



**JUSTICE
INSTITUTE**
of BRITISH COLUMBIA

TEAM "READING SPREES" AND COMICS

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Awakening to Truth and Reconciliation

How do you get students who are "allergic" to reading to -- *actually READ* -- and UNDERSTAND the course texts and articles?

- texts with fewer pages
- best sellers
- lots of pictures
- relevant to students' career goals

Answer:

-- divide up the work of reading.



"READING SPREES" – DIVIDING UP THE READING WORK LOAD

Method 1: "Buffet" of articles

- CHOOSE from a list of articles
- POST summary and personally reflection online
- REPLY to three peers (scaffolded, word counts)

"Buffet" of articles: Ending religiously-motivated hate

Comparing world religions: The golden rule.

Misconceptions about Muslims.

US court refuses to reinstate Trump travel ban

Radicalization is a mental health issue.

What Islamophobia really means – – Quebec mosque attack

Negative stereotypes about religion and anti-religion motivated hate crimes: the example of false stereo types of Sikhism.

Attacks on Paris – Huffington Post news article.

Building resilience against terrorism.

Attacks on Beirut – New York Times news article.

World conferences on radicalization 2015.

After ISIS attacks, it's time to stand with Muslims – not just Paris.

Why do terrorists blow themselves up?

Suicide bombers: Beyond intractability.

"Look for the helpers" - Solidarity and compassion: Caring response after extremist attacks.

Police offer extra protection to MP Iqra Khalid following threatening messages: Anti-Islamophobic private members motion M-103.

"READING SPREES" – DIVIDING UP THE READING WORK LOAD

Method 1: "Buffet" of articles.

Advantages over assigning mandatory reading lists that do NOT get read:

- Students get exposed to more ideas and engage in more critical thinking with peers.
- Can be conducted online.

Disadvantages

- Students miss some key points in unread texts.
- Some students can misunderstand a key conclusion to an article.

"READING SPREES" - DIVIDING UP THE READING WORK LOAD

Method 2: "Graphic novel"

- Pre-reading reflection.
- READ ("bear witness") 2-4 pages of a larger document.
- CREATE images to illustrate two "teachable moments".
- SHOW and TELL all images to peers.
- CREATE image showing personal reflection on what was learned.

"READING SPREES" - DIVIDING UP THE READING WORK LOAD

Why use the graphic novel method for the T&R report?

- large document takes too much time to read.
- deconstruction is necessary because students' work will be "contaminated" by too many a priori stereotypes and false beliefs.
- bite-size pieces allow deeper understanding.
- slowing down the work increases chances for emotional processing.
- text content is painful (triggering) and needs to be approached step-by-step to avoid overwhelming or numbing out.



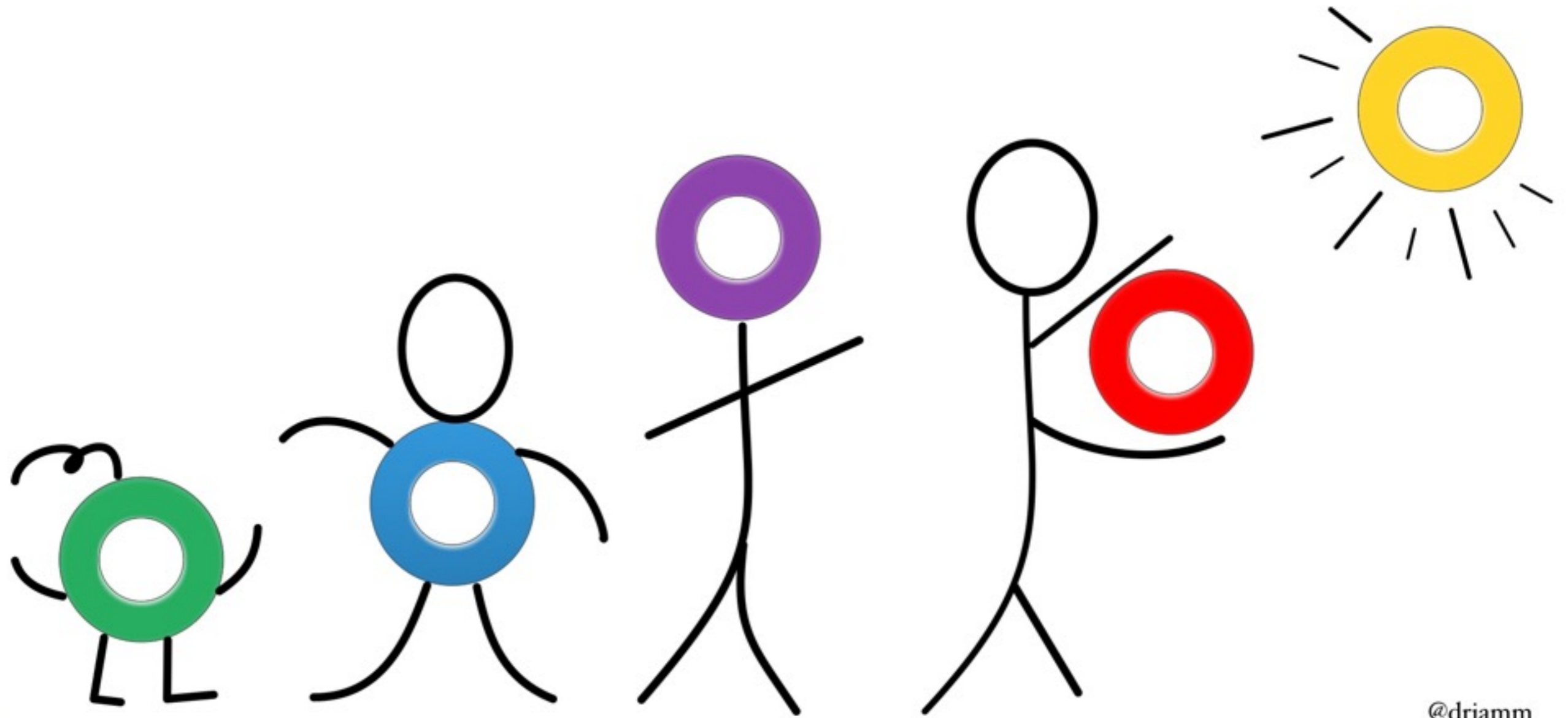
TRUTH AND RECONCILIATION

How to create a group-illustrated graphic novel



- Create an image that shows your typical reaction when you hear we will be covering Aboriginal history or other issues. Be honest.
- Faithfully "bear witness" and reflect on the evidence in the report (no outside information).
- Read two pages from the Truth and Reconciliation report (2015)
- Create two images of teachable moments from the pages.
- Assemble the "graphic novel" images in page number order.
- Show-and-tell: each person narrates her/his/their images.
- Finish with creating a image that shows your post-show-and-tell reaction to the group's "graphic novel".

"But I can't draw!"



@drjamm
(c) 2016

"Donut" stickers make quick stick-figure comics.



Your turn! You will need:

- 1. two pages (one sheet) from the T&R report.*
- 2. graphic novel worksheet.*
- 3. "loopy" stickers.*
- 4. coloured pencils markers, etc.*



Assemble "graphic novel"

Write corresponding page numbers on your images.

Compile images in page order.



Show and Tell

*Presenting the Truth and Reconciliation
graphic novel.*

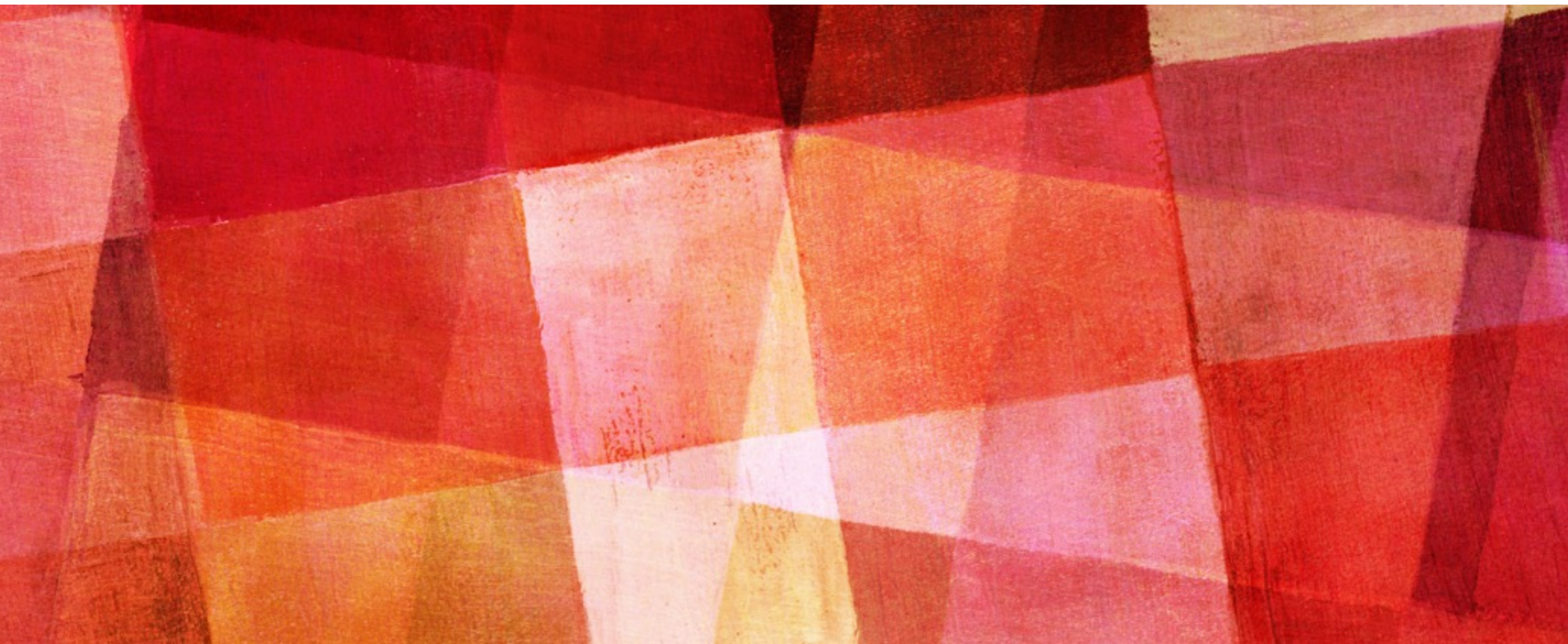


Personal reflection

After show-and-tell create an image to describe your reaction to the information in Truth and Reconciliation graphic novel.



Let's discuss ...





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When reading "allergic" students avoid mandatory reading lists, **reading sprees** like *buffet of articles* and *graphic novel* can:

move hearts,
open minds,
meet learning outcomes

-- and inspire fun!





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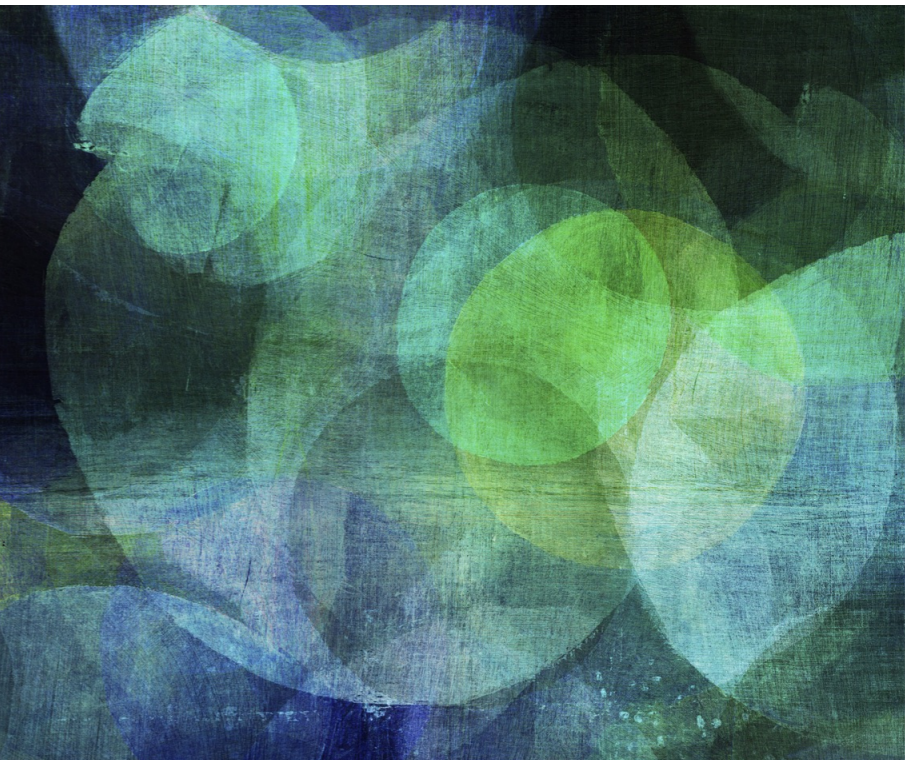
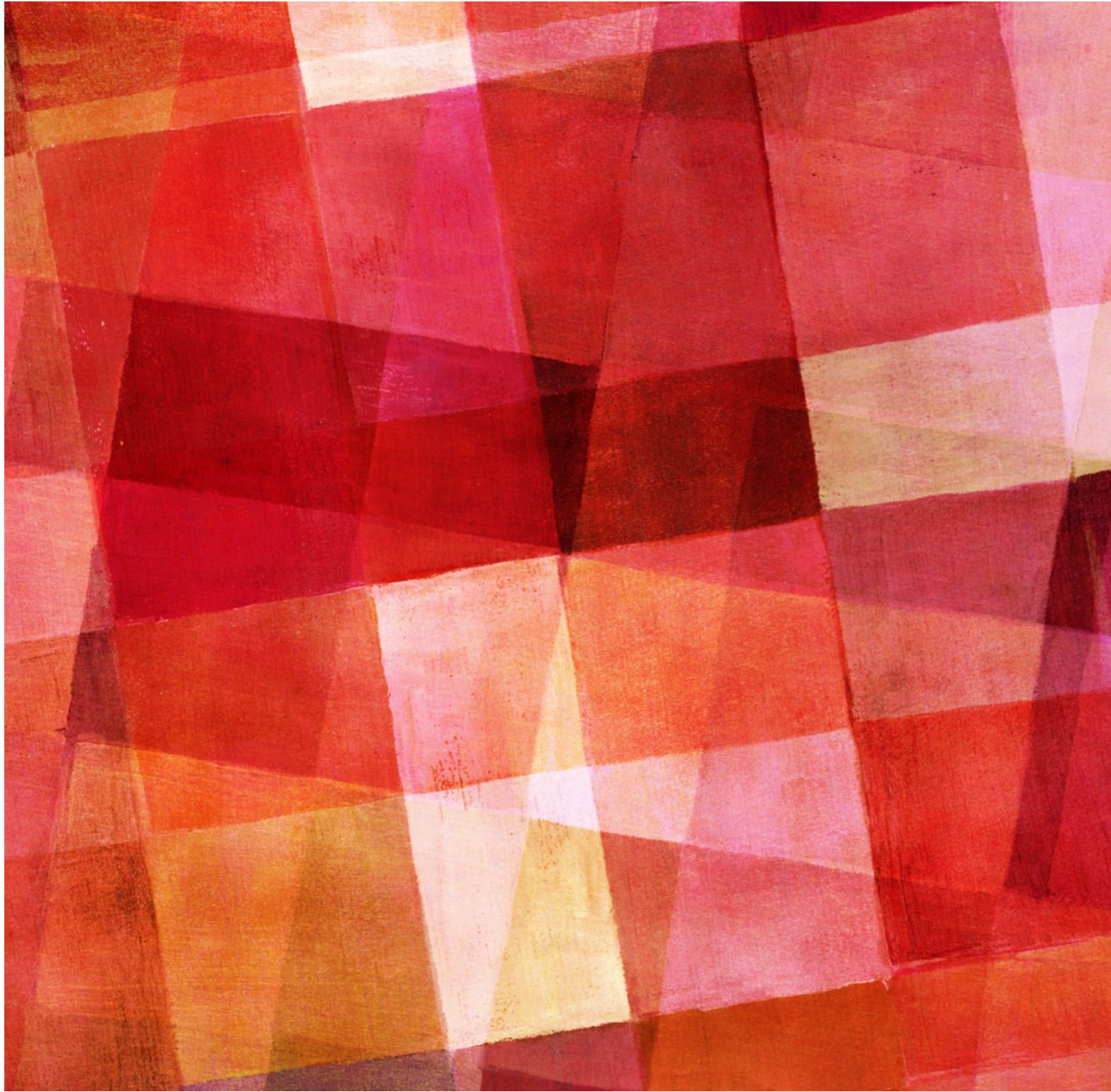
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SCAFFOLDED SUMMARIES (MINIMUM WORD COUNTS)

1. **BEFORE** You read about religion and religiously motivated violence, what did you think and feel about these issues?
2. Which of the provided religion articles did you read?
3. What did you learn from the article? (Minimum 50 words, provide word count)
4. What questions do you still have after reading your article?
5. Additional comments if any?
6. I have typed my name below to affirm I have read every page (or at least 10 pages) of my chosen article; completed all the above writing prompts; and commented on responses of three others' from outside my cohort. In addition, I have met the minimum word counts and included the requested word count totals.

REPLY-TO-PEERS

COMMENT ON THREE others from outside your cohort (minimum 30 words, provide word count)

WRITE QUALITY comments that are rich, thoughtful, and uniquely applicable to the post about which you are commenting.

COMMENTS that are "generic" and can be applied to more than one post will not receive a mark.

Only the TOP THREE comments associated with a post will receive marks so keep scrolling down until you find posts that have less than totals.