Title: Project on Nonviolence: Nonviolent vs. Violent Revolutions

Lesson By: Brooke Gonzales
High Tech High Chula Vista
San Diego, CA

Grade Level/Subject Areas:
10th Grade Humanities
(an integration of English and history)

Lesson Context: I teach at High Tech High Chula Vista, which is a project-based learning charter school in the San Diego area. Because we are a project-based school, we don’t just plan individual lessons without a connection to a larger project. This is my idea for a project that incorporates the standards, an extension of the standards, and a component to get students excited about nonviolence through an opportunity to participate in their community and in collaborative artwork. It could also be interpreted as a unit.

Duration of Lesson: Approximately six weeks.

Lesson Abstract:
Throughout history and still today, people have tried to make a difference in the world around them through the use of violence and non-violence. In this project, students will explore what the results of these attempts have been. After learning about six violent revolutions, six nonviolent revolutions, and leaders of nonviolence, students will work together to create lessons to showcase what they learned and to teach elementary school students about non-violence. In addition, they will create a collaborative mural on non-violence which will be displayed in their community.

Guiding Questions:
- How have people made a positive difference in the world around them?
- How effective is the use of nonviolence compared to violence?
- How can we make a positive difference in the world around us?

Content Standards:
California State 10th grade World History Standards
10.4.3 Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.
10.4.4 Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.
Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

Content Essay:

According to Cesar Chavez, who led a nonviolent movement to secure rights for farmworkers in the United States, “history is a story of social revolutions” (Chavez 62). Throughout history and still today, people have tried to make a difference in the world around them through the use of violence and nonviolence. Ultimately, nonviolence is much more effective in accomplishing a long-term positive change within our world, and this becomes apparent as one studies the impact that has been made throughout history using nonviolence to create social change. In this project, students will study six violent revolutions, six nonviolent revolutions, look at heroes of nonviolence such as Gandhi, Cesar Chavez, and Martin Luther King, Jr., and ultimately will take what they have learned to create a lesson to teach elementary school students about nonviolence.

Tenth grade world history standards (in California) focus on the impact of violent revolutions throughout history, with an emphasis on the study of situations where people have utilized violence to change their government. Such revolutions in the standards include the Glorious Revolution of England, the American Revolution, the French Revolution, the Russian Revolution, the Communist Revolution in China, and the Cuban Revolution. In 1938, Crane Brinton wrote *The Anatomy of a Revolution* analyzing the pattern that can be seen in various violent revolutions. Sixty years later, this remains a classic study of revolutions. He compared the British Revolution of 1677, the French Revolution of 1789, and the Russian Revolution of 1917. He stated that all three revolutions went through similar phases:

1) Moderate revolutionaries wanted change.
2) They became more radical and used violence as a strategy, using propaganda to gain supporters.
3) The revolution ended in a dictatorship (Cromwell in England, Napoleon in France, Lenin and then Stalin in Russia) that was sometimes more oppressive than the previous rulers (Brinton).

Brinton’s theory shows the impact of violent revolutions. In these examples, people used violence to change their government, and the long-term positive change they desired was fleeting.

Leaders of nonviolence such as Cesar Chavez also reflect on this pattern that can be seen in many violent revolutions. According to Jose Orosco, in his book *Chavez and the Common Sense of Nonviolence*, Chavez argues that violent revolutionary action impedes the struggle for social justice and that only a commitment to nonviolence will enable activists to create a democratic society based on justice. Further, Chavez argues that violent revolutions result in “tyranny of the men with guns” (Orosco 34). In his article on Martin Luther King, Jr., Chavez writes of this argument that Orosco refers to stating, “When victory comes through violence, it is a victory with strings attached… Violence does not work in the long run and if it is successful, it replaces one violent form of power with another just as violent” (Chavez 160).
Nonviolence is an alternative method to acquire social change. According to Chavez, “Nonviolence has exactly the opposite effect [as violent revolutions]. If, for every violent act committed against us, we respond with nonviolence, we attract people’s support. We can gather the support of millions who have a conscience and would rather see a nonviolent resolution to problems…the greater the oppression, the more leverage nonviolence has” (Chavez 159-160). Scholars today have continued to study the effectiveness of violence compared to nonviolence in creating social change. In their book Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict, Erica Chenowith and Maria J. Stephan write about how from 1906 to 2006, nonviolent movements for social change were effective in achieving their goals twice as much as violent movements. They resolve that the ability of a nonviolent movement to gain active, participatory support from people in the form of protests, boycotts, demonstrations, and other methods of nonviolence leads to the increased likelihood of the creation of a peaceful democracy (Chenowith and Stephan). Their conclusions further support Brinton’s theory and add to the scholarly discourse in his book.

In order to delve deeper into the effectiveness of nonviolence in creating social change, it is important to understand what nonviolence is. In his book Nonviolence: The History of a Dangerous Idea, Mark Kurlansky writes of the difficulty in defining nonviolence, and attempts to describe what it is. Kurlansky writes about how it is difficult to define nonviolence except to say what it is not: violence. He goes on to attempt to describe it in saying that it is more than pacifism, because while pacifism encourages passivity, nonviolence encourages action. He also writes what many other scholars do in saying that it is more effective than violence and can accomplish change that violence fails to (Kurlansky 5-6). Further, it is important for people (and especially students) to recognize that violence is considered more than just physical harm against someone and that nonviolence can be as simple as the way a person chooses to live. In the article, “If We Listen Well,” Edward Guinan writes about violence and nonviolence on a more personal level. First, he writes how an acceptable definition of violence must include various types of violence such as “physical, verbal, symbolic, psychological and spiritual displays of hostility and hatred” (Guinan 8). He goes onto write how violence can include words that are meant to demean someone, racism, attitudes that further inequality, hunger, poverty, in addition to many other forms of injustices. After showing this broader definition of violence, he goes on to characterize nonviolence, stating that it is more than an act that stops physical violence, but that it is about creating human communication and connectedness, changing attitudes that divide people, and living in a truthful and loving way (Guinan 9). The comprehensive definitions that Guinan provides are important to learn while studying this topic.

Despite the attention that nonviolence is gaining from scholars, no emphasis is given to nonviolence in the world history standards. Nonviolent resisters throughout the twentieth century not only overcame oppression through nonviolence, but established democratic rule in their countries. “Thanks to their efforts, a robust alternative to violence as a way to advance great causes and overturn injustice exists in the twenty-first century” (“A Force More Powerful” 10). Further, throughout history, there are more examples of peace than war. In his book Hind Swaraj, Gandhi reflects on this idea: “History, as we know it, is a record of the wars of the world… Hundreds of nations live in peace. History does not… take note of this fact. History is really a record of every interruption of the even working of the force of love or of the soul” (Gandhi 88). As one analyzes the California state standards for tenth grade history, one begins to
see that history is still taught the way that Gandhi describes, and I would argue that a change is necessary. If we continue to teach our students only about violence through a history class that studies war after war, we are missing out on the opportunity to teach about alternatives to violence that have been successfully used throughout modern world history, and further, we are neglecting the opportunity to empower our students to make a positive change in the world around them.

Throughout the twentieth century, there are numerous examples of nonviolent revolutions. Gandhi led India to independence from England in 1947, after over a century of colonial rule. Throughout the 1950s and 1960s, the Civil Rights Movement in the United States led to the gaining of rights for African-Americans and other oppressed groups. In South Africa, blacks ended the system of apartheid, a system of race-based discrimination, and Nelson Mandela of the African National Congress was elected into office in 1994. From 1940-1945, during World War II, people in Denmark organized against Nazi rule, saving Jewish lives and impeding some of the Nazi plans. In Poland, workers organized to create the first union in communist Europe in 1980, which then gained control of the government in 1989. In 1988, Chilean dictator Pinochet was removed from power by the people of Chile (“A Force More Powerful” 2-12). These are only six examples, and there are many more throughout the twentieth century and into our current century. In his book, Orosco highlights some others such as the Philippines in 1986, Hungary, East Germany, and Czechoslovakia in 1989, the Baltics in 1991, Serbia and Peru in 2000, and Georgia in 2003 (Orosco 40-41). Many nonviolent movements throughout the twenty-first century have had a profound impact on governments and societies throughout the world.

Individuals have arisen out of these movements who have become heroes of nonviolence such as Gandhi, Martin Luther King, Jr., and Cesar Chavez. Gandhi worked to bring personal and national freedom to Indians through nonviolent means (Sethia 1-2). Both King and Chavez were inspired by Gandhi. In “Pilgrimage to Nonviolence,” King writes of this impact: “As I delved deeper into the philosophy of Gandhi my skepticism concerning the power of love gradually diminished, and I came to see for the first time its potency in the area of social reform” (King 386). Cesar Chavez was the leader of the movement in the United States to gain more rights for farmworkers. He passed away in 1993, but he was the first person in the United States to establish a union for farm workers (Chavez 98). The most influential book for him was Gandhi’s autobiography (Chavez 100).

Through the study of this material, this project seeks to show students that there is a way to achieve social change through nonviolence. Further, it provides students a vehicle through which they can impact their world around them in a small way through teaching young children about the importance of nonviolence. Gandhi stated, “If we are to teach real peace in this world, and if we are to carry on a real war against war, we shall have to begin with the children.” Children today are growing up in a world where violence permeates the global news, video games, families, and their local contexts. Bullying is a pervasive problem on most school campuses from elementary to high school. It is sad that violence also permeates the standards that are to be taught in their classrooms without offering an alternative. It is time that an alternative is taught, but pedagogy is important to consider as well as content to empower students.
Jose Calderon, a professor at Pitzer College, talks about the importance of extending the boundaries of the classroom: “Thus the way we faculty run our classrooms and the way we connect those classrooms to our communities can truly affect whether our teaching and learning practices advance a more diverse, socially just, and democratic culture” (Calderon 6). Calderon advocates that teachers utilize critical pedagogy where all participants are involved as both students and teachers (58). Further, he states the importance of connecting content in a classroom with service outside of the classroom, so that students gain a deeper understanding of the content learned (Calderon 59). We must not only teach our students about nonviolence, but keep in mind our pedagogy, getting students involved with what they are learning.

This project seeks to combine both content and pedagogy learned at the Ahimsa Institute by first teaching students about nonviolence and how it is not only an alternative to violence, but it is also more effective for creating long term positive change. Once students have learned concepts central to the philosophy and practice of nonviolence, they will become agents of change themselves in their local community by teaching nonviolence to elementary students and creating a mural which will be displayed in their local community.

Bibliography:
Teaching Activities/ Materials Needed:

Readings (Excerpts from the following sources will be read):

*Nonviolence: The History of a Dangerous Idea* by Mark Kurlansky
“We If We Listen Well” by Edward Guinan
“My Faith in Nonviolence” by Mohandas Gandhi
“My Pilgrimage to Nonviolence” by Martin Luther King, Jr.
“Martin Luther King, Jr.” by Cesar Chavez
*Animal Farm* by George Orwell
*The Communist Manifesto* by Karl Marx and Friedrich Engels

Challenge Readings (These are for those who wish to challenge themselves more with the material):
1984 by George Orwell
“At Exposition Park” by Cesar Chavez
“Declaration of Independence from the War in Vietnam” by Martin Luther King, Jr.
“My On the Duty of Civil Disobedience” by Henry David Thoreau

Project Handout:
Please see the attached project handout, which will guide this project. At the end of the project handout, you can see the lesson template for our culminating product, which includes the creation of lessons on nonviolence that will be taught to elementary school students and a collaborative mural. I have many more materials for the day to day lessons that coincide with this project, which include the readings I have listed. If you would like any of them, please email me: bgonzales@hightechhigh.org.
Project on Non-Violence

10th Grade Humanities
Teacher: Brooke Gonzales

“If we are to reach real peace in the world, we shall have to begin with the children.”
-Gandhi

“The practice of violence changes the world, but the most probably outcome is a more violent world.”
-Hannah Arendt

“Non-violence means avoiding not only external physical violence but also internal violence of spirit. You not only refuse to shoot a man, but you refuse to hate him.”
-Martin Luther King, Jr.

Essential Question of the Project:
How have people made a positive difference in the world around them?

Topics to be Covered:
- 6 violent revolutions: England, America, France, Russia, China, Cuba
- 6 non-violent revolutions: India, United States, Poland, Denmark, South Africa, Chile
- Heroes of nonviolence: Gandhi, Martin Luther King, Jr., Cesar Chavez
- Our personal interactions with violence and nonviolence

Project Description:
Throughout history and still today, people have tried to make a difference in the world around them through the use of violence and nonviolence. In this project, students will explore what the results of these attempts have been. Ultimately, nonviolence is much more effective in accomplishing a long-term positive change within our world. Students will also explore violence and nonviolence on a more personal level. As a class, students will work together to create lessons to showcase what they learned and to teach elementary school students about nonviolence. In addition, they will create a collaborative mural on nonviolence. As the time approaches to create these products, we will discuss more as a class what we envision. The content about nonviolence that will be learned through this project will guide the rest of our year as we learn about global issues and how people are trying to make change. It will also be relevant as we learn about major wars throughout history and those that go on today, and how peace can be fostered in our world.
**Project Requirements:**

**Teach the Class (40 points):** In this project, students will research one violent revolution and one non-violent revolution, and with other students, will teach the class about it.

**Read a Book (40 points):** Students will read and write about the book *Animal Farm* by George Orwell, which is a critique of the 1917 Russian Revolution.

**Write an Essay (120 points):** Students will be writing an essay on the novel *Animal Farm*.

**Participate in the Creation of Lessons and Art on Non-Violence for Young Children (120 points):** Students will work as a class to create lessons on non-violence and a collaborative mural. They will use this as a way to teach elementary school students about non-violence.

**Goals for Our Lessons on Non-Violence and Mural:**

**Brainstorm of Ideas:**
- Take it to an elementary school to teach younger students about nonviolence.
- Display our mural(s) on an elementary school campus.
- Invite other tenth grade students into our classroom to learn about nonviolence.
- Post our mural publicly. The Dayton International Peace Museum has already agreed to post pictures of our mural on their website.

**Your thoughts?**
Project Groups:

Throughout this project, students will be working with others to first research about violent and nonviolent revolutions, and then later, to create lessons on nonviolence and a mural.

Violent Revolution Groups:
- The Glorious Revolution of England
- American Revolution
- French Revolution
- Russian Revolution
- Chinese Communist Revolution
- Cuban Revolution

Non-Violent Movement Groups:
- India
- United States
- Poland
- Denmark
- South Africa
- Chile

Project Management Group:
As we get into the creation of our lessons on nonviolence and collaborative mural, I will need students to volunteer to be a part of the Project Management Group. Most projects we will do in this class will have a Project Management Group that will be responsible for overseeing the completion of the class project. Students should volunteer to be in this group if they are interested in challenging themselves by taking on more of a leadership role in the classroom. This group will ensure that the class project is cohesive and complete. They will be in communication with Brooke throughout the creation of the lessons for elementary school students and mural.
Challenge Projects:

A Challenge Project is something that you could do to challenge yourself more with subject matter we have been discussing and learning about. Next year, you will have the opportunity to take honors classes, so completing challenge projects in the tenth grade would be a good way for you to be prepared for honors next year. These are not required, but are here to provide you an opportunity to challenge yourself a bit if you desire to do so as a student. You can receive extra credit for a challenge project; however, they are not meant for you to make up points from another class project you did not do. Challenge projects can be worked on at home or during class if you finish a project or assignment early. Each project we do in class this year will have optional challenge projects included in it.

**1984 by George Orwell**

Read *1984* by George Orwell. Respond to the book in some way: write an essay, keep a journal about what you read, create a piece of artwork to represent the main themes, etc.

Once you have finished the book, set up an appointment with Brooke to share your work and have a short discussion about your thoughts on the book.

**Challenge Readings**

Compare and contrast two pieces written by peace activists against the war in Vietnam: “At Exposition Park” by Cesar Chavez and “Declaration of Independence against the War in Vietnam” by Martin Luther King, Jr. Annotate as you read, then meet with Brooke to discuss.

Read “On the Duty of Civil Disobedience” by Henry David Thoreau. Annotate as you read, then meet with Brooke to discuss.

**Movie Review**

**Water**

This movie takes place in India and shows some of the injustices that were taking place in that society. It shows how people were treated unfairly and how Gandhi was viewed among people.

Write a movie review including the following: Give a summary of the movie, relate it to what you learned about Gandhi, write your thoughts and opinions about what you watched.

**Create your own challenge project**

If there is something that you would like to do to challenge yourself further with the curriculum, come and discuss it with Brooke to create your own challenge project.
Project Calendar:

Brief overview of daily topics and activities:

**Day One**
How have people throughout history tried to change the world?
- Project Handout
- What is non-violence?
- Reading: *Non-Violence: The History of a Dangerous Idea* by Mark Kurlansky

**Day Two**
What does violence accomplish?
- Violent revolutions throughout history: England, France, America, Russia, China, Cuba
- Crane Brinton’s theory on violent revolutions
- Creating a class timeline of revolutions (jigsaw)

**Day Three**
- Work in groups on violent revolution for class timeline

**Day Four**
- Present violent revolutions, create class timeline
- Take notes on violent revolutions
- Analyze the pattern that violent revolutions take

**Day Five**
How are people convinced to fight?
- Through propaganda: Propaganda from the Russian Revolution
- Through writing (primary source from a violent revolution): *The Communist Manifesto*

**Day Six**
A Critique of a Violent Revolution: *Animal Farm* by George Orwell
- Introduction lecture
- Chapters 1, 2 and journal

What is an alternative to violence?
Non-violent revolutions
- Reading: “A Force More Powerful”

**Day Seven**
*Animal Farm*
- Chapters 3, 4 and journal
- Add to essay notes

Non-Violent Revolution groups (jigsaw)
- South Africa, India, U.S., Poland, Denmark, Chile

**Day Eight**
*Animal Farm*
- Chapters 5, 6 and journal
Day Nine
*Animal Farm*
- Chapters 7, 8 and journal
- Add to essay notes
- *Animal Farm* propaganda

Day Ten
*Animal Farm*
- Chapters 9, 10 and journal
- Add to essay notes
- *Animal Farm* propaganda

Day Eleven
*Animal Farm*
- *Animal Farm* movie clip
- Prepare for Socratic Seminar
- *Animal Farm* propaganda

Day Twelve
- *Animal Farm* Socratic Seminar (each class meets for an hour in the morning)
- *Animal Farm* Journal due
- *Animal Farm* propaganda due

Day Thirteen
- *Animal Farm* essay: Work on outline and rough draft

Day Fourteen
- *Animal Farm* essay: Work on outline and rough draft

Day Fifteen
- *Animal Farm* essay: Work on outline and rough draft
- Essay rough draft due next class

Day Sixteen
*Animal Farm* essay rough draft due
- Peer critique of rough drafts
- Small Groups on Nonviolence Readings
Day Seventeen
Reflecting on Nonviolence
-Quotes on nonviolence
-Statements of what you believe

Work on proposals for murals and lessons.

Day Eighteen
-Essay final draft due
-Vote on mural proposals
-Begin working on lesson plan for elementary students

Day Nineteen- Twenty-One
Creation of lessons and Mural on Non-Violence

Day Twenty-Two
-Presentations of lessons on non-violence for elementary school students
-Peer critique process

Day Twenty-Three
Refinement of Lessons on Non-Violence

Day Twenty-Four
Refinement of Lessons on Non-Violence

Creation of Collaborative Mural: Each student creates an example of what they want to paint on paper

Day Twenty-Five
Summary of Learning: In Class Writing Test

Day Twenty-Six
-Finish artwork for collaborative mural
-Pencil sketch and painting

Day Twenty-Seven
-Present refined lesson to Brooke for approval to teach at the elementary school
-painting of mural square

Day Twenty-Eight
Field trip to the elementary school to present the mural, teach lessons, and do collaborative artwork with the students

Day Twenty-Nine
Project debrief and reflection

Day Thirty
Buffer day in schedule
Project on Nonviolence:
Final Product
Creating a Lesson and Art for Young Children

“If we are to reach real peace in the world, we shall have to begin with the children.”
-Gandhi

Part One: Creating a Lesson

You have spent the past four weeks:
• Learning about what non-violence is and strategies of non-violence
• Studying six violent revolutions: The Glorious Revolution of England, America, France, Russia, China, Cuba
• Analyzing the effectiveness of violence through historian Crane Brinton’s theory on violent revolutions
• Reading and analyzing Animal Farm by George Orwell, a critique of the Russian Revolution
• Writing an essay on Animal Farm
• Studying six non-violent revolutions: India, United States, South Africa, Denmark, Poland, Chile
• Learning about leaders of non-violence such as Martin Luther King, Jr., Gandhi, and Cesar Chavez
• Teaching your classmates
• Reading and annotating primary and secondary sources
• Participating in class discussions

As you think back on all of the things you have learned and done over the past four weeks, think about what you would want to teach the next generation about non-violence. This will be the starting point for you to create a lesson.

Guidelines for Lesson:
• You may work in a group of 4 people at the most.
• You must create a proposal and get it approved by Brooke.
  o Proposal is attached.
  o Your group must meet one on one with Brooke to present your proposal to her.
Part Two: Creating a Mural
As a class, we will be creating a collaborative art piece around the theme of non-violence.

Here is an example of a collaborative art piece:

![Collaborative Mural Example](image)

**Guidelines for Collaborative Mural:**
- Each group will submit at least one proposal of what the main shape of the mural will be.
- As a class, we will take a vote on what shape we want to create.
- The proposal must:
  - Include a drawing.
  - Include an explanation of how this relates to the theme of non-violence.
  - Be simple enough to actually complete as a class.
- Each group’s mural proposal is due by the end of class on Thursday, October 7.
- Each person will be responsible for one square of the mural:
  - Your square must match up with the larger mural, but you can make it your own with a drawing of a famous non-violent leader, incorporate a quote on non-violence, etc.

**Note:** Because we are going to an elementary school and presenting this project, you are expected to be extremely professional in your presentation. Those who do not put the required effort and professionalism into this project will not be able to participate at the elementary school.
Project Proposal for Teaching a Lesson

Names of People in Group: ________________________________________________________

➢ Lesson topic:

➢ Description of lesson:

➢ Timeline (a breakdown of what you need to do each day in class to complete your lesson)
  ○ Day 1 (2 hours):

  ○ Day 2 (2 hours):

  ○ Day 3 (2 hours):
Day 4 (1 hour):

Things you plan on accomplishing outside of class:

Day 5: Be prepared to share your lesson with our class for a peer critique session that will help you with the refinement of your lesson.

- Materials needed:

What do you hope the students will learn?

How will the students be involved in your lesson?
# Project on Non-Violence

## Individual Checklist

**Name:** _________________________________________________________________

**Group Members:** _________________________________________________________

For each of the following items, you should receive a stamp of completion. For the daily logs, you need to get five stamps of completion.

<table>
<thead>
<tr>
<th>Item</th>
<th>Point Value</th>
<th>Stamp(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal for Lesson</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Daily Logs (5)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Presentation of Lesson for Peer Critique Process (if you do not complete this, you will not be able to present at the school)</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Sketch of artwork in color (if you do not complete this, you will not be able to do artwork at the school)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Presentation of Lesson and Artwork to the Children</td>
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<tr>
<td>Final Art Piece</td>
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<tr>
<td>Self and Group Evaluation</td>
<td>5</td>
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<tr>
<td>Final Project Reflection</td>
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**Points Possible:** 120  
**Points Received:** _____________
This summer institute for educators of grades 3–12 (all subject areas) is cohosted by The Metropolitan Museum of Art, The Museum of Modern Art, and the Solomon R. Guggenheim Museum. Participants will learn and apply object-based teaching strategies; build confidence incorporating modern and contemporary art into lesson plans; and utilize great works of art as the basis for interdisciplinary investigations. Who: Teachers of grades 3–12 (all subject areas) are welcome to apply. Who: Active K–12 teachers and/or administrators, librarians, and curriculum specialists. A minimum of 10 teachers is required. This is not a drop-in program for individual teachers. How K12 Teachers Make Powerful Connections with Students. Through real-time online sessions, email, phone, and even in-person contact, K12 teachers give students the one-on-one help they need, right when they need it. The result: a powerful, new connection with learning. K12 teachers collaborate closely with parents, too. Watch how well it works! Loading...please wait.