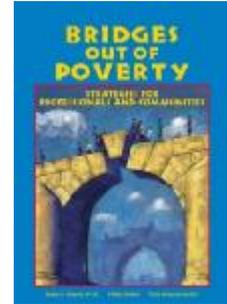




Building stronger communities  
with children & families

Keynote Handout

Presenter: Nairn Walker



Proudly presented in Australasia & the UK by  
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## Key Points

1. Poverty is relative.
2. Poverty occurs in all races.
3. Generational and situational poverty are different.
4. This work is based on patterns. All patterns have exceptions.
5. Schools, businesses, service agencies and most community organisations operate from middle class norms and values.
6. Individuals bring with them the hidden rules of the class in which they were raised.
7. There are cultural differences in poverty. This study is crosscultural and focuses on economics.
8. Excusing nor scolding is helpful: We can teach.
9. We can teach people that there are two sets of rules.
10. To move from poverty to middle class, one must give up (for a period of time) relationships for achievement.
11. Two things that help one move out of poverty are:
  - education
  - relationships
12. Four reasons one leaves poverty are:
  - too painful to stay
  - vision or goal
  - key relationship
  - special talent/skill



# Resources

Poverty (Payne, 1995):

*'the extent to which an individual does without resources'.*

Those resources are:

				<p><b>Financial</b> Having the money to purchase goods and services.</p>
				<p><b>Emotional</b> Being able to choose and control emotional responses, particularly to negative situations, without engaging in self destructive behaviour.  This is an internal resource and shows itself through stamina, perseverance and choices.</p>
				<p><b>Mental</b> Having the mental abilities and acquired skills (reading, writing, computing) to deal with daily life.</p>
				<p><b>Spiritual</b> Believing in divine purpose and guidance.</p>
				<p><b>Physical</b> Having physical health and mobility.</p>
				<p><b>Support systems</b> Having friends, family, back-up resources available in times of need. These are external resources.</p>
				<p><b>Role Models</b> Having frequent access to adult(s) who are appropriate, who are <b>nurturing</b> to the individual and who do not engage in self destructive behaviour.</p>
				<p><b>Knowledge of hidden rules and values.</b> Knowing the unspoken cues and habits of a group.</p>
				<p><b>Knowledge of Formal Register</b> The ability to communicate in the language of school and work.</p>



# The Economic Continuum

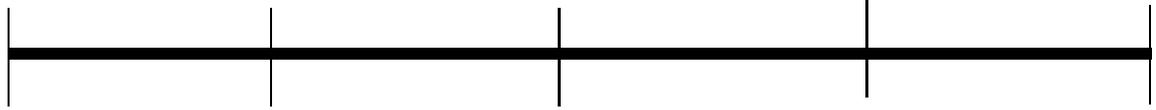
Gen Pov

Sit Pov

Middle C

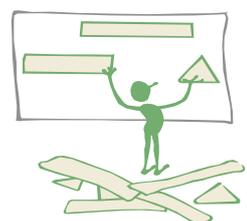
New \$\$

Wealth



## Driving Forces

		
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# Registers of Language

- F** .....
  - Language that is always the same.
  - Eg: Lord's Prayer, Citizenship Oath.
- F** .....
  - The standard sentence syntax and word choice of work and community.
  - It has complete sentences and specific word choice.
- C** .....
  - Formal register when used in conversation.
  - Discourse pattern not quite as direct as formal register.
- C** .....
  - Language between friends
  - Characterised by a 400- to 800- word vocabulary.
  - Word choice is general and not specific.
  - Conversation is dependent upon non-verbal assists.
  - Sentence syntax is often incomplete.
- I** .....
  - Language between lovers and twins.
  - The language of sexual harassment.



## Discourse Patterns



## Story Structure

