



# family Youth festival 2001

## Kick-off a Year of Nonviolence in Your School!

### Lesson

(grades: 9 -12)

#### Materials Included:

- VOV Video
- Think-Pair-Share Activity
- Questions for Interview
- Information about the lives of Gandhi, King, Nelson Mandela, Rosa Parks, Rigoberta Menchu Tum and Daisaku Ikeda
- VOV Pledge

#### Materials Needed:

- Crayons, paints, colored markers, etc.
- Writing Paper
- Drawing Paper
- Construction, wrapping or tissue paper
- Glue
- Scissors

#### Estimated Completion:

- About 1 week

#### CA Academic Content Standards & Instructional Practices

9th & 10th Grade Language Arts  
Listening and Speaking Strategies 1.1  
Speaking Applications 2.3: a-f

11th & 12th Grade Language Arts  
Writing Applications 2.2: a., 2.3: a, b  
Speaking Applications 2.1: a, b

Social Science, Grades 9-12  
Historical Interpretation 1  
Contemporary World 10.10: 2, 3.  
Federal Civil Rights 11.10: 4.

#### Objectives:

Students will learn about different types of violence – physical and passive – and learn how to identify those tendencies in their own lives. Students will learn what it takes to be nonviolent from someone they personally know who chooses to use nonviolence as opposed to physical or passive violence to resolve conflicts.

#### Motivation:

Tell the students that they have been invited to the Victory Over Violence Family Youth Festival, which is free and scheduled for Saturday, September 15, 2001, on the campus of the University of Southern California. At the festival, they will be able to view their portion of an exhibit, Faces of Nonviolence collage, which they helped create. They will also have the opportunity to take part in an historic kick-off toward a 2001-2002 School Year of Peace, Friendship & Nonviolence. Begin class with a journal writing task by putting the words **violence** and **nonviolence** on the board along with the question **"What do you think?"**.

#### Directed Lesson:

(the order of the following steps are optional)

1. Explain vocabulary to the students.
  - a. Active violence: Physical acts of violence like school shootings, fighting or causing anyone direct physical harm
  - b. Passive violence: The less obvious acts of violence, such as bullying, name-calling, teasing, and other things we do to put people down
  - c. Nonviolence: The practice of refraining from the use of violence to gain something or to protest injustice
2. Write three categories on the board, **physical violence**, **passive violence**, and **nonviolence** and have students brainstorm additional words they think may be associated with these categories.
3. Show the Quest For Peace video (approx. 9 min.).
4. Return to the nonviolence category and ask the students **"Why is this important?"**.

#### Guided and Independent Practice:

1. See the "Think-Pair-Share" exercise and other optional activities.

#### Evaluation:

1. Combine 2 or 3 pairs from the "Think-Pair-Share" exercise. Distribute the Video Connection handout and ask students to read and discuss with each other answers to the questions at the bottom of the page. Have students share their answers with the class.

#### Lesson Extension:

1. For homework: Ask students to interview and bring in a picture and a quote from someone they know personally who chooses to use nonviolence as opposed to physical or passive violence. For example, their parent, friend, peer, co-worker, relative, or teacher may be compassionate, kind and considerate to others. Give students a sample interview question as a guide.
2. Using pictures, quotes and art supplies, create a class collage 24" x 36" or smaller of the Faces of Nonviolence.
3. Call 323-938-8255 to have the Faces of Nonviolence collage picked up or mail no later than August 31st to:

Victory Over Violence Family Youth Festival  
c/o SGI-USA Los Angeles Friendship Center  
5899 Venice Blvd.  
Los Angeles, CA 90019

**BONUS!!** Your class will receive a poster, bookmarks, and pins as a confirmation that the collage was received. The collage will also become part of an exhibition at the VOV Festival on September 15, 2001.

**Victory Over Violence Pledge:** see options

## Think-Pair-Share Exercise

1. Partner students with someone with whom they don't often speak to and designate one of the students as "A" and the other as "B." Ask students to close their eyes and think of a time that they were involved in violence (*that they feel comfortable sharing*). What was their response and how could it have happened differently?
2. Ask students to condense their response into one minute. Once they feel that they have their response ready they should open their eyes and let the teacher know that they are ready.
3. Ask student A to go first. Look at the clock and say START. After one minute say STOP and ask student B to start.
4. Teacher wraps up by asking for feedback.

## Optional Activity #1: Precious Diamond

Ask students to raise their hands if they consider themselves to be nonviolent. Then have students pair up and tell them that one is to act like they have a beautiful and expensive diamond in their hand and the other student has to get the diamond from their partner's hand. (Students may attempt to grab the diamond from their partner's hand.) After awhile, when things settle down, ask the students if they were able to get the diamond from their partner's hand. Then ask if anyone simply asked their partner if they could have the diamond their partner held in their hand, instead of trying to take the diamond from their partner. When many of the students realize that they simply could have asked for the diamond, use this as an example to show that we all have violent tendencies, even if we don't realize it.

## Optional Activity #2: Crumpled Paper

Ask each student to take out a piece of paper and crunch it up into a tiny ball. Once students are finished have them try to fold it back out so that there are absolutely no wrinkles. When students come to the realization that it is impossible to fold out all of the wrinkles, explain that when a violent word is said, or act is committed, there is no way to completely undo what has happened.

## Sample Interview Questions



*Tell me about a time when you felt like being violent, but instead chose not to act out violently.*

*How did you develop your confidence, courage or compassion?*

*What is a motto (words to live by) that you use when confronted with a violent situation?*

## Options for the Pledge

1. Read the pledge and ask students to sign.
2. Ask students to write a sentence or paragraph about what the pledge means to them.
3. The pledges can be kept in a notebook or put on display on a wall in the classroom.
4. At several key intervals during the semester, use the Victory Over Violence Pledge as a reminder to the students of their promise to use the principles of nonviolence, to be aware of physical and passive violence, and to maintain a year of peace, friendship & nonviolence in their school.

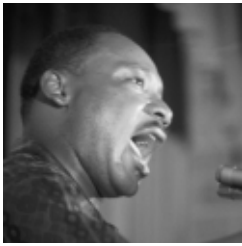


*“We must be the change we wish to see in the world.”*

**Mohandas K. Gandhi**  
(1869-1948)

### **Symbol of Nonviolence in the 20th Century**

Mohandas Karamchand – known as Mahatma or “Great-Souled” – Gandhi challenged the British colonization of India by encouraging the people to stand up against this authority through nonviolent methods. Many of his fellow Indian nationalists used nonviolent methods mainly for tactical reasons, but Gandhi’s nonviolence was based on principle. His firmness on this point made people respect him regardless of their opinions or political standing regarding British Colonialism and Indian nationalism. (Source: <http://www.gandhiinstitute.org/quotes2.html#NONVIOLENCE>)



*“Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.”*

**Martin Luther King, Jr.**  
(1929-1968)

### **American Civil-Rights Leader**

Martin Luther King, Jr. was born in Atlanta, Georgia. He was an eloquent Baptist minister and leader of the civil rights movement in America from the mid-1950s until his death by assassination in 1968. Up until the time of his death he never wavered in his insistence that nonviolence must remain the central tactic of the civil rights movement. He was awarded the 1964 Nobel Peace Prize for his efforts. (Nobel Peace Prize Acceptance Speech, Oslo, Norway, December, 1964)



*“A great revolution in just a single individual can change the destiny of an entire society and even humankind”*

**Daisaku Ikeda**  
(1928-present)

### **Peace Activist and Educator**

Daisaku Ikeda believes that life is sacred and peace can be achieved. He was awarded the United Nations Peace Award in 1983. Mr. Ikeda has written more than 50 books in Japanese, many of which have been translated. He has received over 100 honorary doctorates, professorships, and awards from universities all over the world. As president of the Soka Gakkai International, a nongovernmental organization, he is spreading the humanistic values of peace, culture and education. He has founded the Soka school system, including Soka University; the Boston Research Center for the Twenty-first Century, Toda Institute for Global Peace and Policy Research, Min-On Concert Association; the Tokyo Fuji Art Museum; and the Institute of Oriental Philosophy. He is widely recognized as a Buddhist philosopher, educator, poet, writer, and photographer.



*“The only tired I was, was tired of giving in.”*

**Rosa Parks**  
(1913-present)

### **The Mother of the Civil Rights Movement**

Rosa Parks, known as “the mother of the civil rights movement,” made history on December 1, 1955 when she refused to give up her seat for a white man on a Montgomery, Alabama bus. Parks and others organized the Montgomery bus boycott. As a result, Parks lost her job and was harassed and threatened. When the boycott succeeded, an important corner was turned in the movement. Parks founded the Rosa and Raymond Parks Institute for Self-Development to offer guidance to young African-Americans in preparation for leadership and careers.



*“People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.”*

**Nelson Mandela**  
(1918-present)

### **The Revolutionary**

Mandela’s words, “The struggle is my life,” are not to be taken lightly. Nelson Mandela personifies struggle. He is still leading the fight for equality and justice with extraordinary vigour and resilience after spending nearly three decades of his life behind bars. He has sacrificed his private life and his youth for his people, and remains South Africa’s best known and loved hero. In prison Mandela never compromised his political principles and was always a source of strength for the other prisoners. He was inaugurated as the first democratically elected State President of South Africa on 10 May 1994 - June 1999. A decade before being imprisoned, Mandela had spoken out about education, recommending that community activists “make every home, every shack or rickety structure a centre of learning.”



*“We are living in a troubled world, in a time of great uncertainty. It’s a time to reflect about many things, especially about humankind as a whole, and the balance between collective values and individual values.”*

**Rigoberta Menchu Tum**  
(1959-present)

### **Campaigner for Human Rights, Especially for Indigenous Peoples**

“We are living in a troubled world, in a time of great uncertainty. It’s a time to reflect about many things, especially about humankind as a whole, and the balance between collective values and individual values.” Rigoberta Menchu is a Guatemalan activist for the rights of the indigenous people and a winner of The 1992 Nobel Peace Prize. At twenty years of age, Rigoberta Menchu had already lost her father, her mother and a brother as a result of the indiscriminate violence exercised by the armed forces of Guatemala. Since then, Rigoberta has used her words as her weapon in the untiring defense of the rights of her people. Due to her effort, the United Nations declared 1993 the International Year for Indigenous Populations.

## **Questions**

1. Choose one human rights leader based on the above quotes and give a brief explanation of how this person contributed/contributes to create peace in the world.
2. These global citizens all saw a problem in the world and chose not to respond with physical or passive violence. Given the current situation of violence in schools, how do you think they would react? How will you?