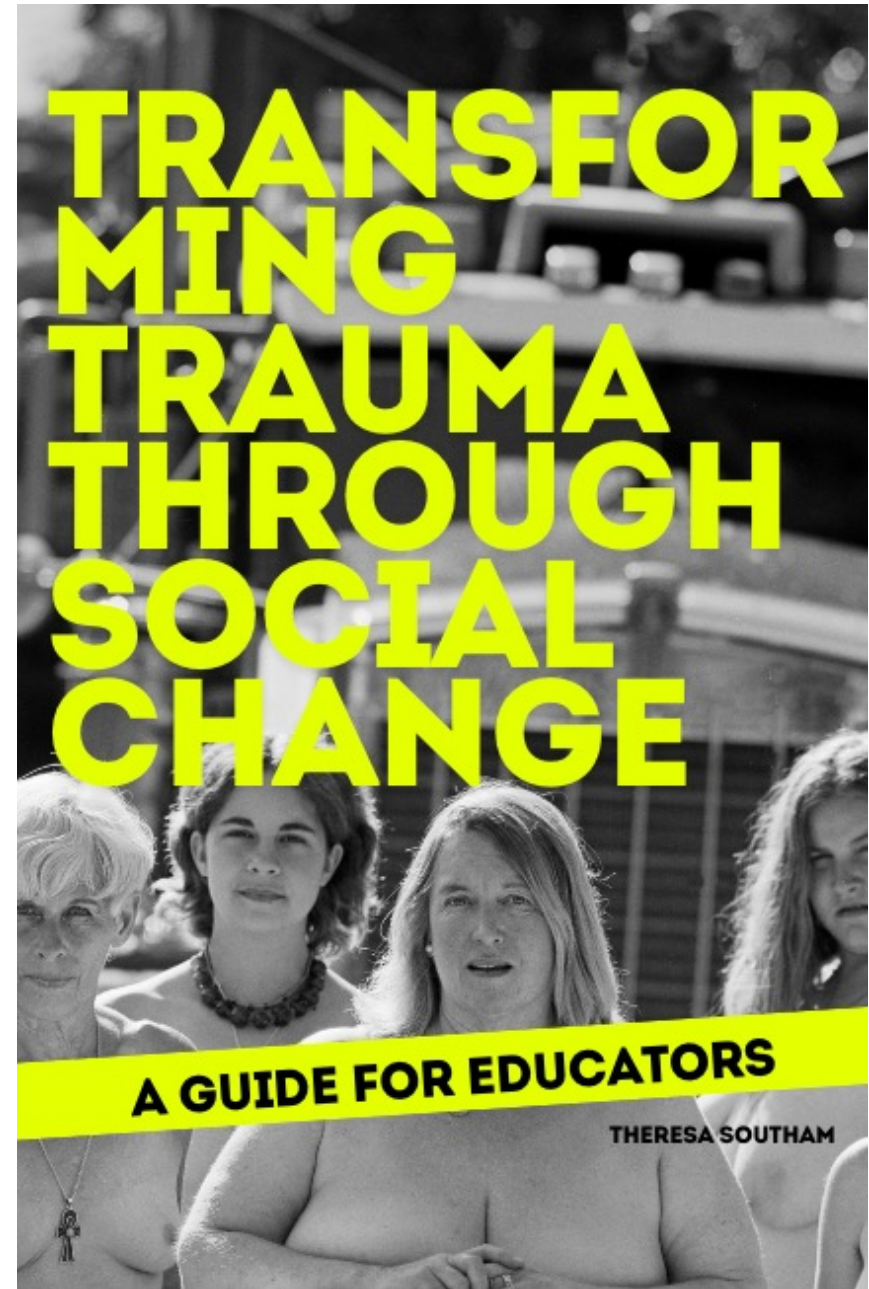


# How educators can play a part...

RRU Pedagogical Values Series  
Theresa Southam, PhD



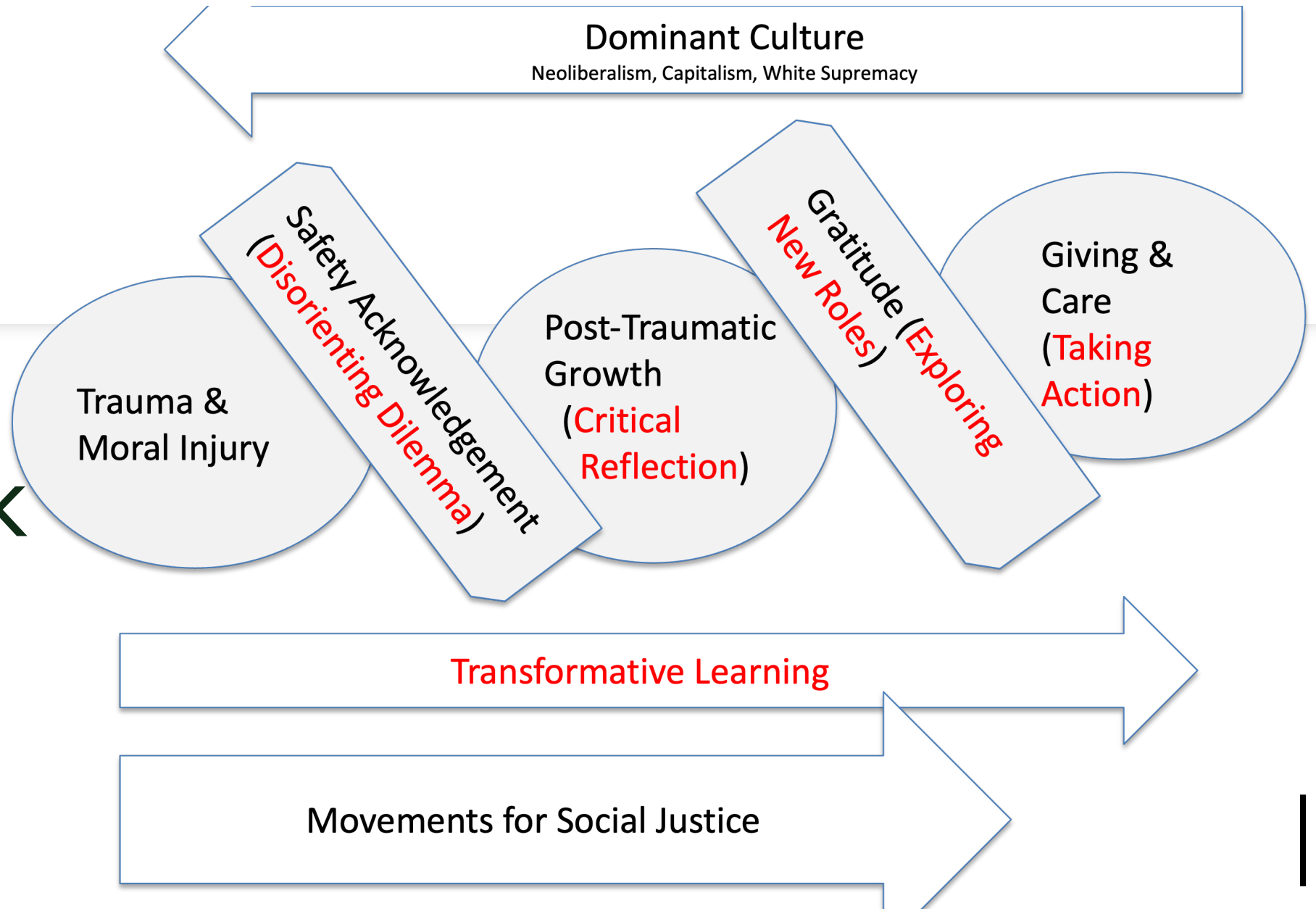


# Judith Herman

Trauma as collective...

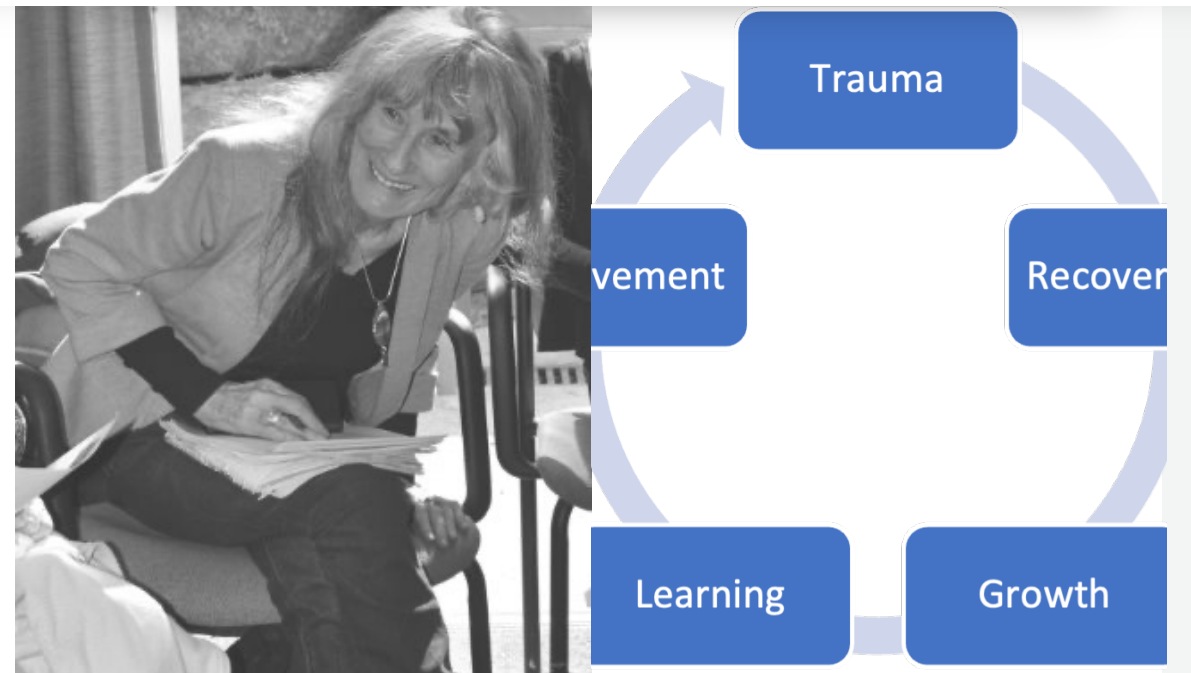
# Arc of the Book

(McAdams & St. Aubin, 1998; Mezirow, 1978)



Step	Task	Prompt
1	Form a multi-generational group to discuss local quality of life issues, e.g., people without houses, addictions, access to nature, and obtaining fresh local food.	What would it be like if you could have this community be anything?
2	Agree on a format for recording your discussion, e.g., events, maps, art, or website.	How can we share our discussion with the rest of the community?
3	Agree on a project that is manageable and achievable.	What first step could we take together?
4	Discuss roles, timeline, and funding.	What is our plan, and how we implement it?
5	Reflect on the benefits and challenges of working across generations.	What differences occurred during this project because we worked across generations?

- ✓ Stories
- ✓ Models
- ✓ Activities



# Chapter 1

## Grief, Loss, and Trauma

How separation from the land can be trauma.

How effects of trauma can be intergenerationally passed on through epigenetics.



**Story:** "deextinction"

**Model:**

Community Framework for Trauma Recovery

**Activity:** Less Heard Stories



# Pre-trauma

1. Small Groups
2. Agree on a trauma that is imminent, e.g. atmospheric rivers, river diversion, lake draining, floods of 2020.
3. Choose a group that is/was associated with this trauma

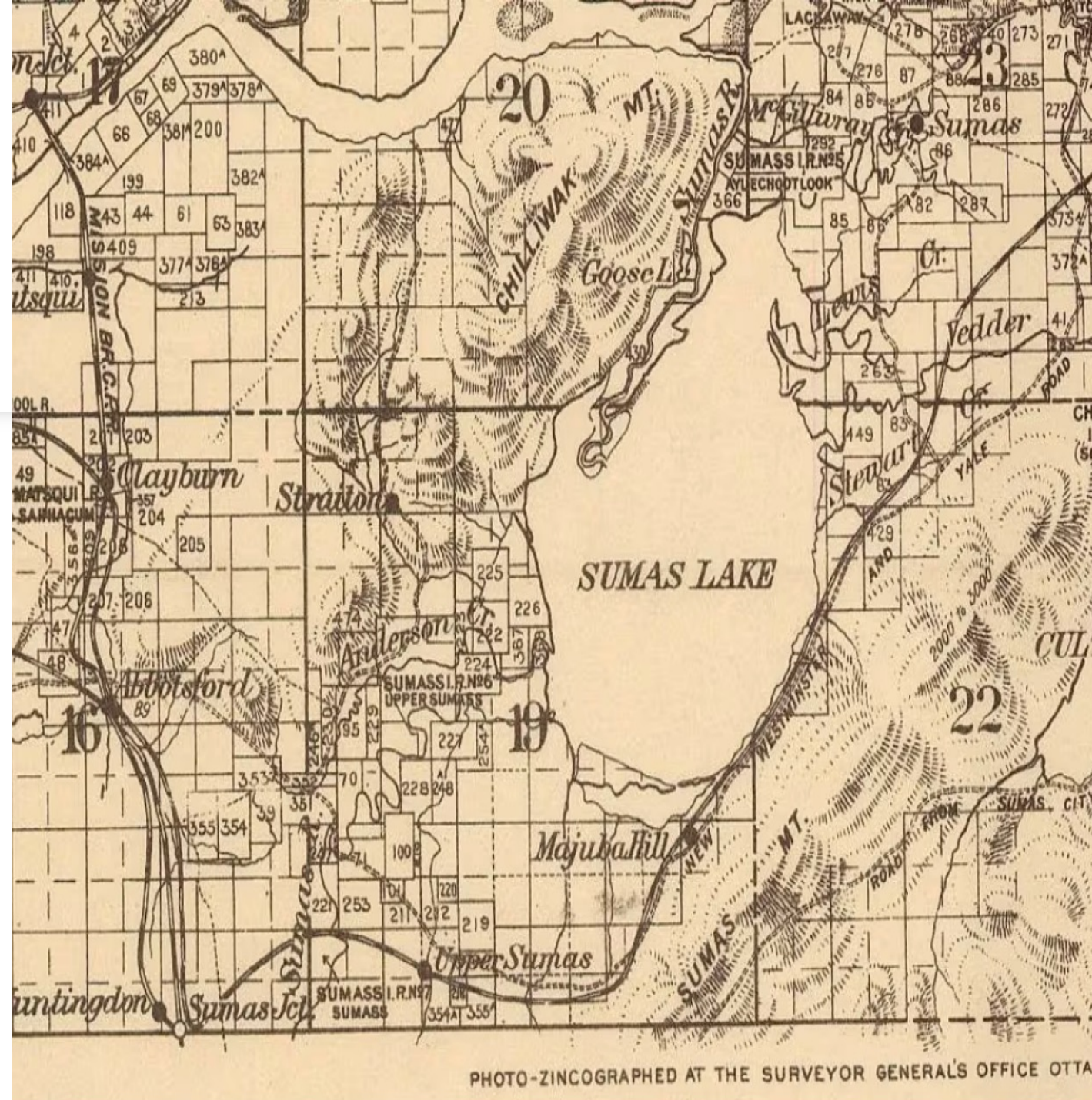
Photo retrieved from:  
<https://www.abbynews.com/news/abbotsford-flood-one-year-later-timeline-of-a-disaster-1830312>



# Post-trauma

When we think about accountable spaces, what stories, rituals, and memorials could be supported and developed?

[Map found here.](#)





About 85 per cent of the diet came from the lake, including salmon and freshwater mussels.

The idea of removing people from their homes is one of the furthest things from my mind. That is what happened to us in the past, **so we would not wish that on anyone.**

Chief Dalton Silver [Retrieved here.](#)



Photo by [Marco Tjokro](#) on Unsplash

# Chapter 4: Resisting Neocolonialism

When Singh worked at a bank, a middle-aged woman approached his till and said, “Why are you guys everywhere?” Bank workers supported Singh.

A manager told the woman, “You cannot talk to our employee like that,” and apologized.

In his mind, Singh thought, “I’m on this side of the counter because I deserve it, and other Canadians don’t have the skills for this job,” but he didn’t speak. (p. 197)



CANADA  
REPORT ON

# THE REALITIES FOR INTERNATIONAL STUDENTS

*Evidenced Challenges*



Report retrieved from: [https://onevoicecanada.org/wp-content/uploads/2021/03/The-Realities-of-International-Students-Evidenced-Challenges\\_Full-Report-1.pdf](https://onevoicecanada.org/wp-content/uploads/2021/03/The-Realities-of-International-Students-Evidenced-Challenges_Full-Report-1.pdf)

## From Despair

Gaganjeet Singh's "father died of COVID-19 during his studies in 2021. Travel restrictions, finances, and school in Canada prevented Singh from returning to India to be with his father while he was dying or to help his mother after his father's death. During this traumatic turn of events, Singh remained grateful throughout his studies and the subsequent difficult search for employment in his field." (p. 192)

When students graduate, most cannot work in their field of study (Schinnerl & Ellermann, 2023). Graduates are overwhelmingly and disproportionately employed in hospitality and low-wage services jobs such as gas station attendant, hotel staff, fast food, and retail (Francis, 2021).

Transforming Trauma through Social Change

Photo by Theresa Southam 11

A new type of  
colonialism for  
which we should  
feel grateful?



# Pair Share



Story: Have you recognized this despair in students?

Model: White Supremacy Culture

Activity: Gratitude as well as its dark side.

# TRANSFORMING TRAUMA THROUGH SOCIAL CHANGE

A GUIDE FOR EDUCATORS

THERESA SOUTHAM

## Five Steps for Educators

### Transforming Trauma - Educator/Student

1 What kind of [INSERT DISCIPLINE, e.g. Mathematician, Engineer, Social Worker] does the world need today?



2 Who could benefit from the service of this educated/trained student?



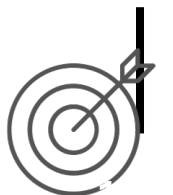
3 Which organizations and communities could be partners in your curriculum?



4 Is there a social movement your class could join to support positive social change?



5 How will you and your students know that they achieved the course outcomes?



# Reading

- Lady Godiva (1 or 2)
- The Apology (3)
- The Case of Lee Reid (4)

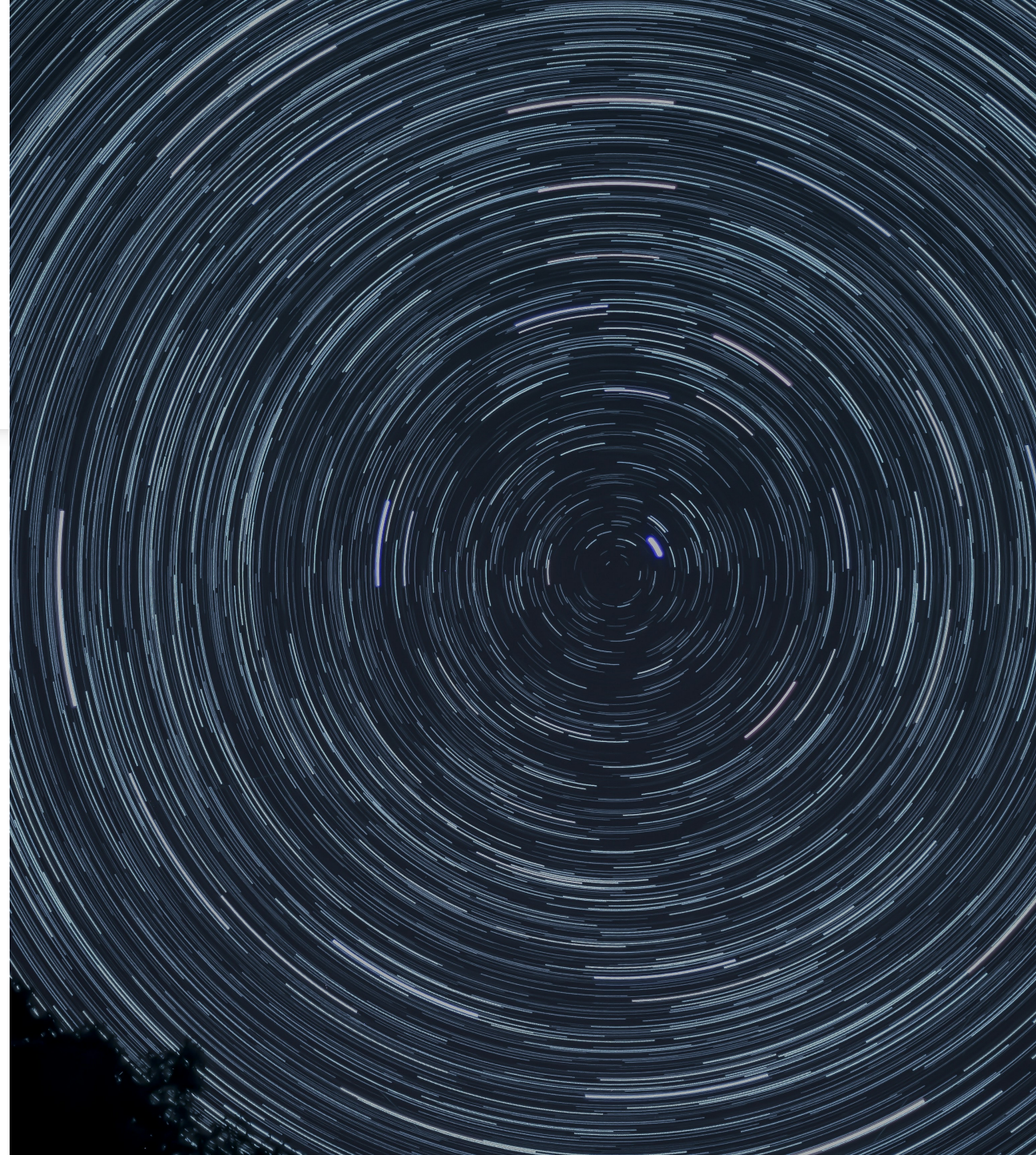


# Closing

## Finding Gratitude

1. Think of someone who helps your life have meaning, purpose, worth, and satisfaction. Describe them.
2. What are the five things this person would likely say you should be grateful for?
3. For each of those five things, what are some obstacles in the way?
4. Despite the obstacles, how can you focus on gratitude?

(Tedeschi & Moore, 2016, p. 146)





# TRANSFORMING TRAUMA THROUGH SOCIAL CHANGE

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THERESA SOUTHAM

## Dedication:

ICRC (Inchelium Cultural Resource Center)

Stqeeey' Learning Society

Nikkei Internment Memorial Centre

OneVoice Canada

Nelson and District Hospice Society

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[www.southam.space](http://www.southam.space)