

## **Summary of 24 September workshop: Nonviolence, a dangerous idea**

### **Overall goals for the Year-long course participants**

- become more effective in your campaigning and activism
- learn tools for radical change
- develop as trainers/facilitators for activist and community groups working for social change

### **September 24, 2011: NV, a dangerous idea workshop goals**

- Explore our understandings of what nv and violence (direct/cultural/structural)
- begin to build the group, help people to understand how the course will be

### **Guidelines and Goals for workshop/the course -**

- be pro-learning and curious (every moment is a learning opportunity)
- take care of yourself so you can be there for others
- keep focused on our group and our learning activities, finish the day/year

### **The day's plan of activities**

- Practical welcome – hello
- Diversity welcome - a call and response ritual welcoming our diversity. The intention is inclusion and to acknowledge our differences, uniqueness and as well as our shared qualities.
- Table of offerings (TOO) – people chose an object from a random assortment of objects and explained the object's connection to them committing themselves to activism, social justice work, peace-building
- Mingle and chat with other participants about 1. one thing about yourself that they may not know, next partner 2. How are things going for you?, third partner 3. What's on your mind? and the fourth person was how you met your buddy for the day!
- Nonviolence spectrum - a whole group discussion using about how nonviolent an action is. some of the examples used were
  - Standing in front of the Huddersfield council building handing out leaflets and shouting at the councillors to save local jobs and abandon the cuts, as they walk in is nonviolent.
  - Turning your local bank into a playgroup with children for the morning is nonviolent.
  - A group of protesters using spray paint to write 'This is sexist and offensive to women' on a billboard of a woman wearing bikini advertising a car is nonviolent.

- Buddy chats using active listening to discuss 1. how was that exercise for you? 2. what is nonviolence? 3. what is violence? Buddy pairs then made groups of 4 with another and tried to agree principles or characteristics of nonviolence. What does it look like?
- Bring and share lunch (yum!)
- the Water glass game - an exercise exploring different styles of teaching, learning and sharing information, resources
- video clip: Mork versus the KKK discussion – what types of violence did you see present, how did Mork de-escalate a tense a situation. this is the video clip <http://www.youtube.com/watch?v=-yR6PcwZtB0>
- short drama pieces about a time you saw or intervened effectively in a violent situation with nonviolence
- evaluation and closing