

# IZCALLI

NATIONAL COMPADRES NETWORK

[https://  
www.youtube.com/watch?  
v=cIvVUd\\_Gxdk](https://www.youtube.com/watch?v=cIvVUd_Gxdk)

# CIRCULO DE HOMBRES

- GROUPS IN ELEMENTARY
- MIDDLE SCHOOL
- HIGH SCHOOL
- STAY INVOLVED CONTINUE IN THE COMMUNITY.



# NCN NETWORK

DOCTORS

LAWYERS

THERAPIST

HEALERS

NATIVE ELDERS

CAR CLUBS

ACTORS

CONSTRUCTION WORKERS

ELECTRICIANS

FRAMERS

FARMERS

DON MIGUEL RUIZ (FOUR AGREEMENTS)

PLAYWRITES (LUIS VALDEZ ) ZOOT SUIT

WRITERS (LUIS RODRIGUEZ) ALWAYS RUNNING

JERRY TELLO (SCHOLASTIC)

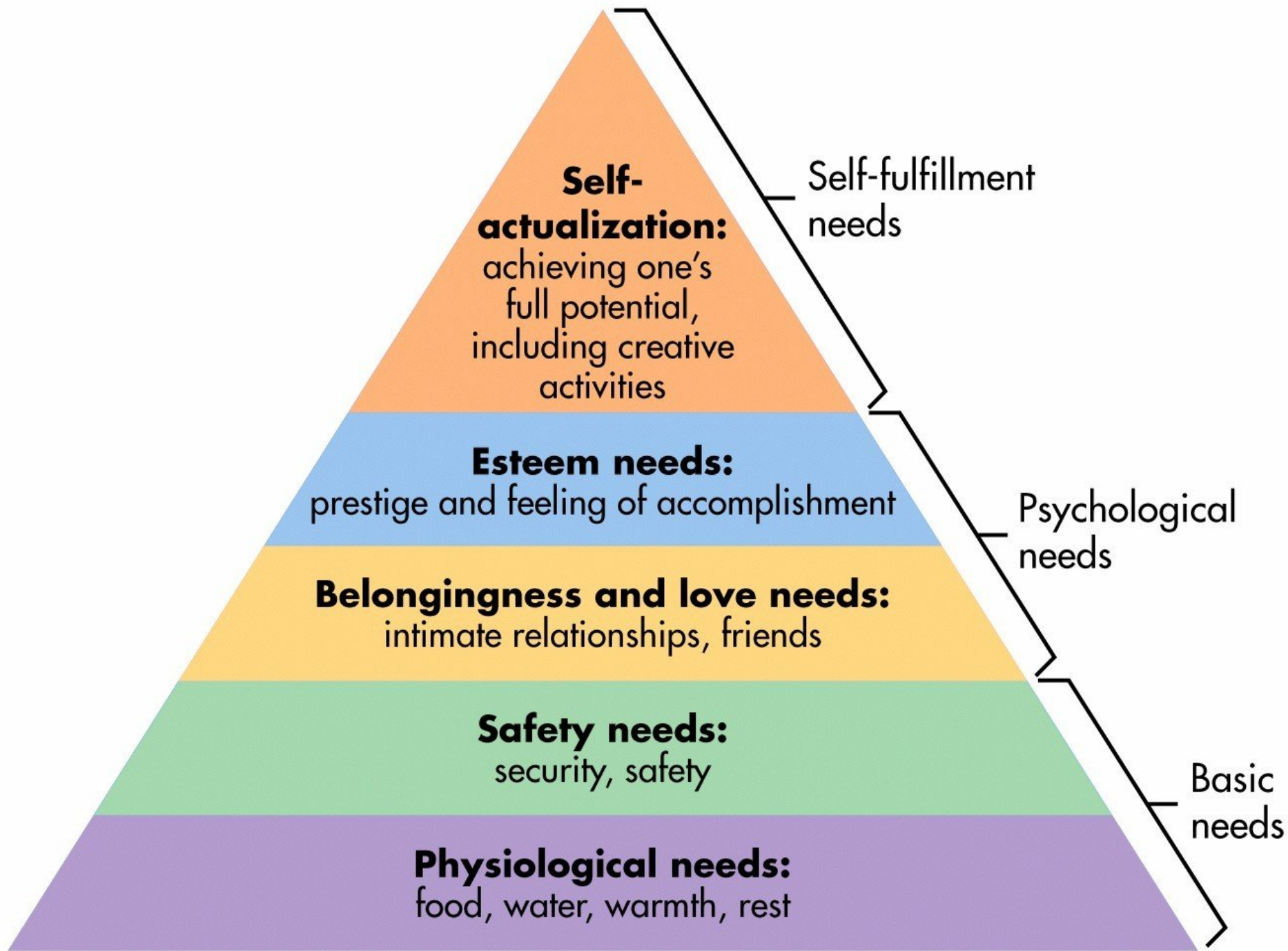
JOSE MONTOYA (FIRST CHICANO POET)

RAMON CHUNKY SANCHEZ MUSICIAN NATIONAL ARTS



# CIRCLE TEACHINGS

- Silencing the wounds to whispers.
- Knowledge of one self
- Mentorship
- Art as healing
- Ancient teachings from Quetzalcoatl the Precious Vibration
- Creating a Sacred Space



# SPIRAL

- This is not a program it is a National Movement BMOC Boys Men of Color we don't have to please funders or lie about our numbers.
- Not having money has never stopped us from the work.
- These are our traditional ways. "RESTORATIVE PRACTICE"
- We don't push anyone out to make our Circle look "good".
- If you fall multiply times, we fall with you.
- If you succeed multiply times we succeed with you.
- If the Wounds are not silenced we will hold spacer for you until
- YOU FIND YOUR SACRED PURPOSE.
-



PALABRA

TLAJTOLLI

PALABRA

TLAJTOLLI

# TLAJTOLLI



Last time an adult broke  
their word with you?

Last time you broke  
your word?





# WHAT STOPS US FROM KEEPING OUR WORD?

SELF-ACTUALIZATION

# GENERATIONAL TRAUMA

- ANGER
  - PAIN
  - SHAME
- 
- HOW DO YOU BEHAVE  
IN SCHOOL OR  
SOCIETY?



Confusion- (withdrawal)

Anger- (shame)

Hate- (blame)

Self-hate- (self sabotaging)

Rage (addictive/suicidal)



# SHAME

IS A MAJOR FACTOR LEADING TO VIOLENCE.

## SHAME DEFINED BY SILVAN TOMKINS

Shame as occurring any time that our experience of the positive affects is interrupted (Tomkins 1987). So the individual does not have to do something wrong to feel shame. The individual just has to experience something that interrupts interest-excitement or enjoyment-joy (Nathanson 1997).

WITHDRAWAL--- ISOLATING  
ONESELF, RUNNING AND  
HIDING, SELF-HATE  
AVOIDANCE----- DENIAL,  
ABUSING DRUGS, DISTRACTION  
THROUGH THRILL SEEKING.  
ATTACK OTHERS- TURNING THE  
TABLES, LASHING OUT  
VERBALLY, OR PHYSICALLY,  
BLAMING OTHERS.

# EDUCATIONAL SHAME

- BL&BR YOUNG MEN SELF-ESTEEM REVOLVES AROUND OTHERS.
- TEACHERS, ADMIN, COUNSELORS, PARENTS,
- SOCIETY.
- SHAMING THEM FOR GRADES, BEHAVIOR, LANGUAGE, CLOTHES.



# Traumas impact on Learning and Relationships

- Difficulty being present
- Impaired ability to think logically, sequentially and with reason
- Difficulty regulating emotions
  - Easily triggered
- Difficulty focusing for long periods
- Unorthodox coping methods

# CONCH SHELL

SPIRAL  
TEACHINGS  
HEARING  
RE-PROGRAMING  
WHAT YOU HAVE BEEN  
TAUGHT.





# CULTURALLY RELEVANT CURRICULUM

- WHAT IS TO BE A MAN?
- WHAT IS A RITES OF PASSAGE?
- WHAT RITES OF PASSAGES HAVE YOU GONE THROUGH?
- GIVING BACK TO COMMUNITY
- TEACHINGS FROM THE ANCESTORS.



# TEARS

## A PRECIOUS VIBRATION

Los hombres no lloran

Men should not cry.

At 22 she left me in

A parking lot of

Pouring

Rain

Im afraid of a man who doesn't cry she said.

And it seems that I've cried since that day and everyday after.

# TRANSFORMATIONAL LEARNING

- You are **WANTED** (welcomed)  
... a **Blessing** (DIGNITY)
- You have a **SACRED PURPOSE**  
(RESPECT)
- You have culturally based  
teachings/*values*), and family,  
community **TEACHERS** (Rites  
of Passage) to guide you  
(TRUST)
- You have **SAFE**,  
**COMPASSIONATE** people and  
**SECURE** places to learn, heal,  
grow. (LOVE).





# RESTORATIVE CIRCLE

- PREVENTIVE
- OUR TRADITIONAL WAYS
- WATER CEREMONY
- TEMEZCAL
- SUNDANCE
- FIRE





# RITES OF PASSAGE



BASIC  
HUMAN  
NEED





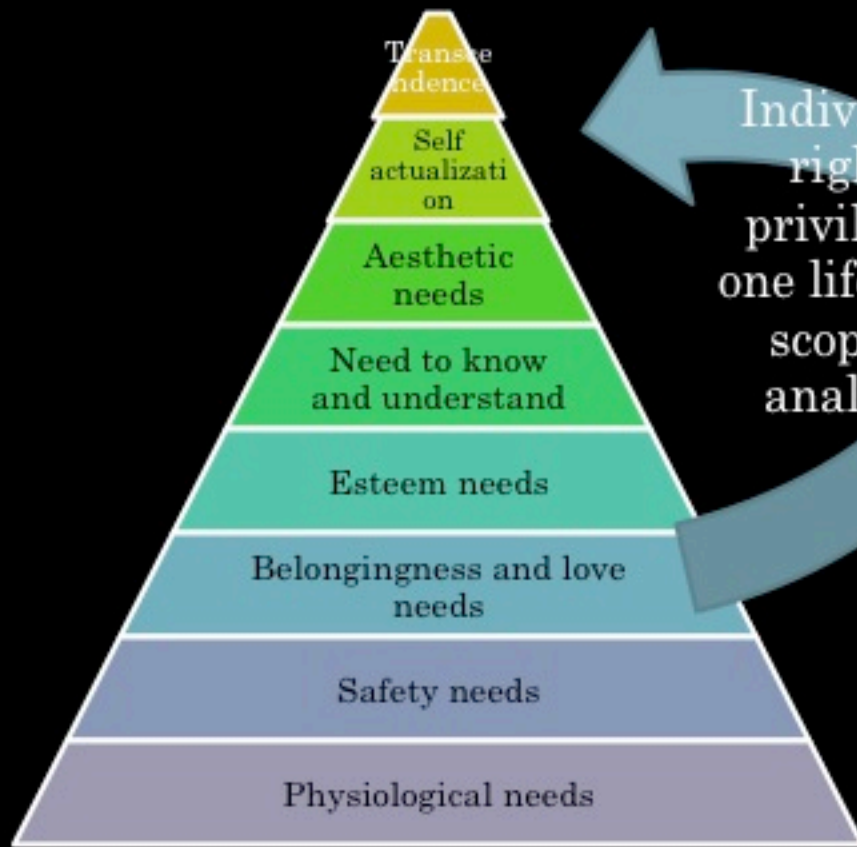
# SENCE OF BELONGING



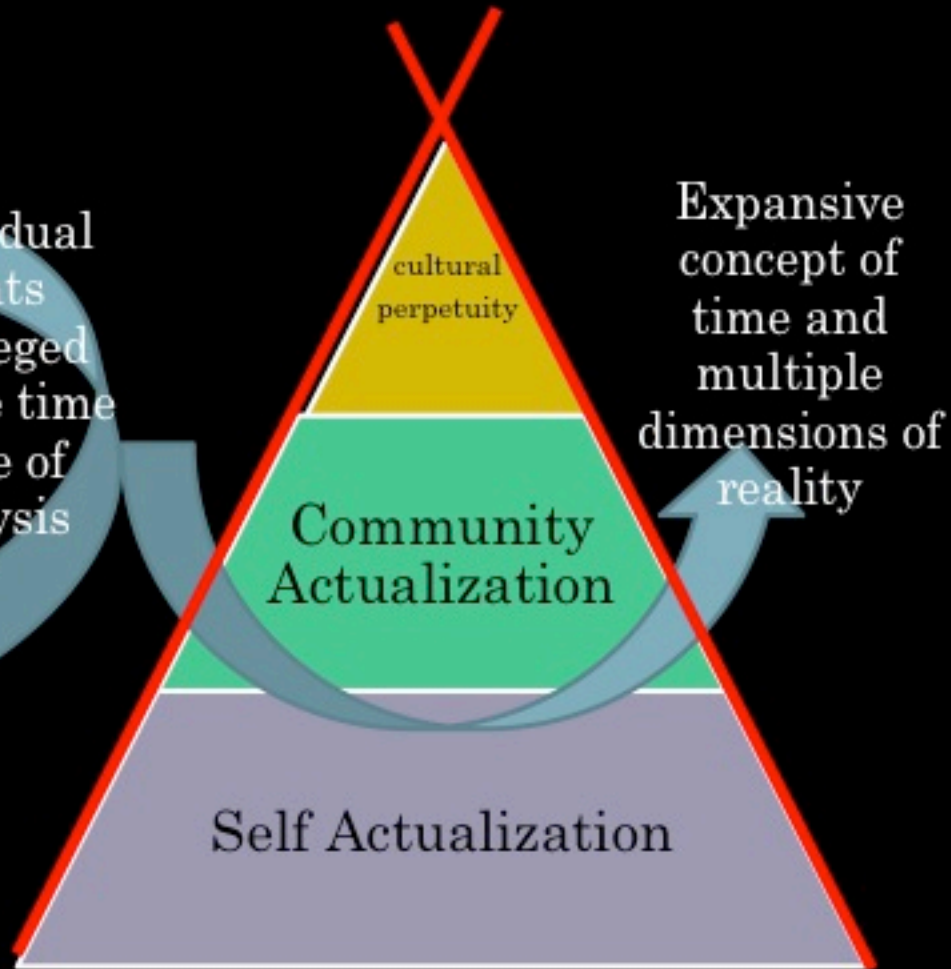


# MASLOW'S HIERARCHY OF NEEDS (INFORMED BY BLACKFOOT NATION (ALTA))

## Western Perspective



## First Nations Perspective



Individual rights privileged one life time scope of analysis

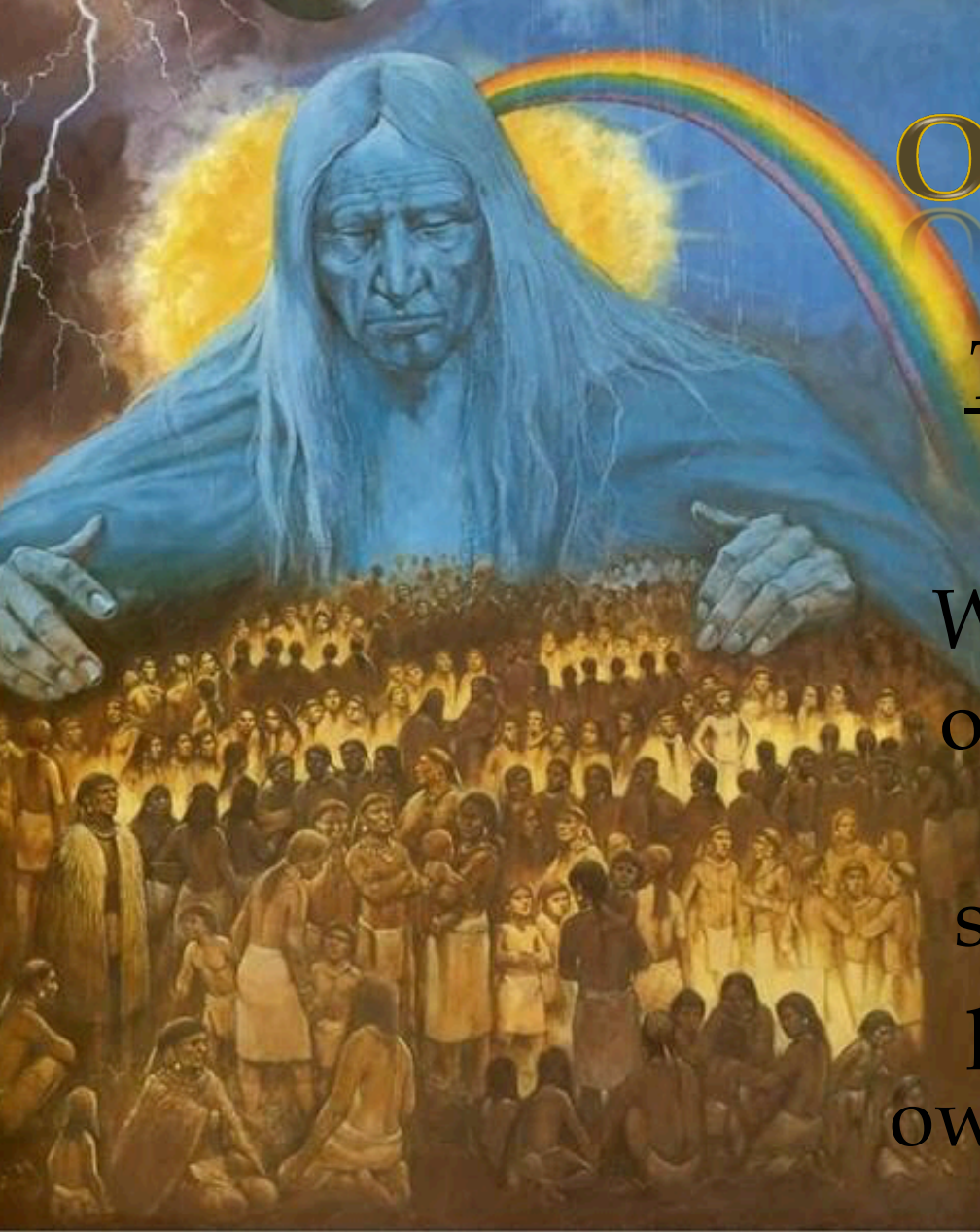
Expansive concept of time and multiple dimensions of reality

“We have been given the ancestors’ teachings and the feelings and the spirit. We can do a couple of things with that. We can say that what we know is inadequate and that we’re not Indian enough and that we don’t know enough about it or we don’t want to pass it on. And we hold our breath and our people stop. Or you can nourish that breath. You can breathe in even deeper the knowledge of others and understand it at a deep level and then breathe it forward. That’s the breath of life,” Blackstock (BLACKFOOT NATION).



PRECIOUS VIBRATION  
SACRED PURPOSE





# OUR ROLE ...

The transformation  
begins with US.

We must first begin  
our own process to  
recover our  
sacredness, sacred  
purpose, heal our  
own wounds and live  
a life of self care.



# FIRE

VISION QUEST

YEARLY RETREAT

CIRCLE KEEPER ROLE

NOT FOR YOU TO ABUSE  
BUT FOR COMMUNITY TO  
HAVE SACRED SPACE.











# FINDING OUR SACRED PURPOSE

THEATRE  
ART  
STORYTELLER















# JUVENAL

Telling our story. Ph.D.



# WHAT IF.....

We must first ask ourselves, and answer honestly, what we want our schools to do. If the purpose of educating our children is to prepare a tiny number of them to own and run the country, a slightly number of them to ensure the profitability of our corporations, and the vast majority to flip our burgers, clean our hotel rooms, and fill our prisons- in short, to maintain our greed-driven, stratified society as it now exists- then we are doing an excellent job, and we should change nothing.

# If on the other hand

If, on the other hand, we want our schools to mend, not perpetuate, the sharpening division between the different races and classes; to produce the kind of brilliant, compassionate human beings we all want to work with and drive alongside of and live next door to; to recognize and nurture the miracle that is every child's mind, heart and potential- then we must radically re-structure the American system of Education.



# IN LAK'ECH

- You are my other me.
- If I do harm to you
- I do harm to myself.
- If I love and respect you.
- I love and respect myself.