

What you need to read/think about...

January 9th Week 1 – Getting Started

Working holistically
Creating space to reflect
Getting to know each other
Creating safer spaces for learning
Working towards change
Beginning to think about violences

Too Scared to Learn – Chapter 1

Creating Environments to Support Learning for All in *Violence and Learning Taking Action*, 2004, Ed. Mary Norton (available on NALD
<http://www.nald.ca/library/research/valta/cover.htm>)

OPTIONAL:

Capacchione, Lucia (1989). *The Creative Journal: the Art of Finding Yourself*. Newcastle Publishing Co., Inc.: North Hollywood, CA (chapter 1 pp. 1-22 available in pdf on course website)

January 16th Week 2 – Self-care and Fears about opening this “can of worms”

Bringing the self to this learning
Thinking about self-care
What blocks taking up this issue?
Continuing to get to know each other
Continuing to create safer spaces for learning
Thinking about violence
Introduction to discourse

Too Scared to Learn - Chapter 8: The costs of bearing witness

Discourse section pp. 6-10 from [Creating Change in Literacy Programs: Talking about taking account of violence](#) (available on NALD – can be accessed via www.jennyhorsman.com)

OPTIONAL:

Holt Begg, Fay (200?) You Can Teach an Old Dog New (Magic) Tricks Fay Holt Begg in *Violence and Learning Take Action*. (Available at NALD:
<http://www.nald.ca/library/research/valta/cover.htm>)

January 23rd Week 3 - Exploring the complexity of violence

Exploring the many dimensions and complexity of violence
Continuing to think about self-care
Continuing to get to know each other

Too Scared to Learn – Chapter 2 and 3

January 30th Week 4 - Breaking silences revealing the hidden

Hidden impacts of violence on learning

Revealing the hidden - naming violence / recognizing that it's widespread and impacts learning

Continuing to build trust to work together

Too Scared to Learn - Chapter 4: Hidden Impacts,

Rundle, L. B. & Ysabet-Scott, N. Toronto: Canadian Congress for Learning Opportunities for Women.

Making Change: Raising Awareness about Violence Against Women as a Barrier to Women's Education.

An Educator's Guide to Creating Safe Learning; Violence: A Barrier to Your Learning; When Women Talk About Violence, What Should I Say? (Available in pdf on course website)

February 6th Week 5 – Exploring control, connection and meaning

Exploring control, connection, meaning

Supporting literacy students to find a place of power

Making the connections to do the work of addressing the impacts of violence

Continuing to build connections in the course

Discussing struggles to address the impact of violence on learning

Too Scared to Learn - Chapter 5: The challenge of setting goals

Take on the Challenge - Chapter 2 Available in pdf at www.worlded.org

(<http://www.worlded.org/WEIInternet/publications/index.cfm>)

February 13th Week 6 - Bridging divides between literacy and therapy

Exploring the education / therapy divide

Education, healing and the therapeutic

Exploring therapeutic connections in your community

Too scared to learn: Chapter 7: Bridging the divide.

February 20th Week 7 – Holistic learning: Enhancing learning through the power of spirit and emotion

Bringing the whole person to learning and teaching.

Focus on spirit and emotion.

Creating conditions and content to bring spirit and emotions to learning and teaching.

Too Scared to Learn-- Chapter 6 (Bringing the whole person to learning)

Emotional States. pp.68-80 Jensen, E. (2005). *Teaching with the Brain in Mind*. Virginia, USA:

Association for Supervision and Curriculum Development. (Available in pdf on course

website)

Norton, Mary. Welcoming Spirit in Adult Literacy Work (Available in pdf on course website)

OPTIONAL:

Horsman, J. (2000). *Moving Forward: Approaches and Activities to Support Women's Learning*. Bringing the Whole Person to Learning, pp.15-37 (Available on course website and full approaches section at www.jennyhorsman.com under Articles)

Take on the Challenge. - Part of Chapter 3 - sections on conditions and curriculum. (pp. 82- 97)

February 27th Week 8 – Holistic learning: Recognizing connections between body and mind

Focusing on the whole person.

Particularly body and mind.

Creating conditions and content to support learning.

Conclusions and future directions pp.559-575 in Van der Kolk, Bessel A. and McFarlane, Alexander, & Weisaeth, Lars, eds. (1996) *Traumatic Stress: the effects of overwhelming experience on mind, body and society* The Guilford Press: New York, London). (Available in pdf on course website)

Chapter 9 Critical Thinking Skills and Chapter 4 Movement and Learning

In Jensen, E. (2005). *Teaching with the Brain in Mind*. Virginia, USA: Association for Supervision and Curriculum Development. (Available in pdf on course website)

OPTIONAL:

Promislow, Sharon (1998) *Making the Brain Body Connection* Kinetic Publishing Corporation: Vancouver, BC (section 2: Checking the equipment, section 3: identifying the obstacles, section 4: recharging your battery) (pp. 26-61) (Available in pdf on course website)

March 6th Week 9 – Bringing the whole self together to learn

Exploring “presence” and memory

Looking at issues of “presence”, dissociation, blanking out, and memory

Societal “amnesia” about violence

Discussion of “best practices” of addressing the impact of violence on learning

Chapter 10 Memory and Recall In Jensen, E. (2005). *Teaching with the Brain in Mind*. Virginia, USA: Association for Supervision and Curriculum Development. (Available in pdf on course website)

March 13th March Break

Week 10 – Creating educational change/Growing a movement together

Thinking about creating change

How do we create a movement for change?

Responding to teaching materials posted – extending them further

Too Scared to Learn, Chapter 9, Rethinking Change

Horsman, J. (2001) Creating change in literacy programs (Available in pdf on course website and at www.jennyhorsman.com)

Lewis, T. (1999) Chapter 7 - Living beside in *Living beside: Performing normal after incest memories return*. Toronto: McGilligan Books. (pp.115-121) (Available in pdf on course website)

Week 11 - Sharing materials/key themes

Responding to materials posted – extending them further

What is key to teaching in the face of violence?

Week 12 – Closing

Reviewing the course

Evaluating the course

Final wrap up