	All learning involves <i>what, why</i> and <i>how</i> . The <i>how</i> piece must be direct-taught for tasks to be done.	39
6 Teach mental models.	Mental models translate between the abstract representational world and the sensory concrete world.	43
7 Teach students how to plan.	To control impulsivity for task completion.	46
8 Use the adult voice and reframing to change behaviours.	To maintain relationships and get the appropriate behaviours.	49
9 Understand the family resources and dynamics.	To better understand the resources the child has access to and better select interventions.	56
10 Teach how to ask questions.	So students can get past the year three reading level – and so they can get inside their head and know what they know and what they don't know.	61

Could You Survive in Poverty?

Put a tick by each item you know how to do.

- 1. I know which churches and sections of town have the best rummage sales.
- 2. I know when supermarkets, pharmacies/chemists and convenience stores throw away over-the-counter medicine with expired dates.
- 3. I know which second-hand shops sell DVDs for \$1.
- 4. In my town in criminal courts, I know which judges are lenient, which ones are crooked and which ones are fair.
- 5. I know how to fight and defend myself physically.
- 6. I know how to get a gun, even 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/my family use a payday lender.
- 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 which churches will provide assistance with food or shelter.
- 14. I know how to move in half a day.
- 15. I know where the free or bulk-billing medical clinics are.
- 16. I am very good at trading and bartering.
- 17. I can get by without a car.
- 18. I know how to hide my car so the repo man cannot find it.
- 19. We pay our pay-TV bill before we pay our rent.
- 20. I know which sections of town “belong” to which gangs.
-

Hidden Rules of Economic Class

	POVERTY	MIDDLE CLASS	WEALTH
POSSESSIONS	People.	Things.	One-of-a-kind objects, legacies, pedigrees.
MONEY	To be used, spent.	To be managed.	To be conserved, invested.
PERSONALITY	Is for entertainment. Sense of humour is highly valued.	Is for acquisition and stability. Achievement is highly valued.	Is for connections. Financial, political, social connections are highly valued.
SOCIAL EMPHASIS	Social inclusion of people they like.	Emphasis is on self-governance and self-sufficiency.	Emphasis is on social exclusion.
FOOD	Key question: Did you have enough? Quantity important.	Key question: Did you like it? Quality important.	Key question: Was it presented well? Presentation important.
CLOTHING	Clothing valued for individual style and expression of personality.	Clothing valued for its quality and acceptance into norms of middle class. Label important.	Clothing valued for its artistic sense and expression. Designer important.
TIME	Present most important. Decisions made for moment based on feelings or survival.	Future most important. Decisions made against future ramifications.	Traditions and past history most important. Decisions made partially on basis of tradition decorum.
EDUCATION	Valued and revered as abstract but not as reality. Education is about facts.	Crucial for climbing success ladder and making money.	Necessary tradition for making and maintaining connections.
DESTINY	Believes in fate. Cannot do much to mitigate chance.	Believes in choice. Can change future with good choices now.	<i>Noblesse oblige.</i>
LANGUAGE	Casual register. Language is about survival.	Formal register. Language is about negotiation.	Formal register. Language is about connections.
FAMILY STRUCTURE	Tends to be matriarchal.	Tends to be patriarchal.	Depends on who has/controls money.
WORLD VIEW	Sees world in terms of local setting.	Sees world in terms of national setting.	Sees world in terms of international view.
LOVE	Love and acceptance conditional, based on whether individual is liked.	Love and acceptance conditional, based largely on achievement.	Love and acceptance conditional, related to social standing and connections.
DRIVING FORCES	Survival, relationships, entertainment.	Work and achievement.	Financial, political, social connections.
HUMOUR	About people and sex.	About situations.	About social <i>faux pas</i> .