

**Reflection by Mary Brehaut, Parkdale Project Read, Toronto, Ontario, Canada**

***Reflection on activities with sound – exploring the potential in literacy programming***

Playing with sound feels like a way to gently unblock something because you can change the sound quickly and smoothly, and go back and forth between a haunting minor sound and something more calming. This playing felt like it had a lot of potential for shifting thinking. I could play with what the haunting part of a word or phrase was, and transform the words a bit by changing the mood of the sound.

-I could feel the intensity of my words more when they were sung to my own notes – maybe partly because I had to breathe deeply to sing (and breathing always puts me back in touch with feelings), and the words sounded new and different so it forced me to be in the moment with them, to be present, and hear them with fresh ears.

-.this word/sound playing may be a way to integrate new thinking (especially for auditory learners) because it bypasses the mind somehow – and that’s often where we get stuck.

-Maybe this piano will have more use than entertainment at program parties. Maybe singing our story has potential for healing in a deeper way than writing or telling it (for some of us anyway). Can we unstick our stories if we sing them in different ways or play with them with sound? Can harmonies ground our words and our stories? Can sound make our stories more fluid, and move them in our hands, in our ears, in our throats?

-Playing the keys makes me think of massage – massaging our stories, kneading the scar tissue of our lives, loosening it up.

*Extract from Reflection January 23<sup>rd</sup>*

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