

## **People Power and Pedagogy: Methods for Teaching about Nonviolent Struggle**

Thursday, June 13th

9:00am - 5:00pm

### **9:00am - Welcome, Learning Plan Overview and Intro to ICNC**

- Who am I?
- What is the plan for the day?
- What is ICNC?
- What are the pedagogical theories that inform what we are going to do?
  - Paulo Freire
  - Septima Clark
  - Myles Horton

### **9:30am - Paired Interviews/Introductions**

- What is your name?
- What is your title? What are your unofficial titles?
- Why did you choose to participate in this workshop? What do you hope to learn?
- If you could have dinner with anyone, past or present, dead or alive, who would it be and why?
- What are five words or phrases that you associate with the word, "conflict?"
- (rules: you don't get to say anything that is not a question. The goal is to learn as much about your partner as you can in five minutes using these questions as the guide)

### **10:00am - Conflict Chart**

- Participants discuss whether or not they agree with where certain words or phrases were placed on the chart.
- "Letter from a Birmingham Jail" quote is shared to explain the civil resistance understanding and appreciation for conflict.

### **10:30am - BREAK**

### **10:45am - Power Chairs**

- Participants are invited into the middle of the circle, one at a time, and asked to re-arrange three chairs into a configuration that they think demonstrates power.
- Those who are observing are asked to take mental notes of the different configurations and be prepared to ask questions about those configurations once the exercise is complete.

### **11:00am - Monolithic and Pluralistic Power**

- A couple different ways to visualize this
- Visual slide show

### **11:15am - Power Sculptures**

- How we define our reality will shape our reality. How we define power will shape who we think has it, how we exercise it, and how we build it.
- Participants are broken up into three equal sized groups and are tasked with creating a human sculpture that feel represents a specific theory of power (Boulding, Starhawk, and/or Sharp).
- They come back and create their sculpture for the rest of the group and those who are observing must then guess which theory of power the sculpture represents.

### **12:00pm - Obedience**

- Participants are asked to analyze the power dynamics in the workshop room.
- Who has power and why?
- Why do people obey?
  - self-interest, fear of sanctions/punishment, habit, moral obligation, indifference
  - psychological identification with ruler, lack of self-confidence
- What else does the power structure rely on?
- What can you do to alter shift power? Shift patterns of obedience? Withdraw

### **12:30pm - LUNCH**

### **1:30pm - Debrief of Morning Exercises**

- 10 minute discussion with partner
- 30 minutes harvesting ideas, adaptations, concerns

### **2:15pm - Nonviolent Conflict Analysis**

- Screening of A Force More Powerful (Nashville segment)
- Participants are broken up into three equal sized groups, each of which is tasked with viewing the segment through a particular analytical lens - pillars of support, spectrum of allies, and tactical map.

### **3:15pm - BREAK**

### **3:30pm - Tactical Analysis - Nonviolent and Violent Spectrum**

- Individual ranking exercise (handout)
- Participants broken up into two equal sized groups and work on coming to consensus around a spectrum from most violent to most nonviolent tactics
- Participants place themselves along the spectrums they created with their group standing where, for them, the line is crossed from nonviolent to violent. Participants discuss why they are standing where they are standing.
- Participants take a look at how the other group laid out their spectrum and they get to ask each other questions about how the other group made their decisions.

### **4:30pm - People Power: The Game of Civil Resistance**

### **4:45pm - Debrief of Afternoon Exercises**

**5:00pm - END**