

HISTORICAL TRAUMA AND CULTURAL HEALING

Discussion Questions – *How Do People Experience Historical Trauma?*

These questions are meant as discussion starters following viewing of the video “How Do People Experience Historical Trauma” that can be found at <http://z.umn.edu/htplaylist>. This is not meant as a comprehensive list; rather, it provides a variety of starter questions that facilitators may choose from and, as appropriate, add in additional questions specific to the field in which they work.

GENERAL QUESTIONS

1. How do people and communities experience historical trauma?
2. In what ways have you observed or experienced microaggressions in social, political, and/or media realms? Have you ever dismissed them because you second-guessed or doubted that they happened or were of significance? If so, why do you think you had that response?
3. What federal or state policies, societal/community pressures, or initiatives may contribute to microaggressions?
4. What is a person’s responsibility to respond to microaggressions they observe or experience?
5. How might reflecting on the long-term effects of historical trauma influence how you think about current pressing social/political issues?
6. What are the reasons behind the government policies that contributed to historically traumatic events? How has the person writing the official stories of these events had the power to highlight and/or silence the traumatic impact of these events?

QUESTIONS SPECIFIC TO WORK WITH CHILDREN AND FAMILIES

1. In what ways do you see the psychological effects of historical trauma or microaggressions in your work with children and families?
2. In what ways do patterns of discipline, eating, etc. born out of historically traumatic experiences continue to play out in families today? How can these be understood and addressed in sensitive and healing ways?
3. How might the forced breakup of families impact a person’s identity, feelings of belonging, and connection to community?
4. How does language impact people’s views of what is good and bad? How do long-standing terms contribute to the development of children’s identities?

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