

# Gandhi Protest Application Simulation Summary

## Apply the Principles to a Present Day Protest Issue

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Developed by Dr. David Arendale, University of Minnesota, [arendale@umn.edu](mailto:arendale@umn.edu)

Designed to be played for two hours during class and also online

More history simulations available at <http://historysimulations.org>

### Summary

This history simulation follows a unit on the nonviolent protest movement in India against the British. Students identify his individual protest activities and sort them into six principles of protest. This creates a toolkit they can use and adapt for a protest issue that is important for their small group. The small group selects a modern protest issue, adds new specific protest activities that fit within the six broad categories, and develops a detailed action plan. This allows immediate application of what they had just learned in the unit about Gandhi to a real-world issue that they select. Some students report that they have used parts of these plans with their own community activism.

The story begins in 1907 with a young Mohandas Gandhi, the most influential leader in the history of civil resistance, as he rouses fellow Indians in South Africa to a nonviolent struggle against racial oppression. The film series *A Force More Powerful* recounts Gandhi's civil disobedience campaign against the British in India; the sit-ins and boycotts that desegregated downtown Nashville, Tennessee; the nonviolent campaign against apartheid in South Africa; Danish resistance to the Nazis in World War II; the rise of Solidarity in Poland; and the momentous victory for democracy in Chile. *A Force More Powerful* also introduces several extraordinary, but largely unknown, individuals who drove these great events forward.

The greatest misconception about conflict is that violence is the ultimate form of power; but in conflict after conflict throughout the 20th century, people have illustrated otherwise. At a time when violence is still too often deployed, *A Force More Powerful* dramatizes how ordinary people throughout the world, working against all kinds of opponents, have taken up nonviolent weapons and prevailed. Originally released as a feature-length film that played in festivals worldwide, *A Force More Powerful* was expanded into a 3-hour television series which aired nationally on PBS in 2000, and has since been seen around the world.

### Simulation Learning Objectives

1. Connect the historical context for the protest movement in India with modern-day protest issues important to students.
2. Develop a protest action plan based up the principles and tactics that Gandhi and his followers used in India.

3. Recognize how historical context shaped the protest program. How could have events turned out different? What are the forces of history at work that make this process for change so difficult?
4. Experience the challenges and skills needed for effective protest.

**Student Task:** This history simulation follows a unit on the nonviolent protest movement in India against the British. Students identify the individual protest activities, sort them into six principles of protest, selects a modern protest issue, adds new protest activities, and develops an action plan.

**Method of Play:** Read separate document on student instructions for more detail. This activity was designed to work with Google Docs and Google Folders.

**Materials Included in Simulation Packet:**

- Instructor history simulation procedures and Power Point presentation
- Sample Gandhi protest action plans
- General student activity instructions
- Specific student activity instructions
- Overview of Gandhi's protest principles
- List of Gandhi's protest activities and tactics
- Worksheet to sort the protest activities under one of the six principles
- Samples of contemporary protest activities
- Protest Action Plan worksheet
- Sample action plan developed by students during prior academic term
- Simulation student reflection form

**Additional Optional Resources:**

*A Force More Powerful Film Series*, <http://aforcemorepowerful.org>. The film series and accompanying study guides explores how popular movements battled entrenched regimes and military forces with unconventional weapons like boycotts, strikes, and demonstrations. Acts of civil resistance helped subvert the operations of government, and direct intervention in the form of sit-ins, nonviolent sabotage, and blockades frustrated many rulers' efforts to suppress people. This series has been used as a world-wide training program for nonviolent protest by individuals and groups.

**Student Evaluation of the Simulation:**

The simulation receives high approval by the students, often listed as their top learning experience during the course. As noted above, an evaluation form is completed by the students. It is partially a reflection on what they learned and partially an evaluation with suggestions to change. Often, those changes are reflected in the curriculum which is updated annually. This simulation has been used each semester for the past seven years. It has been effectively used in classes of 30 by dividing the students into smaller groups.

# **Instructor Materials to Prepare Students**

# Gandhi Protest Simulation Procedures

Time Requirement: Two Hours

Revised December 28, 2017

Following are the procedures that were used in my global history course. This activity has been used with in-class and online versions of the course. Some of these procedures are in response to feedback from the students on how to improve the learning activity.

## Imperialism Unit Preceding the Two-Hour Simulation

1. In addition to learning about European imperialism, we watch a 30-minute documentary on Gandhi's protest movement in India against the British occupation. The film is "*India-Defying the (British) Crown*" from the six-part series, "*A Force More Powerful*". This PBS video series has been translated into other languages and has been watched widely. The video is paused four times to process the material for students to talk with each other at their tables following a set of discussion questions I created. This process identifies the principles that Gandhi created to guide the numerous specific protest activities. These become part of the tools needed for application of Gandhi's approach with a contemporary protest event chosen by a small group of the students.
2. At the end of this final class period before the simulation, spend ten minutes reviewing the simulation documents and requesting they think about a contemporary protest event of their own choosing.
3. I request that students bring a laptop or tablet computer to the next class session since most of their work will be with online Google documents.
4. Students are assigned to read several short documents before they come to the following class period.

## Instructor Preparation Before the Simulation Class Period

1. Prepare a PowerPoint presentation with prompts for each stage of the simulation.
2. Photocopy materials and create Google documents for use during the simulation. Students will be divided into small groups the day of the simulation. In my class of 30, I prepare ten Google worksheets for the small groups. At this point, no one is assigned to a particular group.

## Instructor Provides Overview on the Day of the Simulation

1. Quickly overview of the activity for a few minutes.

## Identify Participants for Each of the Small Groups

1. For the in-class simulation, I write on the marker boards around the room ten protest issues that previous classes have often selected. I leave blank areas on the board for addition of topics suggested by students in the room. With the students standing in the middle of the room, I have them walk around the room to look at all the topics. After they have done that, I request they go to the protest event they want to tackle. If there are more than three, I have them divide into groups of two or three. This is done to keep everyone more active in the activity. If only one or two students are standing beside a protest issue, I ask if any of the

other students would want to join them. Following that, if just one or two students are by an issue, I invite them to join another group. This process has worked well for the in-class activity. These small groups of two or three students now move to a table to begin their work. Students now move to an open table. Members of the protest group sit next to each other. A separate document lists the ten topics I start based on past experience and also a review of college protest literature.

2. If this activity is part of a totally on-line course, the procedure is to randomly place students into small groups of five. I use Google Poll with five options of protest issues. Students in each of the small groups vote on the issue of their choice. Majority vote wins. This is not a perfect system, but it saves time for the activity. Students have been accepting of this procedures in past online classes.

#### Immediate Action by Each Protest Issue Team

1. For the in-class version, students introduce themselves to each other.
2. Students help each other open the Google Folder and documents for this activity.
3. Students take a few minutes to scan the following documents I have prepared:

#### Development of Protest Plan Begins

1. When all teams are ready, begin the following two tasks.
  - a. Sort Gandhi's specific protest issues under each of the six principles. The first time this simulation was run I had the students look at the 27 specific actions and to create their own principles. This seemed overwhelming for the students so I identified six principles. The goal is for students to better understand the principles and to build part of their tool box of actions for their protest activity.
  - b. Complete the action plan for their protest issue. The Gandhi toolbox provides a beginning of specific actions. Then, students generate new protest actions that could be used today. A popular action is "use of social media". I push the students to be specific with which one, timing of the messages, and the specific messages that would be sent. I do the same with the other protest activities. I have to move fast among these online documents to provide inserted comments as well as walk about the room.
2. Encourage students to use their tablets and laptops to access information useful for the protest plan.
3. Instructor circulates around the room to provide information as needed and also provide encouragement.
4. With five minutes remaining during this phase of the activity, the instructor makes an announcement so that final work be completed.

#### Debrief of the History Simulation

1. At the table, student groups debrief with each other. The focus is on the process of the protest. They share specific action steps for their protest issue.
2. Following this, a class-wide debrief occurs. A representative from a table shares about their protest issue and one of the principles and specific action steps for it. Each has to share different strategies from those mentioned by other groups. The course instructor makes final comments on their observation of the process.

3. A personal reflection worksheet is completed by each person to identify what was learned during the simulation and recommendations for improvement. This could be completed at the end of class or online. A sample copy is provided.



# Gandhi Protest Application



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# Learning Goal

- Develop a protest action plan based up the principles and tactics that Gandhi and his followers used in India.





# Location for Writing Activity

- Go to Google Drive file folder for CI 1150 and then select “***Gandhi Protest Application to Present-Day Issue***”
- Look for your name in the list provided
- Follow the general and specific student instructions for this online activity.



# Final Reflection on Friday

- Complete the reflection form and submit through the Canvas dropbox
- Work to provide at least one well-developed paragraph response for each of the questions



# Applying Gandhi's Principles of Nonviolent Protest to Today

## General Student Instructions

*Revised August 22, 2018*

Gandhi's choice of nonviolent protest was a new way to engage and defeat an occupying colonial power. The most common pattern had been an armed insurrection by the local people with a quick victory or a long guerrilla war to drive them away. Gandhi chose nonviolence instead. His religious background as a Hindu and professional training as an attorney led him to choose nonviolence this option. ***The learning objective for the activity is to apply principles and tactics used by Gandhi during the Indian protest movement with a contemporary protest issue important to students.***

The first task for your small group is to select a protest issue. With the online version of this activity, this is completed by a Google poll set up for each small group. In the past, the following protest issues have been used. These are only provided to give examples: animal cruelty; high price of college (textbooks, tuition); food choices on campus (vendors of soft drinks, food choices in the cafeterias); working conditions (minimum wage); just to name a few.

Often when the story of Gandhi's nonviolence movement is told, the focus is with the long march to the sea to protest the British salt monopoly. While this is very important, nearly two dozen other actions were taken to protest the British occupation of India. Each of these individual actions is a "***tactic***". The march to the sea would be one tactic. However, simultaneous with this activity were many others such as providing opportunity for other Indians to join the march, replacing their imported clothing from Britain with hand-made clothing.

When examining these nearly two dozen individual tactics, they can be categorized and placed into small groups that achieve similar objectives. These categories are then called "***principles***". One strategy was to select one or more simple yet concrete issues for the protest to focus upon. While the overall goal was for the English to leave India, the strategy of creating concrete issues to protest included the British monopoly on salt and rejecting the purchase of British-made clothing. During the upcoming learning activity, students will work in small groups to apply what was learned about the Indian protest movement. While some of the individual tactics used by the Indians could be applied to the activity, all of the principles could be used since they are applicable to any protest.

Carefully observe the video documentary on the Indian protest along with the assigned reading by Gandhi of the Salt March to discover the near two dozen individual tactics the Indians employed during the protest. The principles identified from the Indian protest movement are listed below along with their importance. Use these principles to create tactics to use with the protest issue your small group.

**Establish a positive vision for the future.** Rather than narrowly focusing to only protest against something, a vision is a positive image of a better future. Vision statements create enthusiasm among the protesters and motivates them to continue their efforts when setbacks occur during the protest movement. All individual protest activities are related to fulfillment of this vision. This vision can also

join the protest efforts. Gandhi's vision for the future was an independent India that was free from foreign occupation or manipulation.

**Select one or more concrete issues for the group to protest.** These issues are intermediate steps towards fulfillment of the larger vision the groups wants to achieve. They provide opportunities for many to participate. Gandhi's first issue was the British monopoly with manufacture, sale, and collection of taxes on salt. This was an issue that touched everyone in India regardless of religion, economic status, or ethnicity. Everyone needs salt to stay alive. He selected many others as well.

**Effectively communicate with the public, fellow protesters, policy makers, and those with authority to make change.** Members of the protest community need constant encouragement to continue. Messages are given to the public to encourage their support and involvement. Protest leaders must display skill in negotiation with the policy makers who can make the changes.

**Provide a sympathetic image of the protest leaders and participants as fellow members of society who advocate issues that affect many of them.** In addition to selecting issues for the protest that affect many within society, it is also important that the protest leaders and participants appear to as representatives of the larger society. It is important for a personal and emotional bond to develop between the protesters and the public who they represent. Gandhi chose to look more like an average citizen of India through his clothing and physical appearance.

**Gain attention of the media for them to disseminate information about the protest vision and tactics related to achievement of it.** This attention can shame the objects of the protest through public disapproval, build sympathy, and support by others who may join the protest, and reduce or stop unfair treatment of the protesters. This media attention could be from traditional sources such as newspapers, radio, or television or emerging social media channels.

**When needed, compromise and negotiate to achieve a lower level than the original vision of change.** Most change happens in increments and steps towards the final goal. Gandhi chose to compromise since he believed the protesters were exhausted and the policy makers were willing to agree to some of the demands. At the beginning of the protest, these compromise positions are private from the public, policy makers, and even other protesters. Gandhi believed the violence directed toward the protesters demonstrated British illegitimate control of India and would eventually lead to their departure.

# Applying Gandhi's Principles to Present Day Protest

## Key Definitions:

- ❖ **Principle:** The overall purpose of a group of individual activities. Principles are timeless and could be applied to any protest, however, individual protest tactics may be different.
- ❖ **Tactics:** Individual actions that are a specific application of a more general principle. Most successful protest employ several tactic activities related to a single principle.

Use Gandhi's principles and tactics he used or those your small group creates for your protest issue. Be specific, including the needed resources to do those activities.

## Tactic Activities Used by Gandhi and His Followers

1. Speaking skills with the public and the opposition leaders
2. Effectively communicate a vision for a different future of the people
3. Negotiation skills to comprise when needed to achieve the final objective
4. Be patient for final objective to be achieved
5. Identify that British only control India due to inaction by the larger Indian population and their participation in the economic and government system run by the occupiers
6. Understand motivations and value system of the public and the British government
7. Wear clothing similar to those typically worn by the general public
8. Change appearance to look like religious leader (examples: shave head and facial hair)
9. Protest against an issue that impacts the majority of people in society
10. Quit jobs with the government at the local, regional, and national level
11. Burn government registration and identification cards
12. Encourage people to get arrested as a result of nonviolent civil disobedience
13. Have so many people arrested that it disrupts and halts the judicial system.
14. Hold public marches that permit many people to participant
15. Generate excitement through public protests
16. Attract local, national, and international news coverage of the protest. Especially gain reporting of the protest by international news media sources
17. Have witnesses to reactions by the group associated with the protest issue
18. Purchase goods produced locally rather than buying imported goods from the British (example: reject British made clothing and instead wear simple cotton clothes)
19. Boycott goods that economically benefit the British (example, British clothing. salt)
20. Engage in civil disobedience to peaceably disobey laws that are unjust and discriminatory
21. Occupy buildings or factories run by the British.

# **Group A Small Group Project Team**

## **Gandhi Principles and Tactics to Gain India's Independence**

### **Application of Gandhi Principles and Tactics to Contemporary Protest Event**

**Small Group Members** (Type first and last name)

1. ***Specific Issue for Protest Selected Through the Online Poll Completed by Noon on Wednesday:*** Group A, Immigration Policies of the U.S. (Specifically the closing of the borders to seven countries)

2. ***Rationale for Importance of the Protest. This clear message is needed both for the protest members and for winning sympathy from the general public to support your protest and its objectives. (Type one sentence)***

America is a nation of immigrants, and by denying their entrance to our country, all aspects of our society will suffer; from the economy to the mindsets of the public.

3 ***In addition to identifying your protest issue in #1 above, what are your specific goals and how will you know that you have met your objectives for the protest issue?***

America was founded on equality. From the beginning of our country's existence, we have been a place of immigrants. America has been described as the melting pot, meaning that many different backgrounds work together to create a single identity. With current illegal and undocumented immigration at a high, the government has been trying to step in to solve this issue. There are many ways that this issue could be handled, but simply closing the borders, through constructing a wall or denying entrance to foreigners from specific countries is impeccably wrong and unconstitutional. We are here protesting in order to fall back upon the melting pot identity and create, once again, an equal, safe, and inclusive America. Someone should not be denied entry into America simply based on their home country. We are here to prove that people are people, and equality is deserved.

Our specific goals are to have the legislation that prohibits specific people from seven countries worldwide reversed. We want to achieve equality and closing the borders and discriminating against someone simply because of the country where they live is unfair and unacceptable.

Additionally, we will strive to eliminate the racist and derogatory mindsets of those in authority. This entails that events showcasing the importance of foreign citizens must occur.

Furthermore, we will try to build the equal social system for all the immigrants from different background to be treated the same. We try to help them quickly adapt to the lives here. Government have the duty to protect the immigrants from attacks from racists and some people from specific social classes.

We will have met these goals when equality is restored in America. This will be evident when airports are no longer the source for biased and unjustifiable arrests. We will try to embed the sense of globalization to every citizen’s mind in the US to make the American become totally acceptable to the immigrants from different areas to achieve the final ‘melting pot’.

Immigrants too, are the citizens of the United States who have must be protected. All citizens must be protected since that is one of the most important roles of the government. Having different religion, cultural background and skin color must not be the reason to ban people from entering the country. United States must embrace the difference and uniqueness since this nation is built upon the differences and contributions of foreigners. We would know that we have met our objectives for the protest issue when we see kids not getting bullied nor segregated because of their appearance and religion. Furthermore, we would know that we have met our goals as we see people of different colors gather in one place without one being more powerful and the other being less powerful. It means people are willing to form group with others who own different cultural backgrounds, colors, religion and countries so that it is a psychological sense of identity. This can eliminate the gap between indigenous residents and immigrants totally.

<p><b>Step Two: Create an Action Plan for Your Protest Issue: Use Gandhi’s Six Principles, Activities, and New Ones You Create. These boxes are expandable for you to add as many specific activities and action steps as needed. Be as detailed and comprehensive as possible. With five to six members in your small group, there should be plenty of items to add.</b></p>	
<p><b>Gandhi Principles</b></p>	<p><b>Specific Protest Actions and Activities. Be specific and identify resources needed for accomplish those actions and activities. .</b></p>
<p><b>1. Establish a positive vision for the future.</b></p>	<p>Your group already complete this task by your answers in #1, #2, and #3 above</p>
<p><b>2. Select one or more concrete issues for the group to protest.</b></p>	<p><i>What are smaller specific issues that are part of your larger protest? What are the practical steps to conduct the protest?</i></p> <p>*One specific issue that can contribute to our larger protest is the stereotypes we have here in the U.S.. A lot of people think that those seven countries are where the so called “terrorists” come from, but in reality a lot of terrorism attacks are not from foreigners and instead from people here in the U.S.</p> <p>*Some practical steps may include collecting more information on these seven countries and then presenting facts to the public on why they shouldn't be banned. Also trying to get as much supporters as possible, which will allow people to participate.</p> <p>*Educate the younger generations that it is not wrong to be different. In order to educate the</p>

	<p>younger ones, I believe the adults should be more accepting. Kids then will naturally learn how to embrace difference.</p>
<p><b>3. Effectively communicate with the public, fellow protesters, policy makers, and those with authority to make change.</b></p>	<p><i>How will you communicate with your followers, public, and the authority figures?</i></p> <ul style="list-style-type: none"> <li>*We need to have good speaking skills and be able to speak in front of big groups of people.</li> <li>*We can hold meetings in certain areas just like people have been doing around campus.</li> <li>*We can also generate excitement with smaller protests until we can form a large enough group.</li> <li>*We could start small. Schools could have small discussion sessions where teachers could listen to the opinions and the perspectives of the students. Then, the teachers could add on to somewhat lead the students to be more understanding and eventually embrace them, those who are from the seven countries. We could use media such as facebook, twitter and probably instagram to get the public's attention. By the video or picture being shared/and re-posted, the post itself would get popular, which increases the chance that the authority figures too would have access to view the content. The other way is to send them emails and letters in hopes that they would see them and possibly communicate with the general public. However, the second option is less likely to happen.</li> <li>*We could ask Youtubers who have high amount of subscriber and are agreeing with the protest to help out by making a video relate to the protest. Since popular youtuber mostly likely will have their video on the front page of Youtube.</li> </ul>
<p><b>4. Provide a sympathetic image of the protest leaders and participants as fellow members of society who advocate issues that affect many of them.</b></p>	<p><i>What can the protesters do to build a relationship between them and the public?</i></p> <ul style="list-style-type: none"> <li>*Getting the facts out to the public could be a tremendous help. A lot of the public has turned away from politics and a lot of people in the U.S. have the mindset that if it doesn't affect them, then it doesn't matter.</li> <li>*Make some attractive posters that would somewhat influence their perspective against the immigrants. List some positive impacts that they could put in the country. The facts that are need to be understood by average Americans is that the most of the immigrants come to the country because their home countries are not safe. Furthermore, they should learn that not all immigrants are terrorists, rather they are desperate to be protected.</li> </ul>
<p><b>5. Gain attention of the media for them to disseminate information about the protest vision and tactics related to achievement of it.</b></p>	<p><i>How gain interest of the media to cover the protest? How could you use social media?</i></p> <ul style="list-style-type: none"> <li>* If protests gain a lot of supporters there will be news coverage that will let the public see that this is an issue we need to fix</li> <li>*We could use social media like facebook, instagram, or twitter to get news out there. This</li> </ul>



	<p>can be done by having people of the protest posting their reasoning to why they protesting and their vision of the future. After that they can asking their friends and follower to help spread the post and get it into more people social media page.</p> <p>*We could make videos to attract the public and gain support.</p> <p>*We could invite celebrities to give speeches that would attract more audience members and eventually would raise more awareness.</p>
<p><b>6. When needed, compromise and negotiate to achieve a lower level that the original vision of change.</b></p>	<p><i>What are you willing to compromise regarding your overall goal? Sometimes revolt takes a long path for final victory. What would be an important intermediate goal to achieve?</i></p> <p>*I believe that guaranteeing safety is the most important thing that must be compromised regarding the overall goal. Revolt does take a long path for final victory, yet it may be powerful when people continuously do it. For example, my home country, South Korea is under a great chaos because of our President and the woman who has been controlling the president. At first, the government did not even bother to stand on the side of the citizens because they were afraid to lose their job and the position that they sought to have for so long. However, as protestants continuously revolted against the government, the president is at the crisis of being impeached. Important intermediate goal to achieve would be to provide the immigrants with support of food, clothing and possibly shelter.</p>
	<p><i>List other protest activities here that do not fit into the six principles of Gandhi</i></p> <ul style="list-style-type: none"> <li>-seek help from United Nations</li> <li>-violent</li> </ul>

## Sample Protest Issues

1. Tuition, textbook costs, and student debt
2. Homeless people in the Twin Cities
3. Black Lives Matter
4. University divestment in companies believed to be harmful to the environment, people, or animals
5. Healthy food options on and around the campus
6. Neighborhood crime
7. Political change
8. Hostile campus climate issues
9. Animal rights and protection
10. Plight of refugees fleeing Syria by traveling to Europe
11. Immigration policies of the U.S.
12. Cultural studies programs at the University
13. Financial inequality ("Occupy Wall Street" movement)

# **Materials for Student Use During Simulation**

# Applying Gandhi's Principles of Nonviolent Protest to Today

## Specific Student Instructions

### Follow these steps for this online learning activity:

Do not become concerned about the length of these instructions. This learning activity is much simpler than my instructions appear. With an online class, I do my best to make instructions clear and reduce the uncertainty so you can do your work. I hope you learn new tactics you can use with advocating change locally and globally. Margaret Mead (famous anthropologist) once said that history has shown us that a small group of dedicated individuals can accomplish much in this world.

1. Open up your UMN Gmail account and then click open your UMN Google Drive. The file folder I have created for everyone in the class is named "**CI 1150 Fall 2018**". It appears in your list of other UMN Google Drive file folders and documents. All the class small group projects will be located there in this folder.
2. Inside this main Google Document folder you will another file folder. Click on the file folder "**#1: Applying Gandhi to a Contemporary Protest Issue**".
3. Inside the **Applying Gandhi** folder click on the document named "**Fall 2018 Gandhi Small Group Members**." Everyone in the class has been randomly placed into one of six small groups. Look at this document to identify which group you are in: A, B, C, D, or E. Remember your group letter. Always check this document for each small group activity. You may be assigned to a different one.
4. Click on the Google Drive folder of the small group you have been assigned to work (**A, B, C, D, or E**).
5. Once you are inside your assigned small group file folder, click on the link for the Google form for your small group named "**Complete Survey by Wednesday noon**". Answer the single anonymous question. Select the one issue you would most like to develop a protest plan. These have been the most common topics selected by the class in previous semesters. Do this by noon on Wednesday. David will review the results and post the protest issue with the largest number of votes a few minutes after 12:00. In case of a tie, David will flip a coin.
6. There are several documents for you to read before starting the activity. Read the documents "**Gandhi's Protest Principles Intro and List**" and "**Gandhi's Tactics List**". The information in that document comes from the assigned reading by Gandhi and the video clips played during the video lecture. Please complete this reading by Wednesday in the middle of the afternoon.

### Small Group Learning Activities:

When you are working in small group projects like this one, it is important for everyone to get involved early in the activity. I have given you Wednesday afternoon through Friday to complete all the learning tasks. For the sake of your fellow students, do not delay your involvement. With four or five members to your group, this learning task can be easily completed with high involvement by all.

The two learning tasks for your small group are the following. Both of these are Google Documents that you will collaboratively complete.

1. **Complete by Wednesday noon: Select your preferred protest issue through the Google poll.** The link is provided in your small group file folder.

2. **Complete by Wednesday 8 p.m: Step One, Sorting Gandhi Tactics Under the Six Gandhi Principles.** The purpose of this activity is to build your assortment of potential protest activities your small group may use for the contemporary protest activity. This is not meant to be the only tools to use.
  - a. After you have carefully studied the “Gandhi Protest Principles Intro and List” and “Gandhi Tactics List”, work as a team to complete **“Step One: Gandhi Tactics Sorted under Principles” worksheet**. Each small group member should select four or five of the 21 tactics on the **“Gandhi Tactics List”** and place them next to the protest principle where you think it belongs. Some could appear under several of the principles. When you type a tactic into the worksheet, put your initials in parenthesis.
  - b. **The Idea Toolbox is now created.** The principles are timeless while some tactics will not be used by you for the contemporary protest. This activity can probably be achieved in less than an hour to read the handouts and complete this simple worksheet. But, it is important to prepare for the Thursday activity.
  
3. **Complete by Thursday before 8:00 pm: Step Two, Applying Gandhi’s Tactics and Principles to a Contemporary Protest Issue.** Make a comprehensive plan for your protest activity. Use Gandhi’s activities and tactics plus new ones you create. No doubt you will mention the use of social media. Be very specific in the messages and images that are communicated. I will be following all small groups as you work and may post comments to the Google Document to request more information and provide you feedback. If you do your work Thursday morning or afternoon, I will be more likely to provide feedback you can use to make final edits before Thursday at 8:00 pm.
  - a. First, study the worksheet completed by students in a previous semester.
  - b. Provide specific protest activities for each of Gandhi’s six principles.
    - i. At the top of the worksheet type your first and last name.
    - ii. David will type the name of the protest issue that your group voted for on Wednesday morning.
    - iii. First, write a single sentence the specific issue your group is advocating.
    - iv. Second, type the rationale why this protest issue was important to the group. Imagine that a news reporter asked you to explain why your issue is worth them covering for the news. All of you are encouraged to contribute to this section of the worksheet.
    - v. Principle #1 will be answered by the introduction section of the worksheet. **Select only one of the remaining five.** Type your initials in the box so I know who contributes to that principle. First one to claim a principle by typing your initials is responsible for that one. Since there are six members in your group, the last person to get started can add additional information to one of the five remaining principles.
  - c. Do not do the work of other team members. Leave it blank and the missing student will receive a zero grade.
  
4. **Complete by Friday midnight: Your reflection about this learning activity.** One of the questions will ask you for suggestions how this learning activity could be made better. I look forward to your recommendations. This is the first time I have tried this as an online-only activity and it will have some difficulties no doubt. Feel free to email me and I can provide additional information. I hope you find this a fun and meaningful learning activity.

# Applying Gandhi's Principles to Present Day Protest

## Key Definitions:

- ❖ **Principle:** The overall purpose of a group of individual activities. Principles are timeless and could be applied to any protest, however, individual protest tactics may be different.
- ❖ **Tactics:** Individual actions that are a specific application of a more general principle. Most successful protest employ several tactic activities related to a single principle.

Use Gandhi's principles and tactics he used or those your small group creates for your protest issue. Be specific, including the needed resources to do those activities.

## Tactic Activities Used by Gandhi and His Followers

1. Speaking skills with the public and the opposition leaders
2. Effectively communicate a vision for a different future of the people
3. Negotiation skills to comprise when needed to achieve the final objective
4. Be patient for final objective to be achieved
5. Identify that British only control India due to inaction by the larger Indian population and their participation in the economic and government system run by the occupiers
6. Understand motivations and value system of the public and the British government
7. Wear clothing similar to those typically worn by the general public
8. Change appearance to look like religious leader (examples: shave head and facial hair)
9. Protest against an issue that impacts the majority of people in society
10. Quit jobs with the government at the local, regional, and national level
11. Burn government registration and identification cards
12. Encourage people to get arrested as a result of nonviolent civil disobedience
13. Have so many people arrested that it disrupts and halts the judicial system.
14. Hold public marches that permit many people to participant
15. Generate excitement through public protests
16. Attract local, national, and international news coverage of the protest. Especially gain reporting of the protest by international news media sources
17. Have witnesses to reactions by the group associated with the protest issue
18. Purchase goods produced locally rather than buying imported goods from the British (example: reject British made clothing and instead wear simple cotton clothes)
19. Boycott goods that economically benefit the British (example, British clothing. salt)
20. Engage in civil disobedience to peaceably disobey laws that are unjust and discriminatory
21. Occupy buildings or factories run by the British.

# Gandhi Principles and Tactics to Gain India's Independence Revised 6/28/2018

Type small group member names:

<b>Step One: Sort Gandhi's Individual Tactics Under the Appropriate Strategy Category</b>		
<b>Principle Category</b>	<b>Importance of the Principle</b>	<b>Individual Tactic Activities</b>
1. Establish a positive vision goal for the future.	Vision statements create enthusiasm with the protesters and motivate them to continue their efforts when setbacks occur. All individual protest activities are related to fulfillment of this vision.	The vision is for an independent India. The protest is for the British to leave India and allow the nation to be free from foreign occupation or manipulation. All individual tactic activities relate to fulfillment of the vision.
2. Select concrete issues for the group to protest.	These issues are intermediate steps towards fulfillment of the larger vision the groups wants to achieve. They provide opportunities for many to participate.	Protest the British monopoly to manufacture salt, sell it to the people, and tax it for British economic benefit. Protest the purchase and wearing of clothing manufactured by the British. Instead, wear clothing traditionally worn in India. (Add more from your notes of the video or the assigned readings.)
3. Effectively communicate with the public, fellow protesters, policy makers, and those with authority to change policy.	Members of the protest community need constant encouragement to continue. Messages are given to the public to encourage their support and involvement. Protest leaders must display skill in negotiation with the policy makers who can make the changes.	

<p>4. Provide a sympathetic image of the protest leaders and participants as fellow members of society who advocate issues that affect many of them.</p>	<p>In addition to selecting issues for the protest that affect many within society, it is also important the protest leaders and participants appear to as representatives of the larger society. It is important for a personal and emotional bond to develop between the protesters and the public who they represent.</p>	
<p>5. Gain attention of the media for them to disseminate information about the protest vision and activities related to achievement of it.</p>	<p>This attention can shame the objects of the protest through public disapproval, build sympathy, and support by others who may join the protest, and reduce or stop unfair treatment of the protesters. This media attention could be from traditional sources such as newspapers, radio, or television or emerging social media channels.</p>	
<p>6. When needed, compromise and negotiate to achieve a lower level than the original vision of change.</p>	<p>Most change happens in increments and steps towards the final goal. At the beginning of the protest, these compromise positions are private from the public, policy makers, and even other protesters.</p>	



# Application of Gandhi Principles and Tactics to Contemporary Protest Event Revised 6/28/2018

Type Names of Small Group Members:

1. *Specific Issue for Protest.*

2. *Rationale for Importance of the Protest* (Add several paragraphs that explains why this issue matters to others. This is a good place for specific description of the issue, statistics for the size of the protest issue, the types of people impacted, etc. All this information might appear again in your specific strategies):

Gandhi Principle Category	Specific Tactics for Your Protest (these cells expand for additional text)
<p><b>1. Establish a positive vision for the future.</b></p>	<p>Your group already complete this task by your answers in #1 and #2 above</p>
<p><b>2. Select one or more concrete issues for the group to protest.</b></p>	<p><i>What are smaller specific issues that are part of your larger protest? What are the practical steps to conduct the protest?</i></p>
<p><b>3. Effectively communicate with the public, fellow protesters, policy makers, and those with authority to make change.</b></p>	<p><i>How will you communicate with your followers, public, and the authority figures?</i></p>

Gandhi Principle Category	Specific Tactics for Your Protest (these cells expand for additional text)
<p><b>4. Provide a sympathetic image of the protest leaders and participants as fellow members of society who advocate issues that affect many of them.</b></p>	<p><i>What can the protesters do to build a relationship between them and the public? Be specific and provide examples. This involves not only the means, but also the message communicated.</i></p>
<p><b>5. Gain attention of the media for them to disseminate information about the protest vision and tactics related to achievement of it.</b></p>	<p><i>How gain interest of the traditional media (TV, radio, newspapers, online news sources) to cover the protest? How could you use social media? Be specific and give examples.</i></p>

Gandhi Principle Category	Specific Tactics for Your Protest (these cells expand for additional text)
<p><b>6. When needed, compromise and negotiate to achieve a lower level that the original vision of change.</b></p>	<p><i>What are you willing to compromise regarding your overall goal? Sometimes revolt takes a long path for final victory. What would be important intermediate goals to achieve?</i></p>
<p><b>7. Additional actions.</b></p>	<p><i>List other protest activities here that do not fit into the above strategies of Gandhi</i></p>

# **Materials for Use During Debrief Session Afterwards**

## Gandhi Application Reflection Form

Your First and Last Name: \_\_\_\_\_

Was this a meaningful learning activity for you? If so, why? Or, why was it not meaningful?

What is the main thing that you learned from this simulation activity?

What could have been improved to make this activity better for you?

If you are not already doing so, are you considering taking action on your protest issue? If so, how will you find others to share your passion and join the team?