Chrissy Gutenberger

EDUCG 862

Chapter Reflection: Ruby Pane

Chapters 4, 5, &6:

Some of the things that stood out to me in chapter four were the reality of generational poverty. Generational poverty was defined as having been in poverty for at least two generations. Payne stated, that the patterns can begin to surface sooner. The examples of the generational poverty, really stood out to me, and connected for the students that I work with. Instability of housing, violence, food insecurity, death. These are all things that my students have faced before the young age of 12. I try to tell them every day how strong they are for facing these things, but I think a deeper connection is needed. The case study that was told through a relative’s narrative, I have to admit- I didn’t understand it and could not follow along. It was only when I read the “what actually happened” section that I was able to have a grasp on it. I think that another important aspect of generational poverty is the lack of understanding of money. I think that there needs to be a greater focus on this in school, that way we can prepare them for when they are in the real world. We always preach real-world application, however in 23 years I’ve never used the quadratic equation in the real world.

The diagrams of family from generational poverty were very thought provoking. The basic pattern was that the mother was in the center for all things, however there was various people in the equation that I had never even considered before. I think that this tied with the development of appropriate boundaries portion of the text. If students are not seeing their parents have appropriate boundaries, they themselves can not develop them. The conversation starters for physical boundaries were something that I will try in my classroom in the beginning of the year next year. I think that this is something that I would like to translate into my classroom because we have several space issues, so telling them early on that that is their space may open some doors for them.

Chapter six was an incredible resource into understanding my students better. I know that some of the responsibility falls on them, however I can now see the various coping strategies, emotional, mental, and financial constraints, and various other deterrents. Positive self-talk is something that I have started with them in the classroom since reading this chapter. I think it has already helped the think time that my students require.

These chapters directly linked to some of the situations that are in my classroom and looking ahead in my career. I like how Payne not only explains a situation, but then gives examples, and even case studies. This helps me digest what the concept is, and even apply the new knowledge directly as well as making further connections.