

	<ul style="list-style-type: none"> b) Wider than verbal or psychological persuasions though this may be a part. It is about sanction and the technique of struggle used. c) Does not depend on people being inherently good. Both good and evil are recognised also cruelty and inhumanity. d) You don't have to be a saint or a pacifist e) It is not always necessary to have shared standards or principles, but it may help f) Eastern and Western concepts, especially because of use of strikes and boycotts g) The opponent may use violence. h) Can be used for good and bad causes i) Not limited to domestic/democratic structures, has been used in dictatorships, foreign occupations j) Does not always take longer than violence. It depends on strength of nonviolent actions. <p>From Gene Sharp</p>	<p>Pros and Cons of points</p> <p>Get people into groups and argue out some of the difficult questions.</p> <p>Handout Two and Three</p>
11.20	<p>How Nonviolence Works Why we obey authority? Talk in whole group bringing different ideas together</p> <p>Then</p> <p>Talk about NV attitudes to power There are two different views of power: Monolithic Theory – hierarchical, given to people by others with power. Pluralistic Power – hierarchies depend on people to keep them in place and reinforce their power. Read:</p> <p>Who has power in our society? Sources of Power: authority, human resources, skills and knowledge; intangible factors such as psychological and ideological, the habit of obedience and submission; material resources and who controls them; sanctions.</p> <p>In pairs discuss whom you feel has power in society. Who do you feel do not have power? Groups/Pairs feedback to whole group</p> <p>Nonviolent Strategy and Methods: investigate, negotiate, educate demonstrate, resist. In small groups “Why are these steps necessary?”</p>	<p>In small groups of 3/4 people W/G</p> <p>W/G</p> <p>In small groups 3/4 or pairs of people</p> <p>Handout Three</p>

	<p>NONVIOLENCE AS A CONTINUUM See exercise sheet</p> <p>What Role/Part do you wish to play during the campaigns around the G8? Media/leaflets/articles/banner making/ police liaison/research?</p> <p>Activists - Pros Activists are leaders based in one of the conflicting parties and are therefore generally unable to empathise, negotiate or compromise with the adversary. Often accused of siding entirely with the out-party, the activist must possess skills in organising, public speaking and strategising.</p> <p>Whether to intervene; choice of goals; definition of target; choice of means; assessment of consequences.</p> <p>Activists- Cons: rhetoric and emotion can be dangerous manipulative devices; activists must make sure that their constituents always understand the potential impact – along with the inherent hazards – of the tactics recommended. On the other hand, the intervenor as activist should strive always to keep the partisan nature of the intervention in proper perspective, emphasizing strategies designed to empower the constituents so they eventually attain independence. Even as an activist, then, the intervenor should possess and cultivate a service concept of leadership that highlights the development of constituent resources.</p> <p>What value is there in playing a different role? Use a the “I could do that if...” sheet and then get people to talk about their own role. Space here for fears and limits to action.</p> <p>Why is that relevant? Get people to think of what they can deliver as part of the campaign not their unrealistic fantasy.</p>	<p>Trainers Note Two</p> <p>In pairs – at this stage no need to feedback to group Handout Six</p> <p>Base on James H Laue’s theory in <u>Peace & Change</u> Summer 1982 “Ethical considerations in choosing intervention roles”</p> <p>Whole Group</p> <p>In pairs Handout Seven</p> <p>Whole Group</p>
12.30pm	Lunch	
1.45pm	Bright and Lively – Brain Gym	1 Trainer to lead post lunch warm up

1.55pm	<p>Flower Exercise (could be a vehicle if participants cannot connect with the idea of drawing a tree, flower or bush).</p> <p>Where does my personal power come from?</p> <ul style="list-style-type: none"> • Individually – Draw using pens/paper available • Choose a plant, flower or tree to represent yourself • Think of the root part as where you come from your history and background, childhood influencers • Think of it growing into the person you are today • What nourishes your own roots? • Influences your decisions? • Confirms your identity? <p>Leaf/Flower Part</p> <ul style="list-style-type: none"> • How does your behaviour (what shows) reflect your roots • Positively • Negatively • How easily do you recognise your behaviour? 	<p>Other Trainer to lead this exercise</p> <p>Individually</p>
2.05	<p>In Pairs</p> <ul style="list-style-type: none"> • Sharing your drawing/ideas talk to the other person about the picture you have of yourself either physically or mentally. • Some questions might include what the colours represent • What do the ideas/themes mean to them • Gaps 	<p>In Pairs</p> <p>Whole Group</p>
2.15	<p>Ask whole group to each talk about their plant and what they like about it.</p> <p>Aim of exercise to encourage people to look at what drives their behaviour. This needs to be clearly articulated at the beginning. Need crayons/pencils/ or paint – colour important and paper (recycled?)</p>	
2.30	<p>De-escalating violence see handout</p> <p>Get people into pairs and each discuss one of the nine de-escalating strategies. Then get them to present that strategy to the group and suggest why this was a useful strategy and where it might be useful and how it could be used.</p>	<p>In pairs then whole group Handout Four</p>

2.45	Hassle Line. Needs time for debriefing. Break	Trainers Note Three Whole Group
3.30	Affinity Groups – role within that Affinity group serve as a source of support and solidarity for their members to alleviate feelings of being isolated or alienated from the movement, crowd or world. These feelings can be alleviated through the love and trust which develops when an affinity group works, plays and relates together over a period of time. Usually between 5-15 people their structure of familiarity and trust reduce the possibility of infiltration by agent provocateurs.	Whole Group then two smaller groups (not more than 8 people in each) Handout Six
3.45	In groups discuss what might be roles you could enjoy. Personal & Group Safety Post-it notes again “what top tip do I have to share which I use to make me feel safer?”	
4.05	Burnout – in small groups use sheet to identify areas – what would you be likely to forget about/lose? or If appropriate it may be better to look at tackling ways of dealing with immediate stress. Body language etc	
4.20	Practical Applications of Nonviolence Where and What Next? What does this group want to do for the G8? What realistic goals can I set for myself? Empowerment through Nonviolence not self-abuse Discussion on the difference between: Direct Action Civil Disobedience Styles of Protest and Language of Protest	
5.00pm	Endings and Evaluation	Go around circle acknowledging one thing you have missed and affirming one person and one thing you have gained. Fill in form before leaving.