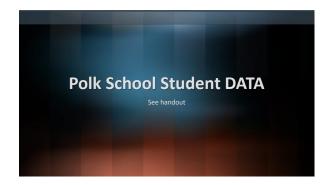




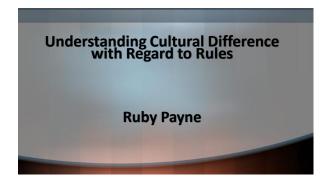
Poverty is	
a <u>chronic</u> and <u>debilitating</u> condition that results from multiple adverse synergistic <u>risk</u> <u>factors</u> and affects the <u>mind</u> , <u>body</u> , and <u>soul</u> .	
Eric Jensen, p. (6)	

Six types of poverty:	
Situational poverty: (temporary) Sudden crisis: divorce, health problems, environmental disasters.	3. Absolute poverty: Which is rare in the U.S., involves a scarcity of such necessities as running water, food, and shelter. (Families in absolute poverty tend to focus on day to day
 Generational poverty: (Occurs in families where at least two generatio have been born into poverty.) (Famili living in this type of poverty are not equipped with the tools to move out their situation.) 	



Six types of poverty:	
4. Relative poverty: The economic status of a family income is insufficient to meet society's average standard of living. 5. Urban poverty: (metropolitan areas) Population at least 50,000 Stressors include: a. crowding b. violence c. noise d. inadequate large-city services	Rural poverty: (nonmetropolitan areas) Population below 50,000 Stressors include: a. more single guardian households b. less access to services c. job opportunities are few

Common Behaviors of Ch	ildren Living in Poverty:
 Chronic tardiness Lack of motivation Inappropriate behavior Use of profanity Disrespect to others See Ruby Discipline Handout 	



8 8	POVERTY	MIDDLE CLASS	WEALTH
Possessions	People	Things	One-of-u-kind objects, legacies, pedigrees.
MONEY	To be used, spent.	To be managed.	To be conserved, invested.
PERSONALITY	Is for entertainment. Sense of humor is highly valued.	If for acquisition and stability. Achievement is highly valued.	Is for connections. Financial, political, social connections are highly valued.
SOCIAL EMPHASIS	Social inclusion of people ha/she likes.	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 norm 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 history most important. Decisions made partially on basis of tradition and decorum.
EDUCATION	Valued and revered as abstract but not as reality	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.	Noblexse oblige. ('Nobility Obliges')
LANGUAGE	Casual register, Language is about survival.	Formal register, Language is about negotiation.	Formal register. Language is about networking.
FAMILY STRUCTURE	Tends to be matriarchal.	Tends to be petriarchal.	Depends on who has money.
WORLD VIEW	Sees world in terms of local setting.	Sees world in terms of national setting.	See world in terms of international view.
LOVE	Love and acceptance conditional, based upon whether individual is liked.	Love and acceptance conditional and based largely upon achievement.	Love and acceptance conditional and related to social standing and connections.
DRIVING FORCES	Survival, relationships, entertainment.	Work, achievement.	Financial, political, social connections.
HUMOR	About people and sex.	About situations	About social flux pas.

Change the School Culture from pity to empathy. When staff members work with children raised in poverty, a common observation is "Bless their hearts, they come from such terrible circumstances." Note: The problem with this mind set is that it leads to lowered expectations. Establish a school culture of: Carng Not giving up Speaking respectfully Using positive affirmation

Students living in	Poverty:
Less Memorization Rote Drill & Practice Teacher Lecture One chance To Learn Recall of old knowledge	More Curiosity Encouragement Choice Effort (Try, Try, again) Problem Solving Build NEW knowledge

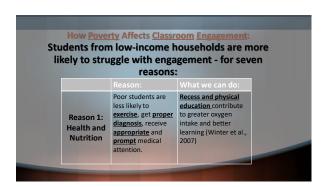


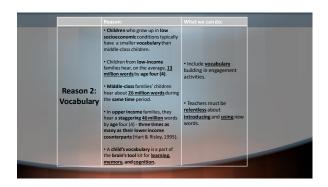
Academic Enrichment activities:	
expand on students' learning in ways that <u>differ</u> from the methods used <u>during the school day</u> ,	
often are interactive and project focused,	
 enhance a student's education by bringing new concepts to light, and 	
- are <u>fun</u> for the student, but also <u>impart knowledge</u> .	

"Kindergarten to 21 Year	rs Old"
	Grade Repetition
	Special Education
	Teen Pregnancy
Years in School, including College	Smoking and Drug Use
Source: Adapted from The Developmen Early Childhood Educational Experimen	nt of <u>Cognitive</u> and Academic Abilities: Growth Curves









	Reason:	What we can do:
	One reason many students from low income families seem <u>unmotivated</u> is because of the lack of <u>hope</u> and <u>optimism</u> .	Strengthen your <u>relationship</u> with your students. <u>Reveal</u> more of <u>yourself</u> and learn more about <u>them</u> .
Reason 3: Effort	Efforts can be taught and strong teachers do this everyday!	• Make connections to students' words in ways that help them see a <u>viable</u> reason to play the academic game. • Affirm effort everyday in class! Let them know how much good you see in them. • Set high goals and sell students on their chances to reach them. • Show them real-world success stories of adults who came from the same circumstances and achieved their goals.

