**Title: Enquiring into violence/non-violence**

**Introduction to lesson:** There are many nuanced definitions of non-violence but most seem to agree that non-violent action is not just about doing anything without using violence. Non-violent action has the aim of undermining violence whether it is physical, structural or institutional. Non-violent action is a way to achieve positive change without using violence. The main part of this lesson is a discussion activity which encourages learners to decide where they would put an action on a spectrum from violent to non-violent. Many of the examples are contentious and the learners need to listen to each other and will potentially change their minds when they hear good reasons. Through this activity the learners will hopefully start to understand some of the complexities around the concepts of violence and non-violence.

**Curriculum links:** RSHE, Religious Education, Citizenship, English

**English National Curriculum for Citizenship links**: **KS2** Knowledge, skills and understanding: ‘1a talk and write about their opinions, and explain their views, on issues that affect themselves and society’; ‘2a to research, discuss and debate topical issues, problems and events’; ‘2c to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities’. ‘2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences’; ‘2h to recognise the role of voluntary, community and pressure groups’.

**KS3** ‘Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action’; ‘Pupils should be taught about…the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities’.

**Learning outcomes:**

* To develop critical understanding of violence and non-violence.
* To understand that people have different views of what actions are violent or non-violent.

**Concepts:**

Violence

Non-violence

**Key vocabulary:**

Violent

Non-violent

Violence

Non-violence

**Resources:**

Large pieces of paper with concept SPEC outline drawn on.

Pens.

Resource Sheet 3: Example of concept SPEC on ‘violence’ (teacher reference)

Resource Sheet 4: Examples of violent and non-violent actions cards (cut up and duplicated if working in groups)

Resource Sheet 5: Quotes on non-violence

Resource Sheet 6: Principles of non-violence

Optional: PowerPoint

**a. Starter activity**

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| **Activity** | **Time** |
| 1. **Concept SPEC on ‘violence’**  In groups or as whole class learners complete a concept SPEC: the concept – ‘violence’ – in the centre and around it: a synonym, a phrase with the word in, an example and a connection (which could be an antonym/opposite). Provide one example of each to support the learners understanding of the SPEC. See Resource Sheet 3a for a blank SPEC and Resource Sheet 3b for an example of a completed concept SPEC.  The concept SPEC can be used to reinforce and refer to in later learning and it can be added to as lessons progress. | 10 mins. |

**b. Main activities**

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| --- | --- |
| **Activity** | **Time** |
| **1. Non-violent…violent spectrum with examples**  Either in small groups with cards or as a whole class with examples read out by teacher:  Order examples(on RS4) of violent or non-violent actions on a spectrum from Violent at one end to Non-violent at the other.  ***If carried out in small groups:*** ask groups to note down any criteria that they come up with for deciding whether an action is non-violent or not and ask them to feed these back at the end.  ***If carried out as a whole class:*** label each end with ‘violent’ and ‘non-violent’, read out each example and ask learners to move to a position on the spectrum line depending on whether they think the action is more or less violent/non-violent. Allow learners who are near to each other to tell each other their reasons and then ask for some reasons from different parts of the spectrum. If they hear an argument that they find convincing, learners can change their mind and move any time they wish.  Points of disagreement might be about (these can be drawn out and recorded on the board):   * Property damage vs. damage to living beings * Deception vs. openness * Intention vs. outcome   For background discussion of some of these dilemmas and others: [https://turningtide.org.uk/2016/09/30/common-dilemmas-non-violence/](https://turningtide.org.uk/2016/09/30/common-dilemmas-nonviolence/)  (For a more advanced activity which introduces a vertical axis of ‘against violence’ and ‘for violence’ refer to the optional slides 8 & 9 on the slide set for this lesson.) | 30 mins. |
| **2. Principles of Non-violence**  Distribute different quotes on non-violence to each group (RS5) and ask them to discuss them, identifying any questions of clarification or words that they don’t understand and ask them to come up with a way of explaining the meaning of the quote so that others in their class will understand. (Select quotes according to age/reading ability of learners.)  Ask each group to explain their quote.  OR  Stick up a selection of quotes around the room and ask learners to walk round reading them and then go to a quote that they like. Invite learners to give reasons for their choices.  Display and talk through an example of ‘Principles of non-violence’ (RS6) from Turning the Tide, a non-violence social change programme working in the UK and East Africa.  Ask learners what these principles might mean in practice if they were used in school, their homes, local, national and global community. It may be useful to elicit an example of an action at each level for them to apply the principles to.  Learners could also use these principles as examples of what non-violence might mean in practice when they analyse the case studies in this resource. A simplified version of these is on the Resource Sheet. | 20 mins. |

**c. Reflection / evaluation**

In pairs and go round – ‘One thing I have learnt… One thing I would like to find out or explore next…’

**d. Suggested follow-up activities**

P4C enquiry using Lesson 1 and Lesson 2 as stimuli for question generation.

Lesson on why non-violence is used in resistance movements (see Resource Sheet 7) or draw this out from the case studies – asking why the movement decided to act non-violently in each case.

**Teachers’ Evaluations of Lessons**

Pupils placed their cards along the spectrum giving reasons for their position, if others disagreed they put forward their thoughts, pupils then could rethink their reasoning. As more cards were added this created more discussions, comparing action cards and questioning of levels of violence. This did show that people have different opinions on what they class as non-violent/violent. The meaning of some words on the cards needed explaining.

The concept SPEC –(gave pupils their own quadrant on A4 paper) pupils struggled at first (as my first time and theirs with this concept) but once given an example in each quadrant all pupils then came up with many examples for each quadrant. Pupils shared their ideas which we put on to a large quadrant.

Next time I would maybe have an example card for each section to put in place.

What we have learnt:

• I have learnt in history that there has been a lot of violence.

• One thing I have learnt is that non-violence is usually hard to use and violence usually comes first.

• I have learnt that you can solve things without being violent.

• One thing I have learnt is that non-violence can sometimes, maybe always be more powerful than violence. And that we usually jump to violence when we see things that are new.

• One thing I have learnt is that non-violence always equals peace, calmness, happiness and no loss.

• I have learnt that non-violence is a better way to deal with things than violence.

What we would like to find out:

• I would like to find out why violence starts.

• I would like to find out why people are violent.

• I want to find out about non-violence because we need to use it more.

• I would like to find out more about the concept of peace.

• Who has used violence to solve things?

• One thing I would like to find out about is power and how we should use it.

• One thing I would like to find out or explore next is to see if non-violence works.

• I’d like to know what non-violence feels like.

• One thing I would like to find out is if everyone will follow non-violence.

• I would like to know in which cases non-violence wouldn’t help.

Looking at principles of non-violent protest and deciding which ones we like and which we would question (orange for challenge, yellow for agree and annotations) gave the children a chance to critically analyse some complex ideas and to start to think about how their own values affect their reaction.

Looking at the SPEC (synonyms, phrases, examples, connections) wheel and categorising elements into the four quadrants:

This went well and most of the children were excited by this concept.

It was a good way to encourage tangential thoughts.