

USING COMICS TO REHEARSE BEST PRACTICE

"PERFECT PRACTICE MAKES PERFECT"

How students used a comic book app, Blackboard blog and a ticking clock to co-create course content and demonstrate social justice action: An example of upstanding to sexism and homophobia



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PEERS COMMENTING ON EACH CREATION LEADS TO SOCIAL CONSTRUCTION OF KNOWLEDGE AND INCREASED EXPOSURE TO BEST PRACTICE.

STUDENT-GENERATED CONTENT IS MORE COMPELLING.

EVIDENCE-BASED SCENARIOS CANNOT BE DISCOUNTED WITH, "YES, BUT" EXCEPTIONS.

Workshop offered in June 2017.



Using comics to rehearse best practice



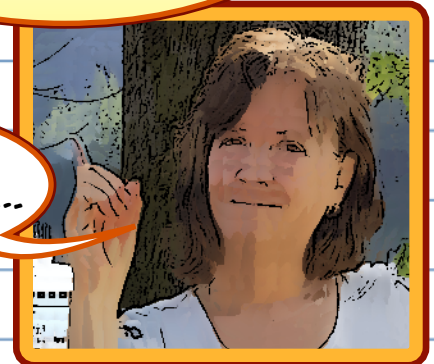
HEY, KRISTA,
HOW CAN I GET MY
STUDENTS TO
RECOGNIZE WORKPLACE
HARASSMENT AND
DISCRIMINATION?

HMMM, IF ONLY
THERE WAS A WAY
FOR YOUR STUDENTS
TO PRACTICE THE
SKILLS YOU TEACH IN
CLASS...



I KNOW!
YOUR STUDENTS CAN USE
COMICS TO VIRTUALLY PRACTICE
THEIR SOCIAL JUSTICE SKILLS
AND THEN CRITIQUE EACH
OTHERS' WORK.

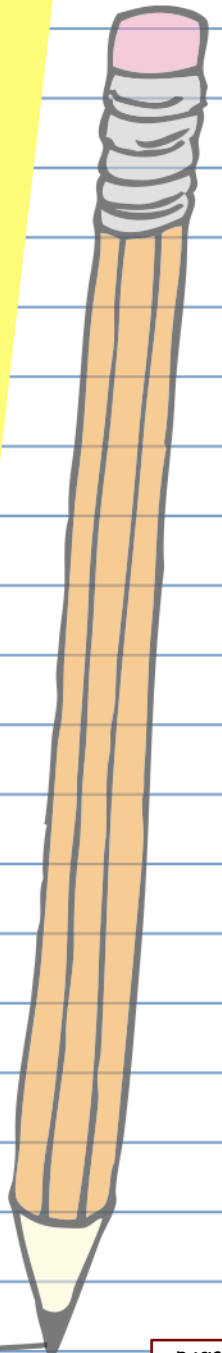
COOL IDEA.
TEACH ME HOW ...





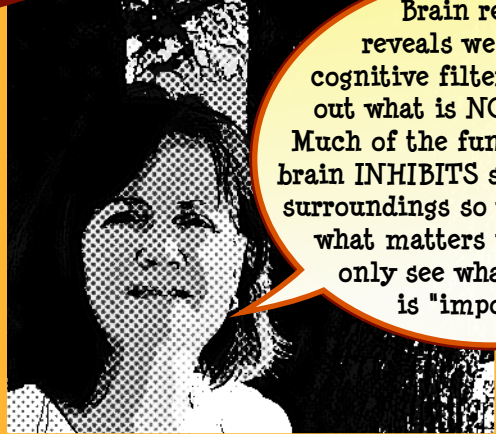
HOW TO CREATE, POST AND COMMENT ON TEAM COMICS.

1. **Form** teams.
2. **Name** your team. Your team name **MUST** include a classic comic book action noise (e.g., "kapow," "bop," etc.). (1 minute)
3. **Discuss** times when members of your group experienced gender- or sexual-orientation-based harassment or discrimination.
4. **Choose** one scene involving verbal or physical harassment or discrimination that is based on one team member's lived experience.
5. **Dramatize** your team's example of gender- or sexual-orientation-based harassment or discrimination. Use the COMICBOOK! (red) iPad app.
6. **Create** four panels based on the *From Bystanding to Upstanding: Noticing, Empathizing, Upstanding, and Belonging* protocol (see next page).
7. **Export** your team's comic to the iPad's photo library.
8. **"Air drop"** your comic to Krista who will upload it to a Blackboard "comic book" blog.
9. **Read** other team's comics. (Each person reads each comic).
10. **Write** a detailed comment for the other teams' comics. (Minimum 30 words. Each person comments).
11. **Gather** in teams to **read** the comments on your own team's comic.
12. **Discuss** the feedback. What have you learned from the comments? What have you learned about UPSTANDING?
13. **Debrief:** Everyone discuss this activity. Pros? Cons? Do differently?



FROM BYSTANDING TO UPSTANDING

NOTICING



Brain research reveals we have pre-cognitive filters that screen out what is NOT "relevant". Much of the functioning of our brain INHIBITS stimuli from our surroundings so we can focus on what matters to us. We will only see what we decide is "important".

OVERCOMING PRE-COGNITIVE FILTERS

1. Decide it matters to YOU
2. Unplug
3. Be curious
4. Seek out new people
5. Observe actively
6. Ask questions

EMPATHIZING

CARING IS NATURAL

Healthy humans inherently empathize when they see others in pain:
(1) if they notice the pain; and
(2) if the person is part of their tribe, e.g., part of "US" rather than "THEM".

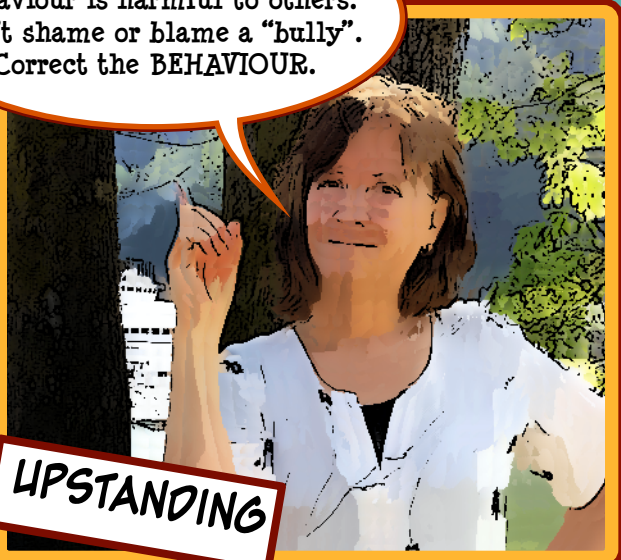


This inappropriate behaviour is dismissing/hurtful/belittling/cruel. The person on the receiving end may feel ___. I want to help.

STOP THE HARMFUL BEHAVIOUR OR FIND SOMEONE WHO CAN

1. Be safe
2. Be respectful
3. If appropriate, show a better way

Point out what about the behaviour is harmful to others. Don't shame or blame a "bully". Correct the BEHAVIOUR.



UPSTANDING

RIGHT RELATIONS

Coming back into the community on good terms is a key step to the long-term success of upstanding interventions.

Upstanding, while essential for social justice, does not always end on a happy note. Is there an opportunity here to achieve a KIND win/win outcome?

Note:

- "Be Nice" = win/lose
- "Be Kind" = win/win

Hmmm, that upstanding might have stressed that person. What can we do to help her/him/them feel like they BELONG and are LOVED?



BELONGING