



Chavez Day 2008 Campaign: Non-Violence is Our Strength



"There's no such thing as defeat in non-violence."

Cesar Estrada Chavez

"Students must have initiative; they should not be mere imitators. They must learn to think and act for themselves and be free." Cesar E. Chavez

In recognition and celebration of Cesar E. Chavez Day 2008 and the 40th Anniversary of Cesar E. Chavez' FAST FOR NON-VIOLENCE in 1968 the Cesar E. Chavez Foundation, Alameda County Office of Education, and Los Angeles Unified School District have partnered in order to raise awareness about issues of violence in our communities and to promote peace-based service projects nationwide.

"We don't know for sure where our nation is headed but I think we had better raise the banner of non-violence very high and I think we had better do it together and soon... Together, there is an immense amount of work we can do for justice and for peace."

Cesar E. Chavez

Cesar E. Chavez Day is a holiday in eight states (AZ, CA, CO, MI, NM, TX, UT, WI) and dozens of cities and counties throughout the nation providing an opportunity for all students to honor the legacy of Cesar E. Chavez by getting involved in their communities.

As violence continues to bombard our airwaves, televisions, movie screens, and most devastatingly our schools and communities it is important to not only educate our students about non-violent role models like Cesar E. Chavez but to engage them in non-violent action in their schools and communities. It is critical now more than ever for young people to become actively involved in creating justice and teaching peace. What better way to celebrate Cesar E. Chavez Day than to empower young people to address issues in their own schools and communities.

Chavez Foundation Programs

The Chavez Foundation's **National Youth Leadership Initiative** works with K-12 Educating the Heart Schools across the country to increase academic and civic engagement by co-developing service-learning programs. Service-learning is a teaching method that enriches learning by engaging students in meaningful service to their schools and communities through a process that is carefully integrated with established learning objectives. Chavez service-learning programs provide students with leadership, advocacy, and critical thinking skills through in-class curricula, service projects in the community, and thoughtful reflection. The Initiative aims to develop a new generation of young leaders with the knowledge, character, integrity, and commitment to the community Cesar espoused. The National Youth Leadership Initiative has adopted Educating the Heart Schools in three states, including CA, AZ, and IL.

Tell us what you think: Prior to the week's events, register your project(s) at either the Chavez Foundation website www.chavezfoundation.org or at the National and Global Youth Service website www.yusa.org/nysd.

After the completion of your service project, give us some feedback by filling out the evaluation form at www.ChavezFoundation.org or fax in the assessment found on the last page of this Chavez Day module, (213) 362-0265 fax.

Non-Violence and Service Information Sheet

Reduce Violence, Promote Peace, and Improve your School and Community

Violence in Our Schools and Communities

Violence in our schools and communities is an important issue. Whether in the media, in personal relationships, through bullying, in gangs, through indifference, or in careless talk and hate speech, American society is becoming more violent and less accepting.

Since the beginning of time, human beings have had to learn how to communicate effectively with one another in order to resolve conflicts in a productive manner and work toward building community, rather than destroying one another. Today, violence has taken on many forms, including racism, bigotry, and other forms of bias; domestic violence and household abuse; bullying and hate speech; gangs, the mafia, and other organized crime; and last but not least war among cultures and countries.

Youth Violence as a Public Health Issue

Youth violence is widespread in the United States (U.S.). It is the second leading cause of death for young people between the ages of 10 and 24.¹

- 5,570 young people age 10 to 24 were murdered—an average of 16 each day—in 2003.¹
- Over 780,000 violence-related injuries in young people age 10 to 24 were treated in U.S. emergency rooms in 2004.¹
- In a 2005 nationwide survey, 36% of high school students reported being in a physical fight during the past 12 months.²
- Nearly 7% of high school students in 2005 reported taking a gun, knife, or club to school in the 30 days before the survey.²
- 6.0% did not go to school on one or more days in the 30 days preceding the survey because they felt unsafe at school or on their way to or from school.²
- 7.9% reported being threatened or injured with a weapon on school property one or more times in the 12 months preceding the survey.²
- An estimated 30% of kids between 6th and 10th grade report being involved in bullying.³

¹ Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. Web-based Injury Statistics Query and Reporting System (WISQARS) [online]. (2006) [cited 2006 May 17]. Available from: URL: www.cdc.gov/ncipc/wisqars.

² Centers for Disease Control and Prevention. Youth risk behavioral surveillance—United States, 2005. MMWR, Surveillance Summaries 2006;55(no.SS-5).

³ Nansel TR, Overpeck M, Pilla RS, Ruan WJ, Simons-Morton B, Scheidt P. Bullying behaviors among US youth: prevalence and association with psychosocial adjustment. *Journal of the American Medical Association* 2001;285(16):2094–100.

Impact of Violence on Specific Communities

- Among 10 to 24 year-olds, homicide is the leading cause of death for African Americans, the second leading cause of death for Hispanics, and the third leading cause of death for American Indians, Alaska Natives, and Asian/Pacific Islanders.⁴
- Homicide rates among non-Hispanic, African-American males 10-24 years of age (53.1 per 100,000) exceed those of Hispanic males (20.1 per 100,000) and non-Hispanic White males in the same age group (3.3 per 100,000).⁴

The Cost of Violence

Violence affects the health of communities. It can increase health care cost, decrease property value, and disrupt social services.⁵ The cost of youth violence exceeds \$158 billion each year.⁶

Violent injuries and deaths impose huge costs on society: an estimated \$54,000 per rape, \$19,000 per robbery, and \$16,500 per assault, including such costs as loss of life, pain and suffering, emergency and long-term medical treatment and rehabilitation, and psychological treatment of victims' posttraumatic stress. Other recent estimates place the total national cost of violence at more than \$450 billion a year, including both direct costs and such indirect costs as the loss of economic activity in high-crime areas. Fear and other consequences of violence also damage society in many ways. For example, violence in homes, on streets, and in schools produces psychological trauma and fear that impede the social and educational development of children.

Other consequences of violence not only raise its social costs, but also contribute to an escalating cycle that increases future levels of violence. If frightened citizens remain locked in their homes instead of enjoying public spaces, there is a loss of public and community life, as well as of "social capital"—the family and neighborhood channels that transmit positive social values from one generation to the next. As violence becomes associated with particular neighborhoods, people and businesses move away, reducing property values and removing role models and economic opportunities. And as people in particular racial, ethnic, or socioeconomic categories are stereotyped as violence-prone, they are systematically excluded from the social networks that lead to legitimate economic opportunities. This exclusion further deepens social divisions and weakens commitments to traditional social institutions. Some members of the excluded groups then become involved in high-violence, illegal markets.⁷

⁴ Centers for Disease Control and Prevention (a). Webbased Injury Statistics Query and Reporting System (WISQARS) [Online]. (2007). National Center for Injury Prevention and Control, Centers for Disease Control and Prevention (producer). [2007 July 09]. Available from URL: www.cdc.gov/ncipc/wisqars/default.htm.

⁵ Mercy J, Butchart A, Farrington D, Cerdá M. Youth violence. In: Krug E, Dahlberg LL, Mercy JA, Zwi AB, Lozano R, editors. *The World Report on Violence and Health*. Geneva (Switzerland): World Health Organization; 2002. p. 25–56.

⁶ Children's Safety Network Economics & Data Analysis Resource Center. State costs of violence perpetrated by youth. [cited 2006 Jul 31]. Available from: URL: www.edarc.org/pubs/tables/youth-viol.htm.

⁷ *Understanding and Preventing Violence*, Albert J. Reiss, Jr., and Jeffrey A. Roth, Editors; Panel on the Understanding and Control of Violent Behavior, National Research Council

History: Cesar E. Chavez and Non-Violent Social Change

A strong believer in the principles of nonviolence practiced by Mahatma Gandhi and Dr. Martin Luther King, Jr., Cesar E. Chavez used peaceful tactics such as fasts, boycotts, strikes, and pilgrimages to bring about justice for farm workers.

A first-generation American, Cesar was born on March 31, 1927, near his family's farm in Yuma, Arizona. At age 10, his family became migrant farm workers after losing their farm in the Great Depression. Throughout his youth and into his adulthood, Cesar migrated across the southwest laboring in the fields and vineyards, where he was exposed to the hardships and injustices of farm worker life.

For more than three decades Cesar led the first successful farm workers union in American history, achieving dignity, respect, fair wages, medical coverage, pension benefits, and humane living conditions, as well as countless other rights and protections for hundreds of thousands of farm workers. Against previously insurmountable odds, he led successful strikes and boycotts that resulted in the first industry-wide labor contracts in the history of American agriculture.

In 1968 Cesar fasted for 25 days to affirm his personal commitment and that of the farm labor movement to non-violence. This year we celebrate the 40th Anniversary of The Fast for Non-Violence!

Tiene La Lumbre Adentro: He has the light inside

"There are many reasons for why a man does what he does. To be himself he must be able to give it all. If a leader cannot give it all he cannot expect his people to give anything."

César E. Chávez

During many of the labor struggles that took place, César began using "the fast" as a way of cleansing his own mind and body, as well as educating his own people and the public about principles he felt strongly about such as non-violence. A fast is when someone chooses to abstain from eating for a period of time. Sometimes people will go on a water fast which means they will go without eating but will continue to drink water. César went on many fasts throughout his life in order to bring attention to important events.

For César, the fast was spiritual clarification for those seeking understanding and peace for all people. César prepared for his fasts by praying and meditating. He often began his fasts without telling anyone, since it was a very spiritual endeavor. Throughout his life, César saw the fast as a spiritual action that would help him overcome his own weaknesses, as well as a force to gather continued support from others. César saw that he could not do all of this work by himself so he hoped that by sacrificing himself he would be able to enlist support from a variety of sources. It is important to remember that, though spiritual, the fasts also inspired millions of people to support the cause. People saw a man willing to sacrifice himself in ways that they would not be willing to sacrifice. As a result, they supported him in ways that they could, such as boycotting. Cesar once

said of his fasts, "The fast is a very personal spiritual thing, and it is not done out of recklessness. It's not done out of a desire to destroy yourself, but it's done out of a deep conviction that we can communicate with people, either those who are for us or against us, faster and more effectively spiritually than we can in any other way."

In 1968, César went on a 25-day fast that brought national attention to *La Causa*. The point of his fast was to bring attention to the principle of nonviolence. During one tense strike, some of the members of the UFW wanted to retaliate for violence that was being used against them. César pleaded with the membership to remain committed to the principles of nonviolence for which he and the union stood. 1968 was a turbulent year and it was difficult to convince people everywhere that violence was not the answer to their problems. César did not want this attitude among the union so he told a community meeting of strikers that he was going to fast until the members "made up their minds that they were not going to be committing violence." César knew the importance of this fast. He knew he would have to get the attention of many in order for the fast to have an influence on them so he moved into a tiny storage room at the adobe gas station in the union's headquarters. All he had was a small cot and a few religious articles. Soon hundreds were visiting him and holding mass with him on a daily basis. They knew that César was fasting to help them and to bring attention to their needs, not his. César rarely left the small room, but the union was continuing in its work and César was called to testify in a contempt of court hearing for allegedly violating a grower's anti-picketing injunction. Thousands of farm workers knelt on their knees outside the courthouse and in its halls to offer César their support, since they knew that he needed it in his weakened state. As Chávez struggled to offer testimony, the media began to see the newsworthiness of covering a man so sincere in his efforts that he continued to defend what he believed in even though he was starving himself. Soon, his fast became a national event. Letters of support came from all over the country. Leaders like Martin Luther King, Jr. and Robert Kennedy sent him encouragement. The entire country became aware of what César stood for: nonviolence, unity, and *La Causa*. César decided to end the fast after 25 days. The fast ended with an outdoor Roman Catholic Mass. Although too weak to stand or speak, César had a friend read a message that César had written earlier. It expresses his powerful spiritual reasons for his fast. It read:

We are gathered here today not so much to observe the end of the Fast but because we are a family bound together in a common struggle for justice. We are a Union family celebrating our unity and the nonviolent nature of our movement. . . I undertook the Fast because my heart was filled with grief and pain for the sufferings of farm workers. The Fast was first for me and then for all of us in this Union. It was a Fast for nonviolence and a call to sacrifice.

Our struggle is not easy. Those that oppose our cause are rich and powerful, and they have many allies in high places. We are poor. Our allies are few. But we have something the rich do not own. We have our own bodies and spirits and the justice of our cause as our weapons. When we are really honest with ourselves, we must admit that our lives are all that really belong to us. So it is how we use our lives that determine what kind of men we really are. It is my deepest belief that only by giving of our lives do we find life. I am convinced that the truest act of courage, the strongest act of manliness, is to sacrifice ourselves for others in a totally nonviolent struggle for justice. To be a man is to suffer for others. God help us to be men.

The significance and impact of Cesar's life transcends any one cause or struggle. He was a unique and humble leader, in addition to being a great humanitarian and communicator who influenced and inspired millions of Americans to seek social justice and civil rights for the poor and disenfranchised in our society. Cesar forged a diverse and extraordinary national coalition of students, middle class consumers, trade unionists, religious groups, and people of color. Below is a copy of the Telegram Cesar received from Dr. Martin Luther King, Jr. during the Fast:

endorsements
political

<p>CLASS OF SERVICE This is a fast message unless its deferred character is indicated by the proper symbol.</p>	<h1 style="margin: 0;">WESTERN UNION</h1> <p style="margin: 0;">W. P. MARSHALL R. W. McFALL CHAIRMAN OF THE BOARD PRESIDENT</p> <h2 style="margin: 0;">TELEGRAM</h2>	<p>SYMBOLS DL=Day Letter NL=Night Letter LT=International Letter Telegram</p>
<p>The time shown in the dash line on domestic telegrams is LOCAL TIME at point of origin. Time of receipt is LOCAL TIME at point of destination.</p>		
<p>LB23 AB275 1968 JUN 15 5 30 PM</p>		
<p>A LLV232 PDB 1 EXTRA=FAX ATLANTA GA 5 303P EST= CESAR CHAVES, UNITED FARM WORKERS= P O BOX 130 DELANO CALIF:</p> <p>=I AM DEEPLY MOVED BY YOUR COURAGE IN FASTING AS YOUR PERSONAL SACRIFICE FOR JUSTICE THROUGH NONVIOLENCE. YOUR PAST AND PRESENT COMMITMENT IS ELOQUENT TESTIMONY TO THE CONSTRUCTIVE POWER OF NONVIOLENT ACTION AND THE DESTRUCTIVE IMPOTENCE OF VIOLENT REPRISAL. YOU STAND TODAY AS A LIVING EXAMPLE OF THE GHANDIAN TRADITION WITH ITS GREAT FORCE FOR SOCIAL PROGRESS AND ITS HEALING SPIRITUAL POWERS. MY COLLEAGUES AND I</p>		
<p>WU1201 (12-66) THE COMPANY WILL APPRECIATE SUGGESTIONS FROM ITS PATRONS CONCERNING ITS SERVICE</p>		
<p>COMMEND YOU FOR YOUR BRAVERY, SALUTE YOU FOR YOUR INDEFATIGABLE WORK AGAINST POVERTY AND INJUSTICE, AND PRAY FOR YOUR HEALTH AND YOUR CONTINUING SERVICE AS ONE OF THE OUTSTANDING MEN OF AMERICA. THE PLIGHT OF YOUR PEOPLE AND OURS IS SO GRAVE THAT WE ALL DESPERATELY NEED THE INSPIRING EXAMPLE AND EFFECTIVE LEADERSHIP YOU HAVE GIVEN. =</p> <p style="text-align: center;">MARTIN LUTHER KING JR PRESIDENT SOUTHERN CHRISTIAN LEADERSHIP CONFERENCE=</p>		
<p>WU1201 (12-66) THE COMPANY WILL APPRECIATE SUGGESTIONS FROM ITS PATRONS CONCERNING ITS SERVICE</p>		

What Can Students Do?

Students who want to end violence, create justice, and teach peace must begin with themselves. While no one is perfect, a first step may require the decision to live and speak differently. Reflection upon one's speech and actions can be thought provoking and lead to personal change. Spreading the message of peace and hope is a second step here. Helping others resolve their conflicts is another possibility. And engaging in non-violent social change is always a worthy cause.

Students who want to end violence, create justice, and teach peace can work to diminish the social, economic, and political factors that devalue human and family life. For example, it is difficult for violence to thrive when people and communities have enough food, shelter, and clothing to survive. It is difficult for violence to thrive when all have opportunities to make and peacefully participate in decisions affecting the key issues of their lives. The roots of violence wither away when people have their basic needs met and when everyone is given the same opportunities to make meaningful contributions with their lives.

Violence cannot survive in an environment in which all have a basic understanding of reading, writing, and arithmetic, and a sense of their inherent ability to be positive agents for non-violent change. Violence cannot survive in a school or community where people are educated about the alternatives to violence through the power of art, theater, spoken word, and other forms of self-expression.

So what can students do to reduce violence in their schools and communities? Students can create peace-based service projects in their schools and communities in honor of Cesar E. Chavez.

Suggested Peace-based Service Projects:

1. *Teach Peace*: Peer Education Projects
2. Fast Relay and Non-Violence Pledge
3. Take Action: Support the Chavez National Holiday Campaign

"Everyone can be great because everyone can serve." Dr. Martin Luther King, Jr.

"We must be the change we wish to see in the world." Mahatma Gandhi

The Core Values of César E. Chávez

The core values that form the foundation of this curriculum are depicted in the ways that César carried out his life and work:

1. **Acceptance of all People** - An essential ingredient for success in organizing diverse forces to achieve social change, create community, and actualize democracy is the acceptance of all people; an absolutely indispensable necessity to the well-being of this country.
2. **Celebrating Community** - Sharing the joyous and respectful expression of cultural diversity through the reinforcement of the values of equity and responsibility to and for one another.
3. **Respect for Life and the Environment** - Respect that holds as sacred the land, the people, and all other forms of life.
4. **Non-Violence** - Invoking non-violence as the most powerful tool for achieving social/economic justice and equality; action that requires boldness and courage versus meekness and passivity.
5. **Innovation** - A creative capacity to find pragmatic strategies and tactics to resolve problems and situations that often seen insurmountable to others.
6. **A Preference to Help the Most Needy** - A concerted effort to support programs that reach the most needy, the most dispossessed, the most forgotten people in society no matter how difficult the challenge that choice may bring.
7. **Knowledge** - The pursuit of self-directed learning and the development of critical thinking and constructive problem solving skills; overcoming ignorance through education.
8. **Sacrifice** - Sacrifice that is spiritual; that is courageous and steadfast in its willingness to endure great hardship for others.
9. **Service to Others** - Service that is predicated on empowering others; engendering self help, self-determination, and self-sufficiency versus charity.
10. **Determination** - Determination that is characterized by an attitude that with faith, steadfast commitment, patience, and optimism, human beings can prevail against all odds.

César E. Chávez Core Values and Quotations

1. **Acceptance of all People** - "We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens ...this nation."
2. **Celebrating Community** - "We cannot seek achievement for ourselves and forget about progress and prosperity for our community ... Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own."
3. **Respect for Life and the Environment** - "However important the struggle is and however much misery and poverty and degradation exist, we know that it cannot be more important than one human life."
4. **Non-Violence** - "Non-violence is not inaction. It is not discussion. It is not for the timid or weak ...Nonviolence is hard work. It is the willingness to sacrifice. It is the patience to win."
5. **Innovation** - "A lasting organization is one in which people will continue to build, develop and move when you are not there."
6. **A Preference to Help the Most Needy** - "We are tired of words, of betrayals, of indifference ...the years are gone when the farm worker said nothing and did nothing to help himself...Now we have new faith. Through our strong will, our movement is changing these conditions...We shall be heard."
7. **Knowledge** - "Students must have initiative; they should not be mere imitators. They must learn to think and act for themselves and be free."
8. **Sacrifice** - "I am convinced that the truest act of courage, the strongest act of [humanity], is to sacrifice ourselves for others in a totally non-violent struggle for justice. To be [human] is to suffer for others. God help us to be human."
9. **Service to Others** - "When we are really honest with ourselves we must admit that our lives are all that really belong to us. So, it is how we use our lives that determines what kind of [people] we are. It is my deepest belief that only by giving our lives do we find life."
10. **Determination** - "We draw our strength from the very despair in which we have been forced to live. We shall endure."

Non-Violence and Service

Teach Peace: Peer Education Projects

Introduction

Violence prevention and reduction is not passive. Spiritual mentors, Mahatma Gandhi, Dr. Martin Luther King, Jr. and Cesar Chavez all used non-violence in their civil rights struggles. Each of these leaders came to non-violence as a key strategy for advancing social justice while preserving the dignity of their people. Non-violence is not inaction. It takes courage and strength to not retaliate, to end an escalating cycle of violence.

Students must make the decision that they are truly committed to peace before they seek to lead others to non-violence. The commitment is not casual—it requires introspection and determination. Once taken, the students can then lead others away from violence and towards peace.

The Process of Peer Education

There are several steps involved in the peer education process. The following list is not completely comprehensive, but provided so teachers can guide their students through a process.

Step #1: Determining a Topic(s) for Non-Violence Peer Education. Examples include:

- Gang Violence
- Domestic Violence
- Racial Violence
- Gossiping
- Violence on television
- Violence in music
- Violence in video games
- Violence of hurtful or disrespectful words
- Bullying
- War
- Child Abuse
- Violence of Indifference
- Dating violence
- Terrorism

Step #2: Determining the Audience to be Educated. Examples include:

- ◆ Students at the school
- ◆ Students at other schools or in younger grades
- ◆ The school administration or parent groups
- ◆ The local community

Step #3: Determining the mode(s) of Education. Examples include:

- ◆ Poetry for Peace
- ◆ Musical Performances
- ◆ Bulletin Announcement
- ◆ Murals
- ◆ Lunch time events and activities
- ◆ Posters
- ◆ Websites
- ◆ Peer Support Groups
- ◆ Newspaper articles
- ◆ Classroom presentations
- ◆ Games
- ◆ Children's books
- ◆ Conflict-resolution Workshops
- ◆ Videos and PSA's

Non-Violence and Service

Cesar E. Chavez Memorial Fast Relay Project

Background

In 1968, César went on the first of three public "fasts" to protest the violence that was being used on both sides of the strike. When César fasted, he would stop eating in order to gain spiritual strength and communicate with people on a spiritual level. People from all over the United States felt the importance of his fasts; his quiet sacrifice spoke to many people about the injustice that existed for farm workers. In 1968 when he ended his fast, 8,000 people including Robert Kennedy were there to support him. The media would cover his fasts and he would receive letters of support from politicians, religious leaders, and civil rights leaders like Martin Luther King Jr.

The Cesar E. Chavez Memorial Fast Relay

Students can dedicate themselves to non-violence and memorialize the work of Cesar Chavez by engaging in a fast of their own. Rather than fasting for 25 days, 25 students can fast for one-day each; symbolically joining Cesar and sharing the burden of the sacrifice.

Caution: Fasting can be Dangerous

Even a single day's fast can be dangerous for students. There are a number of concerns to consider before undertaking this project.

- ◆ **Health Concerns:** Even a short, one-day fast can result in weakness or dizziness for students. Students should not exert themselves during the fast and should be monitored, particularly in the latter hours of their fasting day.
- ◆ **Diabetes and Health Risks:** Students who are diabetic or have other health risks should not be allowed to fast.
- ◆ **Diet Concerns:** There is a risk that students who are struggling to diet might see fasting as a strategy for losing weight. Students should be educated on how fasting slows the metabolism and is not a substitute for healthful dieting.
- ◆ **Parental Permission:** Permission forms that obtain both the youths' and parents' signatures are mandatory for this project. Consult your local school district for its procedures and protocols.

Procedures for Organizing the Cesar Chavez Memorial Fast

1. Teachers work with school administration to obtain permission for the fast and school-approved permission slips.
2. Recruit approximately 25 students. Each student will fast for one day. If there are more than 25 students, students can share a day.
3. On each day, the fast is dedicated to an issue of non-violence. (see below for examples)
4. Students create an I-statement or an essay or a product about their fast issue.
5. Students learn about Cesar's fast, its motivations and its issues.
6. Students are educated in potential health concerns regarding fasting and improper dieting
7. The student(s)' teachers are notified about the fast.
8. Students are trained in potential questions that people may ask regarding the fast.
9. A ceremony is designed to kick-off the fast. A ceremony is developed for passing the fast from one student to the next.
10. During the fast, other students are asked to commit themselves to non-violence.

Potential Fasting Topics

- ◆ Gang Violence
- ◆ Bullying
- ◆ Domestic Violence
- ◆ Racial Violence
- ◆ Gossiping
- ◆ Violence on television
- ◆ Violence in music
- ◆ Violence in video games
- ◆ War
- ◆ Child Abuse
- ◆ Violence of Indifference
- ◆ Dating violence
- ◆ Violence of hurtful or disrespectful words
- ◆ Terrorism
- ◆ Gun violence

A Potential Day in the Life of a Student FASTER

3:00pm (Day Before) Reflection

Students assist the current faster in their reflections from their day of fasting. The assisting student is the next fasting student. Adult supervision is present at this time to monitor potential health concerns.

5:00 - 6:00pm Break the Fast/Begin Fast: The Breaking of Bread

The student ending the fast and the student beginning the fast have dinner together. The student breaking the fast shares their reflections from their day of fasting while the student beginning their fast shares their hopes for their fast. An armband/ribbon is exchanged to pass on the fast.

School Day

The fasting student reads an I-statement in each of their classes with the teacher's permission. A message is read over the school announcements, if possible.

Lunch

The fasting student reports to the school administration on the status of their fast. The student collects signatures for the non-violence pledge or engages in quiet reflection and contemplation.

3:00 - 5:00pm Reflection

The student completes a reflection from their day of fasting. The assisting student helps the student through the final hours of the fast.

Non-Violence and Service

Take Action: Support the Chavez Ntl Holiday

Introduction

Cesar E. Chavez once said "Non-violence is not inaction. It is not discussion. It is not for the timid or weak...Non-violence is hard work. It is the willingness to sacrifice. It is the patience to win." Non-violent action requires bold and courageous people like Cesar E. Chavez and Dr. Martin Luther King Jr. Both men believed strongly in the principles of non-violence not only personally but also tactically. Chavez and King used non-violent tactics including, marches, picket lines, petitions, education campaigns, boycotts, and civil disobedience, among others to bring attention to the exploitation of farm workers and people of color in the United States.

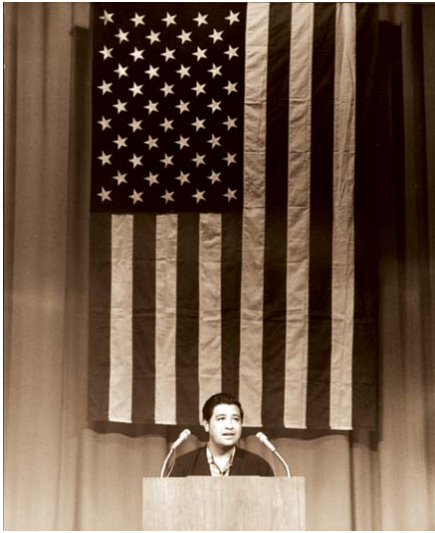
Should Cesar E. Chavez have a National Holiday?

Since its inception in East Los Angeles, the efforts of supporters and community members involved in the Cesar E. Chavez National Holiday Campaign serve to not only educate people widespread about Cesar's legacy but to encourage community action based on Chavez' commitment to civil rights, social and economic justice, and non-violence. Most importantly the National Holiday Campaign is working to provide young people with the opportunity to study about him in school and become more actively involved in their communities.

In 2000, California Governor Gray Davis signed into law the Cesar E. Chavez Day of Service and Learning, marking the first paid holiday in Cesar's honor. The Chavez Day of Service and Learning included 3 extremely important components: 1. SB 984 (Polanco) allocated \$1 million for the development of a k-12, web based curriculum on Cesar's life, work, and values; 2. SB 984 (Polanco) allocated \$5 million, annually for the development of service-learning programs statewide; and 3. SB 984 (Polanco) gave state employees a day off. The Chavez Day of Service and Learning has made a tremendous impact on students, educators, parents and communities throughout the State of California. Funding approximately 77 programs annually, the Chavez Day of Service and Learning is successful in educating over half a million students annually and engaging over 200,000 in continuing Cesar's legacy of service to others and our communities.

The successes of Chavez Day in California has set into motion a wave of holiday initiatives, including commemorative or optional holidays in eight states (Arizona, Colorado, Illinois, Michigan, New Mexico, Texas, Utah, and Wisconsin) and numerous cities and counties across the country.

The Chavez Foundation believes the Cesar E. Chavez National Holiday Campaign will build on this momentum by winning more Chavez Holidays and continuing to positively engage our communities in promoting community action and involvement in civil rights, social and economic justice, and non-violence. Together, *Sí Se Puede!*



Cesar E. Chavez National Holiday Petition

We, the undersigned citizens of the United States of America do hereby petition the President of the United States of America to exercise the power of the presidency to enact a national paid Cesar E. Chavez holiday in honor of the late civil rights and farm labor leader, American hero, World War II veteran and Presidential Medal of Freedom Award recipient.

Name (Please Print) E-Mail Address City State Zip

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____

****Please return all signed petitions to: CECF, 634 S. Spring St., Ste.400, Los Angeles, CA 90014****

By signing this petition you are signing up to receive an occasional action alert from the UFW and or Cesar Chavez Foundation. We will never share or sell your e-mail address and you may unsubscribe from our list at any time.

PETITION CAMPAIGN

Students can circulate petitions encouraging other students and people in their community to support a National Holiday for Cesar E. Chavez. Please see sample petition. Students may want to involve the local community and other organizations in their campaign. Once students have reached their goal for the number of signatures they want to collect they can send the signed petitions to CECF 634 S. Spring St., Ste. 400, Los Angeles, CA 90014.

E-MAIL CAMPAIGN

Students can organize an e-mail campaign in support of the Chavez National Holiday Campaign. Students may want to involve other organizations in their campaign or tap into existing e-mail campaigns at www.chavezfoundation.org.

TEACH-IN/RALLY

Students can organize either one or several community teach-ins/rallies to celebrate Chavez Day and generate support for the Chavez National Holiday Campaign. Students should circulate petitions and/or information about e-mail campaigns and other tangible ways people can support the Campaign.

DOOR-TO-DOOR EDUCATION CAMPAIGN

Students can organize either one or several days where they walk door-to-door in the community surrounding the school gathering signatures in support of the Chavez National Holiday Campaign. Students may want to create an informational brochure on why Cesar E. Chavez should be recognized by a national holiday.

MEDIA CAMPAIGN

Students can organize a press conference and/or write letters to the editor expressing why they believe Cesar Chavez Day should be a national holiday. Students may want to include Chavez' historical accomplishments, as well as the meaning his has in their lives today. Students may want to involve the local community and other organizations in their campaign.

Non-Violence and Service

Remember to REFLECT

Understanding Reflection⁸

Reflection is a crucial element of high quality service-learning. As author Catheryn Berger Kaye points out, "reflection...integrates learning and experience with personal growth and awareness." By design, this process encourages students to move beyond traditional learning by connecting service-learning projects to the needs of their community.

Reflection helps students contextualize their learning. This aspect of service-learning allows students to arrive at their own answers to questions they often ask in the classroom ("Why am I learning this?" and "How is this going to help me in life?").

Intention

Reflection helps tie the entire service-learning project together, thus it is important to understand the goals of reflection and when to implement it.

Consider the intention behind a reflection activity before you implement it. Ask yourself what you hope students will take away from the reflection activity.

Do you want students to:

- Connect their experience with classroom content and studies?
- Integrate their experience with other areas of their life?
- Develop a sense of community among the class or with partners?
- Clarify misunderstandings, perceptions, or biases?
- Improve observation and analytical skills?
- Deepen their knowledge and understanding of community and social needs?

⁸ Adapted from the work of Catheryn Berger Kaye, author of *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, and Social Action*, (Minneapolis: Free Spirit Publishing, 2003).

Implementation

Once your intention is clear you can plan to implement reflection in the following areas:

Reflection during preparation

- Ask students about their assumptions around the service-learning project and where they learned these assumptions
- What are their expectations for the project?
- Design a short role play to help anticipate some of the challenges students may face

Reflection during action

- Observe student behavior during service; based on your observations ask them pointed questions
- Impromptu reflection
- Student questions

Reflection following service

- Use creative exercises to allow students to connect to the larger goal of the service-learning activity

Reflection during demonstration

- Use the students' reflections to help explain their work to others. For example:
 - Have students write a letter to the _____ (mayor, congressperson, superintendent, or principal)
 - The students should incorporate their reflections in the letter by addressing questions such as:
 - What happened?
 - How did you feel being at the service site?
 - How did your feelings change from when you first arrived to when you left?
 - What impact do you think your work has on the community you served?
 - Now what are you going to do as a result of your actions?



CERTIFICATE OF ACHIEVEMENT

PRESENTED TO

FOR YOUR PARTICIPATION IN THE
2008 Non-Violence Campaign

“THE END OF ALL EDUCATION SHOULD SURELY BE SERVICE TO OTHERS”

Helen F. Chavez, Founder, Cesar E. Chavez Foundation

