Ahimsa Center K-12 Teacher Institute Lesson Plan

Title: From Violence to Nonviolence: Experiments with Truth

Name, School Affiliation, Location:
Caroline Hay, Tualatin High School, Tualatin OR

Grade Level / Subject Area(s):
Advanced-level ESL and Spanish for Native Speakers (Spanish Language Arts)

Duration of Lesson:
Approximately two ninety-minute class periods with an additional two weeks for students to complete the final assignment.

State Standards:
ESL:
Oregon - English Language Development, EP.EA.17 - Early Advanced:
Define concrete and abstract topics using irregular nouns, singular and plural, personal and possessive pronouns and adjectives.

Language Arts:
Oregon - Language Arts, EL.HS.RE.08:
Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.
Oregon - Language Arts, EL.HS.SL.10:
Formulate judgments about ideas under discussion, and support those judgments with convincing evidence.

Lesson Abstract:
Students will explore the nature of violence in its broadest definition and then learn about the concept of nonviolence and how nonviolent values were reflected in the lives of Gandhi and César Chávez. The lesson will culminate with a menu of nonviolent "experiments" that students choose from to complete and then reflect on.

Guiding questions:
What is violence and where is it present in my life, my community, and my world?
What personal values and characteristics do nonviolent people demonstrate?
How can I experiment with nonviolence in my own life?
Content Essay:

**Violence**

When we hear the word violence, we often think of it as something physical and concrete - school shootings, teen suicide, war, genocide. Do these types of events represent the entirety of violence, or does it extend much further? A closer examination of the nature of violence shows that it is much more widespread, including psychological or verbal violence, violence against the environment, and structural violence like sexism or racism. While violence is generally understood by many as the use of physical force to cause harm, injury, or even death, we should really use a much broader definition of violence as any time power is used to control, oppress, or cause harm to another, a definition of violence that Gandhi and César Chávez held to be true.

Gandhi argued that violence is not natural. In fact, he argued that when we note an incidence of violence but take no note of an act of nonviolence, we are actually highlighting what is against our natural human nature. In *Hind Swaraj* (2009) he gives an example: if two brothers were to have a disagreement and then reconcile, no one would be particularly surprised, but if they use violence or go to law against each other, which he describes as "another form of the execution of brute force" (pg. 88), they would probably make the evening news. If nonviolence is the more common human response, why and how it is that violence in all its forms has become so widespread in so many societies around the world? The answer may lie in the way that the entire structure of modern society affects its citizens. Gandhi critiqued modern civilization in a way that implies its sum effect is one of violence and destruction, in many forms. Because we live within violent systems, César Chávez stated that, "Most of us honor violence in one way or another" (Orosco, 2008, pg. 23). We are all, to a greater or lesser degree, complicit in, and in some cases contributing to, the systems of violence that operate in our daily lives, but systems that Gandhi and Chávez would argue are not humanity's natural inclination but rather go against our conscience.

**Nonviolence**

It is from an understanding of the destructive effects of nonviolence that Gandhi and Chávez came to a belief in the power and importance of nonviolence. If violence is hatred, denial of love, and an exertion of unjust power over another, in ways large or small, then "passive resistance is soul-force exerted against physical force. . . . love conquering hatred" (Gandhi, 2009, pg. 83). Chávez described how "the goal of a social justice movement is to challenge this myth of violence by showing that there are other ways to develop power and authority" (Orosco, 2008, pg. 39). Nonviolence, what Gandhi would call ahimsa, is a way to change the structures of violence affecting all human beings on the planet.

Fundamentally, although perhaps to differing degrees, Gandhi and Chávez viewed nonviolence as a way of being, in addition to being a means to social change. Raghavan Iyer (1988) explains that "Gandhi felt that man's moral stature depended on a constant readiness to hold certain values as sacred and absolute" (pg. 30). Iyer continues:

Ahimsa, in the widest sense, means a willingness to treat all beings as oneself. Thus ahimsa is the basis of amasakti, selfless action. It is equivalent to the realization of absolute Truth, and it is the goal towards which all human beings
move naturally, though unconsciously. Ahimsa cannot be realized alone; it has meaning only in the context of universal human interaction and uplift. Like truth, ahimsa, when genuine, carries conviction in every sphere. Unlike many forms of love, however, ahimsa is embodied by a truth-seeker not out of longing or lack, but out of a sense of universal obligation. It is only when one takes the vow of ahimsa that one has the capacity to assess apparent failures in terms of one's own moral inadequacies (pg. 6).

Gandhi and Chávez modeled a unique perspective of nonviolence as not only a political strategy, but as a state of being that could transform individuals and societies from within.

**Nonviolent Values**

There are certain nonviolent characteristics and values that Gandhi and Chávez exhibited in their daily lives and in their social justice work. In Anthony J. Parel's introduction to *Hind Swaraj*, he says that "the underlying assumption [of self-discipline] is that humans are morally fragile beings, requiring self-correction" (Gandhi, 2009, pg. xix). In *Hind Swaraj*, Gandhi (2009) states that "It is Swaraj when we learn to rule ourselves" (pg. 71), what Iyer (1998) describes as "a systematic training of the will" (pg. 2). Gandhi's work addresses "sacred and absolute" character values including: temperance/chastity, truth or truthfulness (Satya), justice or freedom from possessiveness and greed, courage and the capacity to overcome fear, a sense of dignity and pride, compassion and concern for others, constant learning and correcting one's mistakes, integrity, an openness to the world, trust, love, service, constructive work, and good conduct (Gandhi, 2009; Parekh, 2007; Sethia 2012). These are certainly character traits that César Chávez also believed in and exemplified by his life and work. What follows is a discussion of six of the principles that I believe will be most applicable and accessible to the high school students with whom I work.

**Self-Sacrifice**

A very important element of principled nonviolence is that of self-sacrifice. Iyer (1988), in interpreting Gandhi, states that "Only sustained tapas - self-suffering - is permanently purifying. Prolonged suffering is therapeutic only when undertaken for the sake of all and for Truth" (pg. 2). Both Gandhi and Chávez chose to sacrifice material possessions, time with family, and their own personal desires in order to serve the good of their communities. In addition, Gandhi and Chávez both engaged in a very difficult form of self-sacrifice during their fasts by abstaining from food.

**Courage**

Another important element of the nonviolent life is exhibiting courage and overcoming fears. Gandhi began by overcoming smaller fears, like public speaking, and later demonstrated greater courage by participating in various forms of civil disobedience in which his life was at risk. With his fasts he showed the valor of disregard for his own personal welfare. César Chávez was also frequently in situations in which there was a threat of physical harm. Perhaps even greater than the courage they showed in putting their lives on the line is the courage Gandhi and Chávez demonstrated by being willing to learn from their mistakes, to change themselves, and to be brave enough to believe in and defend nonviolent principles when so many others did not.
Compassion
A nonviolent person also feels and demonstrates love and compassion toward all human beings. The justification for nonviolence in its broadest sense is founded on the idea that we must recognize the humanity of all people, even those who oppress us. Orosco (2008) explains that "Chavez continually warned his followers that something important and powerful would be lost in their struggle for justice if they started to adopt strategies that discount the humanity of individuals" (pg. 50). Compassion, love, care, and their other attendant synonyms all boil down to seeing others as human beings like ourselves and treating them as such, the true foundation of principled nonviolence.

Work
Gandhi and Chávez believed in the importance of labor and constructive work. Gandhi said "Thirty-four years of continuous experience and experimenting in truth and non-violence have convinced me that non-violence cannot be sustained unless it is linked to conscious body-labour" (Gandhi, 1940, pg. 245). Gandhi was an advocate for the poor in India just as Chávez was an advocate for the poor farm workers of the American Southwest, and in those groups they most ardently defended they were familiarized with the value of work and its contribution to society. It is interesting that neither man stated that society would be better off if everyone were rich, but instead recognized the value of labor in creating a world in which everyone contributes equally to the welfare of all and there is no exploitation. Gandhi's "bread-labor" farms, like Phoenix Farm and Tolstoy Farm, showed how people could live sustainably and cooperatively and feel satisfied that their manual labor was serving a higher purpose.

Pride
Becoming a nonviolent person also involves developing feelings of dignity and pride within oneself and within communities. César Chávez believed that participation in La Causa was important not only to effect social change, but also to develop pride within the people involved. Pride is earned not through superficial accomplishments, but through participating in social action. César Chávez said that regardless of the ultimate success of the movement, "Hispanics across California and the nation . . . are better off today because of what the farm workers taught people - about organization, about pride and strength, about seizing control over their own lives" (Orosco, 2008, pg. 10). Chávez knew that Latinos/as who participated in La Causa became more aware of their own social power and ability to make change. José Orosco (2008) also discusses how Chávez incorporated elements of Latin American heritage, particularly those of pilgrimage, penitence and revolution, that helped Latinos/as connect to the movement and feel pride in its goals and its methods. A sense of pride also comes from being part of a united community. Knowing this, Gandhi encouraged Indians to adopt an Indian identity rather than identities based on India's various religions, languages, or social groups (Sethia, 2012).

Learning
A last principle of nonviolence that is very applicable to students is that of learning and education. While Gandhi and Chávez came from different social classes and Gandhi had a high degree of formal education while Chávez was only able to attend school through the eighth grade, they both had a passion for constant learning and intellectual growth. They both read widely, and even more important than book learning, learned from those around them, like what Gandhi learned traveling India to learn about the
conditions of the people, or the lessons Chávez learned and internalized from his mother. A key part of their learning was also being willing to admit and correct mistakes. For example, Gandhi represented many patriachal views in his relations with his wife and other women early on, but evolved to a more liberated view of women as being equally important in society and in the nonviolence movement.

**Conclusion**

I believe in and agree with the idea that "individuals can intuit ethical principles when the veil of forgetfulness and fear is lifted" and that "everyone must be encouraged to exemplify what he or she knows to be right" (Iyer, 1988, pp. 2-3). I believe that my role as a teacher with this lesson is not to teach students that there are worthwhile values to develop, because they already possess the knowledge inside of themselves about right and wrong, but to encourage them and give them opportunities to experiment with good decision-making in the spirit of Gandhi's experiments with truth. I hope that learning how Gandhi and César Chávez learned to live nonviolent values will inspire them to begin, or continue, to transform themselves and feel more satisfaction in their lives.

**Bibliography:**


**Teaching Activities:**
*Draw a circle on the board, ask students to define "violence," writing their responses in the circle.

*Give definitions of violence and discuss. Based on expanded definitions, erase first circle and draw a much bigger circle on the board, then as a class brainstorm what would be included in the broader definition. Discuss if any of the parts of the definition are connected to one another and draw lines between connected ideas.

*Give homework assignment: "Paying Attention to the Violence in Me and Around Me." Explain process, show and discuss examples. Students have two or three days to complete assignment. On due date, have students compare in small groups and lead whole-class discussion on day assignment is do. I also complete the log and share results with students.

*Using notes as a guide, have students help to fill in a chart on the board about himsa and ahimsa, discussing throughout. Then add concepts of humanization and dehumanization and discuss. Also mention negative and positive peace and examples.

*Discuss - how have people figured out that nonviolence is a more satisfying way to live? They experimented and tried it out. Discuss concept of truth and how we discover if things are true for us or not.

*Working individually or with a partner, students write "ahimsa" on a sheet of paper, create their own working definition underneath, then add 3 examples on the left, 3 non-examples on the right, and 3 symbols to represent the idea. Students pass papers around to see what other students have come up with. Students then work individually or with a partner to write a paragraph definition of nonviolence, using ideas from discussion and previous activity.

*Give brief overview of Gandhi and César Chávez - who they were, what they did, etc. Ask students first what they know, using visual images to spark recognition.

*Discuss how Gandhi, César Chávez, Martin Luther King, Jr., etc. believed that nonviolence was more than just a way to change things that are unjust in the world but a way to live a more satisfying life.

*Place students in groups of three or four. Each group will receive slips of paper with the six chosen values and examples and cut-up slips of examples for each value. They work cooperatively to read the examples and categorize them according to the value they most represent. I have used different examples in English and Spanish for students who may be enrolled in both ELL and Spanish for Native Speakers. While I have categorized them according to a given value, students may categorize them differently and be able to explain why. Discuss choices as a whole class. During discussion, place a master set of examples on posters around the room corresponding to the six values.

*In same groups, students will individually be given a paper with four sections, with each value assigned to a different group. What other words do you associate with this
value? Is it easy or difficult to live - why? When have you lived this value? When have you done something that goes against this value? After completing individual sheets they will discuss as a group and make a group sheet. Students will then rotate groups to read what others have written and make a contribution to each sheet as they go. We will then discuss as a whole class. Give students posters from previous example to use for reference.

*Homework for the following class will be an "ahimsa hunt." On their own paper, students will search for examples of ahimsa in themselves, their friends and family, people they observe, and even on television and write their examples down. Set a goal as a class for a total number of examples they want to try and find. Discuss findings next class.

*Explain "Experiments with Nonviolence" activity, clarifying and answering questions as needed. Check in with students over the next two weeks to see how experiments are going and to provide support. Also share with students my own experiment choices and how I am progressing.
**Definitions of Violence:**

Use of physical force or power against oneself, another person, or against a group of people, that causes or could cause injury, death, harm, or inequality. *El uso de fuerza o poder contra sí mismo, contra otra persona, o contra un grupo de personas, que causa o podría causar muerte, daño, perjuicio o desigualdad.*

Self-inflicted, interpersonal, organized
(adapted from unesco.org)

An action that causes people not to be able to reach their potential physically or psychologically. *Una acción que causa que personas no puedan lograr su potencial ni física ni psicológicamente.* Institutions unevenly distribute resources like money, education, or medical services in a way that unfairly and negatively affects life for many people. *Cuando instituciones distribuyen de una forma desigual los recursos como dinero, educación, y atención médica para que como resultado la vida sea afectada negativamente e injustamente para muchas personas.*

(adapted from Galtung as quoted in Orosco)

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<tr>
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<th>Violence (Himsa)</th>
<th>Nonviolence (Ahimsa)</th>
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<tbody>
<tr>
<td><strong>What is it based on?</strong></td>
<td>separation division within oneself self vs. others humans vs. nature</td>
<td>oneness unity indivisibility of all existence integrity of though-action</td>
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<td><strong>What does it want?</strong></td>
<td>to hurt, defeat, exploit</td>
<td>to change minds and hearts, cultivate compassion, heal wounds</td>
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<td><strong>How does it work?</strong></td>
<td>often unconscious inflicted on others coercion, control</td>
<td>conscious/mindful choices, cannot be imposed, operates by increasing awareness, cooperation, collaboration, negotiation, finding common ground</td>
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<td><strong>Where does it get power?</strong></td>
<td>collective, institutionalized, systemic, structural</td>
<td>individual, individual transformation before social transformation</td>
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<td><strong>What are the results?</strong></td>
<td>negativity, no lasting happiness</td>
<td>elevates humanity to higher level, lasting happiness</td>
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(Sethia, 2011)
Paying Attention to the Violence In Me and Around Me

Instructions:
For three days you will make an inventory of all the types of violence you notice in yourself or observe in those around you. Please use the examples to guide your entries. If you need more space, attach a piece of notebook paper.

Remember, violence includes:
Physical violence, physical abuse, emotional abuse, bulling, saying something bad about someone else, thinking bad things about yourself or wanting to harm yourself, violent injustices in the world like racism, sexism, discrimination against immigrants, etc. Violence is anything that can hurt you or someone else.

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Examples:
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<tbody>
<tr>
<td>Mon, Sep. 25</td>
<td>Morning during math class</td>
<td>5 minutes</td>
<td>I heard a group of girls in the back of the room making fun of another student for her hairstyle and clothes.</td>
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<tr>
<td>Mon, Sep. 25</td>
<td>During lunch</td>
<td>10 minutes</td>
<td>Two kids got in a fight in the cafeteria and we stood around and watched them.</td>
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<tr>
<td>Mon, Sep. 25</td>
<td>During history class</td>
<td>An hour</td>
<td>The movie we watched in history class contained scenes of shooting and killing during a war.</td>
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<tr>
<td>Mon, Sep. 25</td>
<td>After school</td>
<td>30 seconds</td>
<td>When my little brother asked for help with his homework I told him to stop bugging me.</td>
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<tr>
<td>Mon, Sep. 25</td>
<td>5:00 p.m.</td>
<td>1 hour</td>
<td>I played a video game with my friends where we beat up people.</td>
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<tr>
<td>Tues, Sep. 26</td>
<td>6:00 p.m.</td>
<td>2 minutes</td>
<td>My uncle told us how the boss at his job treats the white workers better than the Latino workers.</td>
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<tr>
<td>Tues, Sep. 26</td>
<td>10:00 p.m.</td>
<td>30 minutes</td>
<td>Talked on the phone to my friend about a party this weekend. My mom doesn't want me to go so I thought of telling her that I'm going to a sleepover.</td>
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<tr>
<td>Tues, Sep. 26</td>
<td>11:00 p.m.</td>
<td>15 minutes</td>
<td>I heard my parents fighting in the other room.</td>
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Poniendo atención a la violence dentro de mí y alrededor de mí

Instrucciones:
Por tres días harás un inventario de todos los tipos de violencia que observas en ti mismo/a y en los demás al tu alrededor. Usa los ejemplos que se dan para guiar el proceso. Si necesitas más espacio donde escribir, agrégale otra hoja de papel.

Recuerda que la violencia incluye:
Violencia física, abuso físico o emocional, el acosamiento, decir cosas malas sobre otra persona, pensar mal de ti mismo o querer dañarte, injusticias en el mundo como el racismo, el sexismo, la discriminación contra los inmigrantes, etc. Violencia incluye cualquier cosa que pueda herir, dañar o lastimar a ti o a otra persona.

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**Ejemplos:**
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<tr>
<td>Lunes, 25 de</td>
<td>Por la mañana durante la clase de matemáticas</td>
<td>5 minutos</td>
<td>Escuché a unas muchachas burlándose de otra muchacha por su peinado y su ropa.</td>
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<tr>
<td>Lunes, 25 de</td>
<td>Durante almuerzo</td>
<td>10 minutos</td>
<td>Dos chicos se pelearon en la cafetería y nos parábamos allí para verlos.</td>
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<td>septiembre</td>
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<tr>
<td>Lunes, 25 de</td>
<td>Durante la clase de historia</td>
<td>Una hora</td>
<td>Vimos una película sobre una guerra en que se disparaban y se mataban.</td>
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<td>septiembre</td>
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<tr>
<td>Lunes, 25 de</td>
<td>Después de la escuela</td>
<td>30 seconds</td>
<td>Cuando mi hermanito me pidió ayuda con su tarea, le dije que me dejara de molestar.</td>
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<td>septiembre</td>
<td>5:00 p.m.</td>
<td>Una hora</td>
<td>Jugamos un videojuego en que atacábamos y golpeábamos a varias personas.</td>
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<td>martes, 26 de</td>
<td>6:00 p.m.</td>
<td>Dos minutos</td>
<td>Mi tío nos habló de como el jefe en su trabajo trata mejor a los trabajadores blancos que a los latinos.</td>
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<td>septiembre</td>
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<tr>
<td>martes, 26 de</td>
<td>10:00 p.m.</td>
<td>30 minutes</td>
<td>Hablé con una amiga de como estamos pensando ir a una fiesta donde habrá mucha cerveza.</td>
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<tr>
<td>martes, 26 de</td>
<td>11:00 p.m.</td>
<td>10 minutos</td>
<td>Oí a mis papas discutiéndose fuerte en la sala.</td>
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Examples of Six Nonviolent Principles (Adapted from Sethia and Orosco) – KEY / CLAVE

Self-Sacrifice
When Gandhi was leaving South Africa after helping the Indian people there, they gave him a lot of gifts as a good-bye present. He felt that he could not keep the gifts and so he sold them and put the money in the bank to use for the Indian people who needed it.

Gandhi believed in an idea called swaraj, which means self-rule. Swaraj means that you control your negative feelings, like greed, anger, or revenge, and that by controlling yourself you are able to become a better person. Another idea, satyagraha, means to always search for truth and to fight against injustice without using violence. For example, if a person's conscience tells her that a law is wrong, if she follows satyagraha she will not obey that law, even if there may be dangerous consequences for her.

César Chávez once fasted, choosing not to eat any food, to try and persuade the farm workers not to use violence against the growers who were treating them unjustly.

Courage
In South Africa, the government didn't want to let a ship full of Indian people, including Gandhi, into the country and made them wait in the ocean for more than three weeks. When they finally allowed the people to enter the country, an angry group of people followed Gandhi, beat him up and almost killed him, but he did not fight back.

Because Indians in South Africa were being treated very badly, more than two thousand people marched for many weeks. Gandhi was put in prison several times during the march. Police arrested many of the people and put them in prison, then took them to work in mines, but the people refused to work, even when the guards yelled at them or hit them.

César Chávez learned from his mother to stand up for what is right. When his family was working picking cotton, one time their boss put his knee under their sack of cotton so it would not weigh as much on the scale and he would not have to pay them as much. César's mother noticed this and told him what he was doing was wrong. César's whole family was fired from that job.

Compassion
Gandhi once stole to try and pay off a small debt his brother had. He felt guilty for stealing and for lying to his family about it. He decided to confess, but because it was difficult he wrote a letter to his father and gave it to him. When his father read it he cried and forgave his son. Gandhi said that "Those pearl drops of love cleansed [cleaned] my heart."

Gandhi worked to help Indians living in South Africa who were suffering from racism and discrimination. He could not understand how people could feel good about humiliating other human beings, and he began to feel that "service to the poor was his heart's desire."

César Chávez and his brothers and sisters were often asked by their mother to drive a person somewhere. They would drive people to see the doctor or police or a lawyer when they needed it.

Work
Gandhi started a place called Tolstoy Farm where all of the people living there worked together and shared everything. They used extra water from washing to water the plants and trees. They built their own houses and even made their own sandals. They baked bread, made other food, and started a school to teach the children of the families.

Gandhi believed that Indians should make their own cloth to make clothing with so that they would not have to buy the clothing from other countries and they could be independent.

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Gandhi trained people to be dignified and to fight for their rights without violence. He taught them how to protest peacefully and how to not obey laws they did not agree with.

When César Chávez talked to the farm workers, he wanted them to feel good about their culture and their traditions and to not feel less because of their race. Many of the workers were Mexican-American, some were Filipino, some were from other cultures, and Chávez encouraged them to keep the good things about their traditions while all being able to work well together.

Learning
Gandhi learned about religion as he listened to many conversations his father had with people from various religions. He was impressed by the respect his father showed people from different religions.

Gandhi went from India to England to study. At first, because he was still learning English, he felt very uncomfortable in English and studied hard to improve his skills.
Gandhi's first experience recognizing racism was when he was working as a lawyer in South Africa. He was riding a train with a first class ticket when a white passenger got on, called him a coolie (an offensive word for an Indian person) and called for a police officer who threw Gandhi and his suitcases off of the train.

Gandhi traveled all over India so that he could see what was happening to poor people and how they were living. He listened to their stories and tried to understand what was causing the problems in his country.

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**Sacrificio**
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Cuando el padre de Gandhi estaba enfermo, Gandhi le cuidaba como enfermero, dándole sus medicinas y consolándole. Lo hizo con cariño como un acto de servicio. Nunca se acostaba hasta después de que su papá se había dormido.

Durante su estancia en Inglaterra, Gandhi decidió convertirse en vegetariano porque llegó a creer que los humanos tenían la responsabilidad de proteger a los animales en vez de cazarlos y matarlos.

Una vez Gandhi se enojó con su esposa y por poco la echó de su casa. A través de esto aprendió de su equivocación de que tenía que controlar sus emociones y siempre recordar que cada persona es un ser humano.

Desde muy chiquito, la madre de César Chávez enseñó a César y a sus hermanos la importancia de ayudar a los pobres, dándole comida a los necesitados y ayudando a los desamparados.

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**Trabajo**
Gandhi fundó una comunidad llamada la Granja Fénix en que todos eran autosuficientes - sembraban y cosechaban toda su comida, teían su propia ropa, y todos tenían responsabilidades para que la comunidad funcionara bien.

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**Orgullo**
Cuando Gandhi tenía doce años, deletró mal una palabra en un examen. Su profesor le señaló que copiara la ortografía correcta de un compañera de clase para que el director de la escuela quien estaba observando la clase pensara que todos fueran estudiantes perfectos, pero Gandhi negó hacerlo.

En una ocasión cuando un boicot no estaba dando resultados, la gente estaba a punto de darse por vencido, creyendo que la victoria no era posible. César Chávez les animó a que creyeran en sí mismos y en el poder de la Unión, diciéndoles -Sí, se puede.

**Aprendizaje**
En su juventud, Gandhi empezó a fumar con su hermano. Una vez robaron dinero para comprar cigarillos. Sintieron mal y decidieron comer una planta venenosa para suicidarse, pero no pudieron hacerlo. Después de esta experiencia, Gandhi jamás fumó, y además empezó a ver el hecho de fumar como un hábito malo.

Viviendo en Sudáfrica, Gandhi experimentó racismo por primera vez. En una ocasión fue golpeado a causa del color de su piel, y en otra ocasión a él se le negó quedarse en un hotel a causa de su raza.
Gandhi estudió muchos años para llegar a ser un abogado muy inteligente y eficaz, y utilizó su conocimiento de la ley para ayudar a la gente y trabajar contra las pólizas y leyes injustas.

Gandhi creía que el propósito de la escuela no era solamente de enseñar información, sino de desarrollar los estudiantes como seres humanos y ayudarles a lograr su potencial.

César Chávez siempre enseñaba a los hombres de que no era necesario insultar ni pegar a las mujeres, sino que deben de respetar la dignidad de las mujeres y rechazar los mensajes de la violencia que habían aprendido.

César Chávez solo pudo asistir a la escuela hasta el octavo grado. Dejó la escuela para ayudar a la familia. A pesar de eso, siempre estaba leyendo libros y aprendiendo más sobre el mundo. Siempre motivaba a las personas que estudiaran y que ganaran una buena educación.
When Gandhi was leaving South Africa after helping the Indian people there, they gave him a lot of gifts as good-bye presents. He felt that he could not keep the gifts and so he sold them and put the money in the bank to use for the Indian people who needed it.

Gandhi believed in an idea called swaraj, which means self-rule. Swaraj means that you control your negative feelings, like greed, anger, or revenge, and that by controlling yourself you are able to become a better person. Another idea, satyagraha, means to always search for truth and to fight against injustice without using violence. For example, if a person's conscience tells her than a law is wrong, if she follows stayagraha she will not obey that law, even if there may be dangerous consequences for her.

César Chávez once fasted, choosing not to eat any food, to try and persuade the farm workers not to use violence against the growers who were treating them unjustly.

In South Africa, the government didn't want to let a ship full of Indian people, including Gandhi, into the country and made them wait in the ocean for more than three weeks. When they finally allowed the people to enter the country, an angry group of people followed Gandhi, beat him up and almost killed him, but he did not fight back.

Because Indians in South Africa were being treated very badly, more than two thousand people marched for many weeks. Gandhi was put in prison several times during the march. Police arrested many of the people and put them in prison, then took them to work in mines, but the people refused to work, even when the guards yelled at them or hit them.

César Chávez learned from his mother to stand up for what is right. When his family was working picking cotton, one time their boss put his knee under their sack of cotton so it would not weigh as much on the scale and he would not have to pay them as much. César's mother noticed this and told him what he was doing was wrong. César's whole family was fired from that job.

Gandhi once stole to try and pay off a small debt his brother had. He felt guilty for stealing and for lying to his family about it. He decided to confess, but because it was difficult he wrote a letter to his father and gave it to him. When his father read it he cried and forgave his son. Gandhi said that "Those pearl drops of love cleansed [cleaned] my heart."
Gandhi worked to help Indians living in South Africa who were suffering from racism and discrimination. He could not understand how people could feel good about humiliating other human beings, and he began to feel that "service to the poor was his heart's desire."

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<thead>
<tr>
<th>What other words are associated with this value?</th>
<th>Is it easy to live this value? Is it difficult? Why? In what situations would it be easy or difficult?</th>
</tr>
</thead>
<tbody>
<tr>
<td>When in your live have you lived this value?</td>
<td>When in your life have you though or done something that goes against this value?</td>
</tr>
</tbody>
</table>

VALOR _________________________
<table>
<thead>
<tr>
<th>NOMBRE/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Qué otras palabras se asocian con este valor?</td>
</tr>
<tr>
<td>¿Cuándo en tu vida has vivido este valor?</td>
</tr>
</tbody>
</table>
**Experiments with Truth**

To experiment with principles of nonviolence for yourself, choose three experiences from the chart below to complete and then reflect on. You may choose one experiment each for three different values, or you may choose to complete three experiments related to the same value. You will have two weeks to complete three experiments.

Please write a reflection for each of your experience that addresses:
1) The experience you chose and why, and what you did.
2) Whether or not you successfully completed the experiment (if something stopped you from completing the experiment completely, discuss that in your reflection).
3) Your reactions to the experience. How did it feel? Do you think it was a positive experience in your life? What did this experiment teach you about nonviolent values?

This reflection may be written by hand, typed, or sent as an email to Ms. Hay.

<table>
<thead>
<tr>
<th>Self-Sacrifice</th>
<th>Courage</th>
<th>Compassion</th>
<th>Work</th>
<th>Pride</th>
<th>Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>For 24 hours, do not use your cell phone, computer, or ipod.</td>
<td>Identify a fear that you have and make a plan to take a small step toward overcoming it. For example, if you are very shy you might make a goal to make a comment in each of your classes for two days.</td>
<td>Find someone who is eating alone at lunch and sit by that person and get to know him or her.</td>
<td>Ask your parents what chores they need done around the house and complete two or three of those jobs.</td>
<td>Learn something new about your culture and tell someone about what you learned.</td>
<td>Choose a topic you want to learn more about and explore it. Tell another person about what you learned.</td>
</tr>
<tr>
<td>For two days, do not watch any television or movies (including on the internet).</td>
<td>When you see someone being treated badly at school this week, stick up for that person.</td>
<td>Choose three people in your classes who you do not talk to (or maybe even dislike) and during the week talk to them and ask them a few things about their life.</td>
<td>Do something that requires work with your hands, like planting a garden, fixing something, building something, or creating a piece of artwork.</td>
<td>Set a goal for something you could accomplish this week that would help you feel proud of yourself and then complete that goal.</td>
<td>Make a small or large poster to put in a room of your home with words and images that represent why it's important for you to go to college and have a career.</td>
</tr>
<tr>
<td>Identify something you often eat that is unhealthy and do not eat that food for a week.</td>
<td>If someone is mistreating you or someone you know, or if you have a friend struggling with depression, tell an adult you trust about it.</td>
<td>Ask someone in your family what you could do to help them and then do it.</td>
<td>Go to work with one of your parents to see what they do on their job.</td>
<td>Tell one of your teachers about something you do well or a goal you have accomplished.</td>
<td>If you have a younger relative at home, help that family member with his or her homework at least two days during the week.</td>
</tr>
<tr>
<td>Identify a bad habit that you have and make a goal to not do that bad habit for a week.</td>
<td>For a week, when you disagree with something you state your opinion and tell others what you believe.</td>
<td>Ask a friend what you could do to help them and then do it.</td>
<td>Interview someone who knows a skill that is done by hand about what they do and how they feel about it.</td>
<td>Participate in a new club, school, church, or community activity.</td>
<td>Talk to two of your teachers about what he or she could do to help you more or to teach you better.</td>
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<tr>
<td>For at least five minutes every day for a week, find a quiet place to just sit silently and think. Close your eyes if you wish.</td>
<td>For a week, do not copy homework from anyone or let anyone copy homework from you.</td>
<td>Participate in a community service activity.</td>
<td>If you have a group assignment or project this week, make your group productive and positive and be cooperative.</td>
<td>Keep a journal for a week, writing something every day.</td>
<td>Complete all your homework assignments for every class for a week.</td>
</tr>
<tr>
<td>For a week, do not say any bad words (in any language).</td>
<td>Think about a mistake you made. How did it happen? What could you do to avoid making that same mistake in the future? Talk to a friend or family member about it.</td>
<td>Choose someone in your life who you have never expressed love to and write that person a letter about your feelings. Give your letter to the person.</td>
<td>Whenever you see garbage for a week, pick it up and throw it away.</td>
<td>Write about something that someone has made fun of you for or said they didn't like about you. Is it true, or not? How can you feel pride about that thing? Share your writing with someone.</td>
<td>Make an appointment and talk your counselor about questions you have about college and how you can prepare yourself.</td>
</tr>
</tbody>
</table>
Experimentos con la verdad

Para experimentar con los principios de la noviolencia para ti mismo, escoje tres experiencias de la lista que aparece abajo para completar y sobre las cuales vas a reflexionar. Puedes escoger tres experiencias para tres valores diferentes, o si prefieres, puedes completar tres experimentos relacionados con el mismo valor. Tendrás dos semanas para hacer los tres experimentos. Escribirás una reflexión para cada experimento, incluyendo lo siguiente:

1) La experiencia que escogiste y por qué.
2) Si completaste bien o no el experimento. (Si algo te impidió hacer bien el experimento, habla de eso en tu reflexión.)
3) Tus reacciones a la experiencia. ¿Cómo te sentiste al hacer el experimento? ¿Crees que fue una experiencia positiva para ti? ¿Qué aprendiste sobre los valores de la noviolencia?

La reflexión se puede entregar escrita a mano, a computadora, o enviada a Ms. Hay por correo electrónico.

<table>
<thead>
<tr>
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<th>Trabajo</th>
<th>Orgullo</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Por 24 horas, no utilices ni tu teléfono ni tu computadora ni tu iPod.</td>
<td>Identifica algo que te da temor o pena y haz un plan para tomar un pasito hacia vencer ese miedo. Por ejemplo, si eres muy tímido, podrías fijarte la meta de hacer un comentario en cada una de tus clases por dos días.</td>
<td>Encuentra alguien que está comiendo sólo/a durante almuerzo, siéntate con esa persona y hacerle preguntas para conocerlo/a.</td>
<td>Pregunta a tus padres cuáles los quehaceres con que necesitan ayuda y haz dos o tres de esos trabajos.</td>
<td>Aprende algo nuevo sobre tu cultura y comparte ese conocimiento con otra persona.</td>
<td>Escoge un tema sobre el cual quieres aprender más y investigalo. Después dile a otra persona que aprendiste.</td>
</tr>
<tr>
<td>Por dos días, no veas nada de televisión ni películas (ni en el internet).</td>
<td>Cuando ves a alguien siendo maltratado en la escuela esta semana, defiende a esa persona.</td>
<td>Identifica tres personas en tus clases con quienes no hablas (o hasta que no te caen bien) y habla con estas personas durante la semana, haciéndoles preguntas para conocerlas mejor.</td>
<td>Haz algo que requiere trabajo con las manos, como sembrar un pequeño jardín, arreglar algo, o crear una obra de art.</td>
<td>Fijate una meta de algo que puedes lograr esta semana que te daría un sentimiento de orgullo y trabaja para lograrlo.</td>
<td>Haz un poster (pequeño o grande) con palabras e imágenes que representan por qué es importante para ti ir a la universidad y tener una carrera</td>
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<tr>
<td>Identifica algo no saludable</td>
<td>Si alguien está maltratando a ti</td>
<td>Pregunta a tu familia con que</td>
<td>Acompaña a uno de tus</td>
<td>Habla con uno de sus</td>
<td>Ayuda a un familiar más</td>
</tr>
<tr>
<td>Identifica un mal hábito que tienes y deja de hacerlo por una semana.</td>
<td>Esta semana, cuando no estás de acuerdo con algo que escuchas, di tu opinión y explica lo que crees tú y por qué.</td>
<td>Pregunta a un amigo/a con que necesita ayuda y hazlo.</td>
<td>Haz una entrevista con alguien que tiene la habilidad de hacer algo a mano sobre lo que hace y cómo se siente.</td>
<td>Participa en una actividad nueva, sea en la escuela, la iglesia, o la comunidad.</td>
<td>Habla con dos de tus maestros sobre qué podría hacer él o ella para enseñar y ayudarte mejor.</td>
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<tr>
<td>Por un mínimo de cinco minutos cada día (por una semana) encuentra un lugar donde te puedes sentar en total silencio y pensar. Cierra tus ojos si quisieras.</td>
<td>No copia la tarea de nadie esta semana, ni dejes que otra persona copie tu tarea.</td>
<td>Participa en un acto de servicio a la comunidad.</td>
<td>Si tienes una tarea que requiere trabajo en grupos esta semana, asegúra que tu grupo funcione bien y que todos estén cooperando.</td>
<td>Escribe un diario por una semana, escribiendo algo todos los días.</td>
<td>Haz TODA tu tarea por una semana.</td>
</tr>
<tr>
<td>Por una semana, deja de decir groserías (en cualquier idioma).</td>
<td>Piensa sobre un error que has hecho en tu vida. ¿Qué puedes hacer para evitar que vuelvas a hacer ese mismo error? Habla con alguien sobre tus pensamientos.</td>
<td>Identifica a alguien en tu vida a quien nunca has expresado tu amor. Escribe un a carta a esa persona expresando tus sentimientos y da la carta a la persona.</td>
<td>Por una semana, cada vez que veas algo de basura en el suelo, recógela y tirala.</td>
<td>Escribe sobre una vez en que alguien se burló de ti. ¿Por qué fue? ¿Lo que dijo esa persona fue verdadero o falso? ¿Cómo puedes sentir orgullo y vez de enojo? Comparte tu escritura con alguien.</td>
<td>Habla con tu consejero/a sobre preguntas que tienes sobre la universidad y cómo te puedes preparar.</td>
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