

Community Cultural Wealth Walk

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Community Cultural Wealth Walk...

1. Take one step forward if ... you grew up with more than one language or dialect, such as Black English, spoken at home.
2. Take one step forward if ...you and/or your siblings were expected to share your earnings with the family.
3. Take one step forward if ...you learned from your family and/or community that there would be institutional obstacles, but you can succeed in your educational goals.
4. Take one step forward if ...education was going to be your ticket to a life of more opportunity than previous generations in your family.
5. Take one step forward if ...you learned from your family and/or community that education is so important it is worth putting up with people who do not believe in you.
6. Take one step forward if ...you learned a strong work ethic through physically working alongside family members.
7. Take one step forward if you have cooked dinner for a family of at least 4 people for less than \$5.
8. Take one step forward if ...you depended on public transportation as a primary mode of travel for some extended time in your life.
9. Take one step forward if ...you know where the food bank is or other services that will provide a meal if you do not have enough money to eat
10. Take one step forward if ...you know where to get health care for people who do not have insurance.
11. Take one step forward if ...you grew up around people with accented or non-Standard English.
12. Take one step forward if you have retained a strong sense of your racial/ethnic identity
13. Take one step forward if ...you know how to balance your checkbook because your economic survival depended on it.
14. Take one step forward if you or your family have had to cope with forced unemployment
15. Take one step forward if ...you or someone you know well has negotiated their readjustment back to the community after doing prison/jail time.

16. Take one step forward if your ethnic community and/or extended family has pooled resources to help each other succeed
17. Take one step forward if you grew up having to negotiate more than one culture
18. Take one step forward if your family taught you despite difficulty in your present circumstances due to your race, class, gender, sexual orientation, or disability status you could achieve your goals
19. Take one step forward if there were books and newspapers written in more than one language in your home.
20. Take a step forward if your favorite writer or musician writes or sings in more than one language or dialect.
21. Take one step forward if your family listened to music about the liberation of your people.
22. Take a step forward if you can read the newspaper in more than one language.
23. Take one step forward if you are a first generation college student and it was an expectation of your family or community that you do well in school.
24. Take one step forward if you grew up seeing or hearing the news in more than one language on a regular basis.
25. Take one step forward if you grew up with at least one parent or caregiver who exposed you to a non-dominant world view.
26. Take one step forward if you grew up learning home remedies due to family or cultural knowledge and/or as a result of not having a family doctor.
27. Take one step forward if gendered social norms helped you to learn to be collaborative
28. Take one step forward if you learned the skills necessary to live your life with a permanent or long term disability.
29. Take one step forward if you learned to assertively respond to insensitive comments regarding one of your social identities.
30. Take one step forward if you learned about social inequality through the experiences of friends and family
31. Take one step forward if you learned how to challenge prejudice and stereotypes from your own experiences
32. Take one step forward if you have a clear sense of what your family and community means to you.
33. Take one step forward if...you know how to disagree with an authority figure and have your point be heard.

34. Take one step forward if you grew up knowing that your family and neighbors watched out for other people's children
35. Take one step back if ...you grew up in a predominantly white, middle class, monocultural neighborhood.
36. Take one step forward if you grew up with strong extended family connections
37. Take one step back if...you had very few significant obstacles to overcome to succeed in education.
38. Take one step forward if...you have learned from family and/or community how to cope with police harassment or violence.
39. Take one step forward...if you have learned from family and/or community about your legal rights if stopped by police or immigration authorities
40. Take one step forward if you learned from family and/or community how to cope with being profiled for your marginalized identities by someone in authority
41. Take one step forward if...you have learned from family and/or community how to effectively and safely conduct yourself at a protest or demonstration.
42. Take one step forward if... you have learned from family and/or community to initiate discussions to build coalitions across marginalized identities.
43. Take one step forward ...if you have learned from family and/or community to initiate discussions to become an effective ally for a marginalized group.

Possible small group facilitation questions:

What thoughts and feelings came up for you during this exercise?

Are you surprised where you ended up?

Are you surprised with who ended up close to you? Far from you?

What is hard about being part of this group?

What are you proud of in being part of this group?

What do you want others never to do, say or think about this group?

Consider having them connect the activity to the recent shootings if appropriate. When we return to large group, students will be asked to share parts of the discussion from their small group.

Tips from Handbook for Facilitating Difficult Conversations in the Classroom (2015)

Remind students to “seek to understand before seeking to be understood”.

The challenges of dealing with “hot moments” are 1) to manage ourselves so as to make the moments useful and 2) to find the teaching opportunities to help students learn in and from the moment.

We can take the issue off the student who has made the offensive remark and put it on the table as a topic for general discussion. Say something like: "Many people think this way. Why do they hold such views? What are their reasons?" and then, "Why do those who disagree hold other views?" This protects the student while also encouraging others who disagree to understand a view they dislike and then to argue their position later.

Ask students, when things get hot, to step back and reflect upon what they might learn from this moment. This can move the discussion to a level that helps everyone see what issues have been at stake and what the clash itself might mean.

MANAGING OURSELVES

We often forget that a primary task is to find ways to manage ourselves in the midst of confusion.

Hold Steady. If you can hold steady and not be visibly rattled by the hot moment, the students will be better able to steady themselves as well and even learn something from the moment. Your behavior provides a holding environment for the students. They can feel safe when you appear to be in control; this enables them to explore the issues. Your behavior also provides a model for the students.

Breathe deeply. Take a moment. Collect yourself. Take time if you need it. Silence is useful -- if you can show that you are comfortable with it. A pause will also permit students to reflect on the issues raised. Deep breathing is an ancient and highly effective technique for calming adrenaline rushes and restoring one's capacity to think.

Don't personalize remarks. Don't take remarks personally, even when they come as personal attacks. Such attacks are most likely made against you in your role as teacher or authority figure. Remembering to separate self from role can enable you to see what a student is saying more clearly and to actually discuss the issue. It's not about you. It's about the student and his, her, or their feelings and thoughts, though often articulated clumsily and from an as yet unthought through position.

Don't take remarks personally when they are about issues that you feel strongly about, or even about groups of which you are a part. Again, remember that both you and the group will be better served if you can keep some distance from the comments and find ways to use them to enhance people's understanding.

Don't let yourself get caught up in a personal reaction to the individual who has made some unpleasant remark. It's easy to want to tear into a student who is personally offensive to you. To do so is to fail to see what that student and his or her ideas represent in the classroom and in the larger world. If you take the remarks personally, chances are you will not be able to find what there is to learn from them.

Know yourself. Know your biases, know what will push your buttons and what will cause your mind to stop. Every one of us has areas in which we are vulnerable to strong feelings. Knowing what those areas are in advance can diminish the element of surprise. This self-knowledge can enable you to devise in advance strategies for managing yourself and the class when such a moment arises. You will have thought about what you need to do in order to enable your mind to work again.