



## What Is This Module About?

“Fight For Your Rights!” “Defend Our Nation’s Freedom!” Do these slogans sound familiar to you?

You may have seen or heard similar slogans in campaigns launched by groups calling for a better society and equality for all. Such slogans are often used in protest actions or mass movements that call for a just system of governance in a workplace or in the country.

Why do people organize protest actions? Are protest actions a democratic process? Do protest actions demonstrate freedom of expression? Do they always have to be violent?

You will learn the answers to these questions as you study this module. You will also learn why people around the world protest and revolt.

This module is divided into two parts:

Lesson 1 – *The Need to Protest*

Lesson 2 – *Fight in a Nonviolent Way!*



## What Will You Learn From This Module?

At the end of the module, you should be able to:

- ◆ discuss the effects of human rights violations;
- ◆ explain your right to protest;
- ◆ explain why nonviolent protests are effective; and
- ◆ identify the various forms of protest actions.

You will meet some new or difficult words in the module. It will help you to understand clearly what you read if you know their meanings. To help you do this, look up the meaning of new or difficult words in the *Glossary* on pages 39–40.



## Let's See What You Already Know

Before you start studying this module, take this simple test to find out how much you know about the topic.

Read each statement carefully. Put a check mark (✓) in the appropriate column to indicate whether you **Agree** or **Disagree** with the statements.

Statement	Agree	Disagree
1. Participating in rallies and demonstrations is illegal.		
2. Protest actions are always violent.		
3. Protest actions create disorder in the society. They should be banned especially in business areas, the workplace, schools and universities, and government agencies.		
4. Students and church workers should not join protest actions.		
5. People protest because they want the government or a group to listen to their demands.		
6. Protest actions reveal the dissatisfaction, sentiments and concerns of people.		
7. Protest actions demonstrate freedom of expression.		
8. Peaceful forms of protest are not effective in achieving civil or political goals.		
9. Being politically active and aware does not mean staging protest actions such as taking to the streets and joining rallies.		
10. One goal of protesters is to gain huge public attention so as to awaken the public about important issues that everyone should be concerned about.		

Well, how was it? Do you think you fared well? Compare your answers with those in the *Answer Key* on page 35.

If all your answers are correct, very good! This shows that you already know much about the topic in this module. You may still study the module to review what you already know. Who knows, you might learn a few more new things as well.

If you got a low score, don't feel bad. This only shows that this module is for you. It will help you understand important concepts that you can apply in your daily life. If you study this module carefully, you will learn the answers to all the items in the test and a lot more! Are you ready?

You may now proceed to the next page to begin Lesson 1.

## The Need to Protest

Have you tried reading the most recent newspaper you have at home? If so, how many news items or articles that relate to protest actions have you read?

If you don't have any newspaper at home, for sure you have heard over the radio or seen on television some protest actions here and abroad.

Why do groups protest? Do they fight for their rights, express their opinions and concerns or demand a change in the system? Why do many people organize protest actions? Are these proper means of expressing concerns and addressing different issues?

Such are among the questions that this lesson will try to answer. This lesson will discuss what protest actions are and why they are organized.

After you finish this lesson, you should be able to:

- ◆ give the reasons why protest actions are organized; and
- ◆ tell whether protest actions are proper means of expressing concerns and addressing different issues or not.



### Let's Read

Read each situation carefully and find out the reasons for protest actions.

#### Situation 1:

Farmers from different parts of Bulacan and Pampanga lobbied beside the entrance of the Department of Agrarian Reform and staged a hunger strike. They demanded that the government fulfill its promise of implementing genuine land reform. They want the lands that they till granted to them.



### Situation 2:

Peter and Josie are workers in Super Factory. They are not satisfied with the conditions in their workplace. Even if the government had declared a wage increase, their salaries remained the same for two years. Super Factory does not provide health services nor medical benefits for its workers. Peter and Josie believe that the factory violates their rights as workers. They decide to join the strike initiated by the labor union to demand for their rights as workers. They formed a picket line in front of the gate of the Super Factory to prevent other workers from reporting to work and to encourage them to join in their strike.



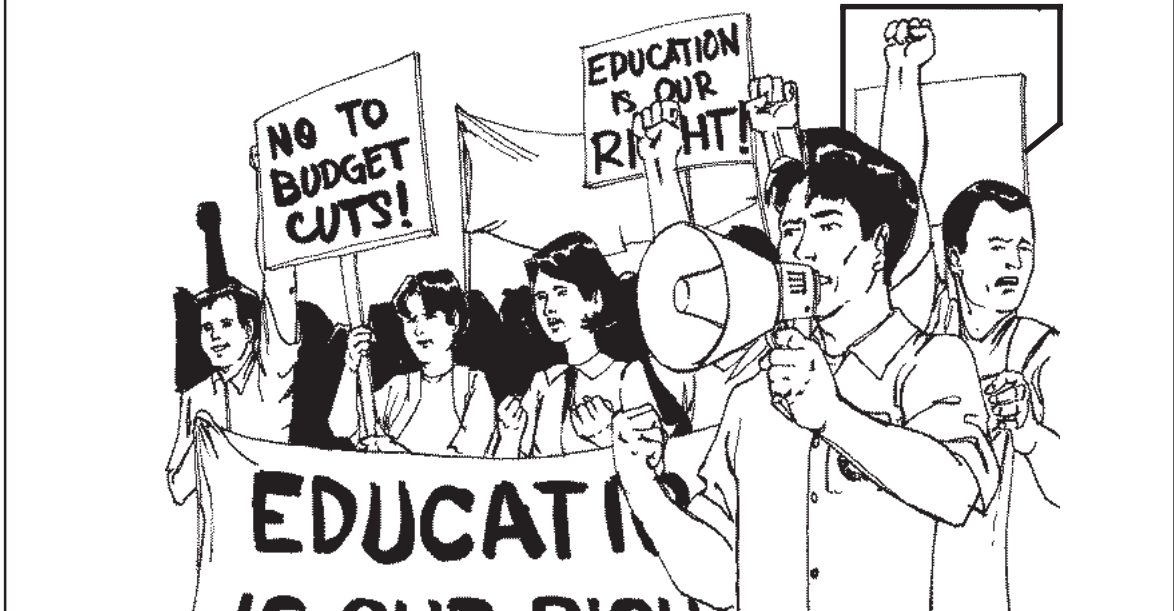
### Situation 3:

Omar and Karim are both jeepney drivers. They are joining other jeepney drivers and various labor groups in holding a nationwide work stoppage and transportation strike in protest against the continued increase in oil prices. They are demanding that the government scrap the oil deregulation law because they claim that oil company owners are abusing their right to increase oil prices.



#### Situation 4:

Students from various universities and colleges are rallying in front of the Senate to lobby against the proposed budget cuts in education. The students claim that the government should grant education the biggest budget share and that it should restore the budget cuts in the Appropriation Act.



#### Situation 5:

Thousands of people gathered along Ortigas Avenue, in front of the EDSA Shrine, to show their disappointment with the senators who voted against the opening of the second sealed envelope. The envelope allegedly contained records of the secret accounts and bank transactions of former President Estrada. The people demanded to know the truth.





## Let's Try This

Based on the situations you have read, answer the following questions:

1. Why were the farmers demonstrating?

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2. Why did Peter and Josie join the strike?

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3. Why did the jeepney drivers and various labor groups stage a nationwide work stoppage and transportation strike?

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4. Do the students have a right to protest against the budget cuts in education? Aren't they too young to do such a thing?

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5. Why did the people gather along EDSA? Why were they disappointed with the senators who voted against the opening of the second sealed envelope?

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Finished? Compare your answers with the ones below.

1. *The farmers staged a hunger strike to protest against the alleged insincerity of the government in granting their demands. They demanded that the government fulfill its promise of implementing land reform that would grant the farmers the ownership of the land they till.*
2. *Peter and Josie joined the strike because the Super Factory violated their rights as workers. They demanded that good working conditions be provided, and medical benefits and fair wages be given to them as stipulated in the Constitution.*



3. *The jeepney drivers and various labor groups staged a nationwide work stoppage and transportation strike to protest against the continuous rounds of oil price increases. They felt that oil company owners were being unjust and abusive by jacking up the prices of oil. They asserted that life was becoming more difficult, especially because an increase in the price of oil would mean an increase in the prices of other basic commodities and services (transportation fare, electricity, etc.).*
4. *The demonstration staged by the students from various colleges and universities was an expression of their concern for their right to education. They were merely protecting their right to education. They protested against the proposed budget cuts in education because they believed that the government should make education its top priority as stipulated in the Constitution. One is never too young to defend what he/she thinks is right. The students knew what they are fighting for and they stood for what they believe is their right.*
5. *People from various groups and places marched to the EDSA Shrine on Ortigas Avenue to protest against the alleged immorality and incompetence of the Estrada government. The people were disappointed about the refusal of the 11 senators to open the second envelope that reportedly contained records of the secret accounts of the former President. The people demanded to know what was inside the envelope because they had the right to know the truth. They felt that the refusal to open the envelope meant that the senators were keeping them from knowing the truth. They felt cheated. This drove them to join the other people at EDSA who showed their disgust and desire to be united in toppling the Estrada administration.*



## **Let's Think About This**

What do you observe about the five situations you just read? Are there any similarities? If so, write them below.

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The situations are examples of protest actions in which people stood for what they believe in and fought for their rights. The people involved were asking for changes and showing their discontent through protest actions. The people expressed their ideas, needs and wants.

In Situation 1, what do you think would happen if the farmers remained silent about their demands? Do you think the government would implement agrarian reform as effectively as it should? \_\_\_\_ Yes \_\_\_\_ No

Why do you think so?

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What about the other situations? What do you think would happen to the workers, jeepney drivers and citizens, students, and other Filipinos if they remained silent about what they think is right? Do you think they would be able to correct the injustice or create a change or improve their lives? \_\_\_\_ Yes \_\_\_\_ No

Why do you think so?

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Most probably your answer would be *no* for both the questions, right? Besides, how would the government know about the demands of the people—farmers, jeepney drivers, labor groups, students—if they keep silent about them?

It is important to express our concern over an issue that affects us so that it could be properly addressed. In case the government remains deaf to the concerns of the people, they should remain vigilant by making their voices heard. They may continue their protest actions until their demands are granted, or at least, until a compromise is made. But they should make sure that their demands are fair, and that they *never* resort to violence.

Usually, protest actions occur when the rights of people are violated or ignored. They are triggered by injustice and violence. People stage various protest actions against governments and companies or groups because they see a need for a change in their existing condition or in society. Their government or organization or company maybe inefficient in providing for their needs. Or it may be unjust, irresponsible, incompetent, corrupt or abusive of its powers. The people want to transform the present condition into a just and humane one. They resort to protest action to call attention to what needs to be done.





## Let's Study and Analyze



In the blanks below, write your opinions about the illustration above.

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Protest actions often occur as a direct result of violation or denial of the rights of a group of people.

What are your rights? Read on to find out.

**Civil Rights** are personal and property rights of a person that are recognized by the government. These are:

- ◆ **Right of Equality** – All people are born equal. This means we should respect one another in spite of our many differences. Each of us should be treated equally regardless of our race, age, gender, language, religion, political opinion, nationality, property, birth and other indicators of status.
- ◆ **Right to Life, Liberty, and Security of Person** – Everyone should feel safe and protected by the government. There should be laws that protect a person. This means no to any form of slavery, torture and abuse of the law!
- ◆ **Right to Freedom** – Everyone has the freedom to own property, to get married and have a family, to speak freely and have her or his own opinions. There is also the freedom of assembly, where you have the right to gather together to express your opinions.

- ◆ **Political rights** – We have a right to participate in our government. This means you have a right to vote and choose freely any person you feel is qualified to be in government. You can also participate in lawmaking or decision-making.
- ◆ **Labor rights** – You have the right to receive fair compensation for your work. As a worker, you must have good working conditions, a fair salary and the right to join a union to protect your rights if it is deemed necessary to do so.
- ◆ **Social Rights** – Everyone can freely participate in the life of the community and avail of public services. You have a right to education, a good standard of living, a healthy environment, access to medical benefits, etc.

To learn more about your rights, study the modules entitled ***Know Your Rights*** and ***Civil and Political Rights***.



## Let's Try This

In many instances of protest actions, people feel that their rights are being abused and violated. There have been many events in different nations wherein people's rights have been violated. Read the following and match each event with the right that was violated and which the people fought for. Check (4) the box that you think corresponds to each event.

1. During the years of the Marcos administration in the Philippines, many students and workers took to the streets to protest. They protested against censorship in media. The Marcos government did not allow anyone to speak freely against the government.
  - ☐ Right to education
  - ☐ Right to vote
  - ☐ Right to freedom of speech
2. Apartheid or racial discrimination was a policy in South Africa that enforced racial separation. This meant that the blacks in Africa did not have the same freedom and rights as the whites. As a result, many blacks protested against this rule.
  - ☐ Right to equality
  - ☐ Right to work
  - ☐ Right to own property

3. In China, government authorities suppress forms of religion that influence the people greatly. Tibet is a part of China. The Buddhists of Tibet have many followers in China and around the world. Chinese authorities believe that the Tibetan Buddhists are encouraging the people to go against the government and fight for freedom. Many Tibetans have been jailed and tortured. The leader of the Tibetan Buddhists, the Dalai Lama, lives in exile outside Tibet.

☐ Right to religion

☐ Right to marriage

☐ Right to vote

Compare your answers with those in the *Answer Key* on page 36.



## Let's Think About This

Protest actions often, if not always, reflect the sentiments of a group of people. They are an effective means of informing the parties concerned about certain issues or demands. They are also used to address global issues and concerns.

Can you think of some global issues that people around the world are protesting against in a nonviolent manner? List them below.

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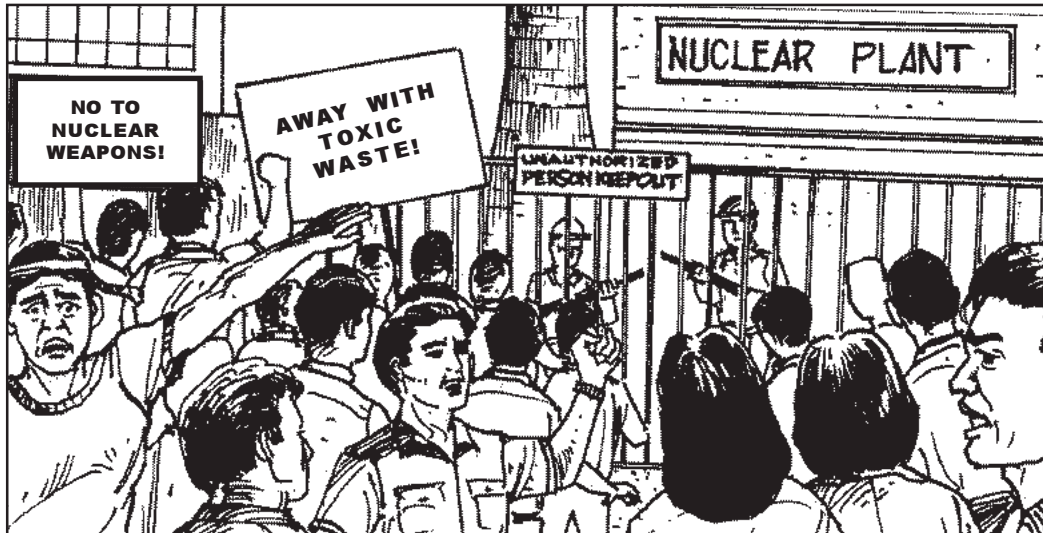
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Here are some global issues that people around the world are protesting against in a nonviolent manner:

1. There are health issues, like the spread of AIDS, tuberculosis and cancer. AIDS victims are discriminated against and segregated. Thus, they demand equal treatment and opportunities.



2. There are also issues on nuclear and weapons disarmament. This is all about stopping the manufacture and testing of nuclear weapons like missiles and the removal of landmines from different countries. Various civic action groups express their disapproval of the use of weapons for mass destruction by staging protest actions.



3. There are also environmental issues such as how to save endangered plants and animals and how to preserve the environment. Environmental groups bring environmental issues to the public through protest actions and environmental campaigns that educate and raise the awareness of people all over the world.



4. There are issues on gender and children. These are rights of women, homosexuals and children. They demand equality among sexes and ages. They also call for protection and respect of children and women's rights around the world.



### Let's Try This

1. Select one global concern or issue from those discussed above. Describe what nonviolent protest actions have been organized by concerned groups in the country. You may have read about them or seen them on TV. Identify the group that led the protest action. What form of protest action did they take? Was it a peaceful protest action or a violent one? Did the people support their demand? Why? Write down your answers in the blanks below.

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2. Give the importance of nonviolent protest actions in getting support for the global concerns mentioned above.

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Compare your answers with those in the *Answer Key* on page 36.



## Let's Learn

Protest actions reflect freedom of speech and of expression. They are a way of exercising freedom especially in a democratic society where sovereignty resides in the people, not in the rulers.

Freedom of expression is clearly stated in Section 4 of the Bill of Rights (Article 3) of our Constitution. It says that, “No law shall be passed abridging the freedom of speech, of expression, or of the press, or the right of the people peaceably to assemble and petition the government for redress of grievances.”

To clearly understand this Article, note the meaning of some words:

*Abridging* means reducing; *redress* is to set right; *grievance* is a complaint against something wrong or unjust.

What does this provision mean to you? Complete the sentence below.

This means that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In a democratic society, the people's voices matter most. They are free to express their desires and opinions, especially on issues that greatly affect them. Democracy is a form of government which requires the participation of the people. If the people feel that the government is inefficient or the laws of the land are unjust, they can exercise their right to express their opinions and pressure the government to change the laws if they find it necessary to do so.

As has been said earlier, one way of expressing concerns is to stage protest actions. Protest actions usually occur because people demand that their needs and wants be fulfilled. They are means of bringing to the attention of the public and the parties concerned certain issues or needs that have to be addressed. They are also means of making the public realize that certain issues are of great concern to them. Thus, more people might join the protest. This will put greater pressure on the parties concerned to listen and grant them their demands.

You will learn about the various forms of protest actions as you go on to the next lesson.



## Let's See What You Have Learned

Answer the following questions:

1. Why do protest actions occur?

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2. Are protest actions proper means of expressing concerns and addressing different issues?

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Compare your answers with those in the *Answer Key* on page 36.



## Let's Remember

- ◆ When the public or a group feels the need for change, feels strongly for or against something, or demands protection of its rights, people get together and demonstrate. A demonstration is a public display of feelings or ideas about a cause, a person or a group.
- ◆ There are many reasons why people organize protest actions. These include:
  - ◆ violation of rights
  - ◆ suppression of freedom
  - ◆ desire for change
  - ◆ expression of opinions and beliefs
  - ◆ support for a global concern/issue



# Fight in a Nonviolent Way!

In the previous lesson, you learned why people organize protest actions.

Although protest actions reflect our right to freedom of expression, it does not mean that a person or a group of people should resort to violent means of protest just to get what they want. In this lesson, you will learn about many kinds of protest actions, both violent and nonviolent.

It is important to note that peaceful means of protest can achieve more desirable results than violent ones. Various events in world history have proven this to be true.

At the end of the lesson, you should be able to:

- ♦ identify the various forms of violent and nonviolent protest actions; and
- ♦ explain the importance of nonviolent means of protest in making your voices heard.



## Let's Think About This



**Violent protest action**



**Nonviolent protest action**

1. What difference do you see between the two illustrations on the previous page?

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2. What makes them similar?

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Compare your answers with those in the *Answer Key* on page 36.



## Let's Try This

Protest actions are undertaken to put pressure on the government, a company or group to attend to the demands and needs of those protesting.

Protest actions can be classified into: nonviolent protest actions and violent protest actions.

Review the situations given on pages 3–5 in Lesson 1. Try to identify the forms of protest actions of the various groups. Write your answers below. You can just guess if you're not sure about your answers.

1. Situation 1: \_\_\_\_\_
2. Situation 2: \_\_\_\_\_
3. Situation 3: \_\_\_\_\_
4. Situation 4: \_\_\_\_\_
5. Situation 5: \_\_\_\_\_

Compare your answers with those in the *Answer Key* on page 37.

Are the forms of protest used by the groups in each of the situations violent or not? \_\_\_\_ Yes \_\_\_\_ No

Why do you say so?

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There is no wrong or right answer to this question. But you may still compare your answer with the one below to guide you as you go on with this lesson.

The forms of protest used by the various groups in the situations given on pages 3–5 are peaceful or nonviolent forms of protest. The farmers, students, labor groups and jeepney drivers staged rallies, formed picket lines, or joined mass mobilizations to make their voices heard. They did so because they have the right to do so. They have the right to gather and challenge the government, as well as the land and company owners. They proclaimed their protest only with their courage and placards and flags, not with guns, sticks and stones. They gathered together not to harm anybody or plant seeds of violence between them and the people they protested against. They gathered to make their voices heard, so that their concerns would be addressed and not ignored.



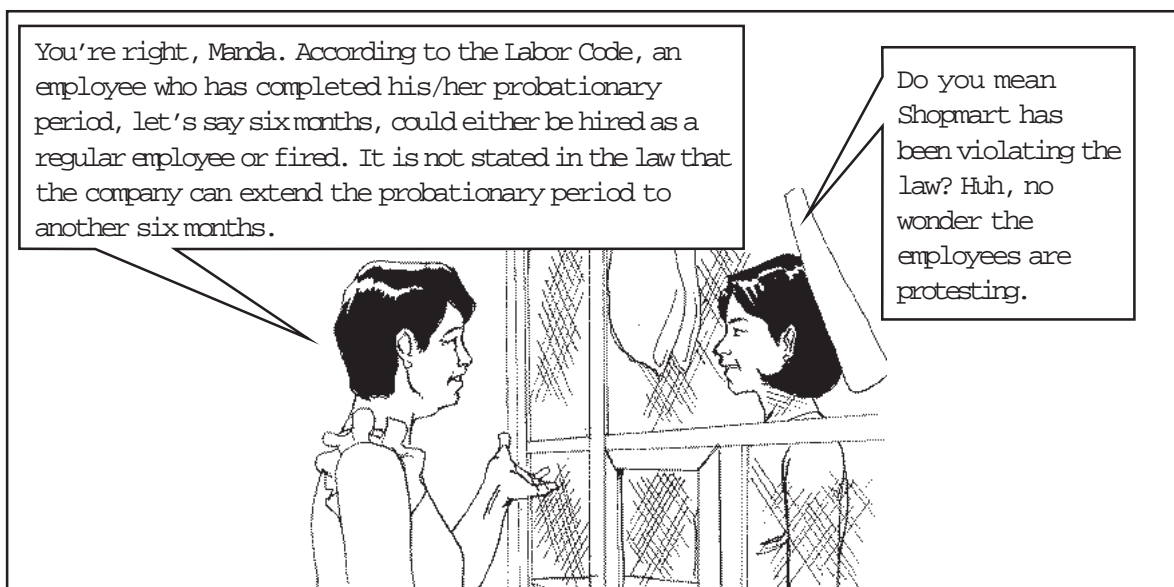
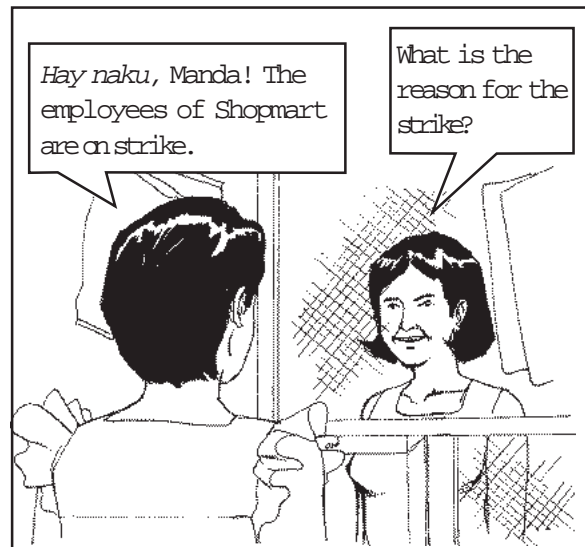
## Let's Study and Analyze

### Nonviolent Protest Actions

Nonviolent protest actions are staged in various parts of the world almost every day. They are continuously being used to express the concerns and causes that various people around the world are fighting for. Protest actions can range from a simple letter in the newspaper expressing one's opinions and concerns to mass actions such as open demonstrations or rallies. In the latter, protests are made publicly not only to communicate messages to those concerned, but also to awaken the public to certain changes that should be made.

Read the comic strip on the next page to learn more about the nonviolent forms of protest.

One day at Aling Lucring's variety store...





## Let's Try This

From the comic strip that you have just read, answer the following questions briefly:

1. What form/s of protest did the workers of Shopmart adopt?

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2. What are the reasons of the employees for staging a strike?

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3. Do you think that what they demanded was just? Explain your answer.

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4. Would you support the cause the Shopmart employees fought for? If so, how?

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5. Do you think the employees of Shopmart used nonviolent forms of protest? Explain your answer.

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Compare your answer with those in the *Answer Key* on page 37.



## Let's Learn

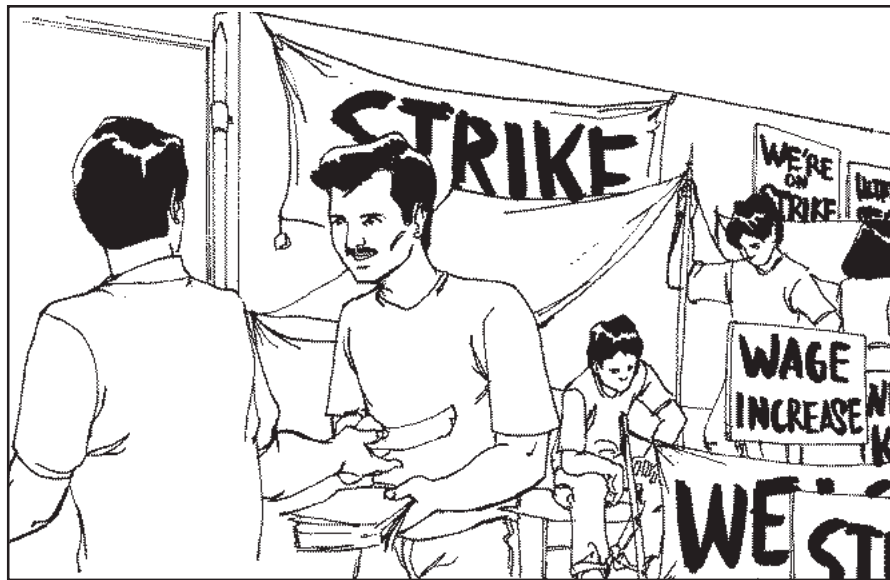
You have just read about **strikes** and **boycotts**. These are peaceful or nonviolent forms of protest. Read on to learn other nonviolent forms of protest.

**General strike** – This takes the form of a work stoppage by majority of the workers in the more important industries of an area or country. This is intended to produce an economic standstill to achieve political or economic objectives. Such strikes may be symbolic, lasting only an hour, to communicate an opinion, or may be intended to produce economic paralysis in order to force an agreement with the opponent.

As in the case of the Shopmart strike, the employees refused to work for a number of days to create paralysis in the business. By doing so, Shopmart's earnings for the days the employees spent on strike would be lower. This would pressure the Shopmart management to give in to their demands and convince the striking employees to return to their work.

Almost similar to a workers' strike is ***picketing***. This is usually done by factory workers to put pressure on their employers. The workers or employees stay outside the entrance of the company or factory to prevent other workers from reporting to work. They persuade other workers to join them in their picket line.

You can refer to the illustration below to learn more about how workers create a picket line outside the company.



***Boycott*** – This is a social, economic or political form of noncooperation. People using this form of protest refuse to participate in political activities such as casting of votes during an election. They do so because they believe that the candidates are unworthy of their votes. As in the case of the Shopmart workers' strike, other labor groups supported the strike by calling for a boycott of the products of Shopmart. This would put pressure on the management of Shopmart to grant the demands of the employees.

Other forms of nonviolent protests are: civil disobedience, civilian insurrection or people power, hunger strike, and lobbying.

You can learn more about these forms of nonviolent protest actions in the next activity.



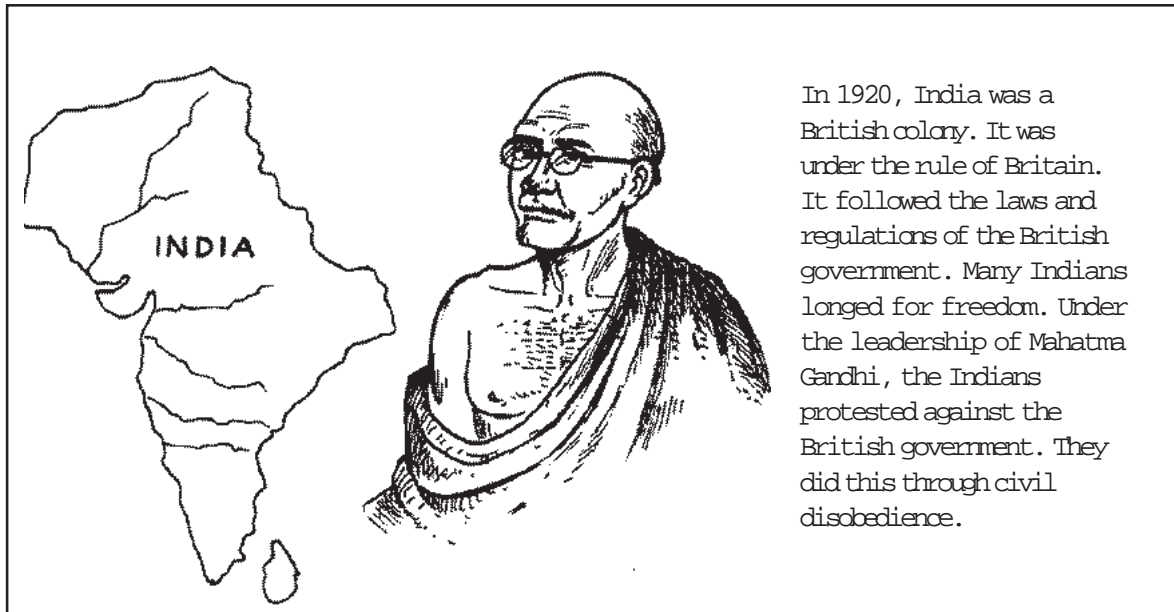


## Let's Read

Have you ever heard of Mahatma Gandhi? Do you know that it was he who started nonviolent protest action by calling for civil disobedience among the people of India?

You can learn more about him and the meaning of civil disobedience as you read the story below.

### India: Freedom Fighting Through Civil Disobedience



They focused on the British "Salt Acts." This was a law that required the Indians to buy salt only from the British Government. If anyone bought salt from someone else, he would be committing a crime. It was against the law to make salt. Gandhi planned to intentionally violate the law as a symbol of his people's protest. This was to pressure the British Government to grant them their independence.



Gandhi sent a letter to the authorities before he started his plan of civil disobedience. He informed the authorities that he would resort to civil disobedience "to convert the British people through nonviolence." This meant he wanted the British government to realize its mistakes and free India.

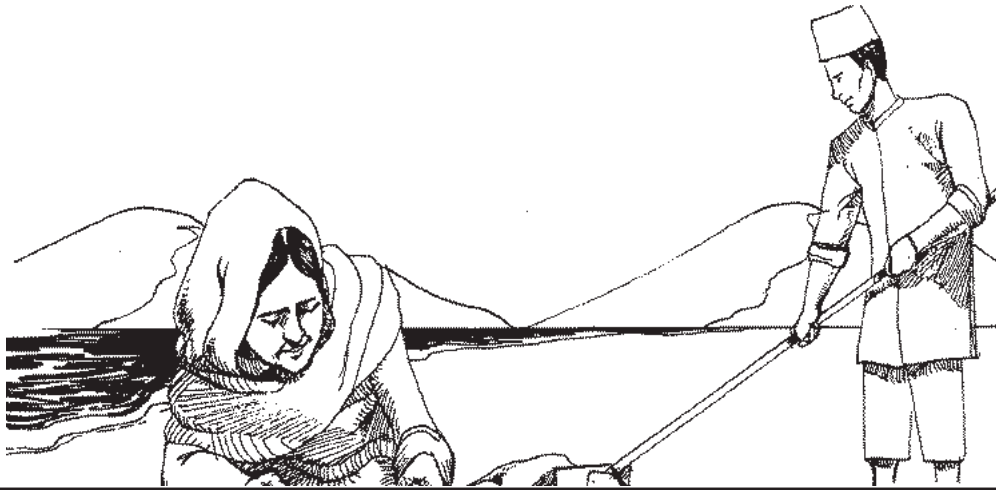


The authorities disregarded the letter and simply told Gandhi that he was about to violate the law. Thus, he could be arrested.

Gandhi and 75 of his followers marched to the sea within 24 days. They were welcomed in villages and towns. Gandhi talked to the crowds, telling them about his plan. On April 5, 1930 he reached the sea. He picked up some of the salt that had dried on the ground. By doing so, he broke the law.



Villagers everywhere went to the sea with a pan and began making their own salt, thus disobeying the law. This started a form of protest without use of any violent weapons.

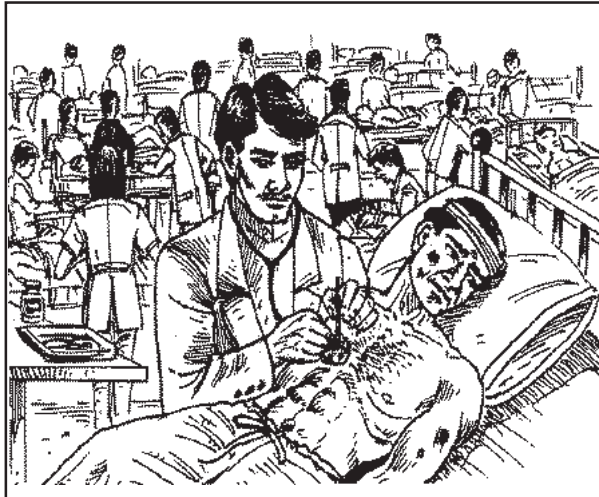


Within a month, an estimate of sixty thousand people were arrested, including Gandhi.



But this did not stop the people. They conducted a raid on one of the salt factories, the Dharasana Salt Works. The marchers silently approached the salt plains that were surrounded by 400 guards and barbed wire. As they neared, the guards began hitting the people with clubs. None of the marchers used force even for self-defense.





Over 300 people were injured and hospitalized. Two men died. The British hit the Indians with batons and butts, but the Indians did nothing to defend themselves.

This became an embarrassment to the British administration. The event caught the attention of the international community. A few years later, the British granted India the independence they longed for.



## Let's Think About This

What did you learn from the story?

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Nonviolent struggles or protests are effective means of attaining victory, aren't they? The people of India won their independence not through war, but through nonviolent civil disobedience.

What is your idea of civil disobedience? Write your answers in the spaces below.

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Now, compare what you wrote with the definition of civil disobedience below.

**Civil disobedience** is a deliberate, open, and peaceful violation of particular laws, decrees, or regulations. The law may be disobeyed because it is seen as unlawful or immoral, or because it is a symbol of other policies that are discriminatory.

What did the civil disobedience led by Gandhi symbolize? Write down your answer in the spaces below.

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Now, compare your answer with the one below.

The civil disobedience of the people of India symbolized their struggle for their independence. They deliberately disobeyed the Salt Law to show to the British government that they could decide for themselves. This showed that they were not willing to follow orders from British authorities anymore.



### Let's Try This

Do you recognize the events illustrated below?

What can you remember about the two events shown? Were there mass strikes, boycotts and rallies? Describe the events as they happened.



EDSA I



EDSA II

a. EDSA I

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b. EDSA II

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We were able to gain freedom from the Marcos dictatorship and Estrada's alleged corrupt government through peaceful or nonviolent means.

During the EDSA People Power Revolution I, the Filipinos were united in their desire to overthrow former President Marcos. Many Filipinos suffered during the martial law period. People who dared to oppose President Marcos were imprisoned, tortured and even killed. One of those brave Filipinos was Benigno Aquino, whose death pushed many Filipinos to fight for the country's freedom from dictatorship. Aquino's wife, Cory, continued the struggle her husband started. She became the light that guided many Filipinos towards the restoration of democracy.

Despite the fear of losing their lives, the Filipinos peacefully gathered along EDSA and fought for freedom. Mass demonstrations were held. The Filipinos—students, workers, priests, nuns, politicians, office workers, housewives, etc.—stood as one nation.

The same thing happened during EDSA People Power Revolution II. The Filipinos united to protect the country from the allegedly corrupt government of former President Estrada. They showed to the whole world that the Philippines is truly a democratic country where the people's power is far more powerful than that of its leaders.

The two events turned out to be successful in overthrowing unwanted leaders. And both happened in a peaceful and nonviolent manner.



## Let's Learn

What happened during EDSA I and II is another form of nonviolent struggle or protest action. It is a civilian insurrection or a People Power demonstration.

A **civilian insurrection** is a nonviolent uprising against a dictatorship or an unpopular regime. It usually involves widespread political noncooperation against the regime. There are also mass strikes, massive demonstrations, and economic shutdown. Political noncooperation may include action or non-action by government employees and disobedience by police and military troops.

Do you know that both Mahatma Gandhi and Benigno Aquino staged a hunger strike while in prison to show the government (both the British and Marcos regimes) that they were firm in what they were fighting for?

Gandhi and Aquino did so hoping that it would soften the hearts of the governments that they opposed and therefore grant their demand—freedom.

A **hunger strike** is deliberate abstention from certain or all kinds of food. It may also be intended simply to force the opponent to grant certain demands.

Another form of nonviolent protest is **lobbying**. This is done by conducting a campaign in order to influence the government, politicians, legislators, etc., to favor the lobbyists' particular cause. Lobbyists use signature campaigns, slogans, and statements of concern to get the support of more people. The more the people sign their support for a campaign or the more supporters the lobbyists have, the more they can influence the government to favor their cause.

**Rallies** and marches are also used to influence public opinion and express the sentiments and concerns of people supporting a cause.



## Let's Review

Identify the forms of protest used in the following protest actions. There could be more than one answer for each situation. You can choose your answers from the box.

Boycott	Civil disobedience	Hunger strike
Strike	Civilian insurrection	Rally
Lobbying	Picketing	Demonstration

1. In 1986, three years after Benigno Ninoy Aquino was assassinated, open mass demonstrations were held. It resulted in a four-day nonviolent revolution that toppled the Marcos government.  

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2. To protest corruption in the government, a group of nuns and priests led people along the streets of Ortigas Avenue in Manila. The group started praying and singing religious songs.  

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3. To protest a new law on taxes, a group of protesters stopped paying their taxes for two years.  

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4. When the farmers in Bukidnon protested against the land reform, they went to the Department of Justice and camped there for several days. They did not eat while protesting.  

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5. In 1999, workers from Addams shoe factory protested against the management of Addams. Many workers stayed in front of the entrance of the factory as they tried to persuade other workers to join them. The supporters of the workers requested the public not to buy Addams shoes.

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Compare your answers with those in the *Answer Key* on page 37.



## Let's Read

Here are excerpts from news articles about violent protests. Read them carefully and answer the questions that follow.

### Riot at SM

Some 500 SM strikers and supporters were violently dispersed after an attempt to rebuild their picket line in front of the SM annex building of its North EDSA branch.

At least seven protesters were hurt when a mall executive, who refused to be identified, ordered blue guards to disperse the rallyists by hitting them with nightsticks.

### Violence Continues to Erupt in Mindanao

Despite the efforts of the government to build peace in Mindanao, violence continues to erupt between the Moro rebels and the armed forces.

The Moro rebels are demanding the fulfillment of the government's promises in Mindanao, which includes the granting of an autonomous region and pouring in of development projects in the province.



## Let's Try This

Answer the following:

1. In the first news article, why do you think the protest turned out to be a violent one?

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2. In the second article, why do you think the Moros rebel against the government?

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Have you finished writing your answers? If so, compare them with the sample answers below.

1. In the first article, the protest became violent because the protesters were provoked by the guards.
2. In the second article, the Moros rebel against the government because they are desperate over the implementation of the government's promises.

To learn more about how violent protest actions happen, study the next activity.



## Let's Learn

### Violent Forms of Protest

We have studied about peaceful or nonviolent forms of protest. But there is another kind of protest, namely the violent kind, which often involves the taking of arms and physical destruction of property or even the hurting or killing of people. Violent forms of protest may be the result when the target government or company refuses to listen to the protesters' demands. Usually, violent forms of protest are among the last options the protesters employ to get what they want. When the group becomes desperate because it feels that the government or company is doing nothing to grant its demands, it resorts to violence to win its demands.

Among the violent forms of protest are:

- Coup d'état** – This is a sudden attempt to overthrow a government through the use of force. It is often accompanied by military action.
- Rebellion** – This can be led by ordinary citizens or the military (coup d'état). It is an act to resist openly or fight against authority or oppressive conditions.
- Riot** – This is a noisy public disturbance or disorder, usually by a large group of people. It may start as a peaceful demonstration that becomes violent when the people protesting are provoked.



## Let's Think About This

Is it really impossible to keep protest actions peaceful? What do you think? Write down your opinion.

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When people protest against the authorities, there's a big possibility that violence may erupt, especially when the protesters are provoked by armed men. If the protesters are not provoked to do violent acts, it is possible that the protest actions will remain peaceful. People protest because they see something that must be corrected or changed. Who would ever want to correct something and establish what is good and right by doing evil or violence?



## Let's Remember

- ◆ Nonviolent protest action is used in various countries around the world because it is effective in getting more people to support the cause the protesters are fighting for.
- ◆ Among the various forms of nonviolent protest actions are:
  - Civil disobedience
  - Civil insurrection or people power
  - General strike
  - Boycott
  - Hunger strike
  - Lobbying
- ◆ A peaceful protest could turn violent if the protesters are provoked.
- ◆ Violent protest actions, such as rebellion and coup d'état, happen when people become increasingly disappointed with the government, company or organization, and when they feel ignored and become desperate because their demands are not being met and there is no indication that they will be met.



## Let's See What You Have Learned

- A. Cite three forms of nonviolent protest actions and describe each.

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- B. If you were to stage a protest action, which would you choose: a violent one or a nonviolent one? Explain your answer.

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Compare your answers with those in the *Answer Key* on page 38.

Congratulations! You have almost reached the end of the module. You have been a diligent and patient learner. To remember the important points you have studied, read the module summary below.



## Let's Sum Up

- ◆ People protest when their rights are violated or denied, when their demands are ignored or not met, or when they want to win support for an important cause.
- ◆ Protest actions are used to express a person's or group's ideas and concerns.
- ◆ Protest actions are also used to demand changes from the parties concerned.
- ◆ We have the right to protest because we have the right to express our opinions and beliefs, and the right to assemble to make our voices heard.
- ◆ Protest actions can be classified as violent or nonviolent.
- ◆ Nonviolent protests are effective means of communicating important messages, getting support for an important cause, and attaining change.
- ◆ Among the nonviolent forms of protest are: strike, boycott, civil disobedience, civilian insurrection, lobbying, picketing, protest rallies and marches.
- ◆ Among the violent forms of protest are: coup d'état, riots and rebellion.
- ◆ Violent protests occur if the protesters are provoked or their demands are ignored.



## What Have You Learned?

Answer the following questions:

1. Why do people protest?

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2. Why do you think it is better to keep protest actions as peaceful and nonviolent as possible?

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3. What would make you join or support the protest actions staged by various groups? What would you consider before you join or give your support?

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Compare your answer with those in the *Answer Key* on pages 38–39.



## Answer Key

### A. Let's See What You Already Know (*page 2*)

1. **Disagree.** In a democratic society, we have the right to protest because it is one way of exercising our right to freedom of expression.
2. **Disagree.** Protest actions can be done peacefully.
3. **Disagree.** Protest actions help the public and the government officials realize that certain issues must be addressed. Various groups who organize protest actions do not intend to hurt or harm people or even disturb the peace.
4. **Disagree.** Everyone has a right to express and stand for his/her opinions and beliefs.
5. **Agree.** Protest actions are one way of making the people's voices heard.
6. **Agree.** Protest actions reflect the sentiments of the people. The people protest because they want to improve their present condition. If for example, the government is inefficient in providing for the needs of the people, the people may protest to get what is rightfully theirs.
7. **Agree.** Protest action is one way of expressing one's self and belief. Citizens of a democratic country like the Philippines have the right to freely express themselves.
8. **Disagree.** History shows that peaceful forms of protest had achieved more dramatic results than the violent ones. Nonviolent protest actions do not only gain the support of the majority of the people but even that of the international community. The more people get involved in protest action, the bigger the possibility of their victory. Protest actions can even soften the stance of an abusive government.
9. **Both Agree and Disagree.** One can be politically and socially active by supporting the struggle of the people for good governance. This can be done not only by joining rallies and demonstrations. One can give support through prayers, letter writing, information dissemination, etc. But if a person thinks that he/she would want more than that, then he/she is free to join protest actions to freely express his/her stand.
10. **Agree.** Protest actions are one way of making the public realize that certain issues and concerns should be addressed. They also raise the awareness of the public and make them participate in their protests.

## **B. Lesson 1**

*Let's Try This (pages 10–11)*

1. Right to freedom of speech. Everyone has a right to freely speak his/her mind regarding issues and take a stand on those that affect him/her.
2. Right to equality. Everyone has a right to be treated equally and be given equal opportunities despite differences in color, religion, nationality, etc.
3. Right to religion. Everyone has a right to choose which religion he/she wants to belong to and believe in.

*Let's Try This (page 13)*

1. Answers will vary here. It is important to indicate the global concern or issue and what nonviolent protest action was taken. Indicate if the protest action won support from the people for the global concern.
2. Nonviolent protest actions are effective in getting support for global concerns such as AIDS, environmental degradation, nuclear disarmament and gender equality so that they could be addressed properly. If the people choose to stay quiet about these issues, the problems might never be solved.

*Let's See What You Have Learned (page 15)*

1. Protest actions occur because people want their voices to be heard. They are expressions of people's desire to change their present condition. Protest actions often result from human rights violations. They are used by various people and groups around the world to challenge the government, company owners or institutions that implement unjust policies and practices.
2. Yes. Protest actions are the proper means of expressing one's opinions and beliefs. However, protests should be conducted peacefully. Protest actions just mean that the people are concerned about a very important matter in society. They demand change.

## **C. Lesson 2**

*Let's Think About This (pages 16–17)*

1. The difference between the two illustrations is that one is peaceful and the other is not. In the first illustration, the protest action is a violent one. Many people suffer. In the second illustration, the protest action is done peacefully. The protesters showed their protest through prayers.
2. The similarity between the two illustrations is that both show people fighting for their rights and what they believe in.



*Let's Try This (page 17)*

1. lobbying and hunger strike
2. strike
3. work stoppage and transportation strike
4. lobbying
5. rallies, protest march

*Let's Try This (pages 20–21)*

1. The forms of protest used by the Shopmart employees were strikes and boycotts.
2. The employees of Shopmart staged a strike because of the unfair labor practices of the management, such as not paying the employees on time and the extension of the probationary period of employees.
3. Yes. It is just right for the employees of Shopmart to demand from management that they should be paid on time and be regularized.
4. Yes. I would support the strike of the Shopmart employees. I would boycott the products of Shopmart.
5. Yes. I think the employees of Shopmart staged nonviolent forms of protest. They stood for their rights. They did not intend to harm anybody.

*Let's Review (pages 29–30)*

1. *Civilian insurrection.* The people openly demonstrated the need to fight for their freedom from the Marcos dictatorship. This led to the EDSA I Revolution, which toppled the Marcos administration.
2. *Rally.* The people, especially the priests and nuns, showed their protest through prayers and songs. These are called prayer rallies.
3. *Civil disobedience.* By not paying taxes, the people violated the law as a sign of protest. If more and more people would do the same, the condition of the society would worsen. Thus, the government would be pressured to give in to the demands of the people.
4. *Hunger strike.* The farmers staged a hunger strike as a symbolic act that they are willing to sacrifice their health for the cause they are fighting for.
5. *Strike and boycott.* The workers of Addams shoes staged a strike to demand an end to unfair labor practices. They urged other workers to join them. They also tried to convince people to boycott the products of Addams. By doing so, they put pressure on the management of Addams to grant their demands.

*Let's See What You Have Learned (pages 32–33)*

**A. Sample Answers: (Any three of these are correct.)**

1. Civil disobedience – deliberate noncooperation or violation of the laws of the land.
2. Hunger strike – deliberate abstention from food to pressure the opponent to grant the demands of the protesters.
3. General strike – the workers deliberately abstain from working. This is sometimes done by public vehicle drivers, paralyzing transportation in certain areas.
4. Rallies and marches – people gather as they march to show their strength and make their voices heard.
5. Lobbying – to conduct campaigns that would influence politicians or other people to favor the demands of the protesters.

- B.** If I were to stage a protest action, I would prefer the nonviolent way. I would not want to harm anybody just to get what I want. Besides, nonviolent protest actions have a bigger possibility of becoming effective, because I could win more people to support my campaign. The more we protest, the bigger the pressure we put on the government or any organization and the greater the possibility that our demands would be met.

**D. What Have You Learned? (page 34)**

1. People protest because they want to communicate to the parties involved that certain changes should be made. For example, if we complain about the inefficiency of the government in providing for our needs, but remain quiet about it, how would the government know about our complaints? How would it improve its performance if the people don't complain and raise their voices? If a government is abusive, it will continue to be so unless some brave individuals challenge the government to put an end to its abuses. It is therefore important to make our voices heard.
2. It is better to keep protest actions peaceful because peaceful means of protest are more effective than violent ones. Through peaceful means, we could convince more people to support our struggle and will thus put greater pressure on the parties involved to grant our demands. In a peaceful protest action, people are not harmed and property is not destroyed.

3. I would join a protest if the cause is worth it. If there really are violations of human rights, then I would join other groups who intend to put an end to it. Before I join, I would study carefully the demands of the protesters. I would ask myself whether those demands are just and fair. If they are, I can either join the protest or support it. I can show my support by disseminating information about the struggle, educating the public, writing statements, etc.



## Glossary

**Abridge** Reduce; to make (a book, speech, etc.) shorter

**Agrarian reform** Program on the improvement of or changes in laws and government efforts relating to land, especially farms

**Alleged** Stated as fact without proof being given

**Boycott** A social, economic or political form of noncooperation

**Civil disobedience** A deliberate, open and peaceful violation of particular laws which are thought of or seen as unfair or unjust

**Civil rights** Personal and property rights of a person that are recognized by the government

**Civilian insurrection** A nonviolent uprising against a dictatorship or unpopular regime

**Demonstration** A public display of feelings or ideas about a cause, person or group

**Deregulation** The removal of national or local government control or rules

**Disarmament** The taking away or giving up of weapons or armies

**Endangered** At risk or in danger of being harmed, damaged or destroyed

**Grievance** A complaint against something perceived to be wrong or unjust

**Hunger strike** Refusal to eat as a form of protest

**Lobby** To try to persuade (a politician, official or group) that a particular thing should or should not happen, or that a law should be changed

**Picket** To stop work and form a line outside one's place of work to try to prevent other people from entering until an issue is resolved

**Rally** A public meeting of a large group of people, especially supporters of a particular opinion

**Redress** To set right; to provide justice or payment for a wrong that has been done

**Scrap** To throw away or to get rid of something

**Sovereignty** The highest power in a country

**Suppression** The prevention of something from being seen or expressed or from operating

**Transportation strike** Kind of strike in which drivers refuse to go to work as a form of protest, resulting in the immobilization of public transportation

**Union** An organization of workers from a particular profession or trade which represents and protects the rights of workers and has discussions with employers over such matters as pay and working conditions.

**Vigilant** Always careful to notice things; alert; watchful

**Work stoppage** The refusal to go to work because of an argument or disagreement with an employer about working conditions, pay levels or job losses



## References

*A Journalist's Brief Glossary of Nonviolent Struggle*. The Albert Einstein Institution, Cambridge.

*How Nonviolent Struggle Works*. The Albert Einstein Institution. <<http://www.fiu.edu/~fcf/Howworks.html>>. March 21, 2001, date accessed.