

WORKSHEET FOR T FOR F PRISON WORKSHOP (The “coaching method”)

Facilitating Team:

Note: We have divided this into parts rather than sessions, so that you can break it up into sessions to fit your schedule. Activities are suggestions from which you can select and shape your own workshop.

Part I: What it means to be a facilitator

Introduction of Leadership Team Introduction to the Workshop

- Differences between this workshop and the other workshops (we will be explaining the purposes and techniques of each part as we go along. You will be learning to lead the same exercises you have participated in the other workshops)
- Schedule (have it posted)
- Ground Rules (Guess what – Facilitators don't get to pass; all their decisions have been made by their team)

Agenda Review (Explain and model)

Note: We have modeled the way you begin a workshop. Let each facilitator share in the opening remarks so that the participants get a chance to observe them and get a sense of them as a “team.”

Gathering: Descriptive Name and “Why I want to be a facilitator ...”

Talk: The Process of Becoming a Facilitator in this facility (Training, apprenticeship, support group meetings and facilitator meetings, gold certificate)

Qualities/Skills needed for Facilitating Brainstorm (use “Fact/Feelings” shape)

Part II: What it means to be a member of a team (Team-building and working as a team)

(Note: The Leadership Team may decide to skip this section and discuss Team-Building AFTER the teams have worked together – see Part VI)

Team-building modeled by Leadership Team

Discussion: what did you see us do? Write on newsprint the steps to team-building

Brainstorm: What a team needs from its team members in order to work effectively

Broken Cubes Exercise or remembering the **Broken Squares Exercise**, or

Thinking Styles Self-Evaluation

Discussion: We recognize that people have different thinking styles and different levels of reading/writing abilities. How would you deal with that in team-building?

Basic Manuals: Review C-7 on Team-Building
Team Evaluation modeled by the Facilitating Team

What's important: Affirming while evaluating

Session Evaluation modeled by a member of the Facilitating Team

Explain purpose and that we don't discuss, explain or justify, simply record

Put participants into the teams they will be in during the workshop

Using C-7 from the Basic manual, the teams should team-build

Part III: Building Agendas

The Basic Agenda Worksheet: Explain what we mean by “Experiential” and “Sequential” as you read through the worksheet

The Manual and How it is set up: go through the sections. Choose an exercise to illustrate how exercises are set up. Explain helpfulness of writing processing questions on newsprint and posting so facilitator's nose is not in book!! Practice the counting off: Have them recite “Count off by the number of groups, not the number IN the group!!”

Part IV: Team-planning

Give each team a team session sheet and a list of exercises for the team (one exercise for each participant that requires giving directions, counting off, etc.) and each participant an exercise worksheet. Explain:

1. Each participant should read and understand his exercise.
2. Each participant should choose a gathering that fits his exercise and answer the questions on his worksheet.
3. Each participant should explain his exercise to the rest of his team, the other team members following along in their manuals. The team is responsible to be familiar with all exercises and able to help the facilitator leading the exercise.
4. The team should choose a gathering and light and lively for their session.

Each facilitator should be responsible for one team and check in periodically for help.

Part V: Team Rehearsal

Practice session

Coaching/evaluation by Leadership Team
Have the person set up the exercise with directions and equipment. Since you don't have time to actually do the exercise, cut after each step. At the end, critique with affirmation. If the team has done its work, the person leading the exercise should do so successfully. If the team has not done its work and the person flounders, critique the team – where were they! This is the time to reiterate 2 points: 1) do not give all of the

directions before moving people into position or they will forget them; 2) write your processing questions on newsprint and at the end of the exercise, post them, read them aloud, and invite people to respond to any of them. This keeps the facilitator's nose out of the manual – and some people hear with their eyes as well as their ears.

Note: The leadership team should decide when a gathering might be needed (after a meal break, for example) and have the group complete the gathering, and when a light and lively should be needed.

Part VI: Team-Building (If not done earlier)

Discussion: Now that you have had experience being responsible as a team for leading exercises, what do you think is important for team-members to know about one another?

Review: "Team-building" and "Working as a Team" in the packet
Team self-evaluations

Part VII: Transforming Power presentation preparation by Teams

Team 1: Read the pieces in the packet on Transforming Power (have the TP talk from the second-level manual copied), and prepare a story like "A conflict I solved non-violently" as an example of TP.

Team 2: Read B-2 "Points that might be Covered" in the Basic manual and prepare E-52 "Transforming Power Bridge Exercise."

Team 3: Read the pieces in the packet on Transforming power and prepare E-53 "Transforming Power Mandala" for presentation.

Part VIII: Transforming Power presentations by the Teams

Each team should give its TP presentation. Since they have had different resources, the presentations should be slightly different. This repetition of presentations will help firm up their understanding of TP.

Part IX: I-Messages

Leadership Team should ask for real conflict situations from the participants (one of our participants raised a concern about the teacher of his GED class not explaining things to students who needed help and then being sarcastic to them.)

Post the formula on newsprint
Go over the "Teaching I-Messages" in the packet
Explain the "Because" part as being the essential piece for getting to the truth of one's emotions
Use participants' conflict situations to have people try out I-Messages. The group critiques.
Explain that before teaching I-Messages, a team MUST be absolutely certain that the examples

they use are genuine I-Messages and not disguised "You-Messages."

Part X: Role Plays: How to debrief and process (use the "basic version" in the T for F Manual)

Leadership team should select two role plays for each team to debrief, so that there are no more than two or three trainees debriefing a role play.

If the leadership team will do the role plays and let all teams watch both the role plays and debriefing process, they can choose one role play in which one of the players is playing a role he or she has played in real life. This gives an opportunity for the players to continue to carry on even after the role play has been cut. (We chose the free spender wife in conflict with the main earner in the family) It gives an opportunity to make the following points (a) no one should take on a role that he or she plays in real life, and (b) debrief and remove from the role the person who might be most upset.

Go over Instructions and Debriefing. Post debriefing process on wall behind the "stage."

Part XI: Advanced Agenda and Exercises (if time)

Explain that all apprentices will not be doing basic workshops, but will be on teams for advanced workshops. We will go over the advanced agenda and assign each team ONE exercise to go over and present as a team. The team should be able to (a) explain how it relates to the focus topic and where it would go in the agenda, (b) lead the exercise, (c) give processing questions, (d) find a gathering that relates to the exercise, and (e) explain what transforming guide(s) the exercise relates to.

Part XII: Responsibilities of Facilitators

As an AVP apprentice facilitator, you now have

- Membership in a team
- Membership in a larger facilitating team in the facility
- Membership in an even larger facilitating team throughout New York State
- Membership in an even larger facilitating team throughout the United States
- Membership in an even larger facilitating team throughout the world

This brings with it a responsibility to AVP, because your behavior as a facilitator and as a representative of AVP affects all of AVP.