

Unit One: Understanding Violence and Nonviolence

Lesson 1: Violence in Our Own Lives

Standards Addressed by Lesson: **Reading and Writing Standard 4:** Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Objectives of Lesson: Students explore the concepts of violence and nonviolence and understand the links between violence happening in their personal lives and conflict taking place on a global level. Students also see the connections between nonviolence personally and globally.

Instructional Strategies: Brainstorming, guided reading, group discussion

Preliminary Lesson Preparation: None

Vocabulary: Violence, nonviolence

Resource Materials:

- *Solutions to Violence*, Colman McCarthy ed. Center for Teaching Peace
- *PeaceJam Teacher's Resource Guide*, PeaceJam
- *Teaching Peace: A Guide to the Classroom and Everyday Life*, Leah Wells
- *Delegation Pedagogy Manual*, Witness for Peace

Suggested Time: Between 50 and 60 minutes

Materials Needed: -Newsprint, markers

- Copies of Article "If We Listen Well" by Edward Guinan (from *Solutions to Violence*)

Attachments:

- A. Icebreaker
- B. Brainstorm responses on violence/nonviolence
- C. Some responses to lesson on interconnectedness activity

Lesson Outline

Introduction to Lesson:

Define the course by explaining to students: The goal of this course is not to convince you of anything but to encourage you to think critically and truly reflect on the issues of violence and the possibilities of nonviolent choices, and the meaning and implications of both. The ideas of incessant war making and violence are so prevalent in our history and the current context of our world that it is important to counter this with another reality and look to alternatives such as peace and nonviolence that ALSO make up a part of human history. If we want to work toward

peaceful societies, we must teach peace. The literature on nonviolence is rich. If peace is what every government on earth says it seeks and if peace is the yearning of every heart, then why aren't we learning it in schools?

This is a student-centered, participatory course where your voice, input, suggestions, and comments are necessary to create a learning community. Although we are facilitators of this experience, we are not experts in the field and we are also here to learn about these issues through our readings, discussions, exercises, and activities.

This lesson begins with some questions, followed by a few activities that will encourage us to think about and discuss personal violence as well as violence experienced both locally and globally.

Icebreaker / Quick Activity to Assess Prior Learning:

If this first lesson is part of a semester-long series, it is good to start off with some good vibes and positive energy with an activity that is fun and engages everyone! The following activity can take from 5 to 10 minutes.

Icebreaker Activity - I've Got Mail (see Attachment A)

Setting up Class Norms:

Before getting started with the class, create agreed upon norms the group feels should be followed throughout the semester. Using newsprint, brainstorm class norms. This newsprint may be kept and brought out to look at from time to time just to remind the group of some of "their" guidelines.

- Some things the group may decide on are:
- Respect diverse opinions
- Don't interrupt when others speak
- Be on time to class
- Listen to others when they speak
- Reflect on the material being discussed
- Honesty
- Participate
- Have fun
- Be open to opinions that are different than your own; this is when the greatest learning can take place!
- Learn about oneself
- Be kind to others
- Treat each other fairly
- Practice what we are learning
- Be gentle when disagreeing with what is being said

If it hasn't been put up on the list remind students this is a student-centered class with participatory discussions and that they are also teachers. Let them know that your role is to teach as well as to facilitate.

Activities

Activity 1:

Examining Violence in Our Own Lives

Begin the discussion by telling students it is important to take a look at violence and its impact on our own lives. Ask students to stand up if they fit any of the categories that you mention. Once students stand, thank them and then ask everyone to sit down to listen to the next statement.

Categories

- You have felt that it was not always safe in the neighborhood around your school.
- You have made changes in your daily life – changing friends, avoiding certain parks and playgrounds and changing routes home to avoid violence.
- In the past three years, someone has threatened you, a family member or a friend.
- Someone has picked a fight with you, one of your family members or friends.
- Someone you know personally has had someone pull a knife on him/her.
- Someone you know personally has been in a situation where a gun was used threateningly.
- Someone you know has been a victim of family violence.

Discussion Questions:

1. What does this tell you about our own lives?
2. How do you think teenagers in other parts of Colorado or the U.S. would respond to these categories?

Share with the students the following statistics from teenagers in a 1995 Harris Poll called “Between Hope and Fear: Teens Speak Out on Crime and the Community.”

- 40% felt that it was not always safe in the neighborhood around their schools.
- 46% have made changes in their daily lives – changing friends, avoiding certain parks and playgrounds and changing routes home.

Activity 2:

Brainstorm on Violence vs. Nonviolence

Put up two sheets of newsprint (or use the board) and put up the words violence and nonviolence asking students to list words that define these terms. See brainstorm list from students for ideas (Attachment B).

At the end of the brainstorm, educator might want to ask the students to take a look at the list they came up with. Are there any comments they want to make? Any observations from the lists they want to share?

Some comments the educator might want to make (depending on the list):

- Some of what is up on the brainstormed lists has to do with personal attitudes, how we interact with others.
- Nonviolence involves working together (if words like sharing, team work, unity, compromise, etc. are up on the list).
- Many of the items on the violence list stem from a general state of insecurity. (In the next exercise, students will see that these personal attitudes that define violence and nonviolence have global implications.)

Now that we have a clearer understanding about what these concepts encompass, this next exercise will get us to think about violence on personal, community, and global levels.

Activity 3:

Lesson on Interconnectedness

(From the Nuclear Age Peace Foundation)

This exercise involves a spiraling diagram. Start by labeling a point on the chalkboard with the word “me.” What kinds of conflict and/or violence can an individual personally experience?

Common answers are conflict within oneself, with parents, friends, teachers, significant others, coaches, bosses, etc.

Write the responses on the board and, once that list is exhausted, draw a spiral around those words and label another point “my community.” Where does violence occur in the community? At school? In the neighborhood? With the police or other local authorities? Are there instances of environmental violence or conflict in the area? Are there particular issues that involve community conflict? Interesting responses have been road rage, pollution, domestic violence, gang activity, and police brutality, but by no means is this a comprehensive list.

Draw another spiral around those responses, and label another point “my country.” Where is there violence in the country? What kinds of situations, like child labor, poverty, freedom of speech and assembly, weapons making, and homelessness, can the students identify as being conflicts within their country?

Finally, draw the final spiral around these responses, and mark a point labeled “my world.” Have students list conflicts or instances of violence transpiring across the globe. Students often list conflicts in terms of wars, i.e. where violence is actively occurring. Encourage them to think about what wars mean for the people involved and if the types of conflicts already listed also exist at the global level. This part of the exercise should provide the final visual component for the students to recognize that the conflicts they experience on a personal level spiral outward to a global level.

Discussion Questions:

1. What stands out to you when we look at the chart we've made?

2. Do the types of personal violence which we said exist on a personal level contribute or cause the violence in our communities, nation, and work, or vice versa? If so, how?
3. Are there similarities between violence on a global level and what we said happened in our country? community? personal lives? Describe them.
4. Remembering what our list of nonviolence looked like, would our spiral look different if these principles were prevalent in our personal lives? in our country? How?

Activity 4:

Group Reading

This class can be closed with students reading “If We Listen Well” by Edward Guinan. Give each student an article and go around in a circle so that each paragraph is read by a different student.

Optional Activities:

This class may be started with the Nonviolence Barometer exercise (see exercises in Unit One Lesson Two). It can then be done again at the end of the semester so that students can see how their opinions changed after the semester of readings, discussions, and activities.

Evaluation:

If part of a semester-long class – Conduct pre-class questionnaire with students at the beginning of the series and post-class questionnaire at end of series (See Assessment Attachment 1A – Solutions to Violence Questionnaire). Content questions will be asked of students at the end of the series (See Assessment Attachment 2 - Final Essay Questions). If time permits, also conduct an oral evaluation with the students (See Assessment Attachment 3 - Semester-long Evaluation for Students). Also, send teacher follow-up email with evaluation questions (See Assessment Attachment 4 - Teacher Evaluation).

If given as an individual lesson – Conduct pre- and post-class questionnaire with students provided it is a 90-minute class (See Assessment Attachment 1A - Solutions to Violence Questionnaire). Send teacher follow-up email with evaluation questions (See Assessment Attachment 4 - Teacher Evaluation).

If possible and if the teacher is amenable, a focus group will be conducted with students roughly two weeks after the class or end of the series during lunch hour or after school (See Assessment Attachment 5 – Focus Group Questions).

Helpful Hints / Comments from Previous Facilitators:

As violence is so prevalent in our lives and what we learn, it was easier for students to define violence rather than nonviolence; their violence list was much longer. This may be the case with other groups as well, so some encouragement may be needed with the nonviolence list. If so, point this out to the class and reassure them that the nonviolence list can be just as long or longer and give them more time to come up with responses. Looking at the violence and identifying contrasting conditions may be helpful.

Unit One: Personal Peacemaking **Lesson 2: Exploring Nonviolence in Our Daily Lives**

Standards Addressed by Lesson: Reading and Writing Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Objectives of Lesson: To introduce and discuss alternatives to violence.

Instructional Strategies: Activity, guided reading, group discussion

Preliminary Lesson Preparation: None

Vocabulary: Pacifism

Resource Materials: Colman McCarthy, ed., *Solutions to Violence*, Center for Teaching Peace

Suggested Time: Between 50 and 60 minutes (note: possibly two classes)

Materials Needed: Copies of articles: “What Would You Do If” by Joan Baez and “Nonviolent Response to Assault” by Gerard A. Vanderhaar (from *Solutions to Violence*)

Attachments: None

Lesson Outline

Introduction to Lesson:

Through readings and discussion, this lesson explores alternatives to physical violence. Also included is an activity that encourages us to evaluate different scenarios and, applying what we've learned from previous discussions, determine whether the scenarios are violent or nonviolent.

Icebreaker / Quick Activity to Assess Prior Learning: None

Activities

Activity 1:

Group Reading

Have students read, “What Would You Do If” by Joan Baez. As the reading is a conversation between two people, pick 2 students (or to give more students a chance to participate, pick 2 groups of 2 students) to do the reading together. Depending on time available, it may be a good idea to highlight the important parts of the conversation for students to read.

Explain to the students that they will be reading a conversation between a skeptic and a pacifist during the Vietnam War. The skeptic is giving a number of hypothetical scenarios to the pacifist and asking what their nonviolent response would be. The pacifist responds with a scenario that is very real in our world today.

Ask students before starting the reading:

"I'd be interested to know how those in the group would define a pacifist? A skeptic?" A "pacifist" is someone who rejects violence in any form, (whether it be physical, emotional or spiritual) as a means of resolving disputes. It does not mean passive-ism; pacifism is an active stance against injustice and for nonviolent alternatives. A "skeptic" in this case, would find it difficult to believe in the effectiveness of nonviolence as a means to change or as a response to all situations.

Discussion Questions:

1. What stands out in this article for you?
2. What is the pacifist saying about response to violence? What is the skeptic saying?
3. Why do you think it is so difficult for the skeptic to believe in what the pacifist is saying?
4. What about our society? Do media and education make us skeptics about the possibilities of nonviolence? If so, in what ways do they condition us toward this attitude?
5. Any additional comments before moving into the exercise?

Activity 2:

Nonviolence Barometer

Have students stand in single file in the middle of the room. One side is designated for nonviolence, the other side for violence. The middle is neutral and the ends of the room are extreme violence and nonviolence.

The educator reads out the following scenarios and then asks students to move along the barometer to a place that best fits their feelings toward the statement. Tell students this is not about good or bad or right or wrong. Rather the point is to define where you stand in relation to whether you think something is violent or not. The educator then asks various students to justify why they are standing where they are. The educator may spend between 3-5 minutes on each question, and students are allowed to move if they change their minds. Students may volunteer their answer or the educator may call on them to answer.

1. A couple is in a heated argument. The husband, who has physically abused his wife on several other occasions, steps towards her as if to hit her, she pushes him back. Is her action violent or nonviolent?
2. A woman hears her neighbor screaming and suspects that she is being abused by her husband but chooses not to go investigate.
3. You hear someone in the schoolyard using racial slurs or gender-biased language.
4. You leave your friend's house late at night and are on your way home. A suspicious looking man is coming toward you from the other direction. As he approaches you, you mace him.
5. In an extremely poor developing country, the government decides to increase the bus fare by 50 cents. Those who are against this price hike organize a protest. During the protest, they burn tires in the middle of the street, blocking the road.
6. Eating meat.
7. The U.S. Congress passes a bill that sacrifices some of our rights to privacy in order to combat terrorism.
8. Two young boys are playing in the schoolyard. One boy takes out his toy gun and pretends to shoot the other boy.

Processing the game

Ask some of the following questions to help students process the game:

1. How did you feel about having other people know literally where you stand on different issues?
2. How did it feel to see that everyone did not agree on the answers? How did you feel about others' reasons for taking particular positions?
3. What do you think this game represents in a larger society?
4. Should everyone agree on the answers to these questions?
5. What was difficult about this game?
6. What did you learn about yourself in this game?
7. What did you learn about your classmates in this game?
8. Are there any situations where the outcome is not clear-cut and well-defined?

Activity 3:

Group Reading

Have the students read, "Nonviolent Response to Assault" by Gerard A. Vanderhaar. Divide the group into 5 small groups and give each group a section of the reading. Each group should assign a note taker and a presenter. Allow the group 5-10 minutes to read their section and decide which main points they want to present to the class. After each group has presented, allow them to go around and quickly summarize what key points were made.

Discussion Questions:

1. What stands out in this article for you?
2. Is this realistic?
3. What are some of the tactics the pacifist talks about?
4. Could some of these tactics be used in community / global conflicts?
5. Do you know other situations in life where something similar has occurred?

During the discussion there may be a great deal of skepticism in the class. Let students know that, while WE may not respond nonviolently in these scenarios, these articles at least expose us to alternatives that we may not have thought about before. It allows us to see the perspectives of others who HAVE been able to transform situations nonviolently. It also allows us to think about responses that empower us and diffuse the situation (such as remaining calm, for example, so as not to trigger a violent response from our assailant).

Evaluation:

If part of a semester-long class – Conduct pre-class questionnaire with students at the beginning of the series and post-class questionnaire at end of series (See Assessment Attachment 1A – Solutions to Violence Questionnaire). Content questions will be asked of students at the end of the series (See Assessment Attachment 2 - Final Essay Questions). If time permits, also conduct an oral evaluation with the students (See Assessment Attachment 3 - Semester-long Evaluation for Students). Also, send teacher follow-up email with evaluation questions (See Assessment Attachment 4 - Teacher Evaluation).

If given as an individual lesson – Conduct pre- and post-class questionnaire with students provided it is a 90-minute class (See Assessment Attachment 1A - Solutions to Violence Questionnaire). Send teacher follow-up email with evaluation questions (See Assessment Attachment 4 - Teacher Evaluation).

If possible and if the teacher is amenable, a focus group will be conducted with students roughly two weeks after the class or end of the series during lunch hour or after school (See Assessment Attachment 5 – Focus Group Questions).

Helpful Hints / Comments from Previous Facilitators:

If not all the students are participating it might be a good idea to encourage others to join in the discussions by saying: "I'd really be interested in hearing from those who haven't participated as much", or "I'd like to give a chance to others in the group who haven't participated."

While doing the barometer exercise, students often get rowdy after a few scenarios have been read. A way to get them focused might be to, in a quiet voice, let them know you have more scenarios to read when they are ready. Then wait.

**Unit Two: Prominent Peacemakers
Lesson 1: Gandhi**

Standards Addressed by Lesson: CIVICS Standard 4.3 Students know how citizens can exercise their rights. (d) Standard 4.4 Students know how citizens can participate in civic life (a -d) HISTORY Standard 5.3 Students know how political power has been acquired,

maintained, used and/or lost throughout history. (a, b, g) Standard 6.2 Students know how societies have been affected by religions and philosophies (a).

Objectives of Lesson: To introduce and discuss Gandhi and nonviolent strategies.

Instructional Strategies: Film, guided reading, group discussion

Preliminary Lesson Preparation: Watch 15-minute segment from the movie *Gandhi*, read *Gandhi the Man* by Eaknath Easwaran

Vocabulary: Satyagraha, ahimsa, constructive work

Resource Materials: -Colman McCarthy ed. *Solutions to Violence*, Center for Teaching Peace
-*Gandhi* the movie

Suggested Time: Between 50 and 60 minutes (Note: Enough reading materials, and activities are provided that this could be completed during two lessons)

Materials Needed: -Video
-Copies of article, "My Faith in Nonviolence" by Gandhi (from *Solutions to Violence*)

Attachments:
A. Answers to the Peacemaker Pop Quiz
B. Peacemaker Biographies
C. "Gandhi and the Struggle for Independence" article (this provides good background information for the educator)
D. Vocabulary Definitions

Lesson Outline

Introduction to Lesson:

As this is the first lesson to introduce peacemakers to the students, it is helpful to start out with a peacemaker pop quiz to see how much students know about peacebreakers and peacemakers. Then move the class into a discussion on Gandhi and his strategies of nonviolent social change.

Icebreaker / Quick Activity to Assess Prior Learning:

Activities

Activity 1: Peacemaker Pop Quiz

(From the Nuclear Age Peace Foundation) Refer to Attachment A for answers to the quiz. Pop Quiz over prominent figures in our world.

Who are:

1. Stonewall Jackson
2. Thomas Jefferson
3. Arnold Schwarzenegger
4. Ronald Reagan
5. Woodrow Wilson
6. Dorothy Day
7. Jeanette Rankin
8. A.J. Muste
9. Mairead Maguire
10. Mkhusele Jack

After reading all the names, ask the students to identify each person. The first five should be easy. The last five get tougher. You may use these suggested people or substitute your own favorite famous characters in this list. For more ideas, go to Attachment B (Peacemaker Biographies) or you can visit the Nuclear Age Peace Foundation www.wagingpeace.org and look under Peace heroes.

Discussion Questions:

The following questions are helpful to ask after reading and debriefing the answers to this list:

1. Why are the first five people very familiar to us?
2. What contributions to our world do they have in common?
3. Why are we unfamiliar with the last five people on the list?
4. Are their contributions less important?
5. Why have nonviolent leaders been written out of history?

Activity 2:

Gandhi (the movie)

Film by: Richard Attenborough

Begin this activity by asking what the students know about Gandhi.

Important Points to emphasize:

- You could spend a lifetime studying Gandhi, his philosophies and his campaigns.
- He has written over 90 volumes of work ranging from economics to education to politics to diet to health.
- He is known as the father of nonviolence but he would himself claim that nonviolence is as old as the hills. Regardless, he was the first person to elevate the practice of nonviolence to such a level.
- For him, nonviolence was not just a strategy but a way of life.
- He is known for having freed India from British rule.

Historical Context:

- Gandhi was born in 1869 when India was in its 2nd century of British domination. During this time, the British Empire extended around the world and was at the peak of its wealth and power.

- As a people under British rule, Indians watched their wealth, human rights and culture erode.
- Military rebellion had proved disastrous, as Britain had a powerful army.
- The British Empire also wielded economic might in India by selling goods manufactured in Britain to Indians. In this way, the British ensured that resources would continue to flow into their own pockets so that Indians would remain poor and dependent (similar dynamic between free trade agreement and corporations).
- It took someone like Gandhi with his creative approach to restore home rule to India.
- Gandhi had experimented with nonviolence in South Africa (1893-1914) where he coined the term Satyagraha which is a Sanskrit word meaning “holding on to truth” or “truth force” – love in action, holding on to truth no matter how fierce the storm, new way of overcoming injustice, and nonviolent noncooperation.
- He brought those ideas back to the struggle in India certain that he could free India politically from British domination without war and without violence.

Explain to the students that they will be watching a 15-minute segment of the movie *Gandhi*. This particular segment centers around the Salt March in 1930. These are some of the facts to know before watching the film segment:

Lord Irwin, British Viceroy (first person you see in the segment) – *representative of the British government*

Amritsar Massacre (there is a reference made to this massacre) – *Thousands of Indians assembled at Jallianwala Bagh on April 13, 1919. The entrance to the meeting place was blocked by troops and the British commander, General Dyer, ordered the soldiers to open fire without warning. The shots killed nearly 400 people and wounded at least 1,200. This event, made it clear to both British and Indian leaders that government policy in India now rested solely on the use of force.*

American Reporter – *with the United Press (North American news agency)*

Ask the students to think about the question: What were the strategies that Gandhi used during his Salt Campaign?

Discussion Questions:

1. What stands out for you in this film?
2. What were some of the strategies that Gandhi used during his Salt Campaign?
3. What did Gandhi mean when he said, ‘They are not in control, we are.’?

Points about Gandhi’s strategies that can be made from the film:

Gandhi was a letter-writer. Before undertaking or escalating a campaign, Gandhi wrote a letter to the “person in charge”, stating the problem as clearly as possible and outlining what he wanted to have happen, as well as contingency plans for what he would do if his reasonable requests were not granted.

He chose a unifying theme: salt. In a tropical climate, every human being requires salt, therefore all sectors of society regardless of status, class, wealth or ability could relate to this issue. It also served as a symbol of colonial exploitation.

Gandhi elevated the collective self-confidence of Indian Society. Spinning Wheel, underlining that we have the power not them. Introduce concept of constructive work. See Attachment D (Vocabulary Definitions).

Gandhi orchestrated marches, gave inspirational talks and speeches. Symbolized momentum and movement, a critical mass of people was able to show the British rulers and the world that there was mass grassroots support for nonviolent change in India.

Gandhi encouraged people to go to jail. When people disobeyed oppressive laws on a mass scale, their bodies in prison represented the failure of the system to contain the nonviolent movement.

Gandhi mandated total nonviolence. The British lost their moral high ground when they struck down hundreds of nonviolent resisters who were completely unarmed. Gandhi also advocated cultivating fearlessness as a way of responding nonviolently. If you fear nothing, not even death, then what can your opponent hold against you?

Gandhi encouraged international coverage of events. This allowed the world to see what was happening in India and to evoke sympathy from the international community as to the Indians' demands.

Other points that can be made:

- Everything Gandhi did was an experiment in expanding a human being's capacity to love.
- Gandhi's most important experiments were in the art of living meaningfully in a world full of violent conflict and incessant change.
- Gandhi's intent was not just to rid India of British rule; rather, it involved elevating the collective self-confidence of Indian society. It encompassed a revolution of values, a personal transformation, taking responsibility, being self-disciplined, looking internally.

Activity 3:

Discussion on Gandhi's Quotes

Depending on the time, put one, two or all of the following quotations on an overhead or have students read them aloud in class.

"You must be the change you wish to see."

"My life is my message."

"My creed of nonviolence is an extremely active force. It has no room for cowardice or even weakness. There is hope for a violent man to be some day nonviolent, but there is none for a coward."

"There are no limits to our capacities."

Discussion Questions:

1. What do these quotes mean to you?
2. If you wish to see peace on earth, what must you do to promote that?
3. What will you do TODAY to start this process of change?

Activity 4:

Group Reading

Close by reading, “My Faith in Nonviolence” by Gandhi. This is a short piece and each paragraph can be read by one student so that it is read out loud together as a group. If there is still time it can be opened up for discussion.

1. Did anything in particular stand out to you?
2. What ideas have relevance in today’s world?

Evaluation:

If part of a semester-long class – Conduct pre-class questionnaire with students at the beginning of the series and post-class questionnaire at end of series (See Assessment Attachment 1A – Solutions to Violence Questionnaire). Content questions will be asked of students at the end of the series (See Assessment Attachment 2 - Final Essay Questions). If time permits, also conduct an oral evaluation with the students (See Assessment Attachment 3 - Semester-long Evaluation for Students). Also, send teacher follow-up email with evaluation questions (See Assessment Attachment 4 - Teacher Evaluation).

If given as an individual lesson – Conduct pre- and post-class questionnaire with students provided it is a 90-minute class (See Assessment Attachment 1A - Solutions to Violence Questionnaire). Send teacher follow-up email with evaluation questions (See Assessment Attachment 4 - Teacher Evaluation).

If possible and if the teacher is amenable, a focus group will be conducted with students roughly two weeks after the class or end of the series during lunch hour or after school (See Assessment Attachment 5 – Focus Group Questions).

Helpful Hints / Comments from Previous Facilitators:

Run through the background material fairly quickly. The film segment is what provokes more discussion. It is important to have students understand the importance of Gandhi using salt as a unifying theme in his campaigns. Many students in North America don’t understand why salt is so important to human beings (in this culture, we have the problem of eating too much salt and people get the impression that it is ‘bad for us’). Emphasize that poor people who aren’t eating a balanced diet really need salt, especially in a tropical climate, where overexertion can cause a loss of sodium chloride (salt) through sweating (five grams of salt are needed daily).

Idea for another activity:

The points about Gandhi’s strategy (following from the film) form the basis for good discussion about the students’ reactions to each. If time allows, the students might try to adapt the strategy to a situation existing today.

Unit Two: Prominent Peacemakers

Lesson 2: Dorothy Day

Standards Addressed by Lesson: CIVICS Standard 4.3 Students know how citizens can exercise their rights (d).

Objectives of Lesson:	To introduce and discuss Dorothy Day and nonviolent strategies she used to promote social change.
Instructional Strategies:	Student-led readings / presentation / discussion
Preliminary Lesson Preparation:	None
Vocabulary:	Precarity, Catholic Worker Movement, intentional communities (These are defined in the quotes students read, discuss and present to the class.)
Resource Materials:	None
Suggested Time:	Between 50 and 60 minutes
Materials Needed:	Newsprint, markers Copies of quotes from Dorothy Day Handouts on Dorothy Day and her life Military Spending Chart (War Resisters League)
Attachments:	None

Lesson Outline

Introduction to Lesson:

This lesson focuses on another peacemaker, Dorothy Day, and her contributions to social change. Also discussed will be some ideas and concepts that were reflected in her work. So that the educator is not doing all the talking, the group can be broken up into 4, each group will have 15 minutes to read and discuss a specific topic related to Dorothy Day and her life. During this time students should write on newsprint an outline of key points they'd like to emphasize or they can GET CREATIVE and draw pictures to symbolize what their group discussed. At the end of the 15 minutes, each group will then present what they discussed to the larger group. A scribe and a presenter should be chosen. In these same groups, students will then be given a quote to discuss and questions to respond to. Again, each group will share what they discussed.

Activities

Activity 1:

Group Readings

After breaking the class up into 4 groups, give each group some newsprint, markers and the topic that they will be discussing. Give them about 15 minutes to read, discuss, and jot down notes they want to share with the group. Give the first group 5 minutes to share their comments then open it up to see if others have anything they want to add. Do the same for groups 2, 3, and 4.

Discussion Questions:

When all groups have gone, some processing questions may be:

1. What does this chart (regarding military spending and social needs) say about the potential for peace?
2. How does the sheet “Which Path to a Safer World?” relate to Dorothy Day and the Catholic Worker Movement?

Activity 2:**Quotations by Dorothy Day**

Keeping the same 4 groups, give each group some newsprint, markers and a quotation and associated questions that they will be discussing. Suggest that they have a different presenter and scribe for this exercise. Give them about 5 minutes to read, discuss, and jot down notes they want to share with the group. Give the first group 5 minutes to share their comments then open it up to see if others have anything they want to add. Do the same for groups 2, 3, and 4.

Evaluation:

If part of a semester-long class – Conduct pre-class questionnaire with students at the beginning of the series and post-class questionnaire at end of series (See Assessment Attachment 1A – Solutions to Violence Questionnaire). Content questions will be asked of students at the end of the series (See Assessment Attachment 2 - Final Essay Questions). If time permits, also conduct an oral evaluation with the students (See Assessment Attachment 3 - Semester-long Evaluation for Students). Also, send teacher follow-up email with evaluation questions (See Assessment Attachment 4 - Teacher Evaluation).

If given as an individual lesson – Conduct pre- and post-class questionnaire with students provided it is a 90-minute class (See Assessment Attachment 1A - Solutions to Violence Questionnaire). Send teacher follow-up email with evaluation questions (See Assessment Attachment 4 - Teacher Evaluation).

If possible and if the teacher is amenable, a focus group will be conducted with students roughly two weeks after the class or end of the series during lunch hour or after school (See Assessment Attachment 5 – Focus Group Questions).

Helpful Hints / Comments from Previous Facilitators:

As the issues of poverty and military spending are discussed as barriers to peace, it may be a good idea to have some facts on local as well as national poverty levels. Some students may not be aware of the level of poverty in their own communities and this information may make the lesson more meaningful to them. It may even be helpful to do an exercise where they are given a scenario, receive monthly pay of a worker and go to the market and buy food for a family of four, rent an apartment, pay utilities, make car payments, etc.

**Unit Two: Prominent Peacemakers
Lesson 3: Martin Luther King, Jr.**

Standards Addressed by Lesson: **CIVICS** Standard 4.3 Students know how citizens can exercise their rights. (d) Describing and evaluating historical or current examples of citizen movements to ensure rights of all citizens. Standard 4.4 Students know how citizens can participate in civic life. (a -d) **HISTORY** Standard 5.1 Students understand how democratic

ideas and institutions in the United States have developed, changed, and/or been maintained. (c, d) Standard 5.3 Students know how political power has been acquired, maintained, used and/or lost throughout history. (e) Standard 6.2 Students know how societies have been affected by religions and philosophies. (a)

Objectives of Lesson:	To introduce and discuss Martin Luther King, Jr.
Instructional Strategies:	Reading, writing activity, discussion
Preliminary Lesson Preparation:	None
Vocabulary:	None
Resource Materials:	Colman McCarthy, ed., <i>Solutions to Violence</i> , Center for Teaching Peace
Suggested Time:	Between 50 and 60 minutes
Materials Needed:	Copies of articles “Loving Your Enemies” and “Declaration of Independence from the War in Vietnam” by Martin Luther King, Jr. (from <i>Solutions to Violence</i>)
Attachments:	A. Fact Sheet on MLK

Lesson Outline

Introduction to Lesson:

This lesson focuses on another peacemaker, Martin Luther King and some of his thoughts on personal violence. Lesson begins with a reading, class will then have time to do personal writing in response to some related questions, then it will be opened up to discussion.

Icebreaker / or Quick Activity to Assess Prior Learning:

Begin by asking what students already know about Martin Luther King.

See attached MLK fact sheet for important points students should be familiar with.

Activities

Activity 1:

Group Reading

Read “Loving Your Enemies” by Martin Luther King, Jr. from the *Solutions to Violence* book. Pass out enough copies for the group, and have the group read the article together. Pick one student to read the first paragraph then go around in a circle, having each student read one paragraph. Although the main discussion should be reserved for the overhead questions, it might be a good idea to allow for some comments to be shared.

Discussion Questions:

1. What from the reading stood out for you?
2. What were the ideas that you agreed with or disagreed with? Why?

Activity 2:**Questions for Journaling**

Place the following questions on the board, overhead, or newsprint so that everyone can see them. Read the questions to the class and make sure they are clear. Give the class 15 minutes to journal their response to any one of the questions. Make sure students know this writing is more for their own personal reflections, and they will be free to share whatever they are comfortable with.

1. Do you agree with Martin Luther King Jr.'s concept of "loving your enemies?"
2. Have you ever experienced truly forgiving someone or being forgiven? Can you reflect on the challenges? Explain how you felt after this experience? What relationship, if any, do the two actions have with each other?
3. "... We must recognize that the evil deed of the enemy-neighbor, the thing that hurts, never quite expresses all that he is.... We recognize that his hate grows out of fear, pride, ignorance, prejudice and misunderstanding..." What does this mean to you?
4. After reading King's sermon, why do you think we should love our enemies, and what does it mean to love our enemies? Why is this so difficult?

After the group has completed journaling, open it up for discussion. Ask if anyone has anything they want to share. If people are reserved about sharing personal reflections, the facilitator can start by sharing his or her reflection.

Activity 3:**Group Reading**

Read "Declaration of Independence from the War in Vietnam" by Martin Luther King, Jr.

Discussion Questions:

1. The MLK we learn about in school is related to his work on civil rights; however his efforts to speak out against poverty and the war is not something we learn about. Why do we only know him for his efforts towards improving civil rights?
3. Can you explain what MLK meant when he said, "A nation that continues year after year to spend more money on military defense than on programs of social uplift is approaching spiritual death"?

Evaluation:

If part of a semester-long class – Conduct pre-class questionnaire with students at the beginning of the series and post-class questionnaire at end of series (See Assessment Attachment 1A – Solutions to Violence Questionnaire). Content questions will be asked of students at the end of the series (See Assessment Attachment 2 - Final Essay Questions). If time permits, also conduct an oral evaluation with the students (See Assessment Attachment 3 - Semester-long Evaluation

for Students). Also, send teacher follow-up email with evaluation questions (See Assessment Attachment 4 - Teacher Evaluation).

If given as an individual lesson – Conduct pre- and post-class questionnaire with students provided it is a 90-minute class (See Assessment Attachment 1A - Solutions to Violence Questionnaire). Send teacher follow-up email with evaluation questions (See Assessment Attachment 4 - Teacher Evaluation).

If possible and if the teacher is amenable, a focus group will be conducted with students roughly two weeks after the class or end of the series during lunch hour or after school (See Assessment Attachment 5 – Focus Group Questions).

Helpful Hints / Comments from Previous Facilitators:

This lesson brought the issue of violence to a personal level so there was more depth to the discussion as well as more people participating.

Unit Two: Prominent Peacemakers

Lesson 4: Mkhuseleli Jack

Standards Addressed by Lesson: **CIVICS** Standard 4.3 Students know how citizens can exercise their rights. (d) Describing and evaluating historical or current examples of citizen movements to ensure rights of all citizens. Standard 4.4 Students know how citizens can participate in civic life. (a -d) **HISTORY** Standard 5.3 Students know how political power has been acquired, maintained, used and/or lost throughout history. (b)

- Objectives of Lesson:** To introduce and discuss Mkhuseleli Jack and the nonviolent strategies used in the South African movement to end apartheid. This session also introduces additional nonviolent strategies.
- Instructional Strategies:** Reading, writing activity, discussion
- Preliminary Lesson Preparation:** Educator should read attached summary of the movement to end apartheid to be familiar with the issue before facilitating this lesson (Attachment A). Educator should also watch the 30-minute segment of the video to prepare answers for the questions.
- Vocabulary:** Apartheid, townships (designated places where Blacks lived)
- Resource Materials:** -The movie, *A Force More Powerful: A Century of Nonviolent Conflict*, Peter Ackerman and Jack Duvall, PBS
- Suggested Time:** Between 50 and 60 minutes
- Materials Needed:** Video: *A Force More Powerful: A Century of Nonviolent Conflict*, “Freedom in Our Lifetime” segment
Copies of follow-up Questions
- Attachments:** A. Summary of movement to end apartheid
B. Nonviolent Strategies Brainstorm responses

Lesson Outline

Introduction to Lesson:

This lesson focuses on another peacemaker, Mkhuseleli Jack, and the movement in South Africa to end apartheid through nonviolent means. Students will also be encouraged to pull from their own experiences and knowledge to come up with various nonviolent strategies. The lesson begins by having students watch a 30-minute segment from *A Force More Powerful* entitled “Freedom in Our Lifetime” on Mkhuseleli Jack in South Africa. Students should receive the questions before the movie; then go over questions that can be answered by watching the movie. The video clip will be followed by a discussion of the questions and a brainstorm.

Icebreaker / Quick Activity to Assess Prior Learning:

Begin by asking students if they are familiar with apartheid in South Africa. Have them come up with a description and brief history of apartheid. Supplement their knowledge with your own and with what is provided (Attachment A).

See attached summary of movement to end apartheid for important points students should be familiar with. This is a good time to make sure students know what apartheid and townships are.

Activities

Activity 1:

A Force More Powerful

Have students watch the 30-minute segment “Freedom in Our Lifetime” covering South Africa. Before starting the video, go over the questions with the students and make sure they are clear. There should be some time after the video for questions to be answered.

Discussion Questions:

A Force More Powerful - South Africa 1985

1. Who were the people and groups involved in supporting or challenging apartheid in South Africa?
2. What were those challenging apartheid trying to achieve?
3. What nonviolent strategies did they use?
4. Why did they choose these strategies?
5. Do you think these strategies are still relevant today?

After the film, allow about 5 minutes for students to complete their questions. Start with question number one to see how students responded.

Activity 2:

Brainstorm on Nonviolent Strategies

If there is still time, this activity will allow students to draw from what they've learned in class, their own experiences, or their own creativity to think of other nonviolent strategies. See Attachment B for some ideas the class may come up with. This can be an important exercise to help them see that nonviolent strategies are still relevant today and can be applied to issues that are close to home (poverty, peace movement, etc.) The point to make here is that a nonviolent strategy doesn't have to be on such a large scale as what MLK did, for example. It can be something very simple that challenges injustice, making the choice NOT to cooperate with injustice by becoming a vegetarian, by choosing NOT to buy certain products, etc. There ARE things that we can do on a personal basis to live our lives based on principles of nonviolence.

Evaluation:

If part of a semester-long class – Conduct pre-class questionnaire with students at the beginning of the series and post-class questionnaire at end of series (See Assessment Attachment 1A – Solutions to Violence Questionnaire). Content questions will be asked of students at the end of the series (See Assessment Attachment 2 - Final Essay Questions). If time permits, also conduct an oral evaluation with the students (See Assessment Attachment 3 - Semester-long Evaluation for Students). Also, send teacher follow-up email with evaluation questions (See Assessment Attachment 4 - Teacher Evaluation).

If given as an individual lesson – Conduct pre- and post-class questionnaire with students provided it is a 90-minute class (See Assessment Attachment 1A - Solutions to Violence

Questionnaire). Send teacher follow-up email with evaluation questions (See Assessment Attachment 4 - Teacher Evaluation).

If possible and if the teacher is amenable, a focus group will be conducted with students roughly two weeks after the class or end of the series during lunch hour or after school (See Assessment Attachment 5 – Focus Group Questions).

Helpful Hints / Comments from Previous Facilitators:

If class seems to be having a hard time responding to the questions, ask them more specific questions. For question number one, for example, what were the specific things you saw Mkhushi Jack doing to address the issue of apartheid? Who was he working with? Who was he trying to organize? Who supported apartheid and why?

To help students think about the difference between radical social change through violent and nonviolent means the educator can ask: (These questions are intended to help students recognize that while social change DID come about in our history through violence, injustice HAS been effectively challenged through nonviolent means as well.)

- What were some violent movements in our history that have led to social change? (The American Revolution and the Civil War, for example.)
- Who are some nonviolent actors that we've learned about in this class? (Gandhi, MLK, Dorothy Day, etc).
- How have the nonviolent movements been effective?

Unit Two: Prominent Peacemakers

Lesson 5: Alice Paul

Standards Addressed by Lesson: **CIVICS** Standard 4.3 Students know how citizens can exercise their rights (d). Describing and evaluating historical or current examples of citizen movements to ensure rights of all citizens. Standard 4.4 Students know how citizens can participate in civic life (a-d). **HISTORY** Standard 5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained (c-d). Standard 5.3 Students know how political power has been acquired, maintained, used and/or lost throughout history (e).

Objectives of Lesson: To introduce and discuss the efforts of Alice Paul to raise public awareness of woman's suffrage and the passage of a Constitutional Amendment to protect this right.

Instructional Strategies: Guided reading, group discussion

Preliminary Lesson Preparations: None

Vocabulary: Militant, democracy

Resource Materials: -Hubbard, Ray, Executive Producer, *How We Got the Vote*, Republic Pictures Corporation

Suggested Time: Between 50 and 60 minutes

Materials Needed: Copies of Alice Paul Fact Sheet

Attachments: None

Lesson Outline

Introduction to the Lesson:

Focus on Alice Paul and her contributions to woman's suffrage. Also look at contemporary statistics of women's voting and issue concerns. Use quotes, video, and statistics in allowing the students to evaluate the importance of woman's suffrage. Use a combination of small group work and large group discussion.

Activities

Activity 1:

Video and Discussion

Have students watch the video, *How We Got the Vote*. After watching the video might be a good time to ask for students' definition of militancy and democracy. Did watching the video change in any way their previous understanding of these concepts? If so, how?

Activity 2:

Large Group Activity – Imaginary Situation

Identify political issues which might be of particular importance to women today. Perhaps

facilitate this by establishing an example: The students are all young men and women. They work in a factory with mediocre pay, especially for the women. Some of them have families they must support. Others would like to pursue more education in order to get a different job.

What are the important political issues surrounding this? Brainstorm issues. Compile a list on the board, then identify which might be of particular interest to women. Now the facilitator should divide the class between males and females in order to discuss the implications of the absence of female representation in the voting process.

Discussion Questions:

1. What are the major implications of not allowing women to vote in a democratic society?
2. Can a form of government really be a democracy if the voices of all segments of society are not included?

Activity 3:

Quotes by Alice Paul

Break up into groups of 4 or 5. Discuss respective quotes, Alice Paul's militancy, and why her militancy was important to the cause. Write a response for the group's narrator to present.

Questions:

1. How can one balance Alice Paul's perceived militancy with her title as a peacemaker?
2. How is woman's suffrage connected to the idea of peace?

Evaluation:

If part of a semester-long class – Conduct pre-class questionnaire with students at the beginning of the series and post-class questionnaire at end of series (See Assessment Attachment 1A – Solutions to Violence Questionnaire). Content questions will be asked of students at the end of the series (See Assessment Attachment 2 - Final Essay Questions). If time permits, also conduct an oral evaluation with the students (See Assessment Attachment 3 - Semester-long Evaluation for Students). Also, send teacher follow-up email with evaluation questions (See Assessment Attachment 4 - Teacher Evaluation).

If given as an individual lesson – Conduct pre- and post-class questionnaire with students provided it is a 90-minute class (See Assessment Attachment 1A - Solutions to Violence Questionnaire). Send teacher follow-up email with evaluation questions (See Assessment Attachment 4 - Teacher Evaluation).

If possible and if the teacher is amenable, a focus group will be conducted with students roughly two weeks after the class or end of the series during lunch hour or after school (See Assessment Attachment 5 – Focus Group Questions).

Helpful Hints/Comments from Previous Facilitators:

Unit Two: Prominent Peacemakers

Lesson 6: Cesar Chavez

Standards Addressed by Lesson: CIVICS Standard 4.3 Students know how citizens can exercise their rights (d). Standard 4.4 Students know how citizens can participate in civic life (a-d). **HISTORY** Standard 5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained (c-d). Standard 5.3 Students know how political power has been acquired, maintained, used and /or lost throughout history (e). Standard 6.2 Students know how societies have been affected by religions and philosophies (a).

Objectives of lesson: To introduce and discuss Cesar Chavez and the issue of human rights.

Instructional Strategies: Reading, active video watching, group discussion, group activity, writing.

Preliminary Lesson Preparation: Educator should read the article, “The Story of Cesar Chavez,” and view the video available from the Denver Public Library, *The Fight in the Fields: Cesar Chavez and the Farmworkers’ Struggle* (DPL R01980 09463, 1 hour 45 minutes long). Suggested homework for the class the night before the lesson would be to have them read the article, “The Story of Cesar Chavez,” prepared by the Cesar Chavez Foundation.

Resource Materials:

- The movie, *Cesar Chavez* (Hispanic and Latin American Heritage Video Collection DPL R0220020917, Denver Public Library)
- The movie, *The Fight in the Fields: Cesar Chavez and the Farmworkers’ Struggle*
- “The Story of Cesar Chavez,” Cesar Chavez Foundation

Suggested Time: Around 80 minutes or two class periods but it is possible to narrow it to a 50 minute class

Materials Needed:

- “The Story of Cesar Chavez”
- Video
- “Education of the Heart--Quotations by Cesar Chavez”
- “The Universal Declaration of Human Rights”
- “Have the Human Rights of the Workers Been Violated?”

Attachments:

None

Lesson Outline

Introduction to Lesson:

This lesson focuses on the life of Cesar Chavez and his creation of a union that actively worked to better the living and working conditions of farm workers. The major objectives are to stress the nonviolent methods he used to achieve his goals: organization and solidarity, marches, strikes, fasts, etc.; and to raise the issue of human rights. The lesson begins with a video, proceeds through some open discussion and into a group activity.

Icebreaker/ Quick Activity to Assess Prior Learning:

Begin by asking students what they already know about Chavez. Share a personal story, if you have one, about boycotting grapes.

Activities

Activity 1:

Video Viewing and Discussion

Prior to viewing the video, make students aware of what to pay specific attention to by reading the first set of discussion questions. View the video, then ask the students to answer these questions. Then move into the second set of discussion questions to initiate a broader view of individual and human rights.

Discussion Questions I:

1. What are migrant workers?
2. In what conditions do they work?
3. Who inspired Cesar Chavez?
4. What motivated him to form the NFWA?
5. What is their symbol?
6. What is their motto?
7. What did he hope to accomplish?
8. What were his methods?
9. Was he successful? Why or why not?
10. What is his legacy?

Discussion Questions II:

1. What are human rights? Which ones did Cesar Chavez defend?
2. What are some rights and responsibilities that all individuals possess?
3. What can you do in your own communities to defend them?

Activity 2:

Human Rights Group Presentation

Hand out "The Universal Declaration of Human Rights." Break the class into groups of four, and give each group a scenario from the attachment "Have the Human Rights of the Workers Been Violated?" Have them read through the list of human rights together. Ask each group to decide whether they think the practices in your scenarios are human rights violations. Why or why not? If they are human rights violations, what should be done? Allow each group the

opportunity to address the class, reporting on their findings. They can field questions from the other students and from the educator.

Activity 3 (Optional):

Discussion of Cesar Chavez Quotations

Form the students into discussion groups of four. Assign a group of quotations from the attachment, “Education of the Heart—Quotations of Cesar Chavez,” to each student group. Model a presentation of one or two quotations for them. Have each group choose a discussion leader. After reading through their quotations, they should then choose one that they want to interpret. (Encourage groups to select different quotations to expand discussion.) They should talk openly about what they think it means, and how they will present it to the class. They can use references from their reading, their lives, their religious training, or their backgrounds. One member of each group will then read aloud the quotation to the class, then another can talk about its meaning and give a relevant anecdote. After the groups have finished their presentations, the educator should review the important aspects of Chavez’ thought that the students have identified, and relate them to his work.

Evaluation:

If part of a semester-long class – Content questions will be asked of students at the end of the series. See Assessment Attachment 1 (Final Essay Questions). If time permits, conduct an oral evaluation with the students. See Assessment Attachment 2 (Semester-long Evaluation for Students). Also, send teacher follow-up email with evaluation questions. See Assessment Attachment 3 (Teacher Evaluation).

If given as an individual lesson – Send teacher follow-up email with evaluation questions. See Assessment Attachment 3 (Teacher Evaluation). We also suggest that the classroom teacher assign a personal, reflective essay for homework the night after the class, in which each student will put into words their own commitment to protecting human rights or righting wrongs that they see or have confronted in their own worlds. Or the teacher could assign this as a journal entry at the beginning of class the next day. They should consider this a preliminary document that they will return to as they progress throughout the school year and, most importantly, as a template for personal commitment and action. The idea is for the student to see this piece as an evolving document of their commitment to social justice.

Helpful Hints/Comments from Previous Educators:

Many of the students were keen on sharing with the class their own personal acts of charity, from gathering warm winter coats for the homeless, to supporting a child overseas. The educator should show how Cesar Chavez worked actively to change the conditions of poverty and alienation of the farm workers so that they could help themselves rather than relying on hand-outs; and encourage the students to find social justice actions that would emulate his nonviolent but empowering stance.

Unit Three: Power

Lesson 1: Power and Gender

Standards Addressed by Lesson: **ECONOMICS Standard 3.1** Students understand that the exchange of goods and services creates economic interdependence and change (a – d).

Objectives of Lesson: To explore power dynamics and gender.

Instructional Strategies: Brainstorm activity, role play

Preliminary Lesson Preparation: None

Vocabulary: Neoliberalism

Resource Materials: None

Suggested Time: Between 50 and 60 minutes

Materials Needed:
-Props for skit
-Dialogue for cue cards

Attachments: None

Lesson Outline

Introduction to Lesson:

This lesson will get the class to think about the issue of power and its impact on gender dynamics. The class will start out with a brainstorm activity then move into a skit where the issues of power and gender are reflected.

Icebreaker / Quick Activity to Assess Prior Learning: None

Activities

Activity 1: **Brainstorm: What is Power?**

1. What is Power? (If group is struggling to come up with a definition, ask them if they know how to say "power" in Spanish -poder-. Then ask what poder means as a verb - to be able to-. Offer the definition of power: the ability to control circumstances / to be able to control circumstances.)

2. Who has power?

Some examples that previous classes came up with: the U.S., the government, first world, men, corporations, media, principals, teachers, authority, people, president, material possessions, addictions, police, fear, culture has power over our ability to make decisions, greed, money, death, debt, religion, parents, management.

3. Why is it this way? Why are those who are in power, in power?

If group needs more prompting, ask if certain people have more privilege in our society? (whites males, women, people with financial resources). Could it be that this contributes to these power dynamics?

4. Prompt group to come up with some positive connotations of power. (e.g. personal power, being empowered, self-esteem, self-discipline, power of compassion, forgiveness, love and understanding.)

5. Why do we initially think of power in a negative sense? (Violence is so prevalent in our society, it's such an accepted norm that we see power in the context of dominance, violence, humiliation, power over people, control. We are not taught the power of peace and nonviolence.)

Activity 2: Power Dynamics Skit

This is a skit that reflects some of the issues the class discussed in the brainstorm session around power and gender.

Props

U.S. Flag
paper ties (for CEO & managers to wear)
cue cards with dialogue
Mexican Flag
crayons
money bag
bag of nickels (have approx. 10 per worker)

Roles: (depends on the size of the group, these numbers are for a group of 20)

2 Factory managers (should be male if possible)

1 CEO (should be male)

Rest of the class is broken up into workers making 2 assembly lines

Set the Stage

Hand out sheets of paper and crayons to each worker and explain the following: The workers are in a Mexican factory producing clothing for a large U.S. company, the KAP. Workers are required to make outfits for KAP's summer fashion line as quickly and efficiently as possible while still maintaining quality because they are going to be paid by the piece. For each outfit workers make that is of acceptable quality they will receive 5 cents.

Workers will have around 5 minutes (equivalent to one working day) to draw and color as many sets of pants and shirts as they can. At the end of the working day, their managers will count up their work and pay them accordingly.

Give workers and managers their cue cards with dialogue. The workers can say them at any time during the 5 - 7 minutes. Managers say their lines only in response to workers' comments. Tell participants to really imagine themselves in the roles they are taking on, ad lib, REALLY GET INTO IT.

CEO: (calling factory managers in Mexico)
ring, ring.... "I need 5,000 summer outfits by tomorrow and if you don't come through like the last time you didn't, I'm going to be ready to take my order to Guatemala!"

Facilitator: Tell workers the workday has begun.

Worker: Can I go to the bathroom?

Manager: No. Stop being lazy. You need to get back to work; we have a deadline to meet!

Worker: Can I get up to get a drink of water?

Manager: No. Stop being lazy. You need to get back to work; we have a deadline to meet!

Worker: The lighting and ventilation are terrible and it's hot in here. Can I rest for a bit?

Manager: No. Stop being lazy. You need to get back to work; we have a deadline to meet!

Worker: I've been here since 7am and it's now 5pm. I need to pick up my daughter at school, can I leave?

Manager: If you want to keep your job I recommend you keep working because we have a quota to meet tonight!

Facilitator: After 5-7 minutes are up, explain that it's the end of the work day and managers need to count up the pieces (outfits) and pay workers according to QUALITY pieces. Remind managers that KAP will only pay for good, quality pieces.

Managers: go through the assembly line person by person, counting the pieces and giving out nickels.

Facilitator: Give CEO the big bag of money and say, "Here is your annual salary!"

Discussion Questions:

Now the Educator can explain to the group that they are going to answer the following questions about their experiences, based on one piece of information: the KAP CEO made \$16.9 million last year. The factory workers in Mexico make \$4.20 a day. Thinking about these facts, answer the questions about your experience. Pitch the questions to the entire group one at a time. (Although we don't have the earnings of a factory manager, they can join the CEO in answering these questions).

1. How are you living? What is your life like?
2. What do your day-to-day activities look like? Do you work hard?
3. What are your children's lives like?
4. What kind of worries or concerns do you have in your life? Do you have financial worries, etc.?

Encourage each segment to answer the same question before moving on to the next one. For example, the CEO and managers should respond, then the workers.

After discussing the questions, bring it back to the issue of power and gender with the following questions:

1. How did you see issues of power and gender reflected in this skit?

2. What is it about our society that maintains this dynamic of power and gender?

If the group hasn't already stated it, ask them, could these dynamics be maintained, perpetuated by:

- An economic system (neoliberal/capitalist) that enables the rich to get richer at the expense of the workers and poor?
- Racism: system that gives whites privilege at the expense of people of color?
- Patriarchy: a system that gives men privilege at the expense of women?

Some comments the educator may want to add to the discussion:

The issue of power and who or what has it is an interwoven web of dependency. For example, in our society, corporations, media, the government, money are some of the people and entities that have power. In order for corporations to maintain their power, they depend on the media and government to maintain a system that keeps them in power. However, the government is also dependent on corporations and the media for its power as well. Each perpetuates power for the other. Corporations need the media and a culture of consumerism. However, an important point to make is that this structure, these institutions, depend on people for their power. People ultimately have the power as Gandhi showed us. They support corporate power and their complacency supports the government. Their lifestyle which is based on consumerism has them participating in a culture that supports this violent structure.

Evaluation:

If part of a semester-long class – Conduct pre-class questionnaire with students at the beginning of the series and post-class questionnaire at end of series (See Assessment Attachment 1A – Solutions to Violence Questionnaire). Content questions will be asked of students at the end of the series (See Assessment Attachment 2 - Final Essay Questions). If time permits, also conduct an oral evaluation with the students (See Assessment Attachment 3 - Semester-long Evaluation for Students). Also, send teacher follow-up email with evaluation questions (See Assessment Attachment 4 - Teacher Evaluation).

If given as an individual lesson – Conduct pre- and post-class questionnaire with students provided it is a 90-minute class (See Assessment Attachment 1A - Solutions to Violence Questionnaire). Send teacher follow-up email with evaluation questions (See Assessment Attachment 4 - Teacher Evaluation).

If possible and if the teacher is amenable, a focus group will be conducted with students roughly two weeks after the class or end of the series during lunch hour or after school (See Assessment Attachment 5 – Focus Group Questions).

Helpful Hints / Comments from Previous Facilitators:

If the group does not come up with the issues of race and gender as maintaining current power structures in the world, it may be because these dynamics are not a part of their reality. If the

educator has statistics that reflect the true reality of the world, this may put the issue of race and gender into concrete terms for them. For example, the percentage of women or people of color in congress, as CEOs of corporations, in positions of management as compared to the percentage of women and people of color who live in poverty, are illiterate or are in prison.

Unit Three: Power

Lesson 2: Sea of Change

Standards Addressed by Lesson: This exercise pulls together learning from the previous lessons and does not address any specific state standard.

Objectives of Lesson: To bring together what the class has discussed regarding nonviolence and to help students understand their own personal power.

Instructional Strategies: Interactive activity

Preliminary Lesson Preparation: Draw a diagram on the chalkboard representing a sea of change. Draw a lake on one side of the chalkboard flowing into a river that flows into an open-ended sea on the other side (use newsprint if a chalkboard isn't available). Write 'Sea of Change' at the top of the diagram, 'Lake of Violence' in the lake and 'Sea of Nonviolence' on the sea. The river in the middle represents change and ways in which we create a more peaceful world.

Vocabulary: Empowerment, Thich Nhat Hanh

Resource Materials: None

Suggested Time: Between 50 and 60 minutes

Materials Needed: Props: paper cut outs of waves (1 per student), boulders, and fish (2 or 3 per student for both), crayons, colored pencils, markers, tape (prepare ahead of time strips of tape for each paper cutout)

Attachments: None

Lesson Outline

Introduction to Lesson:

Explain to the class that this lesson will help the group visualize obstacles to creating a nonviolent, peaceful society and their role, i.e. the power they have in overcoming these obstacles. Drawing on concepts and discussions from our previous lessons, this exercise will help the group to think about how these issues apply to us personally. They will also be encouraged to think about empowerment.

Icebreaker / Quick Activity to Assess Prior Learning:

Before starting the activity, ask the group how they would define empowerment. (To give power or authority to, to recognize our own power within and act on this personal power.)

Activities

Activity 1:

Sea of Change

Explain to the group that the diagram on the board represents a sea of change. The Lake of Violence is made up of all that characterizes a violent world. Remind them of the brainstorm that was done the first day when they came up with a list of what was violent and nonviolent. (Lake may have self-hatred, segregation, militarism, poverty, etc.) The river in the middle represents change, what is needed to create the Sea at the other end of the chalkboard. The Sea represents a nonviolent world (forgiveness, love, community, equality, understanding, etc.) To do this the class will build a river of change between the lake of violence on one end and a sea of nonviolence on the other end.

Break the class up into four groups.

Boulders (allow about 7 minutes for this part): Pass out boulders to each group and explain that they represent obstacles to a nonviolent world. Have the group write a word or draw a symbol to represent these obstacles on their boulders. Encourage them to think about the people studied together over the course of this class and what it was they were struggling to change. They should also consider the issues from the first few classes when the group discussed violence, or what they saw in their own community / personal lives. Give them a few minutes to discuss and complete their boulders.

(Some of the things they may come up with are: hate, greed, militarism, poverty, power, inequality, fear, disempowerment, insecurity, control.)

Ask each group to come to the board one at a time to put their boulders up. Once they have all been placed up there ask them to read (and if necessary explain) them. Repeat this with every group. When all the obstacles have been placed on the board, open it up to the larger group by asking: What do you notice about these obstacles? What stands out to you?

Fish (allow about 7 minutes for this part): Pass out fish to each group and explain that they represent ways in which we can create peace in a nonviolent world (i.e., ways of overcoming the obstacles) using capabilities we have on a personal and societal level.

Two Groups should think of **nonviolent strategies** in the context of peacemakers and how they led a movement that created change.

Two Groups should focus on **personal actions** people can take in their daily lives.

Repeat the steps used to place the boulders on the board. If the concept of power has been put up as both a boulder and a fish, it might be a good idea to point out (if no one else has done so) that while power can be seen as an obstacle, there is also a positive connotation of power: personal power. (Some discussion might be needed to distinguish between positive and negative forms of personal power.)

Waves (allow about 7 minutes for this part): Pass out a wave to each person. Ask each student to draw a symbol of him/herself and think about which of the fish on the board apply to changes each of them can make in his/her personal life as a result of this class. Remind them that small commitments or changes are also very significant and realistic. Ask them to place their waves next to a fish that applies to their personal commitment.

Repeat steps used to place boulders and fish on the board. Again allow time for students to make comments about what they see on the board. Do any patterns stand out to them? Is there a relationship between personal strategies and the characteristics that make up a peaceful world?

Some things to point out to the class:

Notice that the personal strategies used to create a more peaceful world are also the characteristics of a peaceful world; we have to **BE** the world we want to create. All the personal actions such as kindness, compassion, love, etc. are both characteristics we would like to see our world made up of AND characteristics that should be reflected in everyday lives. In order to create the world we want we must be, embody, and live that which we want to create.

"Without being peace we can not do anything for peace... If we are not peaceful than we cannot contribute to a peaceful movement."- Thich Nhat Hanh. In other words, we have to be peace to create peace.

"Practicing nonviolence is first of all to become nonviolence. Then when a difficult situation presents itself, we will react in a way that will help the situation." - Thich Nhat Hanh

"My life is my message." - Gandhi

Some would say that nonviolent strategies such as noncooperation or boycotts aimed at social change are secondary to the individual spiritual path that nurtures within us the ability to become a better human being.

Evaluation:

If part of a semester-long class – Conduct pre-class questionnaire with students at the beginning of the series and post-class questionnaire at end of series (See Assessment Attachment 1A – Solutions to Violence Questionnaire). Content questions will be asked of students at the end of the series (See Assessment Attachment 2 - Final Essay Questions). If time permits, also conduct an oral evaluation with the students (See Assessment Attachment 3 - Semester-long Evaluation for Students). Also, send teacher follow-up email with evaluation questions (See Assessment Attachment 4 - Teacher Evaluation).

If given as an individual lesson – Conduct pre- and post-class questionnaire with students provided it is a 90-minute class (See Assessment Attachment 1A - Solutions to Violence Questionnaire). Send teacher follow-up email with evaluation questions (See Assessment Attachment 4 - Teacher Evaluation).

If possible and if the teacher is amenable, a focus group will be conducted with students roughly two weeks after the class or end of the series during lunch hour or after school (See Assessment Attachment 5 – Focus Group Questions).

Helpful Hints / Comments from Previous Facilitators:

When the groups are taping their props up, let the class know you'd really like to make sure everyone has the opportunity to participate in the discussion. Suggest that the spokesperson be someone who hasn't participated much in the class.