

Nonviolence

NONVIOLENCE means to act and respond without harming another person.

NONVIOLENCE is the practice of using peaceful means to solve a problem.

LESSON 1

Review the meaning of **NONVIOLENCE**. To explain the concept, consider presenting two situations - one that shows violence and the other that would show nonviolence. An example could be: petting a dog vs. pushing the dog. Explain that they should always try to show nonviolence especially if there is a situation that they do not like. Give students two large circle cut outs or two paper plates. Have them decorate one with a smiling face and the other with a mad face. Give students real life situations and have them hold up the face that shows how they would feel after each situation. Some examples could include:

- Your friend takes away your favorite toy without asking.
- You can't get a turn on the swing set.
- You just won a race.
- Someone cut you in line at recess.

Allow time for students to tell you why they would feel happy or sad.

School/Home Link - Tell students to share ways with a family member that situations can be settled without violence.

LESSON 2

Review the meaning of **NONVIOLENCE**. Talk to children about the importance of everyone getting along – young and old, big and small, quiet and talkative, boy and girl. Explain to students how we all need each other and can help each other. If available, read the story *The Lion and the Mouse*. Discuss with students how the Lion, big and bad, could have eaten the mouse easily, but luckily he did not! Talk to students about how we all need each other, and we should all try our best to get along with each other.

School/Home Link - Share with a family member the story of *The Lion and the Mouse*.

LESSON 3

Review the meaning of **NONVIOLENCE**. Explain to students that puppets are a great way to role-play ways to solve problems. Using any classroom puppets, or sock puppets, invite students to act out appropriate ways of handling situations. Read the following example: **Pretend the two puppets are excited about a new swing on the playground. The puppets race to the swing at recess. What should they do? What may happen when the puppets get to the swing? How will one act if the other gets there first? What if they both get there at the same time?** Allow several students the opportunity to role-play potential situations at school or at home.

School/Home Link - Tell students to get a family member to role play a situation using socks as puppets at home. Ask them to demonstrate appropriate ways of handling situations.

LESSON 4

Review the meaning of **NONVIOLENCE**. Sing the following song to the tune of "If You're Happy and You Know it, Clap you Hands."

If we're friends and proud of it – clap you hands

If we're friends and proud of it – clap you hands

If we're friends and proud of it – If we're friends and proud of it –

If we're friends and proud of it – clap you hands

If we're friends, we don't hit – stomp your feet

If we're friends, we don't hit – stomp your feet

We are friends, we don't hit, We are friends, we don't fight, We are friends, we don't fight – stomp your feet

Encourage students to help you create the last verse doing all three - clap hands, stomp feet and shout hooray. Talk to students about each line.

School/Home Link - Tell students to share the song with a family member.

LESSON 5

Review the meaning of **NONVIOLENCE**. Tell students that you are going to share a story about famous man practiced nonviolence – Dr. Martin Luther King, Jr. Read: **Dr. Martin Luther King, Jr., said, "We have to find ways to live together in peace."** Provide the following background on Dr. King. **Dr. Martin Luther King taught people to fight injustice by using nonviolent actions. One example was the boycott of a bus company in Georgia. This meant that for over a year, African-Americans refused to ride on public buses. They used other means of transportation, like car-pooling and walking. Even when some of the community responded with violence, such as bombing Dr. King's home, the boycott continued peacefully. The boycott ended when the Supreme Court declared the state law that forced African-Americans to sit in the back of the bus was unlawful. The next morning, Dr. King and a Caucasian minister named Reverend Glen Smiley, shared the front seat of a public bus. The boycott had succeeded.** Ask students to repeat Dr. King's quote. As time allows, have them tell what it means in their own words.

School/Home Link - Tell students to share with a family member how Dr. King believed in solving conflicts peacefully and discuss nonviolent ways to solve problems at home.

Louisiana Content Standards and Grade Level Expectations

ELA-2-E1 / GLE 20, ELA-2-E3 / GLE 24, ELA-4-E1 / GLE 33, ELA-4-E1 / GLE 34