

Non-violent Action: A Force for Change Introduction to the Lessons



helen.griffin@decsy.org.uk



www.decsy.org.uk

Development Education Centre
South Yorkshire
Education for a just and sustainable world

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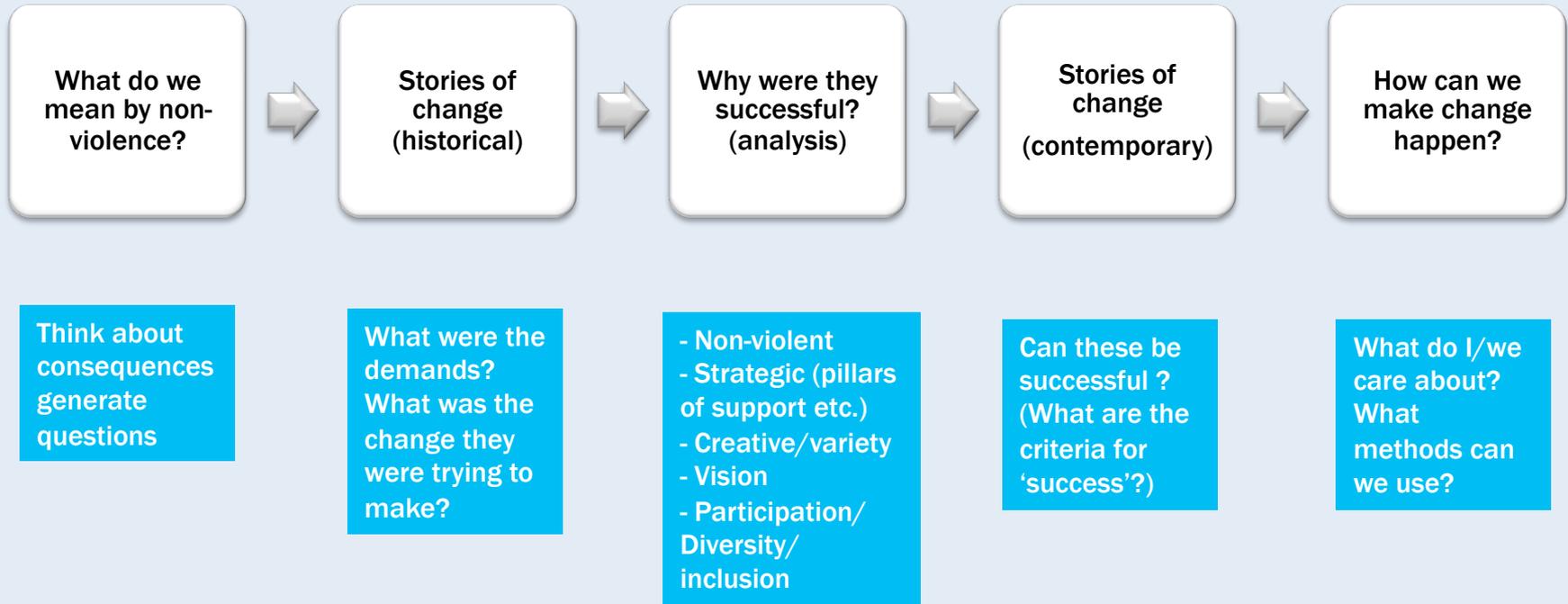


The lesson plans for 8-14 year-old learners:

- Provide inspiring case studies of groups of people locally and from around the world, past and present, involved in non-violent social change.
- Offer pupils ways to think critically about gender issues and enable them to understand that masculinity can be expressed in non-violent ways.
- Engage pupils with local and global issues so that they feel motivated to work for change.
- Help pupils to decide on actions with a local or global impact and give them the tools to carry them out.



Overview of Lessons

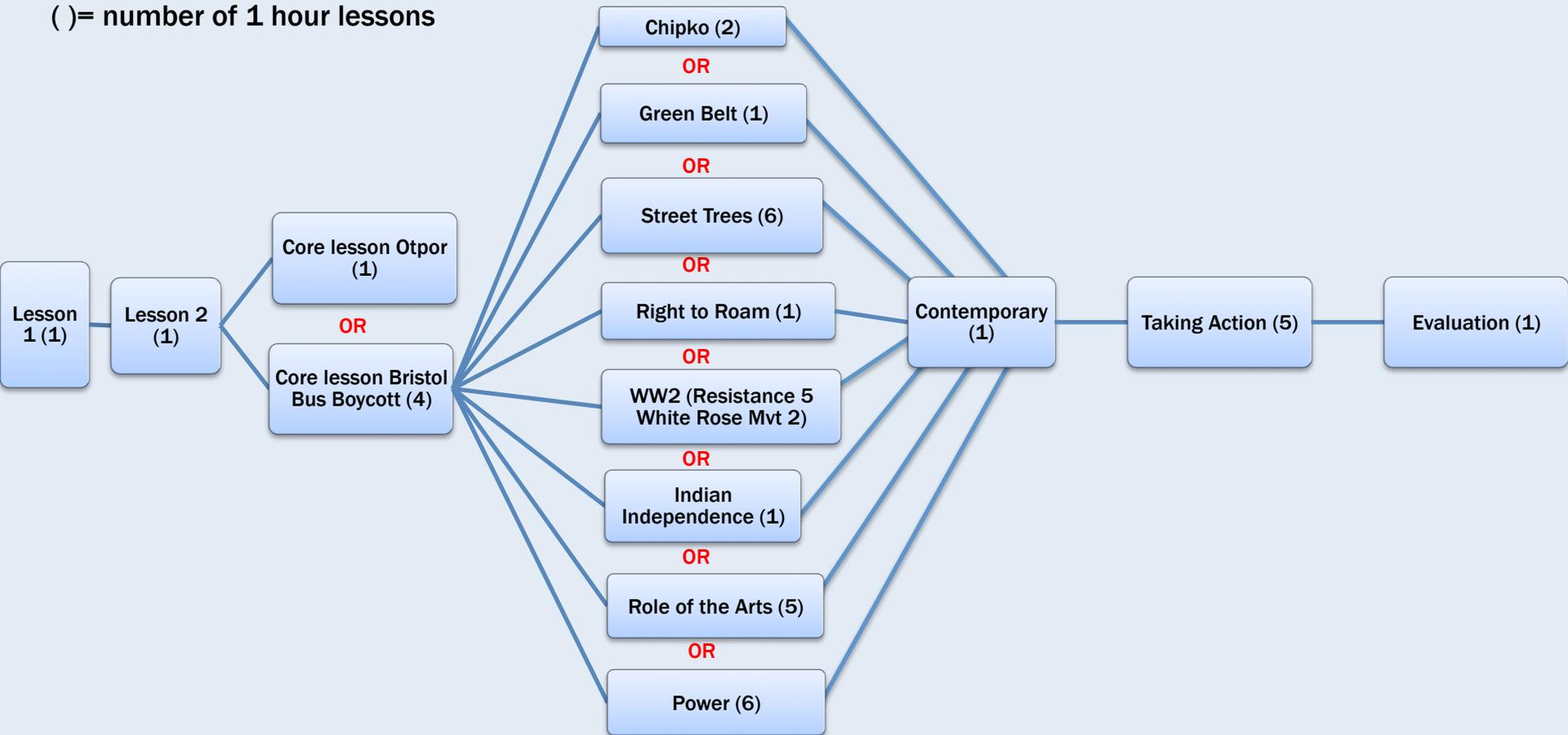


P4C and other interactive methodology running throughout



Pathway through lessons

()= number of 1 hour lessons



Pathway through the lessons

Lessons 1 and 2 introduce the idea of making change non-violently starting with learners' ideas for how to make change happen. The concept of non-violence is explored through discussion activities. These lessons could be used independently of the rest of the resource.

These lessons lead onto a choice of 2 core case study lessons which introduce the idea of Pillars of Support – either Otpor in Serbia or the Bristol Bus Boycott.

After one or both of these lessons, there is a choice of historical case studies which can be selected according to the needs of the curriculum or interests of the learners. They link with the themes of democracy, environment and human rights/social justice. These are listed below.



Historical case studies

Democracy

- Otpor: Resistance to Milosevic in Serbia (1998-2000)
- WW11: Danish Resistance (1940-1945) and Rosenstrasse (1943)
- WW11: White Rose (1942-1943)
- Singing Revolution, Estonia, Latvia, Lithuania (in 'Role of the Arts') (1987-1981)
- Indian Independence (1930-1947)

Environment

- Chipko in India (1970s-1980)
- Green Belt Movement in Kenya (1988-1989)
- Right to Roam in Derbyshire, UK (1932)
- Sheffield, UK Street Trees (2015-2019)

Human rights/social justice

- English Disco Lovers UK (in 'Role of the Arts') (2012)
- Bristol Bus Boycott (1963)



Pathway through the lessons (ctd.)

There are additional lessons on the theme of 'Power' which could be used at any point or independently of the rest of the resource.

The 'Contemporary Case Study' lesson plan follows on from the historical case studies and is a way for learners to apply their knowledge of how movements can be successful to any contemporary examples that they can find.

The 'Taking Action' series of lessons provide a pathway for the learners to identify a change in their school or local community that they would like to make, decide on ways to act together to make the change and carry it out. The methodology enables learners to make their own decisions and take action with support of their teachers thus putting pupil voice at its heart. Again these lessons could be used independently of the rest of the resource.

The 'Evaluation Lesson' could be used before or after the 'Taking Action' lessons and provides a way of evaluating learning by returning to the objects in Lesson 1.



Teaching and learning approaches

- Philosophy for Children (P4C) is a teaching and learning approach used throughout the materials and, although not essential, we recommend that educators access training on this: <https://www.decsy.org.uk/courses/>
- Mantle of the Expert is used in the Sheffield Street Trees case study. Guidance on this drama approach can be found at this very helpful website: <https://www.mantleoftheexpert.com/>
- Drama approaches (e.g. role play and freeze frames) along with other arts-based approaches are used throughout the resource to actively engage learners in their learning.



Content of the lessons

Each set of lessons includes:

- A lesson plan
- A PowerPoint (which is usually optional)
- Learner resource sheets (labeled 'RS')

Please note that where films are embedded in PowerPoints web links are also included if these do not open on your computer (see notes to PowerPoints).



Curriculum links and glossary

- Detailed curriculum links to the English, Welsh and Scottish curriculums will be provided in a separate document.
- A glossary will be provided in a separate document.



Recommended Resources

Books for Learners

'Greta and the Giants: inspired by Greta Thunberg's stand to save the world' by Zoë Tucker and Zoe Persico, 2019, Frances Lincoln (picture book for younger learners).

'Protest: How people have come together to change the world' by Alice & Emily Haworth-Booth, 2021, Pavilion (mentions many of the movements in the lesson plans and many more).

'This is a Dictatorship' by Equipo Plantel & Mikel Casal, 2021, Book Island (simple picture book that explores the meaning of dictatorship)

'People of Peace 40 Inspiring Icons' by Sandrine Mirza & Le Do, 2017, Quarto Publishing

'No one is too small to make a difference' by Greta Thunberg, 2019, Penguin.

'United We Are Unstoppable: 60 Inspiring Young People Saving our World In Their Own Words' ed. Akshat Rathi, 2020, John Murray

Books for teachers/educators

'Street Spirit The Power of Protest & Mischief' by Steve Crawshaw, 2017, MOM Books Ltd. (book with photos and information which could also be used with older learners)

'The Power of Protest: A Visual History of the Movements That Changed the World' by Brenda Griffing, 2018, Sourcebooks, Inc.

'Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict' by Erica Chenoweth & Maria J. Stephan, 2011, Columbia University Press

'From Dictatorship to Democracy' by Gene Sharp, 2002, Serpent's Tail

'Waging Nonviolent Struggle, 20th Century Practice and 21st Century Potential' by Gene Sharp, 2005, Porter Sargent Publishers, Inc.

'A Force More Powerful: A Century of Nonviolent Conflict' by Peter Ackerman and Jack Duvall, 2000, Palgrave

'This is an Uprising: How nonviolent revolt is shaping the Twenty-First Century' by Mark Engler and Paul Engler, 2016, Nation Books

'Nonviolent Resistance to the Nazis' by George Paxton, 2016, Youcaxton Publications.



Recommended Resources

Films/audio for teachers/educators (links to films for learners appear throughout the lessons)

'The success of nonviolent civil resistance: Erica Chenoweth at TEDxBoulder' 12:33 mins Nov 2013

<https://www.youtube.com/watch?v=YJSehRIU34w&t=14s>

'What Makes Nonviolent Movements Succeed, with Erica Chenoweth' 59:06 mins Mar 2023

'Gene Sharp – How to Start a Revolution' 1:22 mins Sept 2013 Vimeo

<https://vimeo.com/ondemand/genesharp>

'How to topple a dictator' BBC Sounds 8:59 mins Sept 2020

<https://www.bbc.co.uk/sounds/play/w3ct0xhx>

'Direct, structural, and cultural violence' HarvardX YouTube 2:14 mins June 2017

https://www.youtube.com/watch?v=LW_rTeawAi0

'A Force More Powerful' ICNC Episode 1 – India, Nashville, South Africa, Episode 2 – Denmark, Poland, Chile 1:17 per episode

<https://www.nonviolent-conflict.org/force-powerful-english/>

Websites for teachers/educators (links to websites for learners appear throughout the lessons)

Empowering Nonviolence

<https://www.nonviolence.wri-irg.org/en>

Interesting articles on key concepts and strategies.

Turning the Tide <https://turningtide.org.uk/> : Includes toolkit of activities

International Center on Nonviolent Conflict: <https://www.nonviolent-conflict.org/> Includes articles about recent nonviolent movements.

Metta Center for Nonviolence:

<https://mettacenter.org/nonviolence/introduction/> With helpful introductions to nonviolence.

Global Nonviolent Action Database:

<https://nvdatabase.swarthmore.edu/> Information about hundreds of cases of nonviolent action, from all continents and most countries including most of the case studies appearing in NFAFC lessons.



Authors and Acknowledgments

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Editor/writer: Helen Griffin, DECSY

Initial writing group:

Clive Belgeonne, DECSY

Rheanna Griffin

Laurence Hallam (Gooseacre Primary, Barnsley)

Carey O'Donoghue (Emmaus Primary)

Sikhumbuzo Ndlovu (Hinde House Secondary Phase, Sheffield)

Other contributors:

Lucy Holbrook (consultant and writer 'Power' lessons)

Katherine Wedell (RE consultant)

Brogan Nichol (illustrator)

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Nuo Chen (Sheffield University BA Education, Culture and Childhood placement)

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Meghan Tipping, Rebecca Conway and Rachel Goodwin (St Catherine's RC Primary, Sheffield)

Sikhumbuzo Ndlovu (Hinde House Secondary Phase, Sheffield)

Carey O'Donoghue and Louise Illien (Emmaus RC and CE Primary, Sheffield)

Tina Graham, Claire Alexander and Kim Botham (Greasbrough Primary, Rotherham)

Anneke Caudwell (Prince Edward Primary, Sheffield)

Ben Parkin and Chloe Darby (Rockingham Junior & Infant, Rotherham)

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Rhys Owen (Lound Junior, Sheffield)

Carmen Kalnars (Malin Bridge Primary, Sheffield)

