
Mapping the Evidence: Impacts of Violence and Learning

Preparing Your Thinking to Talk to Colleagues

Free Writing

- Spend five minutes “free writing” about how you came to be aware that violence in women’s lives is an important issue in education. If you are having trouble writing, write about that; just keep writing for five minutes.
- Underline the most important sentence in your piece.
- Circle the most significant word in your story.

Taking it Further

Use the following questions to prompt your reflective writing

1. What “evidence” have you seen, heard, and sensed that tells you that violence affects many students and their learning?
2. What actions have you taken in your classroom, program, or community to address the issue of violence in women’s lives and to create a learning environment that takes issues of violence into account?
3. What helps you to address the issue? What hinders you from addressing the issue?
4. What is the most burning question you have about the issue?

Read through all your writing and write a brief statement to open a discussion about this issue with your colleagues.

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Facilitator's Guidelines for a Group Activity

Free Writing

- Prepare a large newsprint “graffiti” board for participants to post their writing on later.
- Invite the group to write for five minutes about how they became aware that violence in women’s lives is an important issue in education.
- Ask them to underline the most important sentence in their piece.
- Have them write the sentence on a single page to share.
- Ask each person to read their sentence, then add it to the graffiti board.
- Invite everyone to observe the collected comments and talk about the key themes revealed. Look for themes, commonalities, and differences to add to this process.
- Ask each participant to circle what they consider to be the most significant word in their story.
- Go through a similar process of sharing and observing key themes, as was done with the sentences.

Focusing

- In four corners of the room, post newsprint with headings for four questions:
 1. **Evidence** — What “evidence” do you have (what have you seen, heard, sensed) that tells you that violence affects the lives of many students and their learning?
 2. **Actions** — What actions have you taken in your classroom/program/community to address the issue of violence in women’s lives and to create a learning environment that takes issues of violence into account?
 3. **Supports/hindrances** — What helps you to address the issue? What hinders you from addressing the issue?
 4. **Burning Questions** — What is the most burning question you have about the issue?
- Divide the large group into four small groups. These groups stay together for the rest of the mapping activity.
- Each group goes to one of the four stations and writes their responses on the newsprint.
- After 15 minutes, the groups rotate to the next station where they read what the previous group has written and then add their own responses.
- After each group has responded to each of the questions, all the newsprints are hung on the wall. Participants are asked to silently go around the room and review the responses.
- Invite large group discussion on similarities, differences, and key themes in people’s responses.