

HUMANIZE NOT MILITARIZE

ACTIVITIES GUIDE

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“We have to talk about liberating minds as well as liberating society.”

—ANGELA DAVIS

POWERPOINT

Powerpoint to use in conjunction with this training can be found here:

<http://bit.ly/HNMslides>

PRE- AND POST-QUESTIONNAIRE

Questionnaire to use in conjunction with this training can be found here:

<http://bit.ly/WkshpQuestions>

THE BIG PICTURE

Militarism is present in our lives at many different levels. It doesn't make us more secure. It keeps inequality in place. We need to challenge the dominant narrative about militarism and security. We need to articulate a new narrative that reflects our values and experiences. We can use this narrative in powerful ways to make change.

Essential questions

- What do we need in our lives to thrive/feel secure?
- Why do people look to militarism to make them feel safer?
- Who does militarism benefit?
- Who does militarism harm?
- How do we tell stories?
- Why are stories powerful?
- What is the common story told about what makes us feel secure?
- What is a story we can tell about what we need to thrive/feel secure?
- How can we resist militarism?

#HUMANIZE
NOT MILITARIZE

Goal

A 6–8½ hour modular training that lays the groundwork for participating youth to articulate an analysis of militarism based on their own experiences, develop and express an alternative narrative about what makes a community safe, and engage with AFSC on related issues.

Overall objectives

- Build community.
- Build a common analysis of the root causes and effects of militarism in our communities.
- Develop skills in creating emerging narratives using theater and art.
- Show that there are many ways to achieve social change.

MODULES

A. Welcome, ground rules, agenda review (30 min.)

■ OBJECTIVE

To help participants feel welcome and grounded in what they can expect from the workshop and what their responsibilities as a learning community will be for this training.

■ MATERIALS

- Slides 1 and 2

■ DIRECTIONS

- Welcome and quick intro to AFSC
- Intro facilitators

Facilitator: *Our goal is to work together to build a common understanding of militarism and help us understand what power we have to create change in the world around us, and build some skills to do so. This topic is very important, and we are asking you to keep an open mind during this training.*

This is going to be interactive. You are going to move around. You are going to meet people from across the country. You are going to hear stories. Perhaps you will share your own stories. This will be as powerful and as meaningful as we make it.

- Ground Rules (Use Slide #1)

Facilitator: *Before we go any further, we want to share some ground rules for our weekend together, and get your input.*

- One mic / One diva
- Move up / Move back
- Challenge and discuss ideas, not people
- Challenge by choice

- What's said here stays here, what's learned here leaves here
- Others?
- Agenda Review

NOTE TO FACILITATORS: You can edit the slide # 2 in the PowerPoint presentation to reflect the way that you have arranged the modules.

B. Icebreakers and warm-ups (60–90 min.)

NOTE TO FACILITATORS: Please modify activities as necessary to meet the mobility/accessibility needs of the participants in your group.

Icebreaker: Toe-to-Toe Mingle (20 min.)

■ OBJECTIVE

Give participants a chance to get to know one another and feel comfortable.

■ MATERIALS

- Use slides 3–11 (feel free to edit and change the questions)
- Music

■ DIRECTIONS

- Explain that participants should mingle around while you play some music. When you stop the music they should stop by someone they don't know. You'll shout out "Toe-to-toe," and participants should pair up, toe-to-toe.
- You will then ask a question (using slides 3–11 if you like) and each pair will discuss the question for one minute.
- Repeat shouting out different connection points, like "elbow to elbow" or "knee to knee," etc.



Physical Warm-Up (10 min.)

■ OBJECTIVE

To get participants comfortable with moving around the space and using their bodies in preparation for upcoming theater activities.

■ DIRECTIONS

Facilitator: *Shake out—everyone stand in a circle!*

- Shake your right hand eight times.
- Shake your left hand eight times.
- Shake your right foot eight times.
- Shake your left foot eight times.
- Now repeat, increasing the speed of shakes and doing one less shake until you are done (shake right hand seven times, etc.)

Facilitator: *Okay, back together now! Everybody stand straight and use an imaginary marker to draw a line down the middle of your body so you have a left half and a right half.*

- Tell participants to keep the right half of their bodies (leg, arm, trunk) firmly planted and frozen while exploring what kinds of movement they can do with the left half of their bodies.
- Repeat with left half frozen and right side moving.
- Now tell them to use the imaginary marker to draw a line across their belly. Tell them to keep their lower half (everything waist and below), completely frozen while exploring what kind of movement they can do with their top half.
- Repeat while keeping top half still and bottom half moving.

Image Theater (20–30 min.)

■ OBJECTIVE

Using Theater of the Oppressed techniques, show participants how they can create static images in space using their bodies, and get them to think about what an image can tell us—stories, feelings, issues, etc.

■ DIRECTIONS

Facilitator: *Everyone back into the circle. We are going to use movement to see what kinds of images we can create with our bodies and what stories we can tell from those images. I need two volunteers.*

- Ask the volunteers to come into the center of the circle and shake hands.
- Tell them to FREEZE.
- Ask the spectators what they see.
- Now take one person out of the frozen image, leaving an incomplete picture.
- Ask for another volunteer to come up and complete the image in a different way, to tell a different story.
- Ask the spectators what they see.
- Repeat, removing a different person each time.
- (VARIATION) Add two or three volunteers for a new image.

The Great Game of Power (20–30 min.)

■ OBJECTIVE

Using Theater of the Oppressed techniques, get participants to think about issues of power and representation.

■ MATERIALS

Four chairs, a water bottle

■ DIRECTIONS

- Ask for a volunteer to silently arrange the four chairs so that one chair is the most powerful in relation to the other chairs. They must use all four chairs.
- Ask the group to “read” the image. Which chair do they think is the most powerful and why? There may be different interpretations of the same image.
- Repeat the exercise several times with different volunteers.
- (Optional) At some point, introduce a water bottle into the equation.
- At some point, introduce one or two people into the equation.
- Processing questions at conclusion: How did the chairs and people take power in these images? What makes a person powerful? Who is powerful in our world now? Why?



C. Looking at the big picture (90–120 min.)

■ OBJECTIVE

To help build a collective vision and analysis of what we need to have a safe and thriving society, and explore the underlying values in our collective analysis.

Vision and values exercise (45 min.)

■ MATERIALS

- Markers
- Art supplies (construction paper, scissors, glue sticks, collage images, etc.)
- Flip chart paper or large blank pieces of poster board or foam core
- Task sheets for Vision in Appendix

■ DIRECTIONS

Split the group up into four. It’s helpful to have a facilitator for each small group, ideally a young person who can keep things moving and make sure the groups stay on task. Each group should take some art supplies and a task sheet (found in the appendix) to work on one of the following categories:



School

1. Create a picture of what your school needs to thrive and be an empowering place for students. What do you see? (For example: Counselors? Supplies? Be specific.)
2. Visualize yourself in this ideal school. Do you feel safe there?
3. Does your school have what is in the picture? If not, why not?

Neighborhood

1. Create a picture of what your neighborhood needs to thrive and be an empowering place for the folks who live there. What do you see? (For example: Homes without evictions? Gardens? Be specific.)
2. Visualize yourself in this ideal neighborhood. Do you feel safe there?
3. Does your neighborhood have what is in the picture? If not, why not?

Country

1. Create a picture of what our country needs to thrive and be an empowering place for all those who live here. What do you see? (For example: Healthcare for all? Free arts programs for kids? Be specific.)
2. Visualize yourself in this ideal country. Do you feel safe there?
3. Does our country have what is in the picture? If not, why not?

World

1. Create a picture of what our world needs to thrive and be an empowering place for people to live. Do you feel safe there? What do you see? (For example: International cooperation? Renewable energy? Be specific.)
2. Visualize yourself in this ideal world. Does our world have these things?
3. Does our world have what is in the picture? If not, why not?

Large group report back

- After 30 minutes working in small groups, ask each one to come up and share their work with the large group.
- Ask the groups to talk about the underlying values of their visions.
- Are the values and visions in each group similar or different?
- Are there some consistent themes? (For example, when this exercise has been used in the past, values such as community, justice, interdependence, etc., have been expressed at multiple levels.)



Analysis of the vision and values exercise (60 min.)

■ OBJECTIVE

To begin to understand what helps us and what harms us as we work toward our goal of a safe and thriving society.

■ MATERIALS

- Pre-drawn flip chart pages for each category
- Markers

■ DIRECTIONS

Each of the four groups formed for the vision and values exercise gets a chart that looks like the one to the right that corresponds to the category they worked on (school, neighborhood, country, world).

- Fill out the chart (20 min.)
- Start another chart. Who benefits from the current structure? Who is harmed? (10 min.)
- Write up key points and elect a spokesperson

NOTE TO FACILITATORS: If your group has trouble getting started, ask participants to think of events, trends, and forces related to specific categories (e.g., economic, political, social/cultural, race, gender).

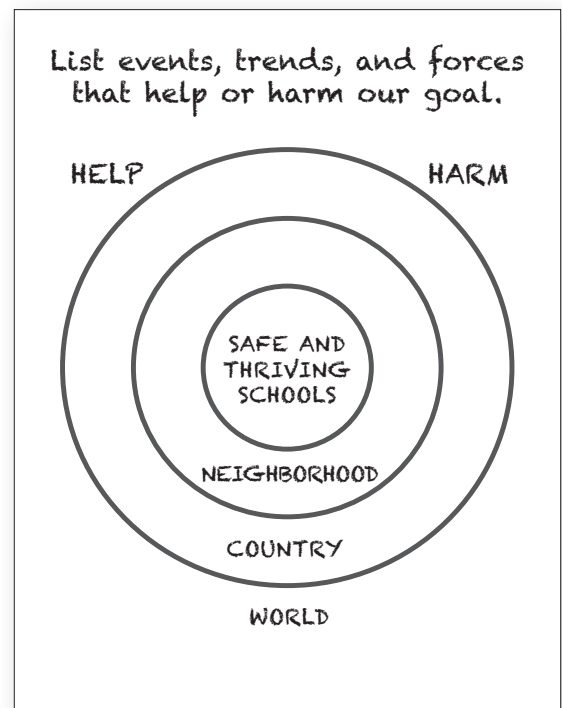
Large group report back (30 min.)

Choose a scribe. As the groups report back, the scribe will write the similarities and differences noted by each using a big chart (see right).

The scribe also should keep a list of who benefits and who's harmed by maintaining the status quo.

Discussion questions

- Do you notice similarities about what helps us and what harms us as we work toward our goal of a safe and thriving society?
- Are there similarities between who benefits and who is harmed?
- Does looking at the bigger picture challenge any commonplace notions about what makes people safe?
- How does militarism uphold inequality in society? (Who holds the guns and who's on the other side of them?)
- Some people describe militarism as "applied racism." What do you think of that definition?
- In your opinion, what are the most effective ways to challenge and end militarism in our communities?



D. Closing (15 min.)

■ OBJECTIVE

To end the workshop with some energy and uplift!

Facilitator: *How many people learned something new today? How many people are feeling overwhelmed by something they learned today? How many people feel like the problems and forces that are keeping us down are too big to fight?*

Sometimes as people engaged in social change work, we might feel like we are trying to do the impossible. Or that our work will never be enough.

But it's important to remember that those currently "on top" always rely on all of us "on the bottom" for their power. We are powerful. And right now we are going to demonstrate our collective power. We're going to create a storm.

■ DIRECTIONS

Instruct the group to follow your lead and do what you do, but only when you look at them to do it. Let them know that they should keep doing that action until you start doing something new. As you start each new action, slowly look around the entire circle until everyone is doing it. Then when you're ready, start a new action and look at everyone again.

- Start by going "Shhhhhh" like on a windy day.
- Then rub your palms together.
- Then snap your fingers sporadically.
- Then clap your hands way out of rhythm
- Then slap the tops of your legs.
- Then stomp your feet.
- Then do everything in reverse!

Say something like "Now we know we can make a storm, let's go and make some positive change in the world!"



E. Second day opening and warm-up (30–75 min.)

Chants (10 min.)

■ OBJECTIVE

Get everyone centered in the space, energized, and ready to work.

Facilitator: *Good morning and welcome back! Where yesterday we tried to take some time to understand how things got to be the way that they are—what power is, who currently has it, and how they use militarized violence to keep it—today we are going to focus on another kind of power. People power. Who’s heard of “people power” before?*

Let’s wake up a little by doing a chant to remind us of what we want and why we’re here today. It is a call and response chant, maybe some of you know it, maybe not.

I’m going to say “Tell me what you want, what you really want!” And you’re going to respond “JUSTICE!” I’ll say, “Tell me what you need, what you really need!” And you say “JUSTICE!” Then I say, “How we gonna get it?” And you say “People Power!” Again, “How we gonna get it?” “People Power!”

Ready to try it?

We’ll repeat a few times, getting faster and louder each time.

Want to do another? This chant comes from the Chicanos of MECHA, who used it to great effect during the Seattle WTO protests:

Ain’t No POWER Like

The POWER of the PEOPLE,

Cause the POWER of the PEOPLE

Don’t Stop!!! (say what?)

Machines (20 min.)

■ OBJECTIVE

Using Theater of the Oppressed techniques, get participants thinking about how to use their bodies to create images that express values.

■ DIRECTIONS

- Ask everyone to stand and form a circle.
- Have a volunteer go into the middle and imagine that they are not a human being but a moving part in a complex machine—using rhythm, movement, and vocal sounds, but no words. The volunteer should imagine that the machine represents some aspect of militarism.
- Have everyone watch and listen for a minute. Then ask another volunteer to add themselves to the machine by imaging themselves as another part.
- Keep adding volunteers until everyone is in the machine. Then have everyone speed up together until the machine is about to collapse, then slow down until it comes to a stop.
- Repeat the exercise, but this time have the volunteers form a machine that represents interdependence.
- (VARIATION) You could use other words that you think would amplify your discussion from the day before (racism/inclusion, hate/love, injustice/justice).

Stand up, sit down (45 min.)

■ OBJECTIVE

To learn about where we are coming from, and look at how ever-present the issues of militarism and policing are in our lives. Observe how militarism may affect us differently based on race, class, gender, where we live, etc.

■ DIRECTIONS

Facilitator: *I am going to read some statements out loud. If a statement is true for you, please stand up (or move in to the circle OR throw in a marble).*

I'm going to give you an example so we can practice. "I was born in the 1990s." Does everyone understand how the exercise works?

Pay attention to what statements the group is standing up for. This exercise can give you a good read on the group's experience with recruiters and issues of policing, and some insight into their beliefs about militarism. This can help you frame the rest of the training and debrief questions.

Notice who is standing with you as each statement is read. Notice who is not.

- I have a family member or close friend who is currently or was once in the military.
- I have a family member or close friend who is currently or was once a police officer.
- I grew up in a military family.
- I regularly watch a television show in which a police officer or law enforcement agent is the main character.
- I have watched a war movie in the past six months.
- I have worn camouflage.
- I have played an army or war video game.
- I believe that the U.S. is currently at war.
- I have seen a military recruiter in my school in the past year.
- I have seen a police officer in my school in the past year.
- I have seen police in full riot gear.
- I have been stopped and searched by the police.
- The military makes me and my community feel safe.
- The police make me and my community feel safe.
- Prisons make me feel safe.
- I have been, or still am, part of a JROTC program.
- I have considered joining the armed forces.
- I will never join the armed forces.
- I would prefer if my school didn't allow military recruiters on campus.
- I believe we spend too much money on the military.
- I believe that the military is good for everyone, regardless of age, race, gender, perceived sexual orientation, or religion.
- I believe that the police treat everyone equally, regardless of age, race, gender, perceived sexual orientation, or religion.
- I believe that militarism resolves conflicts fairly.

- I believe that militarism keeps structural inequality in place.
- I have been to an anti-war protest.
- I believe that as a young person, I have some control over the decisions that affect my life and well-being.
- I have seen a friend take a risk for something that she/he believes in.
- I believe that young people have made significant positive changes to US society in the past.
- I believe that I have a positive influence on other people in my community.
- I believe that I am powerful.
- I believe that when I take action with others we are powerful.

After you have finished the list above, invite a few participants to make up their own statements about the military, policing, or resistance to militarism and pose them to the group.

Facilitator: *Thank you for participating. I want to take time to hear a few responses.*

- What did you notice during that exercise?
- Was anybody surprised by anything they stood up for?
- Were any of the statements harder to stand up for?
- (OPTIONAL QUESTION) Can militarism be considered to be a form of violence against young people in the United States? Why or why not?

Encourage a brief discussion about the exercise, drawing out reflections on how prevalent militarism is in our day to day lives, what it's like to resist it, and encouraging students to share reactions about any of the statements.

F. Narrative work (60 min.)

Image mingle (30 min.)

■ OBJECTIVE

To think about how visual images can tell stories, and to identify familiar stories in our culture as a way to ease into the discussion about narrative.

■ DIRECTIONS

- Explain that participants should mingle while you play some music. When you stop the music they should stop by someone that they don't know.
- This time we won't go toe to toe, but instead pair up and take a look at a slide of an image from Humanize Not Militarize on the screen (use slides 13–19).
- Ask each pair to look at the image and discuss these questions: What is the story in this picture? Is it a story that is familiar to people?
- Popcorn out some reactions.
- Repeat with other images.
- (VARIATION) You can substitute other images from the show into this exercise. In general try to choose images that have very little text or that are more open to interpretation.

What is narrative? (30 min)

■ OBJECTIVE

Establish the concept of narrative and why it is important to social change work.

■ MATERIALS

Slides 20–23

■ DIRECTIONS

- Ask the participants to remember the discussion at the end of the yesterday’s analysis (i.e., What commonplace notions about safety and security did you identify?)
- Ask if those commonplace notions reflect a particular worldview or set of values.

Facilitator: *We can see how these “commonplace notions,” or narratives, are so important. They reflect a certain set of values. And sometimes they become so much a part of the culture that we don’t even notice they are there—kind of like a fish surrounded by water...the environment surrounds the fish and the fish doesn’t even know it’s there.*

Look at slides 20 and 21.

Slide 20

Narratives or stories (not anecdotes) have the power to shape people’s perceptions, understandings, analysis, sense of what needs to be done, etc. In addition to providing an understanding or interpretation of people and situations, narratives are:

- Often grounded in some element of someone’s truth but not beholden or limited to it.
- Grounded in and reflective of a larger set of values and beliefs.
- Usually designed to shape outcomes (i.e., they serve a purpose).

Slide 21

“The power of a bold idea uttered publicly in defiance of dominant opinion cannot be easily measured. Those special people who speak out in such a way as to shake up not only the self-assurance of their enemies, but the complacency of their friends, are precious catalysts for change.” —HOWARD ZINN

“People are aware that they cannot continue in the same old way but are immobilized because they cannot imagine an alternative.” —GRACE LEE BOGGS

■ DIRECTIONS

Brainstorm some commonplace notions/narratives about current issues

- Immigration
- Marriage equality
- What people need to be safe and secure?
- What is the narrative told that supports those who benefit from militarism?
- (VARIATION) If it feels appropriate to the interests and experiences of the group—you could ask them to articulate the dominant narrative around a narrower focus, such as policing or border issues.

G. How can we tell a different story? (60–90 min.)

■ OBJECTIVE

To articulate an alternative narrative that reflects the values and experiences of the participating youth.

■ MATERIALS

- Markers
- Art supplies (construction paper, scissors, glue sticks, collage images, etc.)
- Flip chart paper or large blank pieces of poster board or foam core
- Anything else you might have around that can work for theater props or art supplies
- Musical instruments (optional)
- Microphone or sound system (optional)

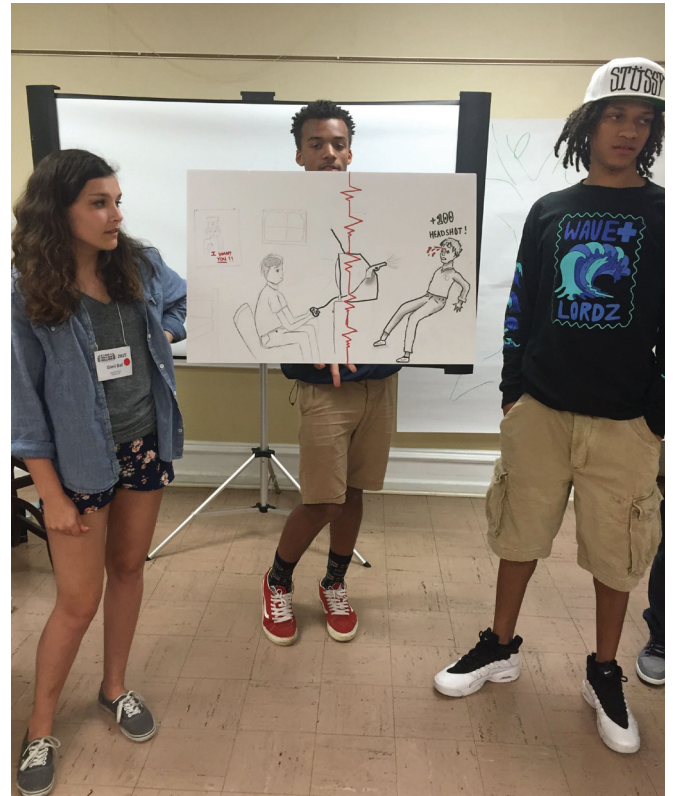
■ DIRECTIONS

Facilitator: So now we're going to take some time to think about everything we've done together so far, along with your values and life experiences, and articulate a NEW story or narrative.

- Have participants break into small groups.
- Give each small group 30–45 minutes to use whatever art form(s) they choose to articulate an emerging alternative narrative (e.g., visual art, performance art or theater, music, spoken word, etc.).
- (VARIATION) If it feels appropriate to the interests and experiences of the group, you can ask them to articulate an alternative narrative around a narrower focus, such as policing or border issues.

Large group report back (30–45 min.)

- Have the small groups present their work to the large group.
- Ask the large group to articulate what they see as each group presents their work.
- Are there common threads within these new narratives? What are they?



Action plan: What is your one thing? (30 min.)

■ OBJECTIVE

To have participants think about and make a commitment to take action using what they have learned and developed in the workshop.

■ DIRECTIONS

- Break up into the small groups that worked together in the previous exercise.
- Ask each group to talk about how they can take this new narrative out into their community.
- Have each person make a commitment to doing at least one thing to take action. Examples can be: having a conversation with a friend or family member about these issues; performing or showing artwork generated in the last exercise in a more public setting; creating a zine or poster that can spread the word.
- (VARIATION) You can organize a public event at the Humanize Not Militarize exhibit that allows participants from this workshop to perform and show the work they have generated as part of this exhibit.

H. Closing activity (30 min.)

Like Leaves on a Tree

■ OBJECTIVE

To give participants a moment of reflection and community.

■ MATERIALS

- Drawing of the roots, trunk, branches of a tree on the wall (either on flip chart or larger)
- Leaves cut out of construction paper
- Tape, markers

■ DIRECTIONS

- Ask participants get a paper leaf and write down what they will take with them from the training.
- Standing in a circle around the tree, each participant reads what is on their leaf and tapes it to the tree.
- At the end you can help process by noting some of the strong or similar themes in what people wrote, note where people place their leaves and the symbolism (trunk, roots, etc.)



Task sheet

School

- 1.** Create a picture of what your school needs to thrive and be an empowering place for students. What do you see? (For example, counselors? Supplies? Be specific.)
- 2.** Visualize yourself in this ideal school. Do you feel safe there?
- 3.** Does your school have what is in the picture? If not, why not?

Task sheet

Neighborhood

- 1.** Create a picture of what your neighborhood needs to thrive and be an empowering place for the folks who live there. What do you see? (For example, homes without evictions? Gardens? Be specific.)
- 2.** Visualize yourself in this ideal neighborhood. Do you feel safe there?
- 3.** Does your neighborhood have what is in the picture? If not, why not?

Task sheet

Country

- 1.** Create a picture of what our country needs to thrive and be an empowering place for all those who live here. What do you see? (For example, health care for all? Free arts programs for kids? Be specific.)
- 2.** Visualize yourself in this ideal country. Do you feel safe there?
- 3.** Does our country have what is in the picture? If not, why not?

Task sheet

World

- 1.** Create a picture of what our world needs to thrive and be an empowering place for people to live. Do you feel safe there? What do you see? (For example, international cooperation? Renewable energy? Be specific.)
- 2.** Visualize yourself in this ideal world. Does our world have these things?
- 3.** Does our world have what is in the picture? If not, why not?

Pre-workshop questions

1. Why did you come to this workshop?

2. How did you hear about this workshop?

3. What do you hope to get out of this workshop?

4. Have you engaged with AFSC in the past? (Circle one)

YES

NO

a. If yes, did you engage with us online, in real life, or both?

b. How often have you...

- Gone to an AFSC event? (Circle one)

NEVER

1-3 TIMES

MORE THAN 3 TIMES

- Engaged with AFSC on social media? (Circle one)

NEVER

1-3 TIMES

MORE THAN 3 TIMES

- Visited the AFSC website? (Circle one)

NEVER

1-3 TIMES

MORE THAN 3 TIMES

5. How do you feel about the safety or security of your community today?

Post-workshop questions

1. What did you get out of this workshop?
2. What was the best part of this workshop?
3. What would you change about this workshop?
4. How do you feel about the safety or security of your community today?