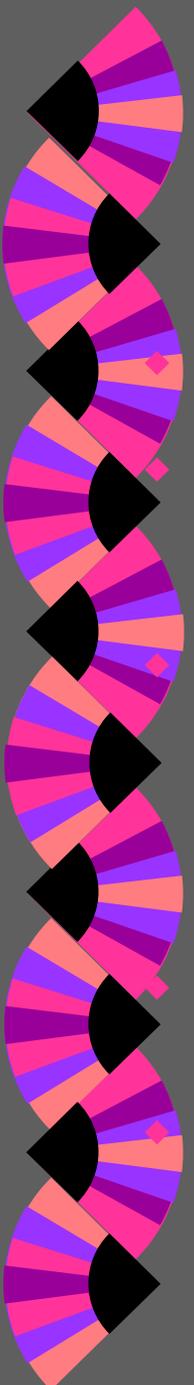


***Principles of NonViolence: Altering
Attitudes and Behaviors of High
School Students Regarding Violence
and Social Justice***

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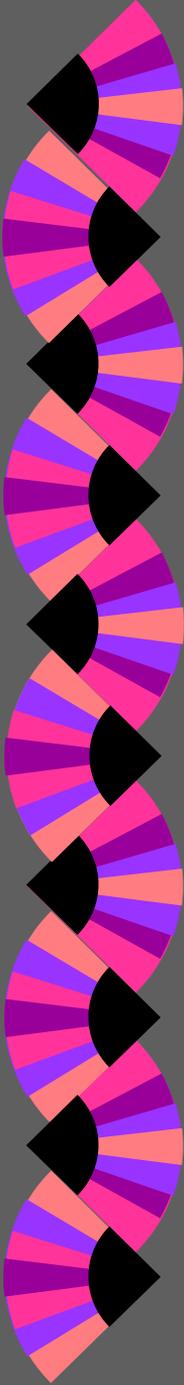
Learning Objectives:

1. The learner will be able to identify two of the six principles at the conclusion of the presentation.
2. The learner will be able to identify 2 areas of their practice in which one or more of the principles would be applicable.

No sponsorship provided for this presentation.

I am a behavior health specialist with the organization that provides the education intervention.

Study Hypothesis

- 
- w 1. Does an educational experience on civil rights and social justice alter the attitudes of high school students regarding violence and social justice?
 - w 2. Do high school students apply new attitudes into action?
 - w 3. High school students will be transformed to affect change.

NonViolence

- ◆ Is the general term for discussing a range of methods for addressing conflict all share the core principle that physical violence is not used against people.



Types of NonViolence Strategies

- ◆ *Tactical* – utilize short to medium term campaigns to achieve a specific goal within society; their aim is reform.

Strategic – interested in the structure of social relationships and desire to transform society, a long-term revolutionary strategy.

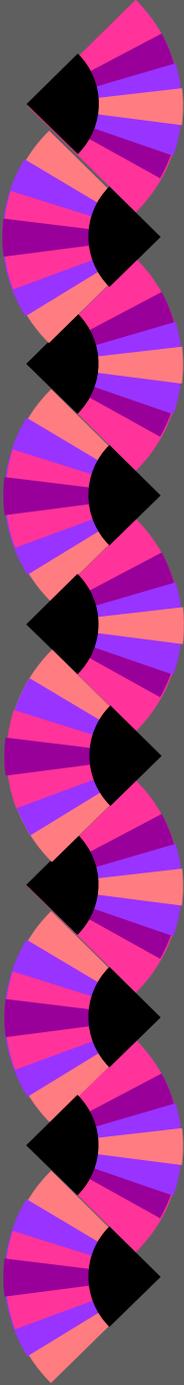


Types of NonViolence Strategies

- ◆ *Pragmatic* – exponents view conflict as a relationship between antagonists with incompatible interests-goal is to defeat one's opponent.
- ◆ *Ideological* - ethical belief in the unity of means and ends, one's is a partner in the struggle, nonviolence is a way of life.



Six Principles of Non-Violence

- 
- ◆ 1. Nonviolence is a way of life for courageous people.
 - ◆ 2. Nonviolence seeks to win friendship and understanding.
 - ◆ 3. Nonviolence seeks to defeat injustice not people.
 - ◆ 4. Nonviolence hold that suffering can educate and transform.
 - ◆ 5. Nonviolence chooses love instead of hate.
 - ◆ 6. Nonviolence believes that the universe is on the side of justice.

Method

- ◆ A correlational research design, involving analysis of a pre and post intervention survey.
- ◆ The survey consisted of 25 questions. Information was collected on standard demographics, gender identify, service hours, bullying, racial slurs and being a “silent witness”



Method

- ◆ The survey was normed in an Oakland Catholic High School, prior to a 1 hour presentation about the learning experience.
- ◆ The entire study body of 1100 students (9th-12th grade) were sent the survey via Survey Monkey.
- ◆ 313 completed surveys were returned.



Method

- ◆ 212 high school students from 12 San Francisco Bay Area schools, 16 students from Youngstown, Ohio and 4 Birmingham, AL. students attended a 7 day journey in either February or March 2016.
- ◆ Each student completed a numbered pre-survey on the airplane prior to any civil rights/social justice education.



Method

- ◆ Students completed the post-survey prior to the return flight home.
- ◆ Student school ID numbers were correlated with numbers on the survey.
- ◆ Students were randomly asked if they could be contacted in 30-60 days, 6 months and 1 year.



Intervention

- ◆ A seven day academic immersion journey involving an interactive mobile classroom.
- ◆ Lessons are taught about the NonViolence framework utilized in the Civil Rights movement of the 1960s, through a variety of ways including discussions with foot soldiers of the movement.

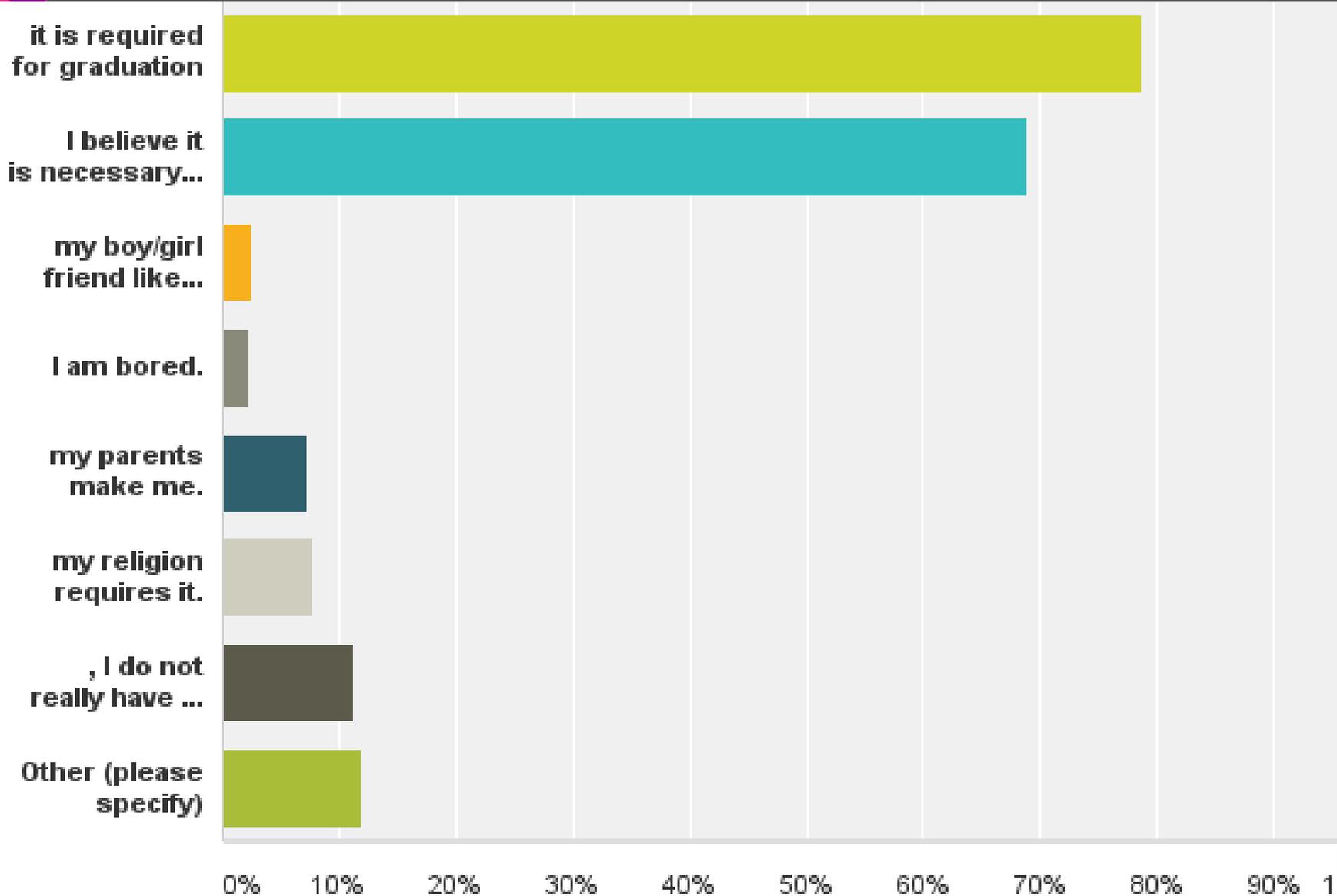


Intervention

- ◆ Students lessons are conducted in:
 - Atlanta at the King Center – meeting Congressman John Lewis
 - Little Rock Central High School – meeting Minnijean Brown and Elizabeth Eckford
 - Selma – meeting Rev. Clark Olson
 - Jackson, MI – meeting Reena Evers
 - Birmingham – meeting the McNair family
 - Hattiesbury – meeting the Dahmer family
 - Meredith – meeting Angela Lewis
 - Memphis – Lorraine Hotel

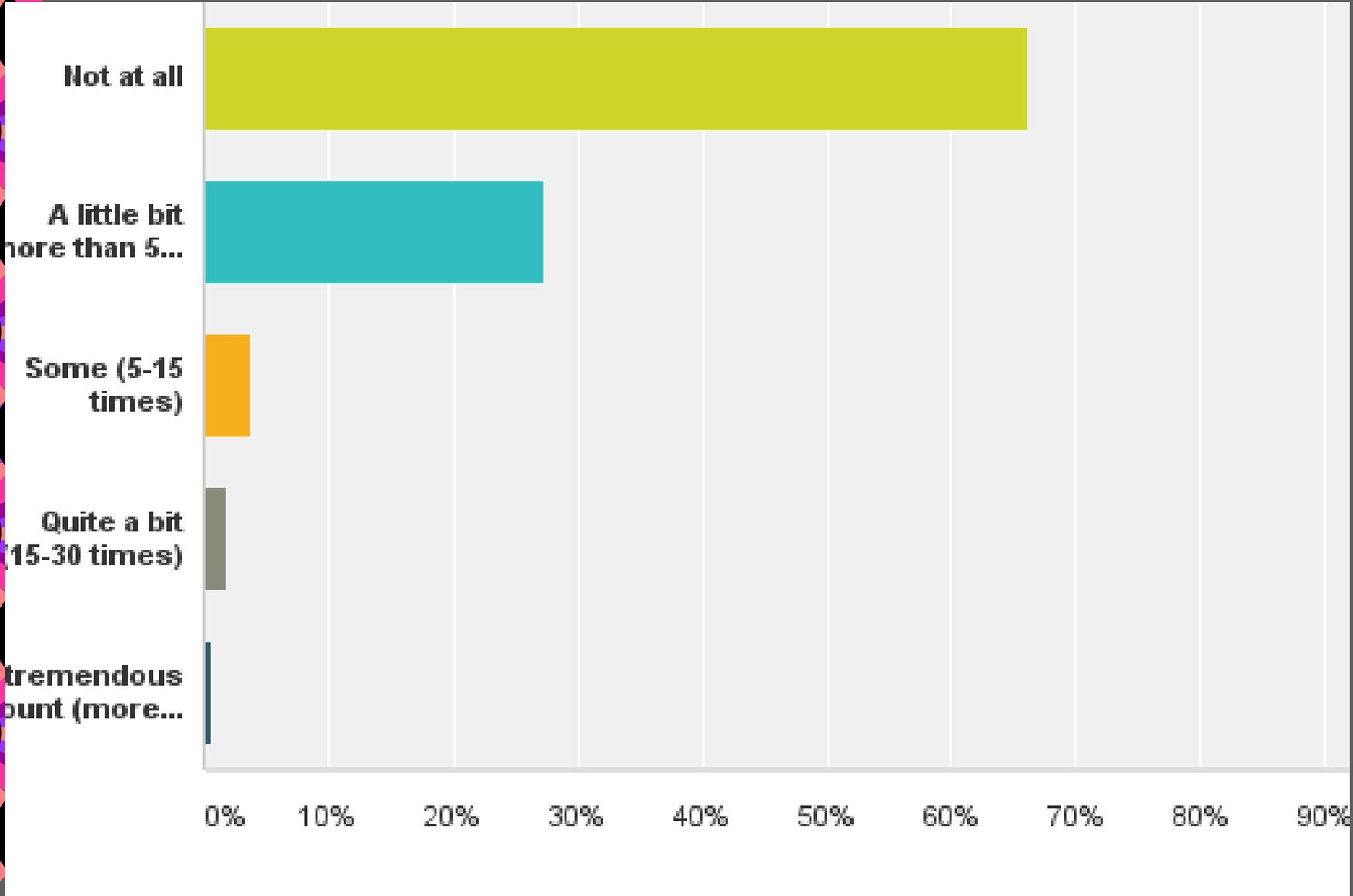


Q4: I am involved in community/service learning because (Please choose all that apply.)

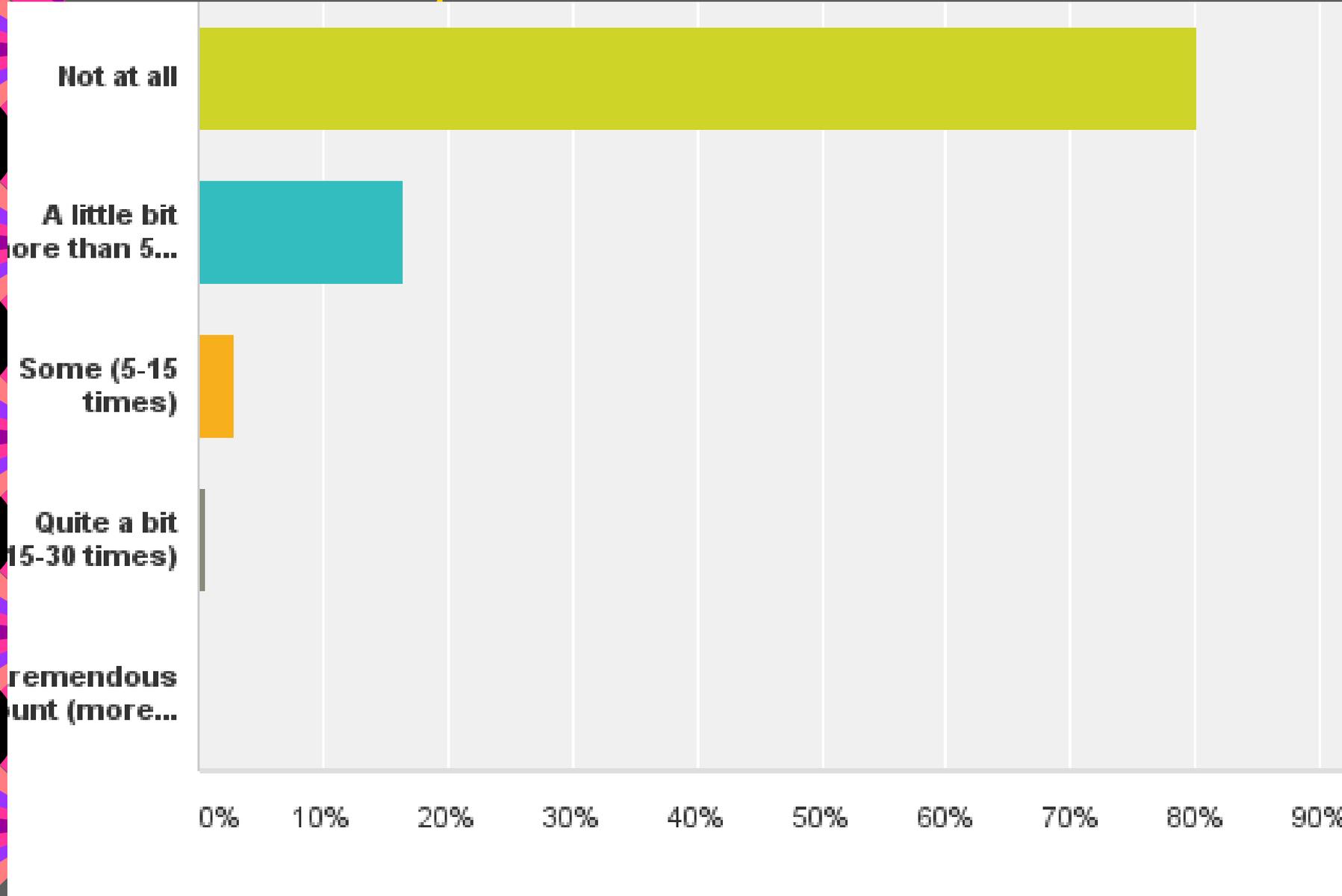


0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

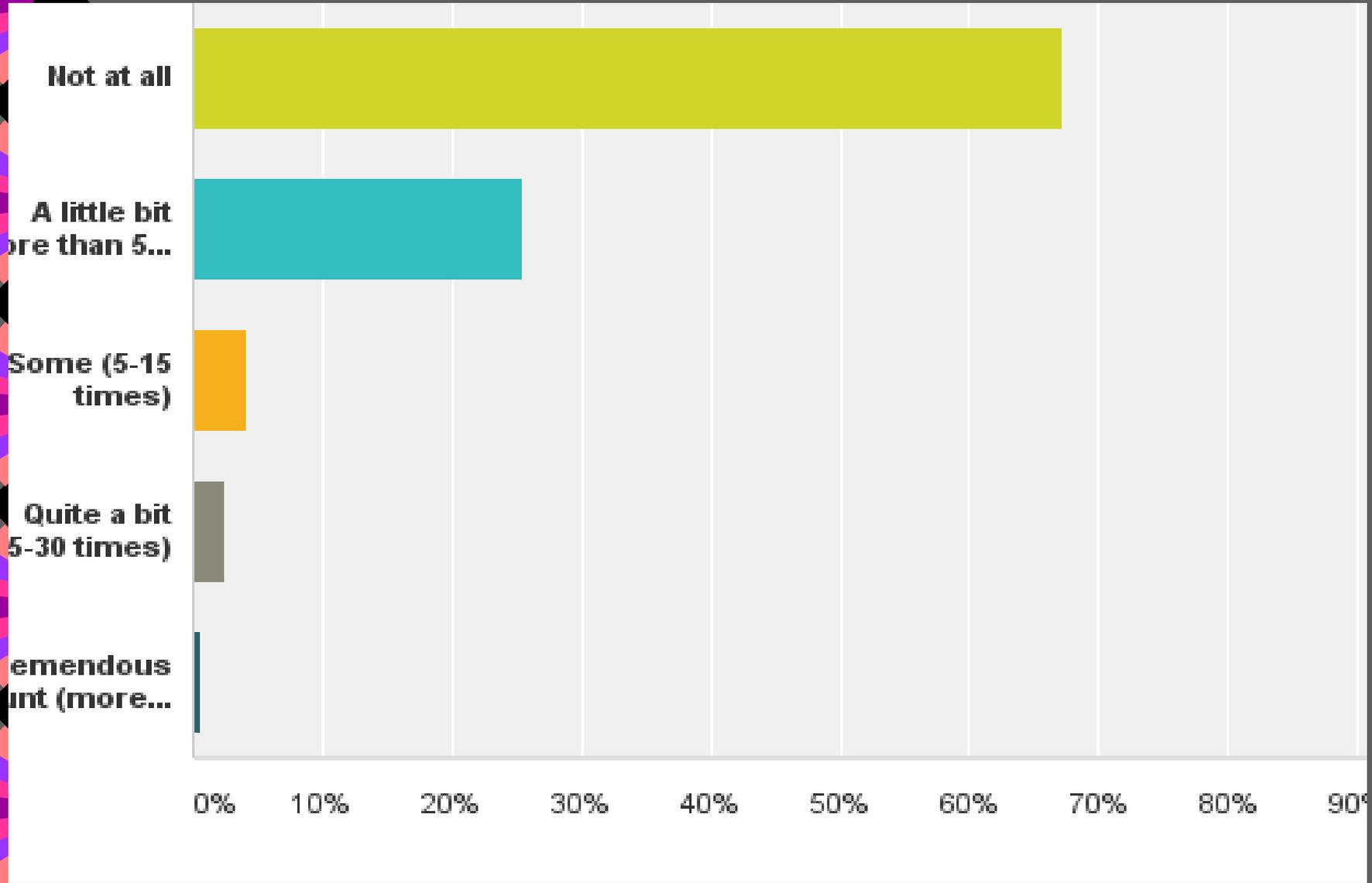
Q7: I have been bullied or teased (physically or verbally) in the past 2 months:



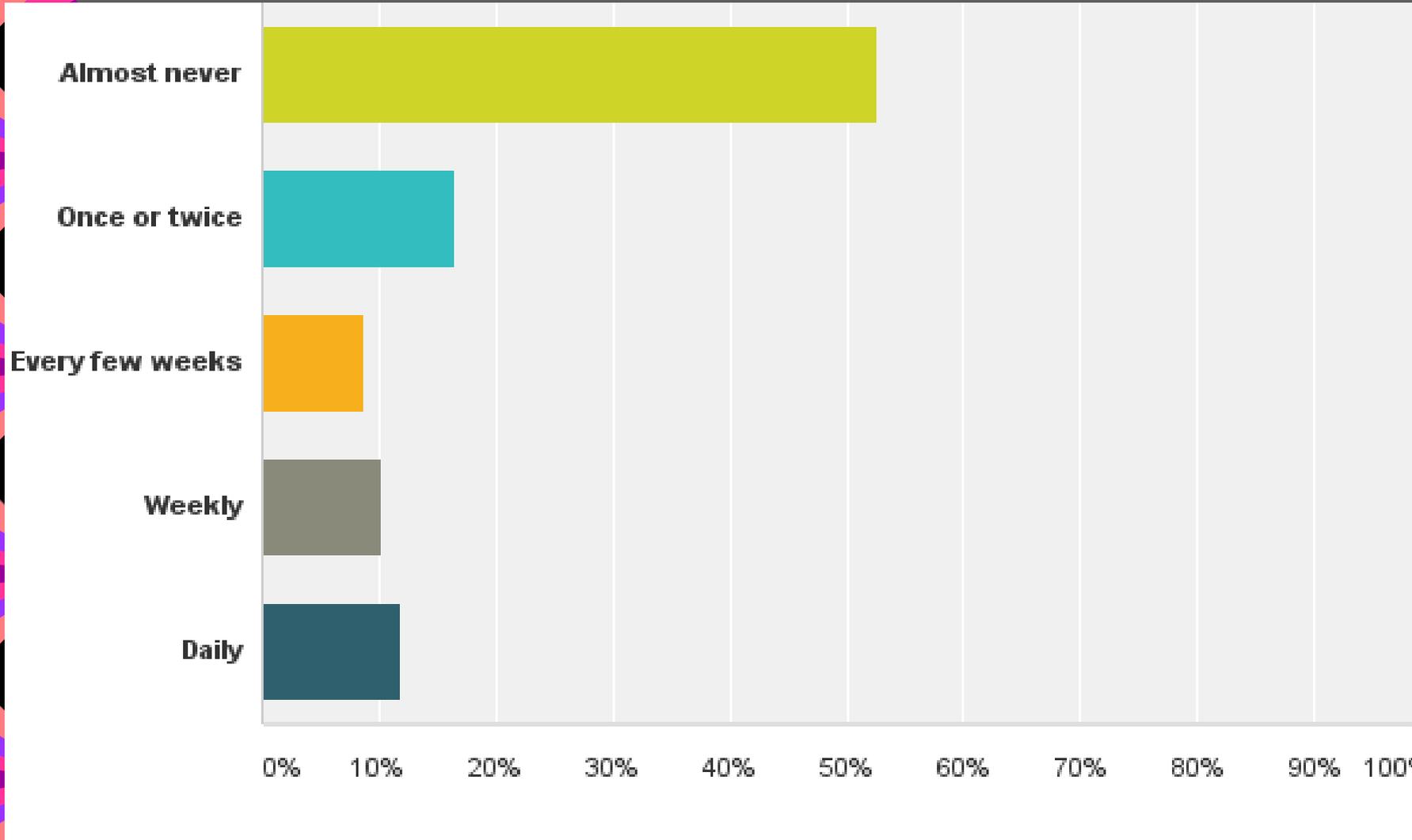
Q8: I have bullied (physically or verbally) at school in the past 2 months:



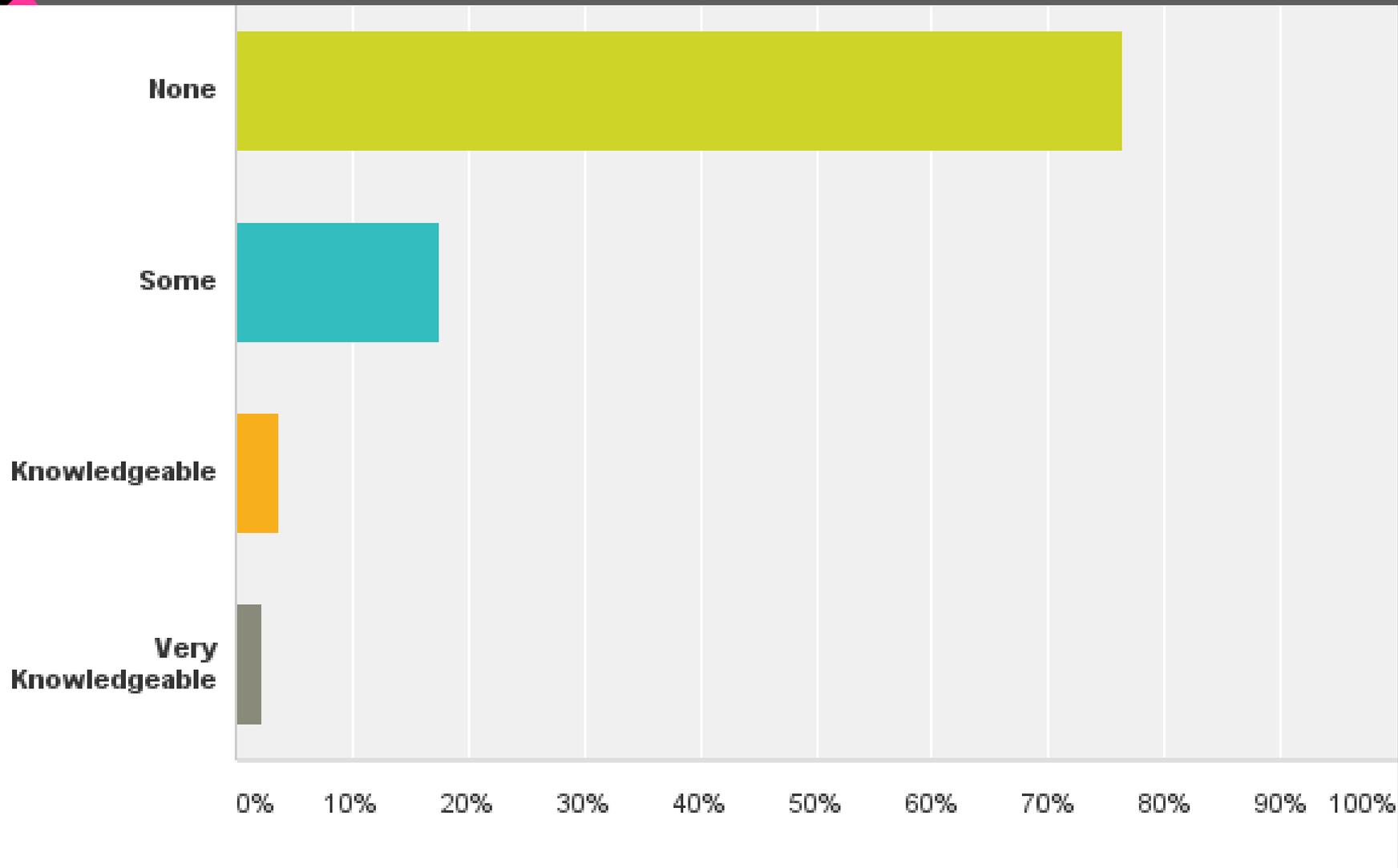
Q9: I have silently watched others bullied (physically or verbally) at school in the past 2 months:



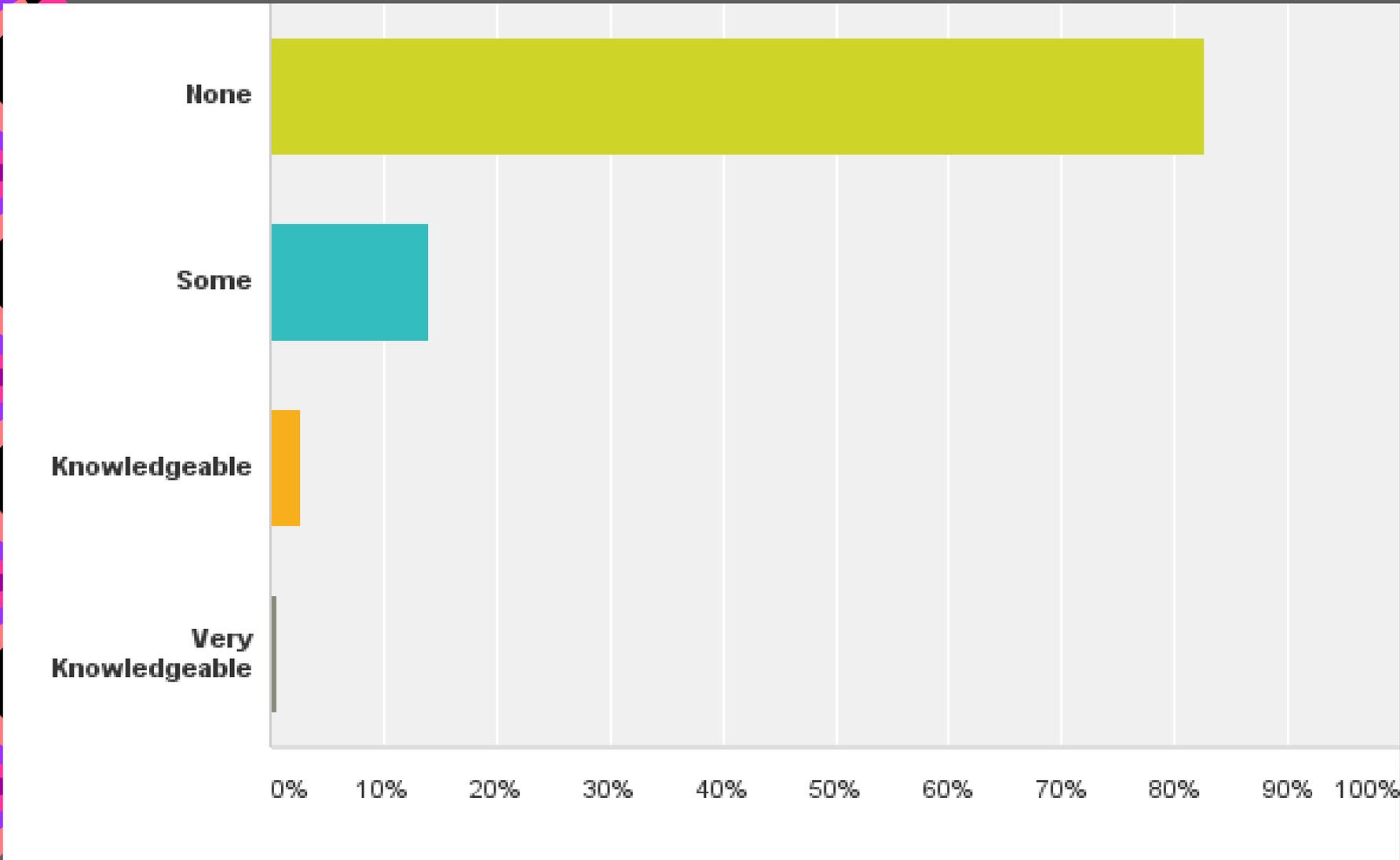
Q10: In the past 2 months how often have you used nigger, nigga, bitch, ho, fag, weird, FOB, "that's so gay" and others?



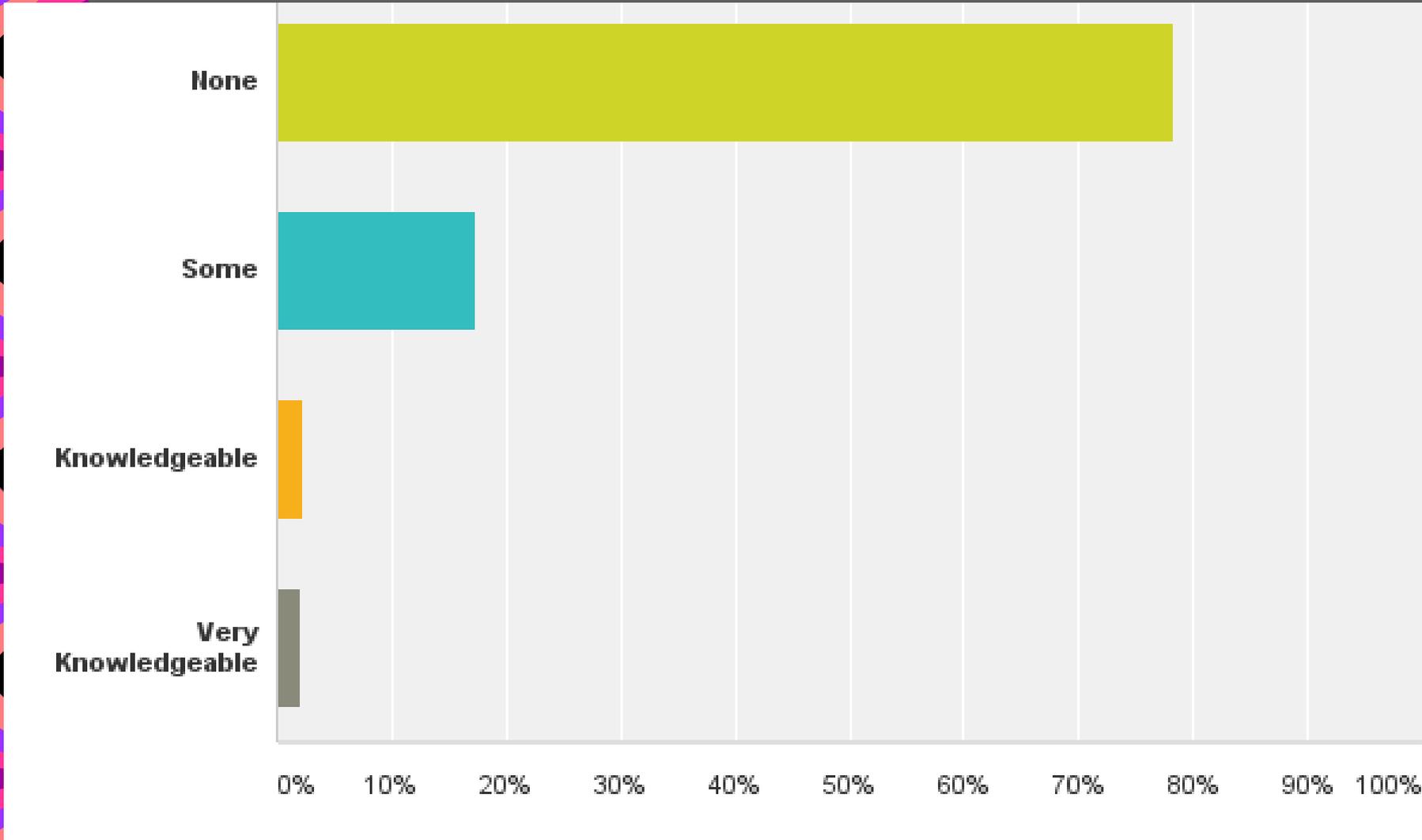
Q11: How much knowledge do you have about Bloody Sunday?



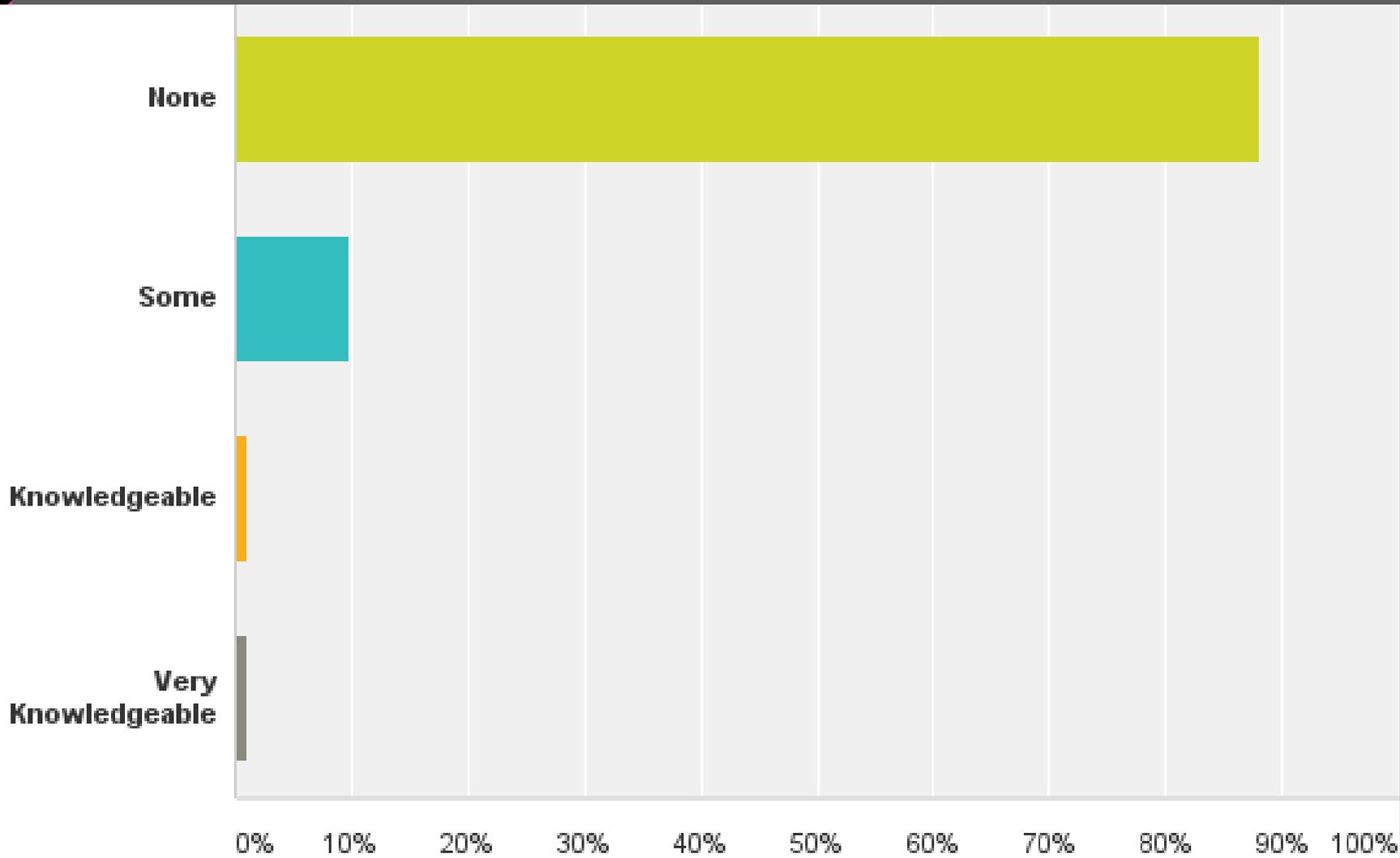
Q12: How much knowledge do you have about John Lewis?



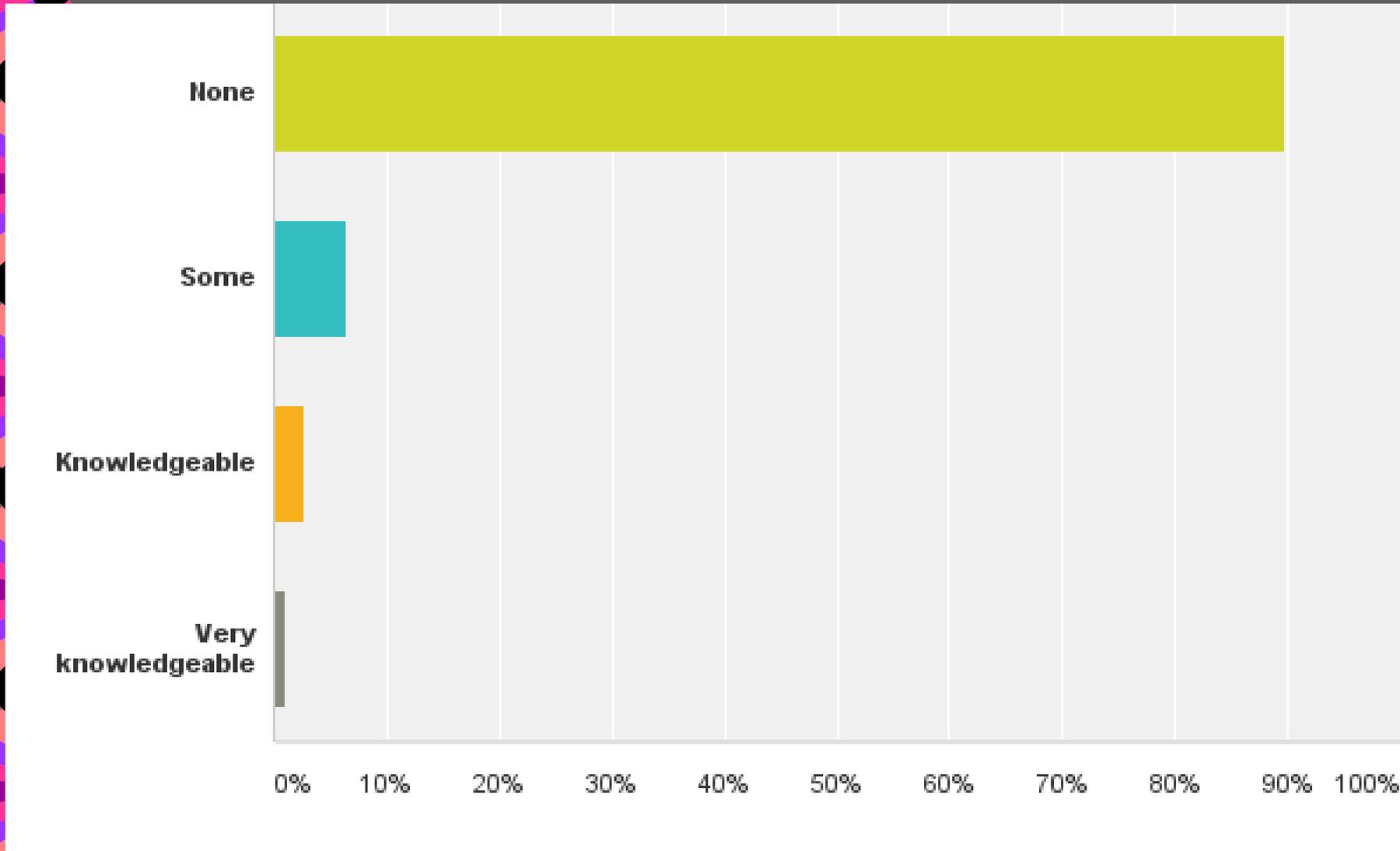
Q13: How much knowledge do you have about The Children's March?



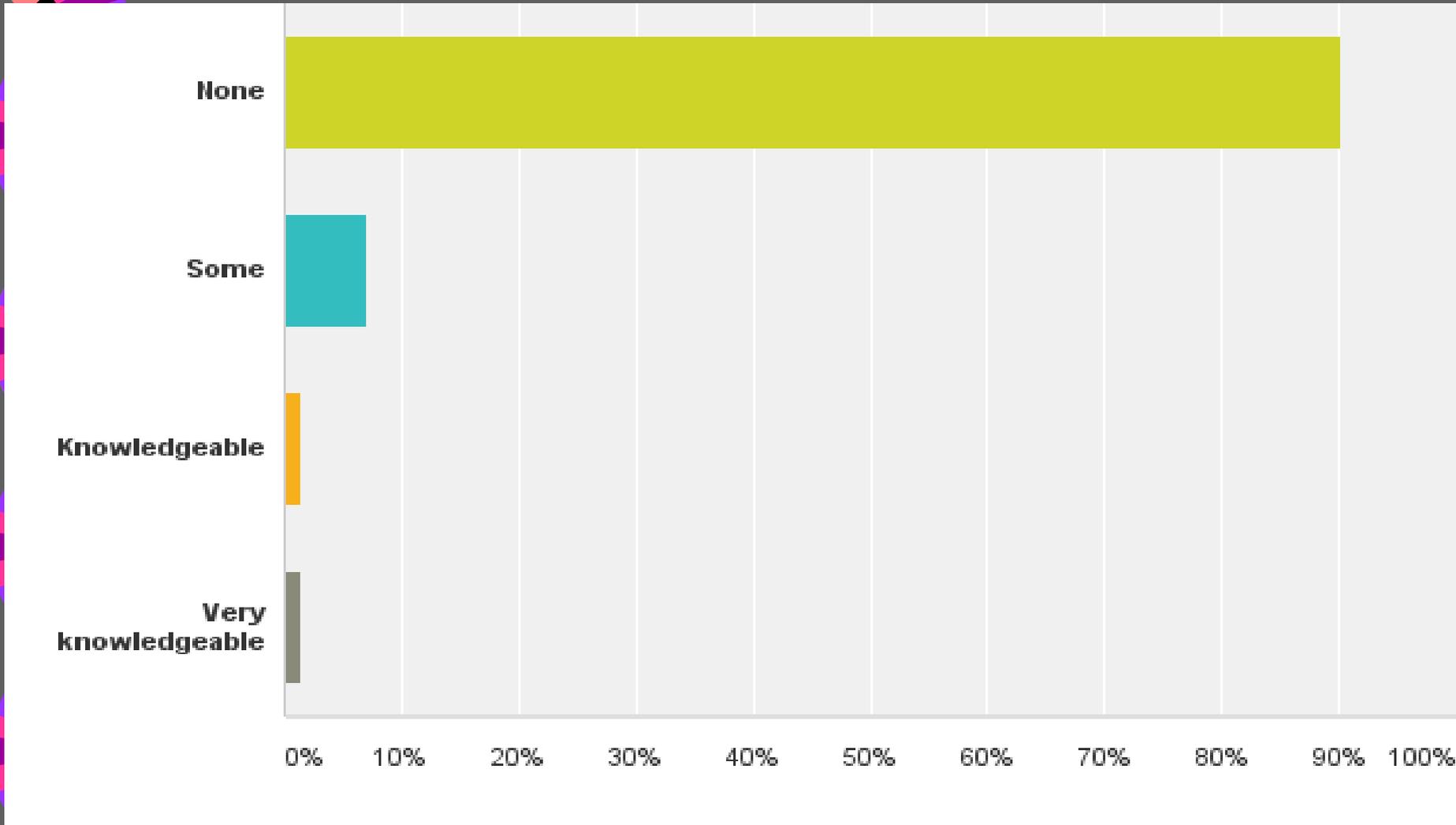
Q14: How much knowledge do you have about Medgar Evers?



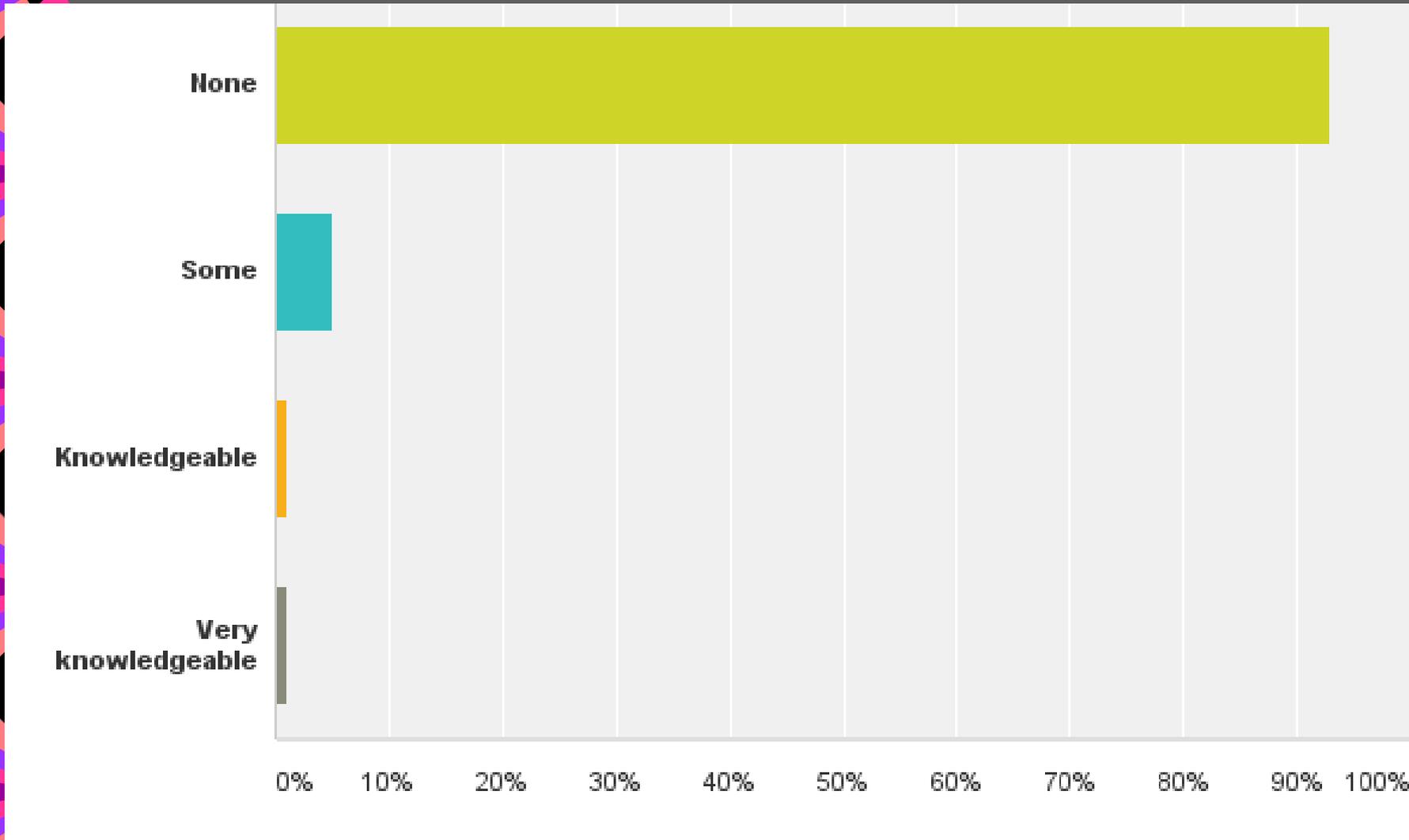
Q15: How much knowledge do you have about Minnijean Brown?



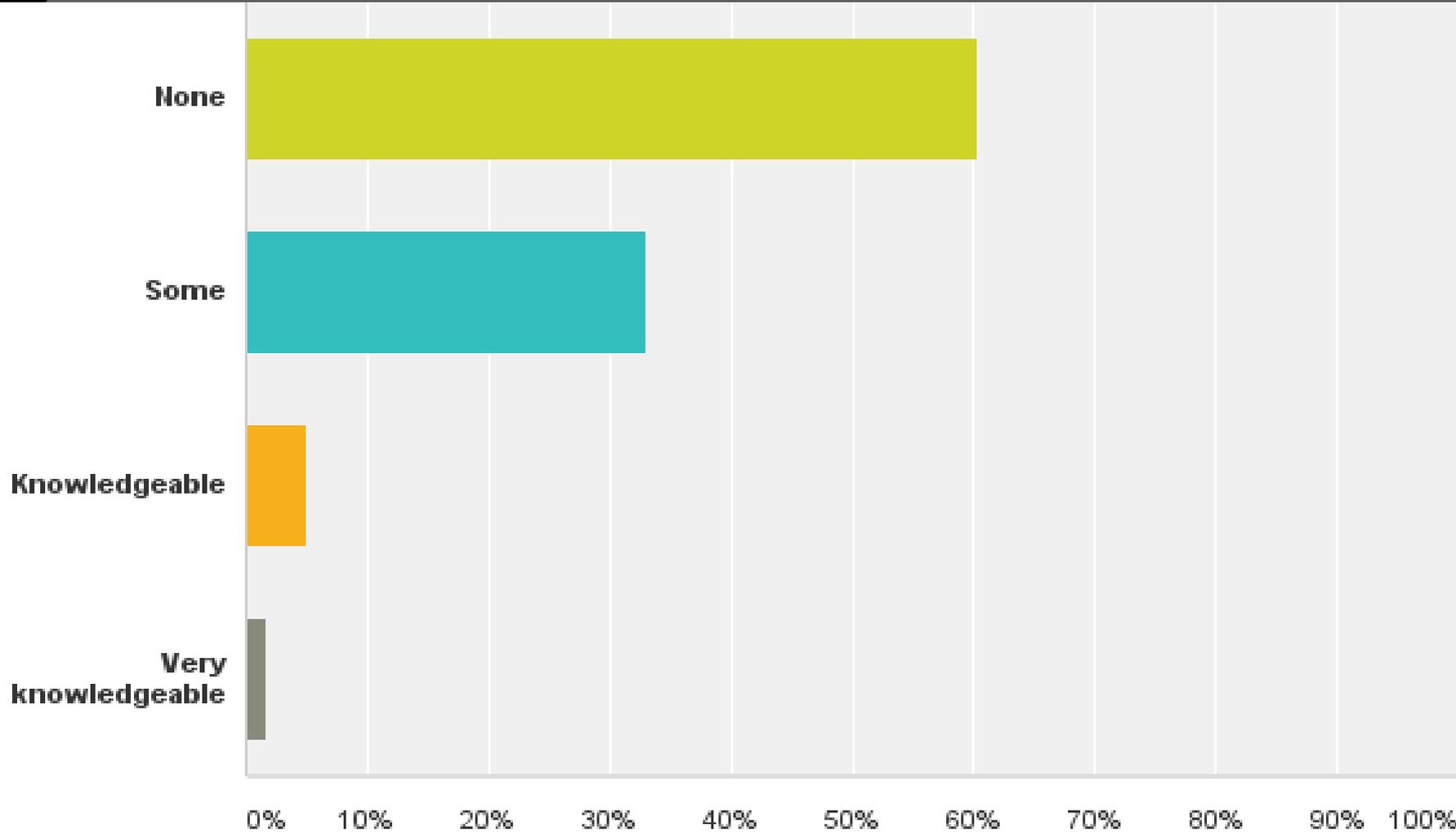
Q16: How much knowledge do you have about Elizabeth Eckford?



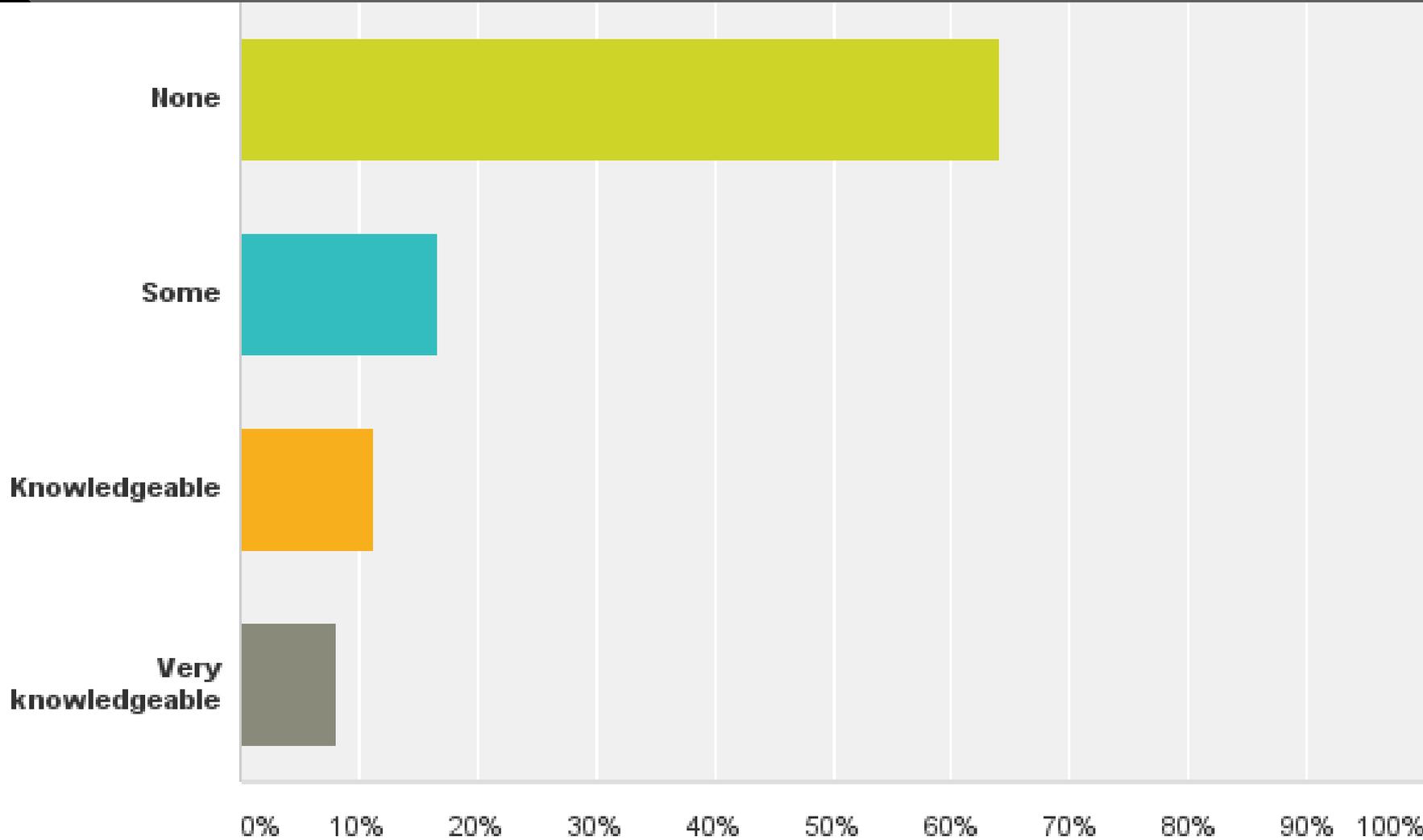
Q17: How much knowledge do you have about Vernon Dahmer, Sr?



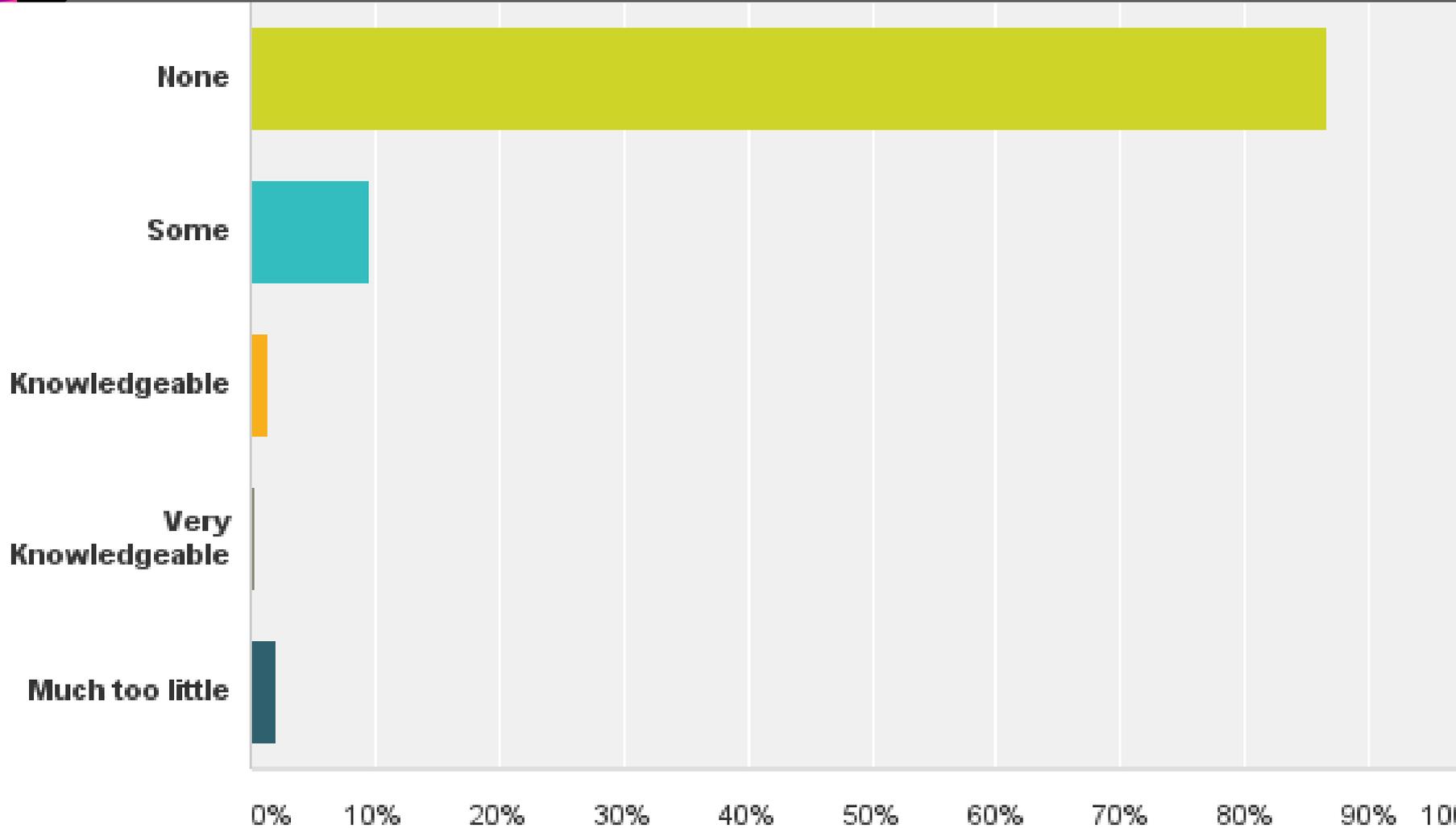
Q18: How much knowledge do you have about The 6 Principles of Non-Violence?



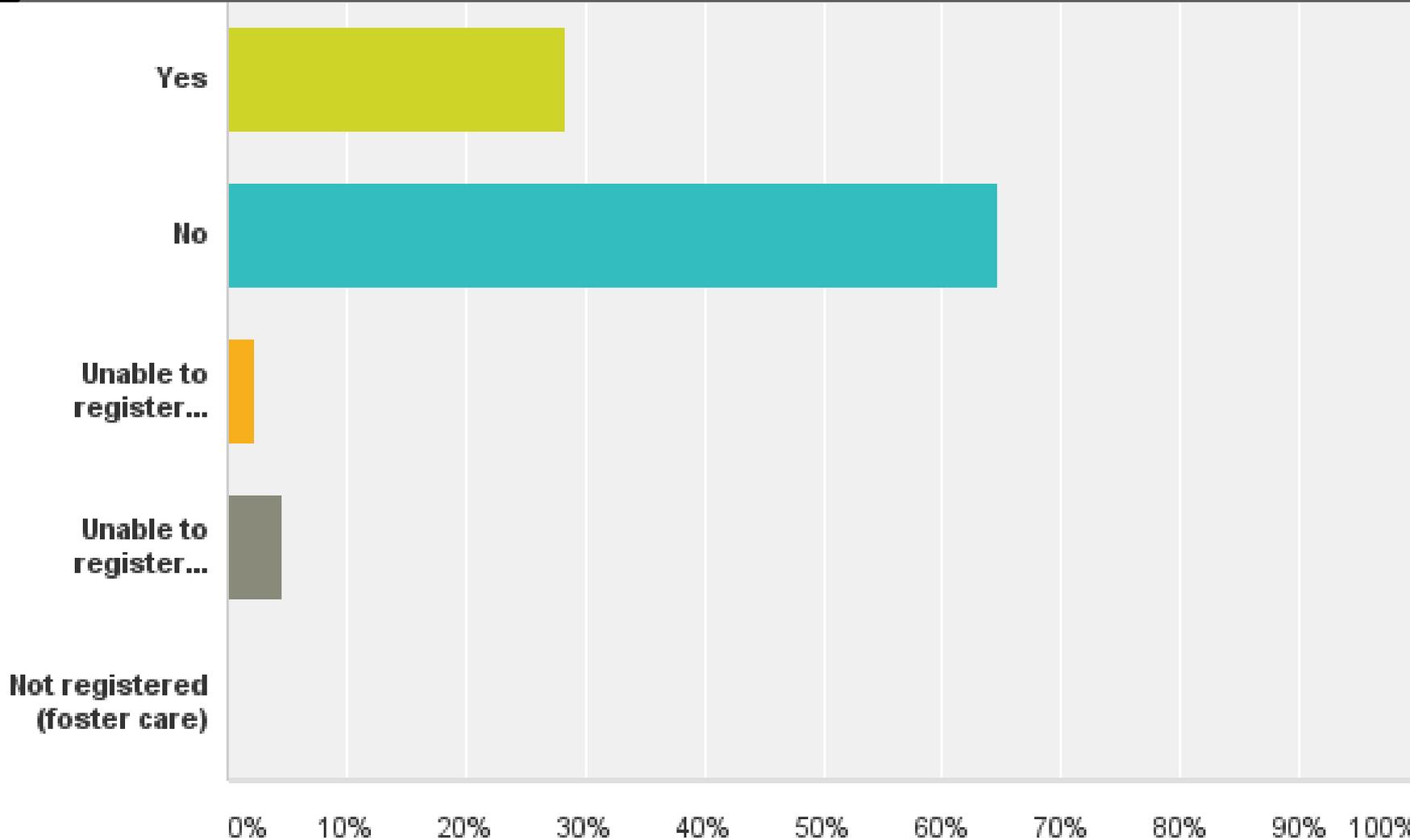
Q19: How much knowledge do you have about The 4 Little Girls?



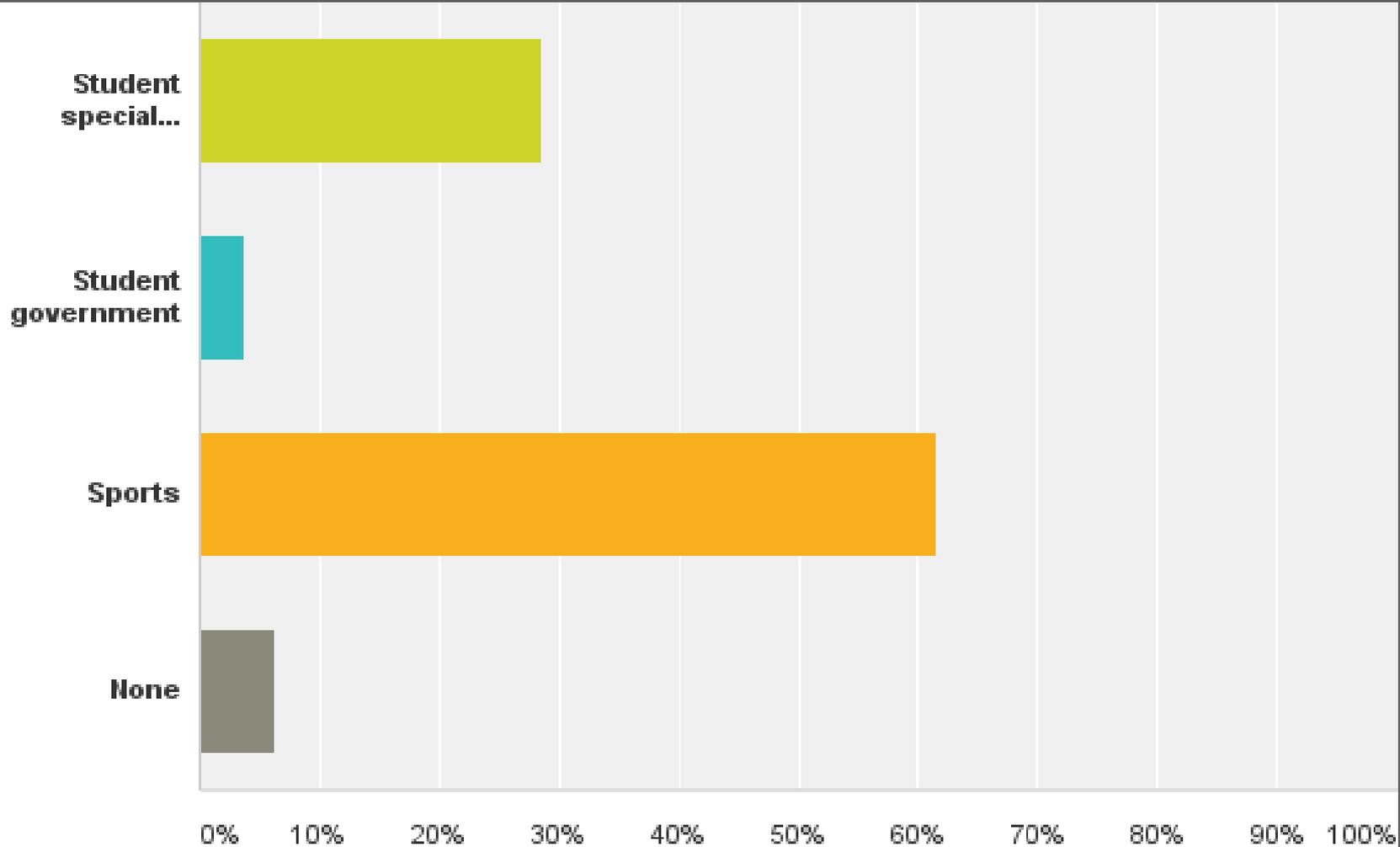
Q20: How much knowledge do you have about Chaney, Goodman and Schwerner?



Q22: If 17 or 18 years of age are you registered to vote?



Q23: Are you involved in student activities?



Results

1. Students from random sampling were contacted between 30-45 days after the journey by phone and email.
2. Students agreed to verbal conversations but few agreed to video or audio taping. Notes were taken regarding status of social justice practices and perceptions of violence.



Hypothesis 1

- ◆ Does an educational experience on civil rights and social justice alter the attitudes of high school students regarding violence and social justice?
- ◆ YES. 100% of those interviewed identified behaviors that they had not thought of as violence, i.e. language, teasing, laughing at others, taunting.
- ◆ YES. 100% verbalized just to paying attention to students who were isolated and try to pull them into their groups on several occasions.



Hypothesis 2

Do high school students apply new attitudes into action?

1. 1. Ohio students planning NonViolent Week in October.

2. 2. San Leandro – “Sisters in Arms”, working in Social Justice Academy to develop visual display

3. 3. Bishop O’Dowd – Student canvassing downtown 2 Fridays to contact youth regarding other activities.

Hypothesis 3

High school students will be transformed to affect change.

YES. 100% of students are engaged in activities at home, school and community.

a. home reports of better sibling interactions

b. teacher reports of improved attitude, and work ethic.

c. student and family reports the experience being transformative.

Discussion

Although this study seems to verify what has been observed and communicated anecdotally for 16 years.

It will be important to establish how long the behaviors continue to be practiced after the initially exposure.



Five Girls and The Church

On Sunday morning of September 15, 1963 the Sixteenth Street Baptist Church was bombed by the Klu Klux Klan killing 4 young girls, and injuring 20 people. Though this shook the world, the church, families, and community continue to grow and stay positive. This will always remain a very important and tragic event in our Black History community...



Denise McNair
1951-1963
11 years old



Addie Mae Collins
1949-1963
14 years old



Cynthia Wesley
1949-1963
14 years old



Carole Robertson
1949-1963
14 years old



Sarah Rudolph Collins
1951-present
11 years old
Left blind in her left eye



Sixteenth Street Baptist Church
1873-present