

# HEALING AND SOCIAL JUSTICE WORK IN THE SPANISH HERITAGE LANGUAGE CLASSROOM



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# WHERE DOES THIS PROPOSAL COME FROM?

THE NEED TO ATTEND TO SPANISH HERITAGE LANGUAGE STUDENTS  
**SOCIO-AFFECTIVE NEEDS**

**LINGUISTIC BULLYING**  
(Beaudrie and Ducar, 2005)

**SPANISH AS A  
STIGMATIZED AND  
MARGINALIZED LANGUAGE  
IN THE U.S**  
(Vila, 2002)



**LACK OF CONNECTION  
WITH THEIR HISPANIC  
CULTURE**

**CONFLICTING  
IDENTITIES**  
(Potowski, 2012).

*What can we do?*

# HEALING SOCIAL JUSTICE FRAMEWORK (GINWRIGHT, 2016)

*“What we resist, persists” (Carl, Jung)*

*“What we heal, we heal” (MSC)*



# HEALING CIRCLES: THEY CAN BE EMBEDDED IN CLASS WORK

1. Students are assigned a reading about a topic that connects to their everyday life. (E.g. “El joven bicultural”)

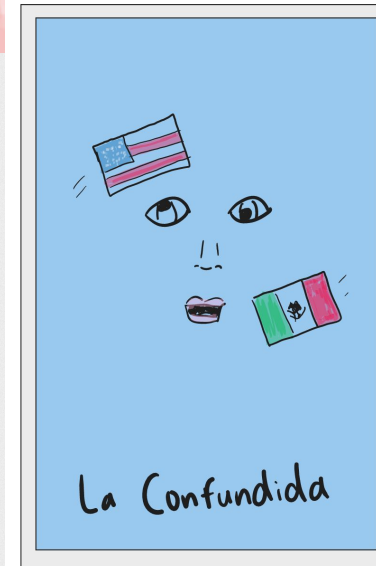
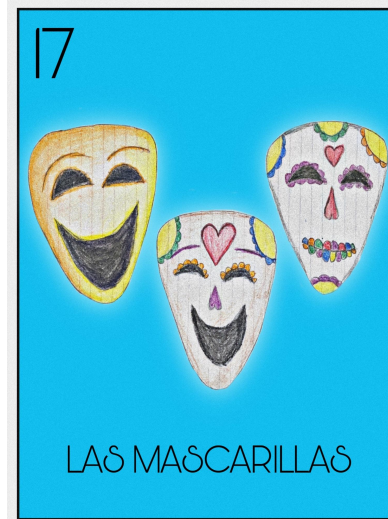
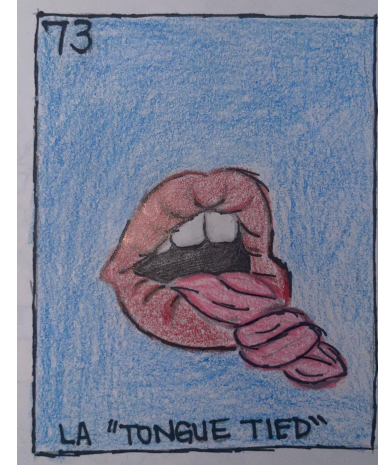
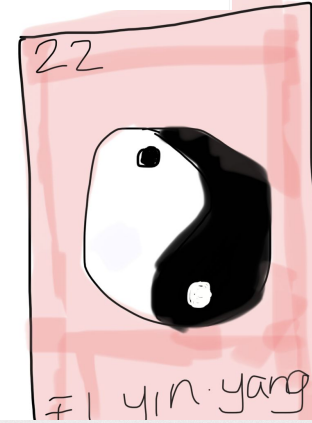
2. Students are asked to visually represent one or two ideas from the reading that they resonate with or that they consider interesting to discuss. (“Loteria Card activity”)

3. They are also asked to explain in the form of a paragraph what they intended to express through their drawing.



#### 4. Whole class discussion: Some options:

- **Shared online document:** Students are asked to share their loteria cards and reflections in a shared-slide deck and they are asked to read their peers' slides and make comments on each other's work.
- **Gallery walk:** The teacher or the students bring their cards and reflections printed, and they paste them on the wall around the classroom.
- **Group reflection:** Students share their work and reflect all together on which ideas were common among the cards.



# HOW CAN THIS HELP OUR STUDENTS?

- It helps them see that they are not alone in their suffering
- It contributes to a sense of togetherness and community
- It is an opportunity for students to speak up and be heard



## **Bibliography**

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