Golden State Growth
Where California added—and lost—residents over the past decade, and how the face of the state has changed

By 2013, some polls suggest, Hispanics will become the biggest ethnic group in California. Surpassing whites for the first time.

Source: Orange County Register, 2012

Note: Data on Hispanics in 1960 not available. 1970 Hispanic numbers based on sample. Source: Census Bureau
Ronée Rigdon and Randy Yep/The Wall Street Journal
The idea of story...
MIGRANT
All humans have a right to migrate. All migrants have human rights.

Photo Credits: Melanie Cervantes, Favianna Rodriguez

xitialic
All these butterflies remind me of a childhood in Michoacan... Beautiful!!!!
What is the story?

- Think about the...

- “Latino” story (or other community)
- Outdoors- Experiential Educator story

- What is the plot?
- Who are the characters? Who are the writers?
- Who are the storytellers?
- How are they shared? Challenged? Affirmed?
What is the story?
Who are the characters?
Why does the story matter?

- Framing
- Validation and affirmation
- Emotion

- “Color-blind” vs...
- Diversity as strength, guided by nature

- Stories define, empower/disempower...connect
- I WANT TO BELONG--- YO CUENTO
A Cultural Bias against Story

Before introducing the ways we use stories and the elements that make stories work, it is necessary to examine a cultural bias against the use of stories in education and behavior change. This bias is discussed by Sarbin (1986), who explains it using a theory of ‘root metaphors’. The ‘root metaphor’ theory proposes that every culture has a unique mental framework that helps its members to organize and make sense of occurrences in the environment. Sarbin describes the Western metaphor as one of ‘mechanism’. Our educational model, based on the metaphor of ‘mechanism’, is biased to explain natural occurrences through the movement of external forces, one against another. This mechanistic or scientific explanation of environmental occurrences tends to emphasize raw facts and declarative knowledge over narrative or historical explanations. Its main educational tools are objective, expository information-intensive educational curricula, text and news articles, to the exclusion of the story.
Jose, es que no sabemos si deberas
os entiende..

People don't care how much
you know until they
know how much you
care

John C Maxwell
“Cultures from all regions of the world have developed a complex view of nature, rooted in their philosophy, which has led to their understanding and explanation of the natural world.” (Science and Culture-EMBO Rep. 2003 March; 4(3): 220–223)

- Understand the need and value
- Identify the knowledge and stories
- Ask questions—engage for understanding
- Connect with your frame, with your stories
- How do you share them?
De Semillita

A Gran Secuoya

SI SE PUEDE!
Ex: Farmworker experience

- Trastorno o Síndrome de Colapso de Colonias

Photo credits: USDA- Stephen Ausmus, Ricardo DeAratanha/Los Angeles Times/MCT
Who is a conservationist...?
The Takeaway

- How can you include this perspective in the work that you do? In interacting with local communities and cultures—
  - Can you identify the culture, the stories? Can you see the value?
  - What biases, assumptions, and expertise do you carry? What expertise do you seek?
  - How may your audience’s cognitive map be validated or challenged?
  - Are you helping, challenging, or..?
Take ongoing or next step

- Identify your story
- Identify the stories of your communities
- What will you do THIS week, next month, this year?
- How do you hold yourself accountable?
Once upon a time...

1. Leadership infrastructure
2. Youth—role models and mentors
3. Familias
4. Storytelling
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