



**ALTERNATIVES TO VIOLENCE PROJECT**

**Facilitators  
Training Manual  
With  
Continuing Learning Material**



**2013**

**Alternatives to Violence Project/USA  
Alternatives to Violence Project/International**

**This Facilitators Training Manual is an update of the 1992 Training for Trainers Manual.**

**©Copyright 2013 AVP/USA,Inc., All Rights Reserved**

**The Alternatives to Violence Project/ USA Inc. is a 501(C)(3) nonprofit corporation formed to support the needs of local AVP groups throughout the United States. Anyone engaged in offering training in conflict resolution is hereby granted the right to reproduce this document in small quantities for their own non-commercial use, without prior permission.**

### **Acknowledgments:**

This Facilitators Training Manual was written by the AVP/USA Education Committee in partnership with the AVP/International Education Committee. It reflects the work of a wide team, which in turn reflects the international spread of the AVP program. Our task has been to increase the manual's accessibility to participants in different cultures and countries in addition to its home in the United States of America, to reflect the ongoing experience of this work.

Built upon the huge wisdom and collective experience of the first manual writers, the editorial team working with this rewrite/update are Cynthia MacBain (AVP New York), Elaine Dyer (AVP Aotearoa/ New Zealand), Grace McGrath (AVP New York) and Katherine Smith (AVP Sydney, Australia).

They have been advised and supported by a review team of seventy experienced facilitators from around the world, especially Bob Barnes, Fred Feucht, Lynley Gregory, Kit Hanley, Pat Hardy, Sally Herzfeld, Nadine Hoover, Julei Korner, Val Liveoak, Audrey Mang, Stephen Matchett, John Michaelis, Judy Miekle, Joanne Perry, Maji Peterx, Campbell Plowden, Patrick Parker-Roach, Kate Ryan, Marge Schlitt, Nancy Shippen, John Shuford, Malcolm Smith, Ann Ward, Shirley Way, Susan Wolf and Deb Wood. Toby Riley helped with proofreading; Alan Taplow did the final layout and provided publication support. We also humbly acknowledge the many unnamed facilitators inside and outside prison who continue to deepen and strengthen AVP through their dedicated work. We wish to acknowledge everyone with deepest gratitude.

The Facilitators Training Manual is published for the use of volunteers serving as team members and coordinators of workshops recognized by the Alternatives to Violence Project/USA.

Other readers are advised that the material in the manual is based on a particular philosophy and a set of carefully structured group dynamics, without which the program outlined here simply will not work.

For this reason, the use of the name of AVP for workshops and programs not recognized by the Alternatives to Violence Project/USA, Inc., whether utilizing this material or not, is strictly prohibited.

Published & Distributed By:  
AVP/USA, Inc.  
1050 Selby Ave  
St. Paul, MN 55104  
888-278-7820 manuals@avpusa.org

# TABLE OF CONTENTS

Contents	iii
Introduction to the Facilitators Training Manual	vi
AVP Manuals	vii
Welcome	viii
Chapter 1: Introduction to AVP Facilitation Process	1
AVP Mission, Vision & Model	3
The Essence of AVP	6
Philosophy of AVP Facilitation	8
How to Design an Experiential Workshop	9
AVP Workshops in a Variety of Settings	11
Taking AVP to Different Cultures	14
Chapter 2: Introduction to the Training for Facilitators Workshop: Empowering Ourselves	17
Empowering Ourselves	19
Goals for the Training for Facilitators Workshop	20
Strategies for the T4F Workshop	22
Elements of the Training for Facilitators Workshop	25
Crafting A T4F Agenda	26
Sample Agendas	27
Crafting an Agenda — Method A — T4F Agenda Worksheet	31
Crafting an Agenda — Method B	34
Suggestions for Facilitation Teams	39
Chapter 3: T4F Learning Activities /Exercises for each Element	41
Introduction to Chapter 3	43
Element 1: Building Community & Understanding About T4F Training	45
Opening Talk 1	46
Opening Talk 2	48
Philosophy of AVP - Poster	49
Exercise: How to Introduce the Agenda for Session One	50
Exercise: Empowerment Discussion	51
Handout: Overview of the T4F Workshop	52
Element 2: Facilitating Rather Than Teaching	54
Brainstorms: Facilitating Rather than Teaching or Leading	55
Exercise: Group Sculpture of Facilitators' Skills & Qualities	57
Exercise: Facilitation and Listening Pair Share	58
Element 3: Facilitating by Teams	59
Putting into Teams & Team-building	60
Exercise: Building Teams/Forming Teams	61
Exercise: Building Strengths/Building Teams	62
Handout: Working as a Team	63
Exercise: Four Stages of Teamwork	65
Element 4: Preparing for Practice Teams: Facilitation Skills	66
Exercise: Introduction to the AVP Basic Manual	67
Worksheet: Guide to learning the AVP Basic Manual	68
Handout: How to Present & Process Exercises	69
Handout: Guide to Processing Questions	71
Handout: How to Count Off & Move People	72
Handout: Tips for Facilitators	73
Handout: Basic Workshop Agenda Worksheet	75
Handout: Developing Agendas	77
Element 5: Practice Team Planning	79
Exercise: Practice Team Planning #1	80
Exercise: Practice Team Planning #2	82
Handout: Session Preparation Tasks	84
Worksheet: Session Agenda for Practice Team Planning	85

Worksheet: For Individual Practice Team Member Planning . . . .	86
Handout: Themes & Exercises for the AVP Basic Workshop . . . .	87
Element 6: Practice Team Presentations . . . . .	88
Exercise: Team Debrief in a Fishbowl . . . . .	89
Exercise: Team Presentations & Feedback . . . . .	90
Handout: Feedback Guide - Feedback to Practice Teams . . . . .	91
Handout: Feedback - A Mirror for Team Members . . . . .	92
Handout: Guidelines for Giving & Receiving Feedback . . . . .	93
Element 7: Introducing Transforming Power . . . . .	94
Transforming Power Presentation . . . . .	95
Worksheet: Steps to an Effective Transforming Power Talk . . . .	96
Handout: Learning How to Explain Transforming Power . . . . .	97
Exercise: Revisiting TP—An Introduction to the Keys . . . . .	98
Handout: The Keys to Transforming Power . . . . .	100
Element 8: Role Play . . . . .	101
Exercise: Role Play Debriefing & Deroling Practice . . . . .	102
Exercise: Facilitated Role Play Process for Three Groups . . . .	105
Background Reading for Facilitators - Role Plays . . . . .	107
Element 9: Responsible Messages ("I" Messages) . . . . .	111
Brainstorm: Needs vs Wants . . . . .	112
Exercise: Assertive Communication . . . . .	113
Exercise: Green & Red Messages . . . . .	114
Exercise: Speaking from the "I" . . . . .	115
Element 10: Where Do We Go from Here? . . . . .	116
Exercise: Where Do We Go from Here? . . . . .	117
Handout: Congratulations You Are Now an AVP Facilitator . . . .	118
Handout: Congratulations (for Prison Workshops) . . . . .	119
AVPNY — Volunteers going into Prisons . . . . .	120
Exercise: Workshop Feedback . . . . .	123
Handout: Workshop Feedback Form #1 . . . . .	124
Sample Template for Workshop Report . . . . .	126
Handout: Workshop Feedback Form #2 . . . . .	127
Handout: T4F Feedback Form . . . . .	128
Extra Activities . . . . .	129
Handout: Light & Livelies for the T4F . . . . .	130
Exercise: Keys to Transforming Power . . . . .	131
Exercise: Puzzling . . . . .	133
Exercise: Reflection . . . . .	135
Exercise: U Choose . . . . .	136
Closing: Yurt Circle . . . . .	137
Closing: Graduation Circle . . . . .	138
Chapter 4: Continuing Learning . . . . .	139
Facilitation Learning Guide . . . . .	142
Examples of Continuing Learning Opportunities . . . . .	145
Apprenticeships . . . . .	148
Unit One: Values & Skills . . . . .	149
Exercise: Hidden & Personal Agendas . . . . .	150
Handout: Personal & Hidden Agendas . . . . .	151
Unit Two: Personal Development . . . . .	152
Unit Three: Team Work . . . . .	153
Team-building in a Workshop . . . . .	154
Sample Agendas for Team Members . . . . .	156
Handout: Eight Stages of Teamwork in a Workshop . . . . .	157
Exercise: Fair Process . . . . .	159
Handout: Consensus Decision Making Using Fair Process . . . .	161
Exercise: Praise vs Acknowledgment Feedback . . . . .	162
Handout: Styles of Feedback . . . . .	163

Handout: Acknowledgment Feedback . . . . .	164
Worksheet: AVP Facilitators Self-Appraisal . . . . .	165
Worksheet: AVP Facilitators Peer Appraisal . . . . .	166
Exercise: Affirmation in Pairs . . . . .	167
Exercise: Underlying Anger . . . . .	168
Unit Four: Group Dynamics . . . . .	169
Exercise: Stages of Group Development . . . . .	170
Handout: Stages of Group Development . . . . .	171
Exercise: Exploring Group Dynamics . . . . .	173
Unit 5 Part 1: Facilitation Skills . . . . .	174
Exercise: What's in a Word . . . . .	175
Exercise: Using the Building Blocks During a Workshop . . . . .	176
Handout: Buddies in an AVP Workshop . . . . .	177
Handout: Talking Stick . . . . .	178
Apprentice Continuing Learning Support Groups . . . . .	179
Unit 5 Part 2: Coaching Workshops . . . . .	180
Agenda: Mentors Gathering Workshop . . . . .	180
Outline of a Series of Four Coaching Workshops . . . . .	182
Unit 5 Part 3: Processing Questions . . . . .	185
Exercise: Shelter from the Storm . . . . .	185
Handout: Use of Open, Closed & Directed Questions in AVP . . . . .	186
Handout: Use of Restorative Questions in AVP . . . . .	187
Exercise: Back to Back Drawing with Restorative Debriefing . . . . .	188
Unit 5 Part 4: Role Plays . . . . .	189
Handout: Role Plays in AVP Workshops . . . . .	190
Agenda: Role Play Training Workshop 1 . . . . .	192
Agenda: Advanced Facilitation Workshop/ Role Play Training . . . . .	195
Agenda: Role Play Workshop with Light & Livelies Practice . . . . .	197
Exercise: Role Plays — All-In-One . . . . .	199
Role Play Scenarios . . . . .	202
Exercise: How to Conduct & Debrief Role Plays . . . . .	203
Unit 5 Part 5: Dealing With Participant Challenges in a Workshop . . . . .	205
Exercise: Thought Sculpture—Responding to Difficult Behavior . . . . .	206
Handout: Dealing with Difficult Situations . . . . .	207
Exercise: Difficult/Disruptive Behavior of Participants . . . . .	210
Unit 6 — Leadership in AVP . . . . .	211
Exercise: Positions of Observation . . . . .	212
Sample Weekend Agenda: Training for Team Leading . . . . .	213
Advanced T4F & Team Leader Workshop . . . . .	214
Agenda: Training for Lead Facilitators . . . . .	216
Exploring Being a Lead Facilitator . . . . .	217
How to Coach & Mentor Workshop . . . . .	218
Handout: How to Coach . . . . .	219
Handout: How to Mentor . . . . .	220
Chapter 5: Meeting Special Needs in a Workshop . . . . .	221
AVP & Diversity of Learning Styles . . . . .	223
AVP & People with Special Physical Needs . . . . .	225
Responding to Trauma in AVP Workshops . . . . .	228
Grounding Techniques for Trauma . . . . .	229
Appendices . . . . .	231
Appendix 1: AVP Facilitation Learning Framework . . . . .	233
Appendix 2: Glossary of Terms in Training Workshops . . . . .	234
Appendix 3: Bibliography . . . . .	240
Appendix 4: Index . . . . .	241



# INTRODUCTION TO THE AVP FACILITATORS TRAINING MANUAL

The Facilitators Training manual contains both the second edition of the AVP USA Training for Facilitators Manual and an introduction to Continuing Learning for Facilitators.

It is also the first AVP USA manual which has been written with a partnership between the AVP United States Education Committee and the AVP International Education Committee.

This manual is organized into five chapters.

**Chapter One** is an introduction to AVP workshops. AVP in the United States with workshops occurring in many states remains the largest AVP group in the world. 80% of the AVP workshops in the United States are held in prisons. This continuing presence of AVP workshops in prisons has provided a strong anchor and a practical grounding in reality for AVP for more than 35 years.

This chapter explores the essence of AVP which remains the core in workshops held in over thirty countries across the world with programs on every continent and region. With local AVP groups adapting AVP activities to suit local cultures, faiths and languages, it is important to establish the core of AVP workshops so that local changes do not result in program "drift."

**Chapter Two** contains a thorough examination of what is a Training for Facilitators (T4F) workshop, what are the elements, strategies and content of a T4F workshop, and how to craft a T4F workshop agenda, whether it is held over three, two and a half or even two days.

**Chapter Three** contains a range of exercises or learning activities, and handouts organized by the ten elements of the T4F workshop. In this approach the only talks are the Opening Talk and any Transforming Power Talk. All other material is delivered experientially by exercises or learning activities. The Basic Manual is the essential textbook for all T4F workshop participants. There are a number of handouts in this manual for the T4F facilitators to select from and print out for their participants. Participants may file these handouts at the back of their Basic Manuals.

**Chapter Four** starts with an introduction of an AVP Learning Guide with a set of units and elements of AVP learning for AVP facilitators. These six units are AVP Values, Personal Development, Teamwork, Group Dynamics, Facilitation Skills and Leadership and Organization. These provide a structure for the collection of activities/exercises, handouts and agendas for a range of Continuing Learning workshops and sessions.

Many AVP groups around the world have developed their own ongoing training sessions and workshops to improve the skills, knowledge and understanding of their facilitators. These activities, sessions and workshops are part of AVP Continuing Learning, an AVP facilitator's learning journey after their T4F workshop. This is an introduction to these sessions and workshops.

**Chapter Five** starts an exploration of the issues around meeting special needs in a workshop. This includes different learning styles, special physical and learning needs and coping with the impacts of trauma.

**Appendices** include a Learning Framework chart, helpful for individual facilitators to monitor their own learning experiences as well as a Glossary, a Bibliography and an Index.

Experienced AVP facilitators may look at the range of learning activities/exercises and agendas in this manual and see which ones are new activities or new structures and explore these new variations in a Continuing Learning workshop or training session for their facilitators.

**Extra supplementary material** including T4F agendas from around the world may be found at <http://avpusa.org/ftm> .

# AVP MANUALS

AVP manuals are informed by a growing collection of activities, handouts and agendas that have been developed by AVP facilitators across the world and contributed to the manual writing process. AVP facilitators across the world are invited to participate in a collaborative manual writing process for the next set of AVP manuals.

## All AVP facilitators are invited to —

### 1. Get copies of the latest versions of AVP manuals:

- AVP/USA Distribution Center provides print copies of the United States manuals for all AVP facilitators. They can be ordered online from the AVP Shop at <http://www.avpusa.org> or from AVP Distribution Center, 1050 Selby Avenue, St. Paul, MN 55104, phone: 1-888-278-7820. e-mail: [manuals@avpusa.org](mailto:manuals@avpusa.org).
- Electronic copies of the United States AVP manuals are available free to representatives of all AVP country groups outside the USA. You will need an accreditation from the AVP International Education Committee. Contact [avpmanuals@gmail.com](mailto:avpmanuals@gmail.com).
- Electronic copies of AVP manuals that are produced or translated outside the United States are available free to all registered AVP facilitators from the AVP International website at <http://www.avpinternational.org>.
- For the latest information about AVP manuals, visit – <http://www.avpeducationnetwork.wikispaces.com>.

### 2. Keep in touch with the AVP Education News:

- Subscribe to the [AVP-Education-News@avpnetwork.net](mailto:AVP-Education-News@avpnetwork.net) email broadcast group.
- Be a member of one of the following AVP facilitator email discussion groups and receive electronic copies of the AVP Education News—  
[AVP-Education-Network@googlegroups.com](mailto:AVP-Education-Network@googlegroups.com) , AVP-L, or AVP-World.
- Subscribe to the AVP USA Transformer journal.

### 3. Join the collaborative manual writing process. You may:

- Join the [AVP-Education-Network@googlegroups.com](mailto:AVP-Education-Network@googlegroups.com) email discussion group to contribute new or changed versions of learning activities/exercises, handouts or agendas, and participate in the discussion about these contributions and manual development.
- Contribute to discussions on the AVP-L email discussion group for AVP USA facilitators.
- AVP facilitators who are incarcerated in AVP USA prisons may send contributions and suggestions to the AVP manual writing process by writing to the AVP USA Distribution Center (see above). These contributions will be scanned and sent to the AVP USA Education Committee.
- Join either of the AVP USA Education Committee or the AVP International Education Committee. New members are welcome.

For further information about how to join these groups or participate in collaborative manual writing please contact [avpmanuals@gmail.com](mailto:avpmanuals@gmail.com) or write to the AVP USA Education Committee c/o AVP USA 1050 Selby Ave., St. Paul, MN 55104.



# WELCOME

## **Welcome to you, a precious member of the growing family of AVP people around the world!**

What you are holding is another key that adds to the Basic and Advanced manuals, guaranteed to unlock doors to increased peace, understanding, cooperation, conflict resolution and community building in the world. It is a powerful, timeless key, and one that has been polished by the loving touch of many hands of many ages, languages and skin colors, in many places around the world since 1975.

It is most likely that you have been on a journey to this point where you are holding this manual. You, like all of us writing it, would have first entered a Basic workshop in the Alternatives to Violence Project. Probably, also like us, you had a pretty amazing experience that touched and opened some of the corners of your life and heart that might not have been accessed for some time, and you did it in the company of others who, at the beginning of the course seemed so different from you. Yet as the workshop progressed, it is our guess that you discovered or uncovered, community, with links much deeper in experiences, resilience, hopes, dreams, fears or pain than you suspected at the beginning of the course.

That experience most likely led you to want more, as it certainly did with us, and the next level workshop, the Advanced workshop, took you on another journey into looking behind some of the labels and issues that we had perhaps been struggling with. Alongside the hard places, the fun also deepened, the spirit of connection and transformation wrapped around each of us and helped strengthen the sense of belonging to the vast family that is AVP. We can imagine that your experiences of taking these insights and new options out into your relationships and communities also gave you an increased feeling of respect for the gently transformative wisdom of these processes.

And like all good things, it's great to share them, isn't it? This manual has collected some material to enable that to happen smoothly, to give you some frameworks that will support you and your community, assist the development of facilitation skills, to ensure that teams are able to keep passing on the experience of the workshops with as much integrity and clarity as your own first experience.

We are trying to do several things in this manual. We are eager to let you understand more about the processes that are the scaffolding of AVP. We want to provide some guidance to the ways that people who are eager to get involved in the teamwork of AVP, can learn the skills and practice them in a safe and supportive environment. We are also keen to make this as clear and accessible as we can, because we know that it is needed in a large circle of people that stretches across many countries, cultures and contexts — to communities in prisons, in schools and in neighborhoods. We want to provide you with the support that has come from the combined experience of facilitating these workshops in different places and times, yet leave it open, fresh and adaptable so that you can make it work where you are too.

It is not a simple task, yet in conjunction with the other manuals that we have been working on, we know that there is plenty of material to both stretch and support you.

Initially we are looking at the ways that you can best prepare those who are starting to conduct basic workshops. They will join teams that reflect a range of experience and backgrounds, and for a start, they will take smaller steps, like apprentices, increasing in stride until they too can accumulate the body of information and understanding of group process alongside the skills needed to facilitate the particular magic that these workshops offer.

And there are some exciting new exercises included here too, with notes on variations from different countries or regions. The scope and range of this work has continued to expand, from its early beginnings in Green Haven Prison, upstate New York in the mid nineteen-seventies, to the current wide range of countries and regions covering most of the continents and islands of the world.

It is an adventure, and you are holding one of the most useful pieces of the toolkit to further spread the gift that the program has been in so many, many lives.

Welcome to this deeper level of work, and thank you. Thank you for being part of the process of spreading peace, needed as much now as ever. Together we are making a difference, as person by person we commit to changing the world by addressing our own behavior! What better way could we express our passion to transforming the inheritance we pass on to our children and great-grandchildren.



# **CHAPTER ONE**

## **An Introduction to AVP Facilitation And Processes**

**It is recommended that this chapter be inserted into the front of the Basic Manuals that are handed out to TRAINING FOR FACILITATORS workshop participants.**



# **THE AVP MISSION, VISION & MODEL**

## **The AVP Mission**

The Alternatives to Violence Project is a multi-cultural organization of volunteers offering experiential workshops that empower individuals to liberate themselves and others from the burden of violence. Our fundamental belief is that there is a power for peace and good in everyone and that this power has the ability to transform violence. AVP builds on a spiritual basis of respect and caring for self and others, working both in prisons and with groups in communities around the world.

## **The AVP Vision**

We are working toward the creation of a nonviolent society. Our goal is to reduce the level of violence by reducing the need that people feel to resort to violence as a solution. Our process uses the life experience of participants as a learning resource, drawing on that experience to deal constructively with the violence in themselves and in their lives. We do our training where violence is found: in our prisons and in our communities, acknowledging that not all violence is physical.

## **The AVP Model**

### **"We learn by experience."**

The AVP program teaches through experiential learning with a minimum of lecture. AVP workshops consist of a series of structured experiences or "learning activities." Intellectual knowledge is generally not very helpful in the midst of conflict, but practicing nonviolent solutions to conflicts that have been previously experienced is helpful. This is done through role plays, a key focus of AVP workshops: they help participants discover new ways to deal with conflict nonviolently by both participating in and observing role plays.

### **"The best way to ruin a program is to require people to attend it."**

A fundamental requirement is voluntary participation in the program on both an individual and institutional level. When the program is required or imposed by others, it is probably doomed to failure. Our workshops are about personal growth, and people can only grow when they choose to do so themselves. Our workshop facilitators are almost always volunteers, and we expect our participants to be volunteers also.

Sometimes, in spite of our best efforts to prevent coercion or the appearance of coercion, prison inmates register in our workshops because they are, or believe they are, under institutional pressure to do so as a condition for parole. We find that this "motive" does not prevail for long. In our opening talks and discussion of the Community Agreements, we stress that this is a workshop for volunteers, and if anyone is there because they have been made to be there by anyone else, they can leave now without consequences. Because of the experiential approach, participants usually decide very early in the workshop that they have more to gain from an AVP workshop than a certificate for their parole file. From that point on, they become volunteers in earnest.

### **"The process works by itself."**

Over a period of years, AVP has evolved a structure, a process and a set of learning activities for workshops that work. If the facilitators stick to the process, the process will work. AVP seeks to develop skilled facilitators, but the team support and the very well thought out process results in an experience that is effective and growth-producing for everyone, even if facilitators are still refining their skills.

**"The way for the program to grow is to train new facilitators. The rest will take care of itself."**

Much of AVP's growth and success is the result of empowering people and training them to be facilitators. We do not have "star" facilitators. We have a team model which discourages this style of leadership and insists that no one conduct an AVP workshop alone, not only because such leadership encourages "stardom" but also because it fails to model the team cooperation that we consider essential for teaching cooperative behavior patterns. One of the key functions of our facilitating team "leaders" is to help other members of the team become better facilitators by encouraging decision-making as a team.

**"We believe that people learn to be facilitators by facilitating."**

Our basic training program consists of three workshops: the Basic Workshop, which focuses on affirmation and self-esteem, community, cooperation, basic conflict management skills and Transforming Power; the Advanced Workshop, which goes into more depth about consensus decision-making and exploration of specific topics of interest to the participants (fear, anger, forgiveness, man-woman relationships, among others). The third is the Training for Facilitators Workshop, which teaches people how to facilitate the Basic Workshop. After this, they are prepared to serve as apprentice facilitators on workshop teams, and they can begin to learn facilitation experientially by being facilitators. Incarcerated people must take the first two workshops to be eligible for the Training for Facilitators. Outside candidates sometimes are allowed to postpone an Advanced Workshop if they find the three consecutive levels too heavy a demand on their time and may not be able to continue the training program. But anyone, incarcerated person or outsider, who wishes to become an AVP facilitator, is required to participate in an Advanced Workshop before facilitating workshops.

We also offer Special Topic Advanced Workshops, which focus more deeply on a violence-related topic, usually one introduced in the advanced workshop. The topic is chosen by the workshop facilitators and prepared ahead of time, and the focus goes deeper than is possible in the Advanced Workshop. It is worth noting that this AVP journey is not just arriving at a set of techniques and "answers" but is an ongoing learning opportunity which will carry on throughout our lives.

**"We walk our talk."**

AVP is not just a set of exercises. As facilitators we set out to be role models of what the group is learning, both in who we are and how we work together. Part of AVP facilitation is to take responsibility for the communication of our feelings and for our continued personal learning, both within the workshops and in our personal lives.

**"In a successful Training for Facilitators Workshop, the facilitators will find their role being as "coaches" rather than "teachers" or "leaders."** The goal of this workshop is empowerment: the facilitators do not empower others by constantly exercising tight control. For the purpose of training facilitators, the workshop facilitators are asked to become coaches while the participants try their hand at playing the game. If the coaching is well done, the game will be well played.

**"The program is blessed with good training manuals."**

In the beginning, AVP flourished and grew miraculously, even though there was little structure and there were no adequate training manuals to use. The underlying philosophy of AVP was (and is) very different from the average organizational philosophy. Drawing on human relations training and their own ongoing experience, early AVP facilitators wrote their own training materials using the creativity of volunteers. Developed in this way, the manuals have become an organic part of the AVP experience. Every facilitator now has a clear, well-written, training manual that he or she can rely on and even may have contributed to. The manuals are in a constant state of evolution and updating with creative ideas. Every facilitator may contribute to this process as she or he strives to produce high-quality workshops; this is backed up by an online resource of manuals and exercises (see the appendix 3, page 240 for other resources).

**"In our organization, power seeps up; it does not trickle down."**

Our organizational model is one of building from the grass roots up. This was the approach taken by Mohandas Gandhi and Martin Luther King, Jr. We believe this approach is essential to nonviolence training.

Our decision-making process is one of consensus. We are wary of too much formalization, and we resist anything that might encourage a hierarchy among us. AVP is not about hierarchy; it is about community, acknowledging and encouraging the potential of all of us to grow and develop and working together by agreement and without coercion. AVP is measured and tested by its adherence to these values. If it loses sight of them, it will have failed in its mission, no matter how brilliantly it succeeds by any other standards.

**"The true source of nonviolence is spiritual power.  
We call this Transforming Power."**

AVP facilitators recognize it takes more than mere techniques and skits to defuse violence; it is about finding the power to change our own attitudes and behaviors. This power is found in all spiritual beliefs, including Christian, Islamic, Jewish, Native American and Buddhist traditions. We have facilitators who follow all of these (and other) spiritual paths and some who do not ascribe to any particular belief. We avoid promoting any religious doctrine in our workshops, but this does not prevent individuals from sharing about their own sacred experience from their perspective. Facilitators seek to embody their own spiritual power as an important element of their lives. However, the workshop is not a place to promote or preach any particular dogma or belief as each person will have his or her own experience of the sacred.

**"Local coordinators."**

Our system of workshop coordinators for each institution or community is essential to making the program work. The coordinator is a volunteer who organizes workshop teams and arranges workshop schedules with the institution or in the community for which they are responsible. Most coordinators are lead facilitators/team leaders who lead by example. They conduct many workshops themselves and invite others to do the same. The local coordinator stays in contact with the wider AVP community to ensure the program stays true to the values of AVP.

**"The AVP program is a "win-win-win" model."**

The participants, whether in prison or in the community, win because they get the training and supportive community they need to cope with violence, both their own and others. The AVP facilitators win because they have an opportunity to improve their leadership skills and get new insights about themselves, other people and a nonviolent life. Prison administrators and staff win by hosting a program that will improve the level of cooperative and nonviolent behavior in their institutions, making their jobs more rewarding. Communities win and community life is enhanced when their members learn new skills to cope with violence and to build community.

# THE ESSENCE OF AVP

As AVP has expanded into most states in the USA and about 55 countries worldwide, it is important that we maintain the essence of AVP while being sensitive to how the program can be adapted for cultural differences.

## What makes a workshop AVP?

### **Transforming Power.**

Every workshop will include the concept of Transforming Power presented directly through learning activities, talks and discussions as well as indirectly through the facilitators' personal acknowledgment of it as their underlying philosophy. Any workshop that does not specifically include Transforming Power is not an AVP workshop. The workshop also presents the concepts of affirmation, trust and community building, communication, cooperation and conflict resolution through a series of learning activities which build on one another.

### **Learning by doing.**

AVP is an experiential program, which means that participants learn through their experience of doing things, rather than by the facilitators lecturing to them. Participants learn the power of **affirmation** through learning activities like *Affirmation in Twos*, build **community** through *Light and Livelies* and learning activities like *Concentric Circles*, experience **cooperation** through learning activities like *Cooperative Construction*, gain **communication skills** through experiences like *"I" Messages* and develop **conflict resolution skills** through Role Plays. The learning activities build on one another and are processed by both facilitators and participants throughout the workshop.

### **The workshop is facilitated in teams.**

This ensures that the program does not develop around one charismatic person and gives the teams the opportunity to model and demonstrate cooperation, affirmation and positive conflict resolution. Also, when the team is seen by the participants to be comfortable and inclusive of the diversity of its various members (apprentices, inside and outside facilitators, different genders, ages, racial and cultural backgrounds, experiences and possibly languages) then we model AVP inclusiveness, thereby enabling all present to be more likely to want to be fully part of the experience ahead. There may be unusual circumstances where this is not possible, or reasonable, such as in a mini (2-3 hours) workshop. In general, however, team facilitation is an essential element of an AVP workshop.

### **Circles.**

When at all possible, AVP workshops are held in a circle, with facilitators spread around the circle. This makes it less likely that facilitators will be seen as the ones with all the answers and encourages participants to recognize the value of their own contributions to the workshop.

### **The workshop community agrees to a set of guidelines.**

(Ground Rules, Community Agreements) which include at a minimum: affirm ourselves and one another, avoid putdowns, respect confidentiality, respectfully listen to one another, volunteer ourselves only and give one another the right to pass if an activity is uncomfortable for a person. These guidelines begin to create a safe space to build community and develop trust.

### **Workshops that lead to a certificate are ideally 18-22 hours long.**

People need a significant number of hours together for the ideas in AVP to deepen, ripen and find expression. Workshops can have fewer hours, but 18 is considered the minimum.



**Facilitators and participants are volunteers.**

When an AVP workshop gathers, all people are there by choice. People cannot be mandated to an AVP program, and everyone (especially youth) should always feel they have chosen to be in the circle. We also strive to make the circle accessible to everyone. To this end, when it is not financially possible for a facilitator to be on a workshop team without any compensation, he or she may be paid a stipend. Facilitators may be paid for their expenses if the local group can afford it.

**Evaluation.**

Participants are asked to evaluate the workshop continually as it progresses, and facilitating teams make adjustments to meet the needs of the current group.

**Fun.**

So much of what touches our hearts in AVP comes from the profound sense of community that develops when people have fun together, even in, or especially in, workshops where people express deep feelings and perhaps shared pain. Light and Livelies do not just provide a break from sitting for periods of time; they also provide a rich opportunity for building community. In the same way, having each participant choose an *Affirmative (Descriptive, Adjective, Positive) Name* provides many functions. It allows participants to affirm themselves every time they say their names and to receive affirmation from others. It is also fun and a way to acknowledge we are somehow doing something different and special in an AVP workshop.

**Cultural sensitivity and program drift.**

The original AVP manuals were written by committees in the United States and were based in USA culture. As AVP has expanded into new cultures and countries, many creative and dedicated people have developed new exercises and provided ways for AVP workshops to acknowledge and affirm their particular cultures. For example, some cultures have prohibitions against touching between genders. The Light and Livelies which require touching must be adapted to respect this cultural moré. The concept of taking personal responsibility for communicating our feelings ("I" Messages) has taken various forms in AVP workshops in different cultures. Music and song are very important in some parts of the world and become an integral part of AVP workshops. Other communities have developed sophisticated inclusions of cultural references in their workshops. Some of these adaptations are included elsewhere in this manual, particularly in the section on agendas.

**Caution:**

New programs must take care that in making adaptations, AVP workshops include all the elements essential to AVP listed above. It is our hope this manual offers a baseline--a common reference point from which to make adaptations, rather than letting the cultural model move the adapted AVP workshop too far from what experience tells us is an effective core. The original values of the project as it started in New York in the mid-seventies and its link to the Quaker founders and traditions of nonviolence are the fertile root from which all these worldwide branches have grown. If a new country or community adapts the program to its culture, it is important the essentials of AVP are not lost. Otherwise, what we call "program drift" will occur: one place adapts the program, brings it to a new place that continues to adapt the program, then brings it to a new place, etc. If this happens, we will end up with a program that may have a lot of conflict resolution activities but will have lost the core values that inspire and energize an AVP workshop. One way to avoid this is to have worldwide communication among facilitators through AVP websites and email discussion groups as well as to encourage exchange of facilitators among programs.

# PHILOSOPHY OF AVP FACILITATION

Like all stages of the AVP process, the Training for Facilitators Workshop is part of the ongoing work toward creating a just and peaceful world. The program is much more than a series of workshop exercises; it is a template upon which we can build our lives. In a workshop we get to witness role models of the process, practice and strengthen these skills and consolidate their presence within ourselves.

The training's foundation is **AFFIRMATION**, where each person's wisdom and caring is openly valued. It is a **COOPERATIVE** process in which team members work to support one another by modeling encouragement of other team members as well as participants. We strengthen our work by respecting and celebrating our teams of diverse facilitators. It is about **COMMUNICATION**—how to provide clarity in a variety of ways to meet the needs of diverse participants (see *AVP and Diversity of Learning Styles*—page 223, and *AVP and People with Special Physical Needs*—page 225). AVP acknowledges **WE ARE ALL TEACHERS AND LEARNERS**. In this training there is no expectation we will be "perfect" as much as we will endeavor to find ways of walking the talk upon which AVP principles and processes are based.

**TEAM WORK** can challenge our sense of "being right" as each person may have her or his own version of what is "right." We try to keep the TP Guide of *Reaching for that Good in Others* in mind as we **LISTEN** to one another. Finding **CONSENSUS** as the way to make decisions as a team can be a huge boost to personal growth; yet the team may be called to accept conflict in a way that opens us to transformation and resolution. The team's model of teamwork is the "pebble dropped into the middle of the pond" for the workshop; ripples will affect the participant teams as they train in the Training for Facilitators Workshop.

**LEARNING BY DOING** is the way most of us have found to develop and solidify the core lessons of our lives, and just as we have done in other areas, this workshop and training is an opportunity to try out the facilitation skills needed for the work to flow smoothly. We invite you to enter it with a **SPIRIT OF DISCOVERY** rather than with the rule of perfection. Be gentle to yourselves, and make the workshop a "mistake-friendly" environment. Remember, we can learn more by finding out what we don't know than by showing off what we already know. You might be surprised to find out how much you discover about yourself personally when you practice giving supportive and encouraging feedback to your team members.

AVP is a process of **EMPOWERMENT**, of finding our inner power to act within our situation. Part of the philosophy is "the journey is yours." The Training for Facilitators Workshop experience belongs to the participants, and each person in the training brings different qualities and skills that make the training experience meaningful both for them and as a gift of diversity for the team. A Training for Facilitators Workshop should use experiential learning techniques just as other AVP workshops do. The group discussion of these experiences provides some techniques and guidelines in leading workshops while allowing expression of individual styles.

The AVP process builds an experience of **COMMUNITY**, of connecting with other people, of belonging to a group in an environment of safety, respect, caring, cooperation and nonviolent conflict resolution, of turning "them and us" into "we."

Building a sense of community among the trainees can inspire and energize them to be the pebbles creating the ripples in the communities in which they do AVP.

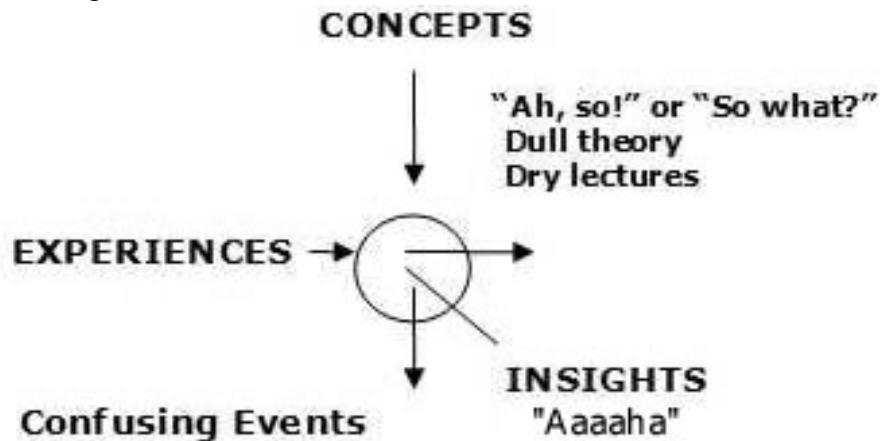
**TRANSFORMING POWER** is a key concept but is not rigid dogma to be preached at participants. There is no one way of interpreting Transforming Power to participants. Each of us has our own experience and understanding of what is sacred to us. In the Training for Facilitators training, novice facilitators should be encouraged to find their own words to share Transforming Power with the participants in their workshops.

# HOW TO DESIGN AN EXPERIENTIAL WORKSHOP

Most people do not learn well from textbooks and lectures; they have trouble applying the things they learn to their own lives. We all learn best from experience, from what we feel in our gut. We learn from our emotions. Sometimes this means learning from our mistakes.

It is important to the learning process to provide an environment where people can make mistakes and correct them without fear of judgment. This workshop is that kind of environment. There will be plenty of opportunities to make mistakes in this workshop. Facilitators will need to model that this is acceptable by sharing their own mistakes from the past as well as acknowledging their mistakes when they happen in the workshop. Sometimes this provides the most important learning for participants.

We learn from both concepts and experience; an effective workshop includes both kinds of learning.



Concepts alone, without experience, often seem like so much dull theory or dry lectures. Experience alone, without concepts, may appear as confusing or meaningless events. *When the experiences and concepts come together*, the general result is an insight, or an "Aaaah!" moment.

The workshop (and life in general) hopefully will be a series of small insights or "Aaaaha" experiences that will lead to a large "Ah HA!" insight:

$$\text{Aaaah!} + \text{Aaaah!} + \text{Aaaah!} = \text{Ah HA!}$$

The process seems to work best if the experience is presented first and then is followed by a presentation of the concept. This may seem like an illogical approach, but experience shows that it works. People are much more receptive to learning when they have had a chance to struggle with the problem first.

Experience should come first, concepts second.

## Some definitions:

**Didactic** usually refers to being lectured to or told what it is you are to learn (e.g., in a school, university or church setting). It is a teaching method that follows a consistent scientific approach or educational style to engage the student's mind.

**Experiential** usually refers to people learning what something means for themselves by going through an experience of doing and then reflecting on what has happened and how they feel about it.

**Open learning is also known as experiential learning, in which people can learn by themselves in an unstructured manner, using topics of interest.** This is usually present in an AVP workshop through games or sometimes more structured activities, where the emphasis is on trying out the new skill to work through a challenge for oneself.

Different cultures develop a preference for different styles. In some situations (e.g., prisons, where many incarcerated people have experienced "failure" or challenges with the school system), experiential learning is a valuable tool which provides an opportunity to try things out, free from the fear that there is a "right answer" to get "wrong." It can take a while for participants to trust they actually are encouraged to direct their own learning.

In some non-Western countries, for example, a didactic approach is prevalent in many churches and in schools where, often, rote learning methods are used. At the conclusion of the first workshop in Uganda, more than one participant said, "The Church tells us what spirituality should be; yet, in this workshop we are filled with spirituality although I don't think I ever once heard you use that word."

In order to facilitate experientially, the facilitator needs to trust the participants will find their own right answers, solutions and conclusions. These will be unique to each individual; yet, there also will be common threads. There will be mutual learning and benefits for the "teacher" as well as the "pupil" as the emphasis is one of discovery rather than one of transfer of information. If the emphasis is more on the "right way" or "a correct answer," then the facilitator becomes more of a lecturer or preacher, who can slip into telling people what they should be doing or thinking and who, at times, can increase anxiety within the group about performing to the perceived expectations of the facilitator.

While each culture has its reasons for choosing one style over another (and being flexible in different situations), the Alternatives to Violence Project prefers to support the experiential model, recognizing that each individual in a workshop has different needs, histories and concerns and, therefore, needs to direct his or her own learning to get the most out of the workshop.

The "lecturer style" presenter will be challenged when adapting her or his preferred option to that of facilitation. It requires some training and undoing of the common model within which they may have been educated. But if AVP is about freeing people from the holds of violence at all levels, then the way workshops are run needs to be congruent with this value also.

The concept of experiential learning is so important to AVP that there is a topic entitled *Facilitation Rather Than Teaching* on page 54 of this manual.

# **AVP WORKSHOPS IN A VARIETY OF SETTINGS**

## **Adult/Youth/Prison/Community**

Every AVP workshop is unique as a result of the dynamic interaction among people in a group. Both participants and facilitators bring their own life stories, past experiences, future aspirations and cultural heritages. However, there are many common areas and patterns that can guide the facilitators of a workshop.

AVP workshops can be held in a wide variety of communities, cultures or settings: in a prison, a community, and a neighborhood group or with young people. Facilitators of a Training for Facilitators Workshop need to be able to adapt the workshop agenda, and the process needs to reflect the group's changing needs as the workshop progresses. They also need to adapt the workshop to meet the specific environment of the participants. A workshop for young people (ages 4 to 24) may need many more short periods of concentration interspersed with physical activity than a community workshop for adults. There are specific manuals to deal with this need.

What makes an AVP workshop an energizing experience is the combination of reflection and action. Learning experiences involve the participants, and a variety of structures (small group activities, large group brainstorm, discussions and interspersed Light and Livelies) provide this energizing pace.

Facilitators should set the pace. Remember that a topic can always be revisited, so cut discussions before people are tired of them. Change the pattern of structures and make certain that after doing one "sit and discuss" activity, you do one that involves being physical. All people learn better in happy, relaxed environments. Laughter can be a great way to release built-up emotions, which may occur in some exercises.

The following strategies recognized as relevant in particular settings are beneficial for all participants in all settings.

### **Instructions.**

Young people and individuals in multilingual settings need—and others benefit from—carefully worded, minimal instructions, delivered in small "bites."

It has been found in research that most people cannot do more than two cognitive activities at the same time. This means facilitators should give one instruction at a time when requiring action or movement, waiting until the action has finished before giving the next instruction. For example, when moving people into small groups, wait until everyone is seated before going to the next instruction. Similarly when giving out handouts, wait until people have had time to look at them before giving the next instruction.

When too many instructions are given at once, people tend to tune out or get confused, leading some to stop listening to anyone in authority.

### **Pace.**

Younger people need—and some incarcerated people benefit from—a faster pace, short snappy instructions and a shorter time for reflections. Young people tend to like a short "popcorn" style of reflection, reaching the same depth of insights as adult community participants, without lingering over, exploring or analyzing insights.

When the pace lags, especially with instructions, participants can lose focus and interest. When the learning is complete or their attention wanders, finish the activity or a part of the activity and move to the next part or activity.

**Activity.**

Young people need, and nearly all adults benefit from, activity, and can lose interest and enjoyment if they have to sit still for too long. People with ADHD (Attention Deficit/Hyperactivity Disorder) and other attention problems and learning difficulties find it difficult to sit and concentrate for long periods of time and need more active learning activities.

School students might reflect the ADHD proportions of the general population. However, it is believed that incarcerated people are more likely to have ADHD than the non-incarcerated population since there is a link between the experience of multiple traumas at a young age, poor performance in school and criminal involvement. Adult community workshops are likely to have fewer people with ADHD or people who have learned to compensate for their condition.

**Interruptions.**

Bells, head counts and meal breaks often interrupt workshops in prisons and schools. At the end of each session, wind up with an activity which is flexible enough to end quickly and allow the participants to leave as needed. Because they are conditioned to expect these breaks, they generally will not listen any further and will be eager to leave.

**Power.**

Institutions like prisons and schools have structured power hierarchies. In prisons there are unavoidable power differences between those who are incarcerated and those who can come and go. For young people there is an unavoidable power difference between adults and children; in schools there is the added power difference between teachers and students.

Everyone has personal and positional power. As facilitators of AVP workshops, we have power in the group; and we need to recognize our own power, acknowledge it and not use this power to control the workshop or the people within it. Denial of or minimizing this power is not honest or productive. The group also has power, and the individuals in the group have power. We strive for conjoined or shared power in AVP workshops as we join in a cooperative effort to learn and grow together.

**Fun.**

All people learn best in relaxed, positive and exciting environments. The prevalence of active, energy-changing, fun Light and Livelies with the opportunity for movement, laughter and cooperation are popular with all. They are a vital part of the workshop dynamic and not diversionary games. Making everything serious can limit opportunities for learning and if we are to create real community, we need to be able to laugh together.

**Non-Physical Violence.**

In adult community workshops, there may be less recognition of—or a familiar numbness to (non-physical or covert)—violence that occurs in our daily lives, such as put-downs or “jokes,” exclusions, judgments, silence and violations of time. These behaviors can be destructive to one's self-worth or to building community in a group. As you create the safety or community guidelines for the workshop, check that these other forms of violence are also acknowledged, e.g., “avoid put-downs, even as a joke,” “please arrive on time for each session” or “speak from your own experience.”

**"I" Messages.**

"I" Messages are not always understood or accepted in some cultures, particularly those with a collective or tribal base. When working with this learning activity, which is based in an individualistic view of the world, it can be helpful to focus more on the internal process of uncovering what our own feelings are about a situation and to notice if we are taking responsibility for the problem. If we accept responsibility for our own feelings and reactions, we can then declare our responses, thus empowering others to connect with their own feelings too. Blaming tends to lead to defensiveness and to continue the conflict rather than working toward its resolution.

Alternative names for the learning activity about *I-Messages* might be *Owning Not Blaming*, *Speaking from the "I"*, *Responsible Messages*, *Feeling Statements* and *Red and Green Messages*.

**Cultural Sensitivity.**

Be aware that cultures different from the facilitators' own will have different sensitivities about the exercises and content of the workshop. These are not always obvious; but if these sensitivities are constantly violated, the participants may switch off or begin to sabotage. Remember when you are working in a different culture to leave as much space for people to share their own experiences; the AVP process is not particularly culturally oriented but provides a container for personal insight to emerge. Check with the people you are liaising with about this workshop to see if there are any particular practices you need to be aware of; e.g., touch or safety regarding speaking when members of the other sex are present. When we model respect by learning the different cultural norms (and forgiving ourselves when we get it "wrong"), we extend the opportunity to build the robust global family of AVP.

**Needs of Sponsoring Organizations.**

In workshops where AVP is working with a sponsoring organization like a school, prison or NGO, there is an extra need for giving some information to the organization hierarchy. Information may be needed for accreditation, funding, research or future planning, but personal information is never shared beyond this basic data unless participants choose individually to do so. We do not make reports on anyone's "progress" as we are all under an agreement of confidentiality. As the people at the "top" may receive complaints or concerns, it is also very important they understand what an AVP workshop consists of and what safeguards AVP has in place if such issues arise.

## TAKING AVP TO DIFFERENT CULTURES

Alternatives to Violence Project workshops were developed in prisons collaboratively by people of diverse cultures and backgrounds from both inside and outside prison. Workshops always have been strongest when there is diversity among team members and participants.

One of the hardest differences to bridge, however, is class. When AVP was in its early years in the United States, most AVP outside volunteers were from communities where the expectation was they would complete their education, find choices in their employment and lead lives that were comfortable and enabled them to have a voice in the government of their country. In sharp contrast, most incarcerated people came from communities where the expectations for education and opportunities for employment were limited greatly and they were disenfranchised from having a voice in the government of their country. Because of this dynamic, outside volunteer facilitators in those early years saw a need to prepare all people facilitating AVP in prison not only to get to know, understand and appreciate how to navigate, communicate and operate inside a prison, but also to grow in understanding and sensitivity to the experience of the incarcerated and the environment from which most of them came. Today, AVP/New York has a volunteer handbook (<http://www.avpny.org/?q=node/778> ) for people going into prison that is the result of the combined experience of men and women who sometimes learned through the mistakes they made.

Since that time, AVP has spread to countries and cultures throughout the world. Again, we need to prepare AVP facilitators to work across different cultures, classes, languages and situations. It is especially important for facilitators to get to know, understand and appreciate the languages, customs and conditions of the people to whom they bring AVP. All AVP facilitators should be aware of and acknowledge the influence of imbalances of power on us: oppression and internalized oppression, colonization, racism and reverse racism. In AVP, we recognize we are all affected negatively by stereotyping; prejudice and exploitation; to deny this would make us complicate. We clearly state we do not want to live or act out of prejudice and oppression; so when anyone experiences something that feels prejudicial or oppressive, we ask that s/he speak up and we will listen to everyone in order to deal with it directly, patiently, compassionately and appreciatively and to make the changes that allow everyone to feel affirmed and included.

On every AVP facilitating team, people have varying strengths and weaknesses and commonly have differences in perspective or framework because of class, race, age or gender. These differences are our greatest strength. The team experience is always somewhat different in one's own country, but team members share an experience of living under the same laws or with the same freedoms or a certain base of understanding of the different cultures in their country. Whenever an AVP facilitator joins a team in another system, culture or location, s/he should frequently ask for feedback from someone intimately acquainted with that particular context and defer to their direction when response time is restricted.

Following are some guidelines offered by AVP facilitators who have taken AVP to countries other than their own:

### **Pre-planning.**

1. Check that you are in relationship with what already has been established. Coordinate with existing local and regional AVP programs and notify AVP International so others can find you if they wish to be involved or initiate complementary work. Problems can come about in a country if it is not clear what groups are operating and how they are connected.
2. Address guardianship issues; connect the program to the international AVP community. In some countries, it is safer to go in under an established legal organization.
3. Be realistic about what AVP offers—amazing approaches and practices to personal and community transformation. Don't wittingly or unwittingly participate in elevating unrealistic expectations (particularly with less financially advantaged countries) that money will be available, e.g., for participation allowances, local transportation, food funds, hosting benefits,



foreign travel and so forth. Be aware this may be the primary motivation of many participants and personal dedication will become apparent over time. Especially in areas of conflict, people want a connection with the outside world. If this is the motivation for inviting AVP, it may not lead to sustainability.

4. The issue of sustaining the AVP organization in the host country should be considered before starting: what commitment can you make for continuing an AVP program long enough for a dedicated few to emerge, find one another and figure out how to collaborate? What basic administration do they have to learn about workshop reports, report storage, list of contacts, workshop team formation and scheduling, communication to interested participants, publicity of workshops, certificates and records of participation?
5. Nurture the organization beyond the workshops by investing genuine interest in local approaches and activities, encouraging routine coordination meetings, establishing monthly or other routine AVP community refresher events, including local leaders in the AVP community, greeting local leaders when you arrive and when you leave an area, integrating people from local informal and formal structures, seeking participants from all "sides" and so forth. In some places, AVP facilitators are required to spend a lot of time doing promotional work in the local community.
6. Some cultures value promptness; others do not. Each community has a different relationship to time and to communicating about time. Some people consistently want to do more in less time and habitually complain about time but actually don't expect or welcome changes in schedule consistent with their complaints. Others generally do not talk about time; but if they do, they expect an immediate schedule change. People experience a great deal of emotion around time issues, so it often helps to state plans or occurrences in as concrete a manner as possible, rather than in generalities or emotional language. It's advisable to do so as an addition to the cooperative agreement in the first session of a workshop if there are a significant number of people from different cultures. When you set up a schedule, make certain you organize some time off between some of the more intense training, just to rest and self-nurture.
7. Availability of time to train may also be an issue. In some places, it is realistic to run only a couple of workshops to let integration happen and not exhaust the trainees. Several rounds of workshops are needed to identify apprentices, give them opportunities to apprentice, develop facilitators, develop facilitator confidence and sort out a core group of dedicated facilitators. This often takes multiple rounds of workshops repeatedly over three to seven years. In areas of armed conflict or violence, current or former, it may take as much as a decade or more.

#### **Queries as a Facilitator:**

1. Am I physically hardy? Will I be able to keep up with the pace, working in unfamiliar and sometimes taxing situations, ready to be an exemplary ambassador for AVP?
2. Have I sought to build real community with my teammates—taking the time to build relationships and receive guidance?
3. Do I actively listen and accept feedback from teammates who may be less assertive and more culturally aware than I?
4. Do I know how and when to step back?
5. Do I trust others, allowing them to lead the situation? to lead the process?
6. Can I still feel strong connections when I'm limited to observation and non-verbal communication? Or, do I need to understand everything that is said to stay interested, focused and secure?
7. Does lack of control of language make me feel irritated, excluded, bored or out of control?
8. Do I get frustrated while immersed in a culture with profoundly internalized "isms" (sexism, racism, classism, homophobia)? Am I able to meet myself and others where we are?
9. If I am working through an interpreter, can I trim my language to communicate the essence of the message, rather than include extraneous details? Am I willing to work at this slower (and sometimes deeper) pace?
10. Am I okay if a workshop doesn't "work"?
11. Am I emotionally, psychologically and spiritually grounded and strong?

12. What sustains me? How will I get the emotional, psychological and spiritual support I will need to do the work from a grounded place? Who is my support community? How will I connect with them regularly?
13. Do I stress out when people are not on time or are obsessive about being on time?
14. Do I recognize my own habits, emotions and communication styles around time and how those compare to others? Do I have simple, concrete, non-emotional ways to bring up to the group differences in habits, emotions and communication styles around time?
15. Am I someone with a "let's go" approach or one who likes to check in with people's feelings on a regular basis? Will I be able to work with someone who has a style different from mine?
16. What values do I have based in my cultural upbringing? Which am I willing to sacrifice if it is in conflict with a value or more of the culture I am working in? Am I willing to act contrary to my cultural norms in matters that are not of universal significance?
17. Can I state up front that I want to be respectful of all people and cultures, so I am curious and inquisitive about what we know to be fundamental to human health, respect and dignity, and that I do not want to be prejudiced or insensitive? Can I invite people to be open and honest when something occurs that seems prejudicial or insensitive to someone so that we can discuss it?
18. Am I comfortable about exploring my own behaviors that seem prejudicial or insensitive to others?
19. What is "power" to me? Where do I have privilege, power and knowledge, and where will my co-facilitators have it?
20. What does respect look like to me, and how may my co-facilitators be looking at it differently? Do I ask my team members the best way to help and affirm them and give them feedback?
21. Do I assume if someone is polite, there are no cultural tensions between us? If I feel cultural tensions, do I raise them with others, or am I "polite" and do I try to ignore them?
22. What does my culture teach about equality of age, race, class and gender? Will the culture to which I am bringing AVP have the same concept of equality? If not, how and when will we discuss these issues?
23. What will I need from my co-facilitators, and what do I have to offer?
24. Am I drawn to this work out of a need to "help" others? Am I able to recognize when "help" is not help at all but rather seeks to disempower? Do I get caught in my need to "save" people from poverty, abuse or illness or do I seek to share the tools that have helped me to help myself? Am I aware of the personal agendas I have that may come from my desire to "help" others?
25. Am I aware if I have a need to earn value, rescue others, appease my guilt, escape through busy-ness, seek control or act on my frustration with the "state of the world"? If so, how can I work with my home AVP community to alleviate these feelings to address those issues, understanding that if I am unable to come to the work from a place of peace within and with myself and the world, my "help" will not be help at all and may in fact bring great harm to myself and others.
26. Am I acting out of a sense of being prepared, seeking friendships, understanding there are no enemies, clearly opposing conditions and acts of violence, abuse and neglect concretely? Do I use the resources I need responsibly and share the rest?
27. Do I accept that my view is incomplete, and seek to remain open to learning from others and seek the universality among people and celebrate the differences?

#### **T4F Agendas Adapted to different cultures.**

Some T4F Workshop agendas from AVP groups around the world are at: <http://avpusa.org/ftm> .

# **CHAPTER TWO**

## **Introduction to the Training for Facilitators Workshop:**

### **Empowering Ourselves**

This chapter gives an overview of the content and process of a T4F workshop. Sample agendas are provided for a variety of settings and time frames.



# **INTRODUCTION TO THE TRAINING FOR FACILITATORS WORKSHOP: EMPOWERING OURSELVES**

The theme of the Training for Facilitators Workshop is "Empowerment." AVP's goal is to empower individuals as facilitators and as leaders. Since AVP is a program where **learning takes place through experience**, a T4F workshop should be designed to bring about an understanding of what it means to facilitate by having the participants **experience facilitating** in a supportive environment.

The facilitating team for a T4F workshop will:

- Model the process of teamwork.

- Facilitate exercises and discussions of key facilitation skills.

- Act as coaches and mentors as practice teams prepare their sessions.

- Critique with acknowledgment and affirmation the practice teams' practice session presentations.

A characteristic of AVP workshops is that the empowerment of the participants to take positive action in their personal lives is increased at each workshop level. The T4F workshop is the first step in empowering potential AVP facilitators. It starts them on a journey as they continue their training and practice planning and facilitating workshops with the other members of their teams.

It is not a journey of steps that can be sequenced or measured, but rather a collection of Transforming Power moments that build upon one another in the individual participant's memory. Whatever community you are volunteering in, there will be workshop moments you are privileged to witness, such as the moment when another member of your team discovers her confidence or when the man who discovers that while in prison he still can be a father to the children he left behind. It may be the young person who discovers she can stand up for her beliefs or the woman living in a community torn apart by war who discovers she can help her community heal and rebuild. Or, it may be the teacher who discovers he can build a caring community in his classroom. Whatever and wherever the community is in which you facilitate AVP, these moments when you witness Transforming Power will occur, and you will recognize with great joy that you helped facilitate the experience. Your journey of empowerment will become one of witness and self-discovery, energized by your joy.

## **The Journey of Self-Empowerment**

**T4F Workshop** ----> **Apprenticeship** ----> **Continued Training**----> **Become a mentor**  
Practice in Teams      Work with mentor      Practice new learning      Workshops-workshops

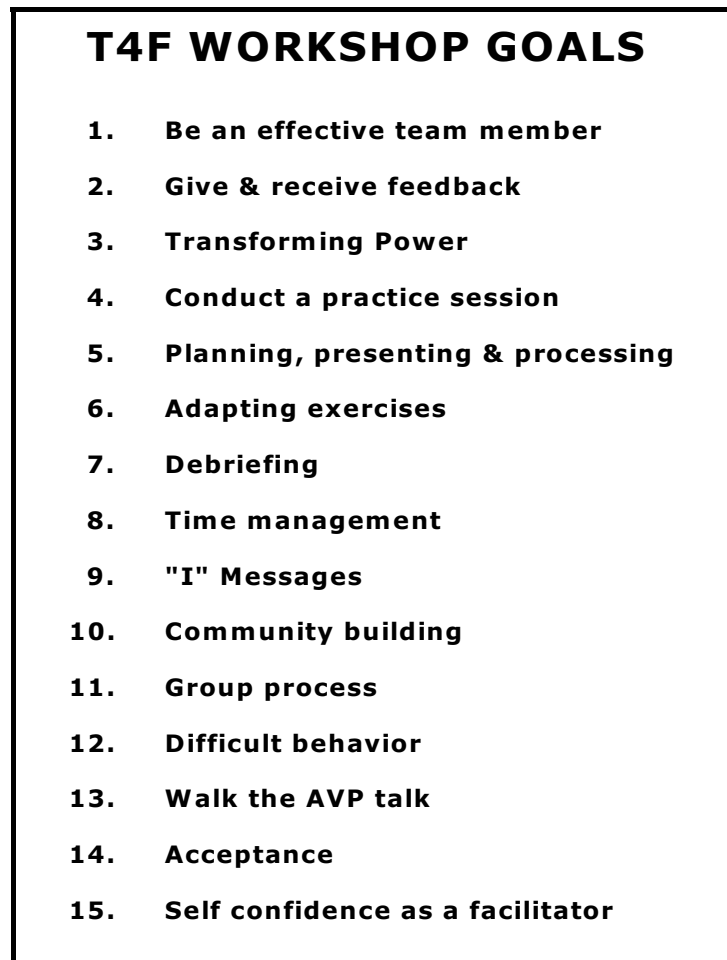
## GOALS FOR THE TRAINING FOR FACILITATORS WORKSHOP

*These goals may be posted (see poster below) at the beginning of the workshop after the Opening Talk and then referred to at the end of the workshop as a way to evaluate whether participants think they, and the facilitation team, have met these goals. They may be adapted to meet the specific goals of training workshops in your local program.*

### **The goals for participants in the Training for Facilitators Workshop are**

1. Learn to work as an effective facilitating team member—pages 59-65.
2. Learn to give and receive feedback—pages 162-164.
3. Learn to personally communicate and give examples of the concept of Transforming Power—pages 94-100.
4. Conduct a practice session of a Basic AVP Workshop —pages 79-88.
5. Practice skills as a facilitator: planning, presenting and processing—pages 69-71, 88-93.
6. Practice adapting exercises to meet special needs of facilitators and participants (e.g., literacy difficulties) — pages 223-230.
7. Practice skills in debriefing and processing learning activities and role plays —pages 88-90, 101-107. Additional learning activities in this are in Continuing Learning —pages 185-188.
8. Practice skills in time management during the workshop —pages 89-90.
9. Practice skills in teaching *"I" Messages, or Responsible Messaging* —pages 111-115. (often done as part of Continuing Learning).
10. Begin the process of:
  - Building a sense of community in a workshop.
  - Recognizing and working with group dynamics and responding to the group's needs.
  - Learning to deal with participants exhibiting difficult behavior (if that arises).
  - Developing a personal commitment to "walk the AVP talk."
  - Developing the ability to work with everyone and to accept diversity, no matter the race, sex, age or crime of the individual.
  - Developing self-confidence as a facilitator, beginning the journey of empowerment.

## SAMPLE T4F WORKSHOP GOALS POSTER



- In *Strategies for the T4F Workshop* –page 22, you will find directions for planning and constructing your T4F workshop.
- In the *Elements for a T4F Training* –page 25, you will find what should be included in a complete Facilitator’s training, and you can decide which elements you will include in your workshop, and what elements will be covered in continued training. A list of Learning Activities follows each element.
- In *Crafting a T4F Agenda* –page 26, you will find two methods for crafting your own agenda. Each of these has sample agendas and worksheets.
- These may help you craft an agenda that fits your time period and needs.

# STRATEGIES FOR THE T4F WORKSHOP

## 1. RESPONSIBILITIES OF THE SPONSORING AVP GROUP

Choose a format that suits local conditions.

- **Select the T4F Facilitating Team.**

An AVP program that is well established in a prison, community or youth group has the benefit of having experienced facilitators and a system of selecting the teams for facilitating T4F workshops. Ideally, the members should have facilitated at least three Basic and one Advanced workshops. The Team Coordinator should have participated previously in at least two T4F workshops. Since the models presented by the facilitating team will be the ones followed by the participants as they begin to facilitate, it is important to have the most experienced facilitators on the team. However, we recognize as AVP grows in new areas and new countries, this may not always be possible.

As AVP grows in these new areas, local groups may adapt AVP practices to suit their local culture, customs and languages. We have included many different structures for T4F workshops and many specific learning activities for presenting the elements of an AVP training program to accommodate these adaptations.

- **Decide the Structure of the Workshop and Continued Training.**

Along with the sponsoring AVP group and other facilitators/coordinators who are responsible for the program in that community, the T4F facilitating team needs to decide which of the elements will be included in the T4F Workshop and what follow-up workshops or training sessions will be needed to provide training for the others.

- **Decide the Size of the Workshop.**

It is possible to have 6-15 participants in a T4F Workshop, although 9-12 is the optimum size so there is enough time for practice teams to plan and present. There should be one facilitator for each practice team and, preferably, an additional facilitator to coordinate activities. **The number of participants will affect the amount of time needed for each element.** Presentations, gatherings, discussions, coaching, questions and answers all increase as the number of participants increases. Practice teams have from 3-5 people.

- **Decide Distribution of Materials.**

Copies of all handouts need to be made in advance. Some AVP T4F teams put these together in packets or mini-manuals. Some groups distribute Basic manuals and other materials a week ahead of time so participants have time to become familiar with them. Often, this is not possible in prisons for a variety of reasons and not practical in some community settings. Many groups have developed reduced manuals for distribution to participants, including necessary exercises and core material. In all cases, *Learning the Manual*—page 68, can help all participants understand the manual layout. There are two versions—one for pre-workshop distribution and the other for distribution at the beginning of the workshop when participants get their manuals.

In the *Bibliography* of this manual—page 240, are additional readings related to AVP. These also may be copied and handed out as recommended pre-workshop reading.

- **Review the Elements That Will Be Included in a T4F Training.**

Some of the key facilitating skills that need to be covered in the workshop are

- What it is to be a facilitator (to “facilitate” is to “make easy”), including the qualities and skills needed for facilitating, and understanding the concepts of “experiential,” “sequential,” “debriefing,” and “processing.”
- What it is to be a member of a team, including what facilitators need from their other team members, “team-building,” giving and receiving feedback and identifying one’s own skills that need developing.
- How to make certain that participants with varied learning styles and skills can understand the concepts and learning experiences.
- How to present the concept of “Transforming Power.”
- How to set up and debrief role plays.



## **2. THE DRESS REHEARSAL MODEL**

Participants learn to facilitate by practicing facilitation in practice sessions or dress rehearsals. They are divided into practice teams that will lead one or more sessions of learning activities based on the Basic AVP Workshop. Three of the most essential skills facilitators need to learn are how to present *Transforming Power*, how to debrief *role plays* and how to present clearly Responsible Messages ("*I*" Messages). Each practice team will be asked to present *Transforming Power*, might be required to demonstrate they can present "*I*" Messages, and will set up, process and debrief a role play. It is important that apprentices continue to work on these these skills, with support of their teams and/or mentors as they continue to facilitate after the T4F workshop.

## **3. FACILITATING TEAM SIZE AND RESPONSIBILITIES**

There should be at least as many facilitators for a Training for Facilitators Workshop as there are practice teams. Each practice team is assigned a member of the facilitation team to answer questions and offer suggestions when necessary. It is an advantage to have an extra facilitator to hold, oversee or anchor the activity while it is in progress.

The role of the facilitator is as a coach and mentor and not as a team coordinator — a role quite different from the facilitator role in a Basic or Advanced Workshop. The coach should avoid telling team members how to lead their session, encourage participants to turn for help from team members and not be afraid of improvising to the best of their ability, confident that learning will come from whatever happens. Facilitators do not empower others by maintaining tight control.

The facilitating team members need to be familiar with the resources in this manual and the Basic Manual so they can give extra help to those who need it in reading and understanding an exercise. The same strategies (posting directions and/or processing questions, etc). that help a facilitator lead exercises may also help a participant understand those directions. For example, if a new facilitator has trouble remembering the directions to give to small groups and then to the large group, print them on poster paper and post. Participants in the small group can refer to it.

## **4. FACILITATION COACHING**

In addition to providing learning activities for facilitating/leadership skills, the T4F facilitating team will provide a coaching/critique of the practice sessions presented by each team. It is vital this critique or coaching be done positively. Explain at the beginning: each time someone shows something that needs correcting or improvement, it provides the facilitating team with "teachable moments" that will benefit everyone, and that this is a "mistake-friendly" workshop, as we learn by doing. It is important for the members of the facilitating team to be open about their own learning in facilitating. One way of doing this is by having an open clinic after the first session of the workshop to discuss and model that there are many ways of doing things, most of which work well and some which can be done differently next time. In AVP it is okay to do things differently and to make mistakes. Another way is by sharing anecdotes about mistakes facilitating team members have made, especially any mistakes or improvements they can see in this particular workshop. If the facilitating team does not show its own openness and vulnerability, the participants in the workshop may see the facilitating team as "critics" and "judges." The *Transforming Power* guide to "use humor" can also be a valuable tool. Learning that it is okay to make mistakes can be a very powerful and liberating learning tool in an AVP workshop.

## 5. PRACTICE TEAMS AND PRACTICE SESSIONS

Methods for choosing the practice teams and the content of the sessions the practice teams will present are described in *The Elements of an AVP Facilitators' Training*—page 25. For those T4F facilitators who want all participants to have experience in breaking into small groups, in giving directions, in moving people into position, etc., there are worksheets with four spaces for facilitators to assign a theme and four exercises to each practice team—pages 85-86. The list of *Basic Exercises Categorized by Theme*—page 87, and worksheets for both the practice teams and each member of the team to use in preparing their exercises are in the *Learning Activities* section. Because of time limitations, some exercises will be designated as “set up only” to give an opportunity to practice giving clear instructions—in many ways one of the most important facilitator tasks. Even if the exercise space is used just to set up the exercise, some processing questions should be prepared to show the facilitator has thought about ways of drawing out the participants' learning from their experience with this particular exercise.

### **Warning:**

**Some facilitators think they should play the parts of “participants” who are trying to sabotage the workshop or the facilitators. In short, the idea is to “test” the participants’ abilities to deal with the most difficult situations they could face. However, not only can this be dis-empowering and unhelpful, it actually can discourage some eager and perhaps nervous trainees from facilitating workshops.**

## 6. TRANSFORMING POWER PRESENTATIONS

Many experienced facilitators think Transforming Power presentations should be prepared and presented after practice teams have experienced working together. The initial nervousness of “performing” as an individual facilitator has passed, trust has deepened and the team can concentrate on the core of AVP: Transforming Power. There are exercises and background information in the Basic and Advanced Manuals. Although you may not have time to complete all exercises led by the practice teams, it is important for the teams to complete their presentations of Transforming Power. In the case of Transforming Power, repetition is always beneficial as is the opportunity for members of practicing teams to identify their own ways of explaining the concept and finding their own examples of its presence in their own experience.

Other experienced facilitators have the practice teams give their Transforming Power presentations as part of their practice session.

## 7. ROLE PLAYS

**It is important to ensure there is more emphasis on deroling and debriefing than on acting.**

There are different ways to organize the practice teams' experience of debriefing and processing role plays:

1. Each team brainstorms its own role play scenario and presents it; another team debriefs it.
2. The facilitating team assigns a scenario to each team, which presents it while another team debriefs it.
3. Part of the facilitating team presents a role play, and one member models debriefing it; other role plays by the facilitating team can follow with practice teams debriefing.

There are different processes for teaching debriefing. Refer to the Basic Manual and the Role Play Section of this manual for suggestions. Some facilitators post the debriefing questions and process on a large sheet of paper behind the “stage” so that both the facilitator debriefing it and the audience know what to expect and what their responsibilities are.

## **ELEMENTS OF THE TRAINING FOR FACILITATORS WORKSHOP**

There are 10 elements or essential parts that need to be included in a T4F workshop. These are

1. Building community and understanding about a T4F workshop —page 45.
2. Facilitating rather than teaching or leading: what this means —page 54.
3. Facilitating by team—team-building —page 59.
4. Practice team preparation: Facilitation skills —page 66.
5. Practice team planning —page 79.
6. Practice team presentation with coaching/feedback —page 88.
7. Transforming Power presentation —page 94.
8. Role plays—setting up, debriefing and processing —page 101.
9. Responsibility statements/"I" Messages (optional)—pages 111-115.
10. Responsibilities of facilitators and *Where Do We Go from Here?* —page 116.

The T4F Workshop is the first part of an ongoing facilitators training program. T4F Workshop graduates need to have experienced each of the 10 elements during the workshop. However, they do not need to demonstrate competency in each element before the end of the workshop as it is expected each workshop graduate will have the opportunity to learn about facilitation as an apprentice with an experienced supportive team providing mentoring and coaching.

Each AVP facilitator has the opportunity to learn at his/her own speed and in her/his own time frame; however, it is recommended an apprentice work with mentors for at least three workshops before being considered a "facilitator."

## CRAFTING A T4F AGENDA

We have given you two approaches to crafting a T4F Agenda. For each one you will have both sample agendas and worksheets to use in crafting your own agenda.

**METHOD A:** Provides a model agenda using the ten elements of a T4F workshop and a worksheet —page 31.

**METHOD B:** Provides a six-step how to develop your own T4F workshop agenda from the ten elements —page 34.

**METHOD C:** There is a collection of more than ten T4F workshop agendas from AVP groups around the world. It is recommended that experienced facilitators visit this collection to get new ideas about ways to present this workshop. Visit and download the different T4F agendas from - <http://avpusa.org/ftm> .

### CRAFTING AN AGENDA: METHOD A

- Read over the elements of a T4F Training and decide what elements you can fit into your time frame.
- Decide the number of teams you will have participating.
- Read the sample agenda closest to your time frame to see how the learning activities can be incorporated into the agenda.
- Use the worksheet to map your agenda sessions.
- Select learning activities to use with each element.

#### The Elements of a T4F Training

1. Building community and understanding about a T4F workshop.
2. Facilitating rather than teaching or leading: what this means.
3. Facilitating by team—team-building.
4. Practice team preparation: Facilitation skills.
5. Practice team planning.
6. Practice team presentation with coaching/feedback.
7. Transforming Power presentation.
8. Role plays—setting up, debriefing and processing.
9. Responsibility statements/"I" Messages (optional).
10. Responsibilities of facilitators and *Where Do We Go from Here?*

# SAMPLE AGENDA

## SIX-SESSION COMMUNITY WORKSHOP

### **SESSION 1: FRIDAY EVENING**

#### **Element 1: Building Community and Understanding about T4F Training**

Learning Activities:—page 46.

- Agenda Preview (Explain and model).
- Introduction of the Facilitating Team.
- Introduction of Participants: "My descriptive name is ... Why I want to become an AVP Facilitator is ... And What I want from this workshop is ..."

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 that you participated in the Basic workshops).

- Goals of this workshop (have them posted).
- Schedule (have it posted).
- Community agreements -Decision concerning Facilitators' right to pass; passing should be covered during team-building.
- Agenda Preview (Explain and model).
- Note: We have modeled the way you begin a workshop: Let each facilitator share in the opening talk so that the participants get a chance to observe and get a sense of how a team works.

#### **Element 2: Facilitating Rather than**

**Teaching** (Choose from Learning Activities —page 54).

- L&L: *A Big Wind Blows* (Explain purpose and model).
- Working as a Team: Explain the importance of Team-building and go over Basic Manual C-7. The teams will use this to team-build. Additional Element 3 Activities may be done after participants have had the experience of working in teams or in additional training meetings.
- Distribute Basic Manuals to participants.
- Divide participants into teams.
- Have teams use Basic Manual C-7 for team-building (15 minutes).

#### **Element 4: Preparation for Practice Teams (Learning Activities —page 65).**

#### **Element 5: Practice Team Planning:**

**Choose Learning Activities —page 79.**

- The Facilitating Team should assign a

theme to each team and one exercise for each member of the team, using *Themes and Exercises for a Basic Workshop* —page 87.

- Each participant should receive both handouts, a *Session Preparation Tasks* —page 85, and *Session Agenda for Practice Team Planning Worksheet* —page 86, with his/her assignment. Try to assign exercises that require participants to count off and move people into position.

#### **Explain:**

1. Each participant should read and understand his/her exercise.
2. Each participant should choose a gathering that fits his exercise and answer the questions on the worksheet.
3. Each participant should explain his/her exercise to the rest of the team, with other team members following along in their manuals. The team is responsible to be familiar with ALL the exercises and be able to help the facilitator leading the exercise.
4. The team should choose a light and lively and gathering for their session.
5. Explain that there will not be time to complete all the exercises.

**HOMEWORK:** Participants should prepare exercises.

**Evaluation:** Explain and Model.

### **SESSION 2: SATURDAY MORNING**

Have Practice Teams go directly into their groups so that team members can present their exercises to their team members (30 minutes).

#### **Note on the Coaching Sessions:**

Critique with Affirmation. This should be done only by the Facilitating Team (This may be a sensitive time for the feelings of those leading exercises for the first time).

- Agenda Preview.
- Gathering: "One way I would like to transform my life is ... ."
- Explain how a team clinics after a session, and illustrate with an Open Clinic by the Facilitating Team (Evaluate the prior session).

**Element 6: Practice Team and Coaching/Feedback by the Facilitating Team** Choose Learning Activities—page 94.

- Practice Team Presentation by Team A.
- Open clinic by Team A.
  - Coaching Session by Facilitating Team.
  - Practice Team Presentation by Team B.
  - Open clinic by Team B.
  - Coaching Session by Facilitating Team.
- L&L:** selected and led by Team A.

**SESSION 3: SATURDAY AFTERNOON**

- Agenda Preview.
- Practice Team Presentation by Team C.
- Open Clinic by Team C.
- Coaching Session by Facilitating Team.

**Element 3: Facilitating by Team**

Now that the teams have experience at working as a team, choose Learning Activities—page 59.

**L&L:** selected and led by Team B.

**Element 7: Transforming Power**

Choose Learning Activities—page 94.  
From the Basic Manual: B-11, E-52, E-53.  
Sample Talks: B-2, B-3, B-5, B-6.

- Practice Team A: Read the sample talks from the Basic Manual, and each member of the Team present a talk, using *Worksheet—Elements of an effective Transforming Power Talk*—page 96.
- Practice Team B: Read B-2 *Points That Might Be Covered* and prepare E-52 *Transforming Power Bridge Exercise*.
- Practice Team C: Read the handout *Learning to Explain Transforming Power* and prepare E-53 *Transforming Power Mandala* for presentation.
- ALL TEAMS: Find or create a gathering which would introduce Transforming Power or could be used as a closing after a Transforming Power presentation.

**SESSION 4: SATURDAY EVENING**

- Agenda Preview.

**NOTE and EXPLAIN:** All the teams will complete their Transforming Power presentations, since this is the core of AVP workshops. Since every Team has different resources, each presentation will be slightly different and the total will broaden our understanding.

- Gathering: Have Team A lead their gathering to introduce Transforming Power.
- Team A Transforming Power Presentation.
- Team B Presentation.
- Team C Presentation.
- Discussion: How it felt; how it went; what to include in my next Transforming Power Talk.
- Closing: Team C will lead their gathering for the Transforming Power presentation.

**SESSION 5: SUNDAY AFTERNOON**

- Agenda Preview led by Team C.
- Gathering led by Team B.

**Element 8 Role Play**

Choose Learning Activities —page 101.

- Go over the background information on the setting up and debriefing of role plays.
- Practice Role Play presented by Team A and Debriefed by Team B.
- Coaching Session by Facilitating Team.
- L&L: selected and led by Team C.
- Practice Role Play presented by Team B and debriefed by Team C.
- Coaching by Facilitating Team.
- Practice Role Play presented by Team C and debriefed by Team A.
- Coaching by Facilitating Team.
- Evaluation of session conducted by Team A: **NOTE:** This should not be an evaluation of the team debriefing, but of the session and what was helpful or not helpful.

**SESSION 6: SUNDAY EVENING**

- Agenda Preview.
- Gathering: "One thing I have learned about being a facilitator is ..."

**Element 10: Where do we go from here**

Choose Learning Activities—page 116.  
You might want to post a copy of *The Journey of Empowerment*—page 19.

- Apprenticeship.
- Workshop Teams.
- AVP Organization.
- Additional Training.
- Unanswered Questions.

**Graduation Closing**

# **SAMPLE AGENDA**

## **EIGHT-SESSION PRISON WORKSHOP**

### **SESSION 1: FRIDAY MORNING**

#### **Element 1: Building Community:**

- Agenda Preview (Explain and model).
- Introduction of Facilitating Team.
- Introduction to the Workshop (Have schedule and Ground Rules posted).

Difference between this workshop and other workshops (We will be explaining purposes and techniques. You will lead exercises from a Basic workshop.

The process of becoming a facilitator in this facility: Training, apprenticeship, support groups, gold certificate (if used).

- Community Agreements.

**Note:** We have modeled the way you begin a workshop. Each facilitator shares in the opening talk so that the participants get a sense of them as a "team."

- Introduction of participants and gathering: My descriptive name and why I want to become an AVP facilitator is....

#### **Element 2: Facilitating rather than teaching:**

Choose Learning Activities —page 54.

- L&L: A Big Wind Blows (Explain and lead).
- Evaluation: Explain purpose and model: Don't vote or rank the exercises but express whether positive or negative and suggest changes; we don't discuss, explain or justify, but just record.

### **SESSION 2: FRIDAY AFTERNOON**

- Gathering: A quality or skill I hope to bring to being a facilitator.

The Facilitating Team should assign a theme to each team and one exercise for each member of the team —page 87.

Try to assign exercises that require participants to count off and move people into position.

#### **Explain:**

- Each participant should read and understand his/her exercise.
- Each participant should choose a gathering that fits his/her exercise and answer the questions on the worksheet.
- Each participant should explain his/her exercise to the rest of the team with other team members following along in their manuals.
- Each team should meet to study their exercises and plan for their session. One member of the Facilitating Team should be with each team. If there are participants who

need help in studying their exercises, this is the time to encourage them to put the directions on a poster to use during the exercise. NOTE: If there is not enough time for the teams to both study their own exercises and become familiar with one another's, assign the study for homework and give teams time to meet as soon as they arrive in the morning.

### **SESSION 3: FRIDAY EVENING**

- Agenda Preview
- Gathering: One thing I will need help with.
- Teams meet to prepare (30 minutes) Pass out Manuals and review pages C-5, C-6 and C-7 on team-building.

#### **Element 4: Preparation for Practice Teams:**

Choose Learning Activities —page 66.

Put participants in teams of 3 or 4: This can be done by counting off, but if facilitators are aware of reading/learning skills, it is helpful to balance the teams .

### **SESSION 4: SATURDAY MORNING**

- Gathering: Led and completed by Team A.

#### **Element 6: Practice Team Coaching and Coaching/Feedback by the Facilitating Team**

**Team:** Choose Learning Activities—page 88. Practice Session by Team A.

- Open Clinic by Team A.
- Coaching Session by Facilitating Team.
- L&L: Chosen and led by Team B.
- Practice Session by Team B.
- Open Clinic by Team B.
- Coaching by Facilitating Team.
- Discussion: What are guidelines for giving directions, moving people into position, and passing out materials?

### **SESSION 5: SATURDAY AFTERNOON**

- Practice Session by Team C.
- Open clinic by Team C.
- Coaching by Facilitating Team.
- L&L: led by Team A.
- Practice Session by Team D.
- Open Clinic by Team D.
- Coaching Session by Facilitating Team.

**Element 3: Working as a Team:**

Choose Learning Activities—page 59.

- Question for Discussion: Now that you have had experience working as a team, what are some things team members need to know/understand about one another?
- Evaluation of Sessions 4 and 5: What helped? What other things might be useful?

**SESSION 6: SATURDAY EVENING**

- Agenda Preview
- Gathering: One way I would like to transform my life is ...

**Element 7: Transforming Power:**

Choose Learning Activities—page 94. Each Team should prepare a presentation on Transforming Power.

**Team A:**

- Read Handout: *Introduction to Learning How to Explain Transforming Power*—page 97.
- Each team member complete Handout: *Steps of an Effective Transforming Power Talk*—page 96.

**Team B:**

- Read Handout: *Introduction to Learning How to explain Transforming Power*—page 105.
- Prepare *Transforming Power Mandala* for presentation , Basic Manual — E-53.

**Team C:**

- Read Handout: *Introduction to Learning How to explain Transforming Power*—page 105.
- Prepare *Transforming Power Bridge Exercise*, Basic Manual— E-52.

**Team D:**

- Read Handout: *Introduction to Learning How to explain Transforming Power*—page 105.
- Develop a presentation from Basic Manual, pages B-9 *Queries*, B-10 *Indicators*, and/or B-11 *Guides*.

**ALL TEAMS:**

- Select or create a gathering that could introduce Transforming Power or be used as a Closing.
- Team Planning Period
- Team Presentations of Transforming Power

**Open Discussion:**

What activities did you find most powerful and/or clear in presenting Transforming Power?

**Evaluation**

**Closing:** led by Team B or D (use the gathering or Transforming Power)

**SESSION 7: SUNDAY AFTERNOON**

- Agenda Preview
- Gathering: Selected and led by Team C
- Element 8: Role Plays. Setting up, Debriefing and Processing**
- Choose Learning Activities—page 101.
- Role Play Planning Period.
- Practice Role Play presented by Team A and debriefed by Team B.
- L&L: Selected and led by Team B.
- Practice Role Play presented by Team B and debriefed by Team C.
- Practice Role Play presented by Team C and debriefed by Team D (by Team A if only 3 Teams).
- Practice Role Play presented by Team D and debriefed by Team A.

**Coaching sessions by the leadership team will follow each role play.**

- Evaluation of Session: What was helpful; What do you need more help with?

**SESSION 8 SUNDAY AFTERNOON** (Goal: Finish any role play practice if you ran out of time: Closure).

Suggested Posting of the Empowerment Lifeline, Introduction—page 19.

- Agenda Preview.
- Gathering: One thing I learned about being a facilitator ... One thing I need more work on ...
- Reflection Exercise, Basic Manual, E-45.

**Element 10: Responsibilities of Facilitators and Where do we go from Here?:**

Choose Learning Activities—page 116.

- Where do we go from here?
  - Apprenticeship.
  - Workshop Teams.
  - Support Groups.
  - Gold Certificate.
- Graduation Circle.



**METHOD A: T4F      Dates:**

Facilitating Team Members:

**Note:** This worksheet is modeled after the worksheets for the Basic and Advanced Workshops, each session including a gathering, a light and lively, a closing, and an evaluation. However, in your T4F, you may combine sessions if the Practice Team presentations take more than one session, and after those presentations, you may choose to let the Practice Teams do the gatherings and Light and Livelies.

**SESSION 1:** Day \_\_\_\_\_ Time Period: \_\_\_\_\_

**Element 1:**

**Building Community and Understanding about T4F Training Learning Activities:**

—page 45.

**Agenda Review** (Explain and model) Introduction of the Facilitating Team,  
Introduction of Participants: My descriptive name is ... Why I want to become an AVP Facilitator is ... And What I want from this workshop is ...

**Introduction to the Workshop:**

Differences between this workshop and the previous ones  
Process of becoming an AVP facilitator in this facility:

**Element 2: Facilitating rather than teaching or leading**

Learning Activities—page 52.

**Light and Lively:**

**Closing:**

**Evaluation:**

.....

**SESSION 2:** Day \_\_\_\_\_ Time Period: \_\_\_\_\_

**Gathering:**

**Element:**

Learning Activities:

**Element:**

Learning Activities:

**Light and Lively:**

**Closing:**

**Evaluation:**

**SESSION 3:** Day \_\_\_\_\_ Time Period: \_\_\_\_\_

**Gathering:**

**Element:**

Learning Activities:

**Element:**

Learning Activities:

**L&L:**

**Evaluation:**

**Closing**

.....  
**SESSION 4:** Day \_\_\_\_\_ Time Period: \_\_\_\_\_

**Gathering:**

**Element:**

Learning Activities:

**Element:**

Learning Activities:

**Light & Lively:**

**Evaluation:**

**Closing:**

.....  
**SESSION 5:** Day \_\_\_\_\_ Time Period \_\_\_\_\_

**Gathering:**

**Element:**

Learning Activities:

**Element:**

Learning Activities:

**L&L:**

**Evaluation:**

**Closing:**

**SESSION 6:** Day: \_\_\_\_\_ Time Period: \_\_\_\_\_

**Gathering:**

**Element:**

Learning Activities:

**Element:**

Learning Activities:

**L&L:**

**Evaluation:**

**Closing:**

.....

**SESSION 7:** Day: \_\_\_\_\_ Time Period \_\_\_\_\_

**Gathering:**

**Element:**

Learning Activities:

**Element:**

Learning Activities:

**L&L:**

**Evaluation:**

**Closing:**

.....

**Notes for Continuing Training (Elements which were left undone or that need more work):**

## CRAFTING AN AGENDA: METHOD B

The ten *Elements of the T4f Workshop*—page 25, are the starting point for crafting a T4F agenda. However, each T4F agenda will look unique once each T4F facilitation team fits the elements into their own workshop practice, available time and local circumstances.

### STEP ONE: GATHER INFORMATION

The first step of preparation for crafting an AVP workshop agenda is to gather the relevant information, e.g.

- The number of days, times and sessions.
- The number of participants and teams.
- The characteristics of the participants and any special skills or needs they may have.
- Any constraints such as possible time interruptions, venue problems and facilitation team challenges.

### STEP TWO: LOOK AT THE STRUCTURE AND TIMING OF THE WORKSHOP

Each T4F workshop has six parts.

- Opening
- Middle – Facilitation skills practice, Practice team presentations, Transforming Power presentations and role play practice.
- Closing

Group the ten elements into the six T4F workshop parts and work out the times for each.

#### SIX T4F WORKSHOP PARTS

**The following estimated times are to help you in your planning.**

ELEMENTS		SUGGESTED TIME
<b>1, 2 &amp; 3</b>	OPENING SESSION – Building community (1), Facilitation not Teaching (2) and Team Building (3)	3 hours
<b>4</b>	FACILITATION SKILLS - Practice team preparation (4) Facilitation skill activities can occur both before and after the Practice Team planning and presentation	2-3 hours
<b>5 &amp; 6</b>	PRACTICE TEAM PLANNING (5) AND PRESENTATION (6) Preparation time 2 hours, with 2 hours for each team presentation. Three teams are recommended	6 - 9 hours
<b>7</b>	TRANSFORMING POWER PLANNING AND PRESENTATION (7) Preparation (1 hour), presentations (15 minutes per team) and feedback by facilitators (15 minutes) This presentation is usually after the Practice Team presentation but can sometimes be before	2 hours
<b>8</b>	ROLE PLAY DEBRIEFING PRACTICE (8) Two teams (or two lots of two teams at the same time) in different rooms or spaces	2 hours
<b>10</b>	CLOSING SESSION – Ungathering and Where to go to from here (10)	3 hours
	Total number of hours	18 - 22

**STEP THREE: T4F WORKSHOP SESSION FRAMEWORK**

Draw a T4F workshop session framework that will work for the available time and space. Mark in the number of sessions you will have and the Opening and Closing sessions. For example:

**2 & ½ DAY WORKSHOPS – 5 Sessions – 2 or 3 Teams**

	Session 2	Session 4
Session 1 INTRODUCTION TO WORKSHOP COMMUNITY BUILDING	Session 3	Session 5 REFLECTION TEAM PROCESS WHERE TO FROM HERE UNGATHERING

**STEP FOUR: THE ELEMENTS AND T4F WORKSHOP SESSION FRAMEWORK**

Plan the overall workshop by adding the elements into the T4F workshop session framework, For Example:

**2 & ½ DAY WORKSHOPS – 5 Sessions – 2 or 3 Teams**

	Session 2 FACILITATION TEAM PREPARATION TEAM 1 PRESENTATION	Session 4 TRANSFORMING POWER PREPARATION & PRESENTATION ROLE-PLAY PRACTICE
Session 1 INTRODUCTION TO WORKSHOP COMMUNITY BUILDING FACILITATION TEAM BUILDING & FEEDBACK MANUAL REVIEW	Session 3 TEAM 2 PRESENTATION TEAM 3 PRESENTATION	Session 5 REFLECTION TEAM PROCESS WHERE DO WE GO FROM HERE? UNGATHERING/CLOSING

In the Practice Sessions in the T4F workshop, the facilitation process for the trainee facilitators is more important than the participants’ personal learning experience in the practice exercises. For example, in a Practice Team activity Concentric Circles, the trainee facilitator can “fast forward” by first giving the set up instructions, allowing the participants to speak once, then going straight to the processing questions.

If a T4F team finds they are running out of time, it is recommended to shorten activities like the practice team presentations from 1 ½ hours per team to 1 ¼ hours or even one hour. Ensure that all the workshop elements are covered and that the activities of role plays and Where Do We Go From Here are not left out altogether due to limited time. If the workshop time is too compromised, it is better to split the T4F workshop into two weekends to ensure all the elements are covered before the graduates are eligible to become apprentice facilitators.

**STEP FIVE: CRAFT THE AGENDA USING THE AGENDA TEMPLATE**

Select the activities/exercises for each of the elements and fit these into the AVP workshop agenda template. Adapt activities to develop new activities that can be used for some of the elements. Then wrap the “glue” activities such as gatherings and light and livelies around the major activities to complete the agenda.

**AGENDA EXAMPLE**

2½ days, 5 sessions & 3 teams

Day 1	Day 2	Day 3
	<p>Session 2 Practice Sessions</p> <ul style="list-style-type: none"> <li>• Welcome Again</li> <li>• Morning Stretch</li> <li>• Agenda</li> <li>• Gathering</li> <li>• Team Preparation</li> <li>• Team Planning</li> <li>• Practice Team 1                             <ul style="list-style-type: none"> <li>• Session Presentation</li> <li>• Fishbowl</li> <li>• Feedback</li> </ul> </li> <li>• Session Evaluation</li> <li>• Closing</li> </ul>	<p>Session 4 Transforming Power &amp; Role Play</p> <ul style="list-style-type: none"> <li>• Welcome Back</li> <li>• Agenda</li> <li>• Gathering</li> <li>• Transforming Power Presentation</li> </ul> <p>Break</p> <ul style="list-style-type: none"> <li>• Role Play Debrief Practice A</li> <li>• L&amp;L</li> <li>• Role Play Debrief Practice B</li> <li>• L&amp;L</li> <li>• Session Evaluation</li> <li>• Closing</li> </ul>
<p>Session 1 Community &amp; Facilitation &amp; Teams</p> <ul style="list-style-type: none"> <li>• Welcome &amp; Introduction to Facilitators</li> <li>• Gathering (introduction to participants)</li> <li>• Agenda</li> <li>• Opening Talk/What is this workshop</li> <li>• -- <i>select community building</i></li> <li>• L&amp;L</li> <li>• ---<i>select suitable facilitation skill activity</i></li> <li>• Brainstorm Practice: Facilitators' Skills</li> <li>• Team Building in Practice Teams</li> <li>• Introduction to manual</li> <li>• Open Clinic (facilitators team fishbowl)</li> <li>• Session Evaluation</li> <li>• Closing: Sculpture - Facilitation Skills</li> </ul>	<p>Session 3 Practice Sessions</p> <ul style="list-style-type: none"> <li>• Welcome Back</li> <li>• Agenda</li> <li>• Practice Team 2                             <ul style="list-style-type: none"> <li>• Session Presentation</li> <li>• Fishbowl</li> <li>• Feedback</li> </ul> </li> <li>• Practice Team 3                             <ul style="list-style-type: none"> <li>• Session Presentation</li> <li>• Fishbowl</li> <li>• Feedback</li> </ul> </li> <li>• ---<i>select suitable facilitation skill activity</i></li> <li>• L&amp;L</li> <li>• ----- <i>select suitable facilitation skill activity</i></li> <li>• Session Evaluation</li> <li>• Closing</li> </ul>	<p>Session 6 Reflection &amp; Ungathering</p> <ul style="list-style-type: none"> <li>• Welcome Back</li> <li>• Agenda</li> <li>• Gathering</li> <li>• --- <i>select facilitation skill</i></li> <li>• --- <i>select facilitation skill or reflection activity</i></li> <li>• L&amp;L</li> <li>• Practice Team Debrief</li> </ul> <p>Break</p> <ul style="list-style-type: none"> <li>• -- <i>select trust or reflection</i></li> <li>• Unanswered Questions</li> <li>• Ungathering</li> <li>• Where Do We Go from Here?</li> <li>• Workshop Evaluation</li> <li>• Graduation</li> <li>• Closing</li> </ul>

**This is a sample agenda only. There are many possible agenda combinations, and no two workshops will be the same. Agendas need to be flexible enough to cover interruptions and schedule changes and still be able to cover all the T4F Workshop elements.**

## STEP SIX: WRITE UP THE AGENDA FROM THE SESSION TEMPLATE

After the facilitation team has agreed to the planning agenda, write up the draft agenda. Fill in the optional activities, gatherings and light and livelies. Allocate light and livelies etc. to the teams, allocate all the activities between the facilitators team members, write up the agenda poster and gather the resources. Write changes and comments on the agenda sheet during the workshop for inclusion in the workshop report.

### SAMPLE AGENDA

2½ days, 5 sessions and 3 teams

#### **SESSION 1 DAY 1 COMMUNITY BUILDING & INTRODUCTION TO FACILITATION**

- 1 Welcome & Introduction to Facilitators.
- 2 Gathering: My name & why I am inspired to be a facilitator.
- 3 Agenda.
- 4 Opening Talk— What is the T4F workshop.
- 5 Affirmation Names..
- 6 L&L : Big Wind Blows.
- 7 Facilitation and Listening Pair Share (Restorative Listening).
- 8 Brainstorm Practice:  
*1) Facilitation and teaching, 2) AVP facilitator skills, 3) Experiential learning?*
- 9 Building Teams
- 10 Introduction to the AVP Basic Manual..
- 11 Facilitators' Team Debrief in a Fishbowl.
- 12 Session Evaluation.
- 13 Closing: Group Sculpture — Facilitation skills.

#### **SESSION 2 DAY 2 PRACTICE SESSIONS**

- 1 Welcome, Stretch & Agenda.
- 2 Gathering: An aspect of myself I want to develop through AVP facilitation.
- 3 Team Preparation.
- 4 Team Planning.
- 5 Team 1 Presentation & Team Fishbowl & Coaching Feedback.
- 6 Session Reflection & Closing [Team 3.]

#### **SESSION 3 PRACTICE SESSIONS**

- 1 Welcome Back & Agenda.
- 2 Team 2 Presentation & Team Fishbowl & Coaching Feedback.
- 3 Team 3 Presentation & Team Fishbowl & Coaching Feedback.
- 4 --- (*select a suitable facilitation skill activity*).
- 5 L&L [Team 2]
- 6 --- (*select a suitable facilitation skill activity*).
- 7 Session Reflection & Closing [Team 1]

#### **SESSION 4 DAY 3 TRANSFORMING POWER & ROLE PLAY**

- 1 Welcome Stretch [Team 1]
- 2 Agenda [Team 2]
- 3 Gathering: Something I have learned in my role as a facilitator in an AVP team.
- 4 Transforming Power Presentation & coaching feedback — Teams 3, 2 and 1.
- 5 Role Play Debriefing Practice Team A.
- 6 L&L [Team 3].
- 7 Role Play Debriefing Practice Team B
- 8 L&L [Team 1].
- 9 Session Reflection & Closing [Team 2].

#### **SESSION 5 REFLECTION & UNGATHERING**

- 1 Welcome Back & Agenda [Team 3].
- 2 Gathering: Something that surprised me about me during my facilitation was.
- 3 ----- (*select a reflection activity*)
- 4 Acknowledgment Poster or trust activity
- 5 Practice Team Debrief and Farewell.
- 6 ----- (*select a trust activity*).
- 7 Unanswered Questions.
- 8 Ungathering: Something I am taking away from this workshop and how I will take care of this.
- 9 Where Do We Go From Here.
- 10 Written Workshop Evaluation.
- 11 Graduation.
- 12 Closing.

## AGENDA TEMPLATE –2-3 days and 4-6 sessions

Day 1	Day 2	Day 3
Session 1  break	Session 3  break	Session 5  break
Session 2  break	Session 4  break	Session 6  break



## **SUGGESTIONS FOR NEW T4F FACILITATION TEAMS**

- Crafting an agenda is a collaborative process conducted by the facilitation team as part of their team-building process.
- New facilitation teams may need to have three preparation meetings before their first T4F Workshop. Some teams may find it helpful to put aside at least half a day before the workshop:
  - 1) to craft their agenda.
  - 2) to prepare posters and gather workshop resources.
  - 3) to build their team and prepare for and set up the workshop.
- In prisons this may not be possible, both because planning time may be restricted to one 2-hour evening and some of the materials may not be available to them.
- New facilitation teams need to be familiar with the T4F Workshop learning activities, and at least one member of the team needs to have read the full T4F Manual.
- Participants benefit from being able to prepare for their next day presentations by reading their manuals the night before as homework. Consider having the practice teams start their preparation before they leave the workshop at the end of the day. Participants need to be warned in advanced there will be homework in the evenings during the workshop.
- Practice teams need to take responsibility for managing their time so that they fit their presentation into the time available to them. Strategies for reducing the length of an activity include setting a time limit or cutting short the participant experience part of an activity (pause and "fast forward"). In the Practice Team Sessions it is more important to focus on the mechanics of facilitation, such as setting up, giving instructions, processing and handing over.

## **SUGGESTIONS FOR EXPERIENCED TEAMS**

Each team that conducts a T4F Workshop for the first time needs to construct a T4F workshop agenda from the beginning. Experienced T4F teams usually start the crafting process with the agendas from the last couple of workshops. Teams should check that they are covering all of the ten elements of a T4F workshop.

- Even with experienced teams, it is good practice for each T4F Workshop to check that every team member is in agreement as to why the agenda they are using is constructed as it is. Experienced teams might like to pick up new ideas from this manual and try out different ideas.
- When a team elects to vary the agenda, it is recommended they evaluate the impact of the changes before the next workshop. The participants' workshop evaluations will assist those who try variations to see if these are working well.
- It is recommended that each local AVP group checks its current T4F agenda against the Elements, Workshop Structure and Sample Agendas in this manual. See what is different, why it is different, and whether the differences add to the quality of the workshop. Have any crucial steps been left out?
- Each facilitation team could develop a quick agenda framework so that all the team members understand the workshop structure. The framework could also be presented to participants on a poster during the introduction of the workshop. Understanding the structure of the workshop empowers participants.



# CHAPTER THREE

## T4F Learning Activities/Exercises For Each Element

Element	Page
1. Building Community and Understanding About T4F Facilitation	45
2. Facilitating Rather Than Teaching or Leading . . . . .	54
3. Facilitating by Teams . . . . .	59
4. Preparing the Practice Teams . . . . .	66
5. Planning by Practice Teams: Facilitation skills . . . . .	79
6. Practice Team Presentations . . . . .	88
7. Transforming Power . . . . .	94
8. Role Plays: Setting up and Debriefing . . . . .	101
9. Responsible Messages ("I" Messages) . . . . .	111
10. Responsibilities of Facilitators and Where to from Here . . . . .	116
Extra Activities . . . . .	129

This chapter outlines the **ten essential elements** of a T4F workshop, with a variety of learning activities for each element. These learning activities make it possible to use experiential methods to present all concepts in the T4F workshop.



## **INTRODUCTION TO CHAPTER THREE**

### **T4F LEARNING ACTIVITIES/EXERCISES FOR EACH ELEMENT**

This collection of exercises/learning activities is divided into the 10 elements of a T4F training. For each element, there is a mixture of exercises/learning activities and worksheets, as well as content material presented in handouts for background reading.

1. Building Community and Understanding About T4F Facilitation.
2. Facilitating Rather Than Teaching or Leading: What This Means.
3. Facilitating by Teams.
4. Preparing the Practice Teams.
5. Planning by Practice Teams: Facilitation Skills.
6. Practice Team Presentations with Coaching by Facilitating Team.
7. Transforming Power.
8. Role Plays: Setting up and Debriefing.
9. Responsible Messages ("I" Messages).
10. Responsibilities of Facilitators and *Where To From Here*.

Plus: T4F Activities, Light & Livelies and Closings.

Each T4F Workshop agenda should include at least one exercise/learning activity from each element. Some of the learning activities are specific to an element, such as the Practice Team presentations and the Fishbowl Clinic. Others are general or "adaptable" AVP activities, like brainstorms and gatherings that can be adapted to suit any AVP element, topic or building-block.

#### **General or Adaptable Activities include:**

- Gatherings
- Concentric Circles
- Listening Exercise
- Pair Shares (two-person dialogues)
- Three-in-a-group sharing (triads)
- Small group discussions that report back to the group
- Sharing stories (personal narratives)
- Brainstorms (including those with trees, web charts or a "human body")
- Role plays (from Hassle Lines, Armchairs, Empty Chair to full role plays)
- Use of materials to create structures or dough structures, drawing and painting
- Picture sharing
- Body or Group Sculptures (to define a concept or illustrate a theme)
- Use of queries (including group writing of queries)
- Movement, singing and dancing (depending on the culture)
- Journal writing
- Reflections (see Guided Reflections (Youth G-56,57))
- Letter to Myself
- a Community or Ideal Community

Although gatherings are used in every session, usually each general or adaptable activity is used only once in a workshop.

AVP Facilitators learn to facilitate experientially in the workshop and as apprentices. The content information needed by facilitators is presented in both the Basic Manual and in a packet of handouts from this manual. It is recommended this material not be presented as lectures. The two talks in the T4F Workshop are the Opening Talk and Transforming Power talks. Talking for more than five sentences is a "talk."

Facilitators are requested to:

1. Distribute the packet of handouts to participants to add to their Basic Manuals and read (or have it read) outside the workshop, and
2. Cover the material in future Continuing Learning sessions to reinforce the learning.

## **POSSIBLE GATHERING TOPICS FOR THE ELEMENTS OF THE T4F WORKSHOP**

This is a collection of gathering topics that may be used for many of the T4F workshop elements. They could also be used in other adaptive activities such as Concentric Circles, brainstorming and Pair Shares (two person dialogues). Whenever possible, it is useful for practice teams to choose light & livelies and closings for the sessions rather than have the facilitating team do this. In certain circumstances, they may also choose the gatherings for the sessions.

### **Element 1 – Building Community and Understanding the T4F**

- What I hope to get from this workshop and what drew me here.
- A life experience I have had which has helped me become committed to AVP is.
- The experiences I have had in AVP that have been most helpful to me.
- The ways I need to grow and how they are connected to AVP.
- A time I felt welcomed into a community.
- A community-building activity that I enjoy.
- A time I experienced an AVP workshop working as a community.

### **Element 2 – Facilitating Rather than Teaching or Leading**

- A time that I learned experientially something that is important to me.
- A lesson I learned through my experience that I never have forgotten.
- A facilitator I admire and why.
- Skills and actions of a facilitator I respect.

### **Element 3 – Facilitating by Teams**

- Something I find good about working in a group.
- In a workshop, the team will need to help me with.
- A way that I behave when someone holds a different view.
- The qualities I believe I can contribute to an AVP team are.

### **Element 6 – Practice Team Presentations**

- Something I experienced in a practice session that will impact my facilitation.
- Something I have learned during this workshop about processing.
- Something I did in this workshop that I am proud of.
- One fear I have about facilitating in an AVP program is.
- A time when I felt proud of using AVP learning in a workshop.
- A time when I experienced an aspect of AVP working in a challenging situation.
- A time that someone treated me fairly and firmly and challenged something I had done.
- A way that I behave when someone holds a different view.
- Something I learned about myself in this workshop that has surprised me.

### **Element 7 – Transforming Power**

- A time when Transforming Power was important to me in my life.
- A time an aspect of Transforming Power helped me to transform a conflict creatively.
- How I would explain Transforming Power to a child.
- One word that describes Transforming Power to me is.

### **Element 8 - Role Play**

- Something that I have learned from an AVP role play that has been of value to me.
- A time I noticed Transforming Power working in a role play.
- Something I have learned about myself from a role play.

### **Element 9 – Responsible Messages**

- A time when I experienced the difference made by using a Responsible Message.
- A time when my use of a Responsible Message transformed a conflict.
- A time when a Responsible Message assisted in transforming a conflict I experienced.

## **ELEMENT 1:**

### **BUILDING COMMUNITY AND UNDERSTANDING ABOUT T4F FACILITATION**

Building community is an important process in the first session of a T4F Workshop as it is in any AVP workshop. Facilitators may include the general community-building activities such as name exercises and Group Agreements/Ground Rules from the Basic and Advanced Workshops as well as exercises specially designed for the T4F Workshop.

This community building becomes increasingly important in a Training for Facilitators Workshop as participants will be working together on facilitating teams for the first time. They will need to feel the support of their teams and the whole group as they are encouraged to take risks by trying new things while learning to facilitate.

The Training for Facilitators Workshop is quite different from the Basic and Advanced Workshops in that the participants will be taking increasing responsibility for much of the workshop as they work together in their practice teams. Because it is important for the participants to take risks in leading their practice sessions, it is necessary to build community in the group as a whole—especially since, in most cases, participants have not been together as a group before—and to give enough time for the practicing teams to build a sense of community as a team. The facilitating team needs to keep this in mind in choosing the early activities in this workshop.

#### **Possible learning activities/exercises/handouts for Element 1**

- Opening Talk 1.
- Opening Talk 2.
- Exercise: How To Introduce the Agenda for Session One.
- Exercise: Empowerment Discussion.
- Handout: Overview of the Training for Facilitators Workshop.

## OPENING TALK 1

### For a T4F Workshop

It is important to start the workshop on a positive note. The way you present the opening talk for this workshop will be the model for an opening talk for all participants. Everyone on the Facilitation Team should participate in the opening talk, if only briefly. It often helps to divide the talk into pieces, having each member of the Facilitation Team take responsibility for several of the pieces.

Here are the topics which need to be covered in the introduction. Suggestions of phrases to use are in bold, along with further information which may be provided in the talk.

1. Start with an affirmative opening that lets participants know who you are and that you are glad to be facilitating the workshop. You might say something like, **"I am glad to be here because AVP is important to me. By facilitating workshops, I learn about myself and deepen my understanding of how to live more peacefully. I enjoy this process, and I believe you will enjoy this process and this workshop as well."**
2. This workshop will be different from the Basic and Advanced Workshops the participants have experienced. In AVP, we believe:
3. **"People learn to be facilitators by doing and experiencing facilitation."**
4. **"In this workshop, the participants will help facilitate part of the workshop."**
5. **"Since the participants will be facilitating part of the workshop, this will involve work for them, including homework."**
6. **"This workshop will focus on developing facilitation skills and working together as a team. Participants will receive feedback on their facilitation and teamwork during the workshop."**
7. "Being open to the concept of Transforming Power is essential to becoming an effective AVP facilitator."
8. In this workshop, participants will focus on what Transforming Power means to them and how to communicate this concept to others.
9. **"Participants don't need to be "born facilitators" to be effective AVP facilitators. What it takes is a willingness and commitment to the process and "trusting the process." To a great extent, the AVP process works by itself."**
10. Cover the standard community agreements ("Ground Rules") for AVP workshops, stating: **"During the workshop when we are serving as facilitators, the "right to pass" is not included."**  
Explain that, **"As members of a facilitating team, you have made a commitment to participate and carry out your share of the responsibility. We cannot ask participants to do something we are unwilling to do ourselves. To become good facilitators, we need to try new things and take some risks. Of course, when we are acting as participants, we do have the right to pass."**
11. This workshop is a skills training opportunity. In order to truly learn these skills, we need to open ourselves to both give and receive feedback, which will be offered in a respectful and affirmative way.  
**"We hope we will all stretch ourselves to step outside our comfort zones, just as we ask participants to do in our workshops. Don't be afraid to make mistakes as mistakes can lead to powerful learning."**
12. **"This training workshop is an introduction to AVP facilitation. Completing the Training for Facilitators Workshop does not automatically make participants AVP facilitators. Serving on workshop teams as an apprentice facilitator is required as part of the training process."**  
(Here, outline the specifics of the requirements for certification in your local program).



13. **"Being an AVP facilitator is a commitment to both deepening our understanding of Transforming Power and 'walking the talk' of AVP. Over time, as we facilitate workshops, we learn more about ourselves and how we can live our lives closer to our understanding of Transforming Power."**
14. Part of "walking the talk of AVP" is the powerful and lasting learning from role models. **"You will have learned a lot about AVP principles and communication and facilitation skills from watching your facilitators in each workshop. Similarly, participants will learn from your role modeling. They will learn more from what you do and how you do it than from what you say."**
15. Community is also an important part of an AVP workshop. **"You and your facilitation team will be careful to build community within the group, watch and respond to changing group dynamics and model effective ways of working together as a team. You also will work together to deal with any difficulties that arise in the workshop such as dealing with difficult behaviors of both participants and facilitators."**
16. **"Our objectives in the workshop are simple:**
  - **Our objective is to empower you as workshop facilitators.**
  - **Your objective as workshop facilitators is to empower the participants of your workshop."** (See Empowerment—page 51).
17. Cover necessary housekeeping information, including times, breaks, meals or anything else important for participants to know to feel comfortable in the workshop space and to concentrate on the workshop.

The goals of the workshop may be presented with the poster below at the beginning of the workshop after the Opening Talk and then referred to at the end of the workshop as a way to evaluate whether participants think they, and the facilitation team, have met these goals. They may be adapted to meet the specific goals of training workshops in your local program.

**POSTER:**

**T4F WORKSHOP GOALS**

- 1. Be an effective team member**
- 2. Give & receive feedback**
- 3. Transforming Power**
- 4. Conduct practice session**
- 5. Planning, presenting & processing**
- 6. Adapting exercises**
- 7. Debriefing**
- 8. Time management**
- 9. "I" Messages**
- 10. Community building**
- 11. Group process**
- 12. Responding to difficult behavior**
- 13. Walk the AVP talk**
- 14. Acceptance**
- 15. Self confidence as a facilitator**

## **OPENING TALK 2**

### **Introduction to A Community T4F Workshop And the First Session Agenda**

**Purpose:** Provide the purpose and framework for both the T4F Workshop and the Session One agenda so participants can understand what is going to happen and why.

**Time:** 5 minutes (10 minutes with a variation).

**What you need:**

- T4F Workshop Structure Poster.
- Session One Agenda poster.
- Handout – Overview of the T4F Workshop.

**How it's done:**

1. Include the Overview of the T4F Workshop handout in the preliminary reading so participants know in advance what the T4F Workshop is about and what its goals are –page 52.
2. Introduce the T4F Workshop structure using the T4F Workshop Structure poster.

Participants will learn AVP facilitation experientially by:

- Preparing and presenting a Basic Workshop session.
- Preparing and presenting an introduction to Transforming Power.
- Practicing setting up, debriefing and de-roling a role play.
- Building a Practice Team.

3. Introduce the Session One Agenda poster.
  - Link it to the T4F Workshop Structure poster.
  - Ask for a volunteer to read the Agenda poster.

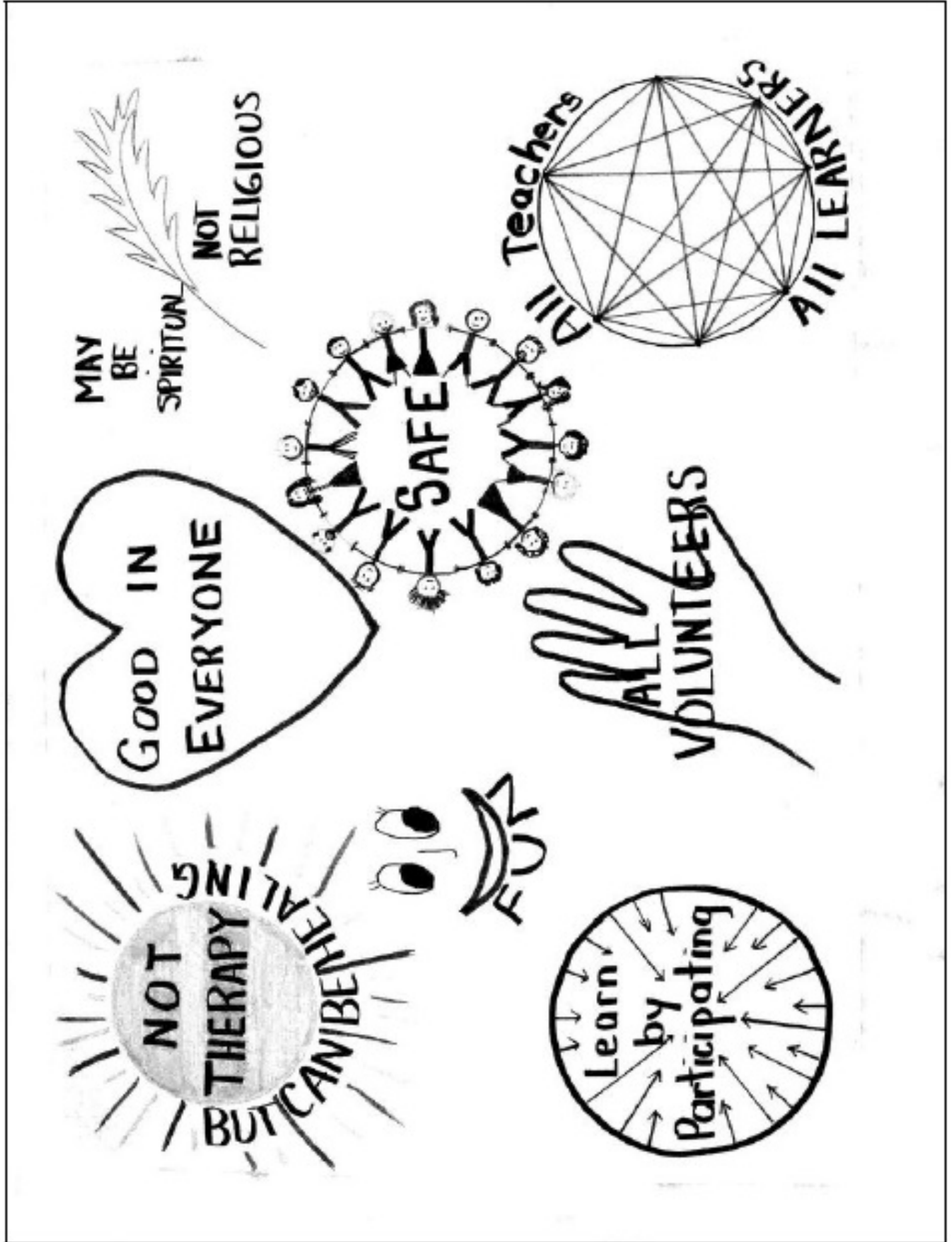
Variations:

1. Introduce the T4F Workshop goals, using the T4F Workshop Goals poster and/or the Overview of a T4F Workshop handout at both the beginning and end of the workshop, so that participants can reflect on the skills and understanding they have gained during the workshop.
2. Start by very briefly reminding participants what the structure of their Basic and Advanced workshops were, using the structure posters for these workshops. Then introduce and compare these with the T4F structure.

SAMPLE POSTER

<b>T4F WORKSHOP STRUCTURE 2 &amp; ½-DAY WORKSHOP – 5 Sessions</b>		
Session 1 COMMUNITY BUILDING TEAM BUILDING MANUAL OVERVIEW AVP FACILITATION (Principles & Practice)	Session 2 SESSION PREPARATION TEAM 1 PRESENTATION	Session 4 TRANSFORMING POWER PREPARATION & PRESENTATION
	Session 3 TEAM 2 PRESENTATION TEAM 3 PRESENTATION	Session 5 REFLECTION WHERE TO FROM HERE COMPLETION (UNGATHERING)

# Philosophy of AVP



## **EXERCISE: HOW TO INTRODUCE THE AGENDA FOR SESSION ONE**

**Purpose:** In this first session of the T4F, it is important to model the way facilitators should begin a workshop. Each facilitator takes a part so the teamwork is seen by the participants.

**Time:** 15 to 20 minutes to introduce agenda and give introduction.  
Additional time to lead the exercise of facilitating qualities and skills.

**What you need:** A poster with the Agenda for Session One.  
Exercise on Facilitators Skills and Qualities —pages 55-57.

### **A POSSIBLE MODEL:**

#### **Introduction of Facilitating Team**

#### **Agenda Preview**

#### **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 in which you have participated in the other workshops).

The process of becoming a facilitator (apprenticeships, mentoring, gold certificates).  
Schedule (have it posted).

Ground Rules/Community Agreements (While in their practice teams, facilitators don't get to pass; all their decisions are made by their team).

Housekeeping (breaks, smoking).

#### **Introduction of Participants: Descriptive name and "What interested me in becoming an AVP facilitator was..."**

**Exercise** about facilitating qualities and skills—page 57.

**Fishbowl/Open clinic** by Facilitating Team.

### **How it is done:**

1. The T4F team decides who will take which part of the agenda.
2. Each member of the Facilitating Team sits in a different part of the circle, allowing better eye contact among them. If necessary, ask a participant to change places.
3. Go through the agenda, modeling the way facilitators should lead the session.

### **Processing questions:**

What did you notice about where we each sat? Why do you think this is important?

Why do you think it is important for each member of the facilitating team to take part in the opening talk or introduction to the workshop?

## EXERCISE: EMPOWERMENT DISCUSSION

**Purpose:** To convey the concept of empowerment.

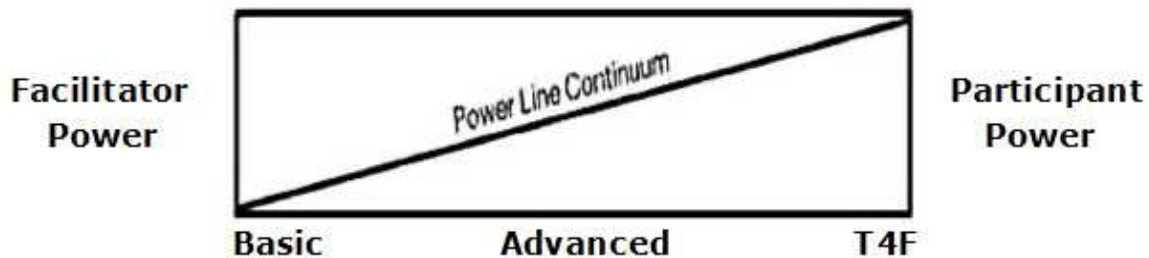
**Time:** 5-10 minutes.

**What you need:** Empowerment Poster.

**How it's done:**

1. Begin a discussion on empowerment by asking the group:  
**"What does empowerment mean to you?"**
2. Then ask, **"What was a time or situation where you felt empowered?"**  
**"What was a time or situation where you felt disempowered?"**  
Be prepared to begin the discussion by giving a brief example from your own life.
3. Summarize the discussion and relate the concept that empowerment means having options. We always have a choice. The more choices we have, the more empowered we become. By taking responsibility for our actions, we empower ourselves.
4. Restate the workshop objectives:
  1. Our objective is to empower you as workshop facilitators.
  2. Your objective as workshop facilitators is to empower the participants of your workshop.

**Refer to this Empowerment Chart:**



# **HANDOUT : OVERVIEW OF THE TRAINING FOR FACILITATORS (T4F) WORKSHOP**

## **What is the AVP Training for Facilitators (T4F) Workshop?**

The Training for Facilitators Workshop is the third level of an AVP program for participants who have completed both the Basic and Advanced Workshops.

Participants learn experientially (learning by doing) how to facilitate an AVP workshop by working with a team to:

- facilitate a session of a Basic Workshop.
- present the concept of Transforming Power.
- practice debriefing a role play.

## **The goals of the workshop are**

1. Learn to work as an effective facilitating team member.
2. Learn to give and to receive feedback.
3. Learn to personally communicate and give examples of the concept of Transforming Power.
4. Conduct a practice session of a Basic AVP Workshop.
5. Practice skills as a facilitator: planning, presenting and processing.
6. Practice adapting exercises to meet special needs of facilitators and participants.
7. Practice skills in debriefing learning activities and role plays.
8. Time management—working to complete processes in agreed times and sessions.
9. Practice skills in teaching "I" Messages [optional].
10. Begin the process of:
  - Building a sense of community in a workshop.
  - Recognizing and working with group dynamics and responding to the group's needs.
  - Learning to deal with participants with difficult behaviors (if that arises).
  - Developing a personal commitment to "walk the talk of AVP."
  - Developing the ability to work with everyone—to accept diversity—no matter the race, sex, age or crime of others.
  - Developing self-confidence as a facilitator—begin the journey of empowerment.

## **How is a T4F Workshop different from Basic and Advanced Workshops?**

Basic and Advanced Workshops are about personal learning and growth and dealing with violence in our own lives. A T4F Workshop is about learning how to facilitate an AVP Basic Workshop to give others the learning opportunity you experienced in your Basic Workshop.

To "facilitate" is to "make facile," or "make easy." In a T4F Workshop, you will learn how to shape and facilitate a workshop so you make it "easy" for participants to come to new understandings.

## **What does "empowerment" mean?**

We are helping people see they have more options. We always have a choice. The more choices we have, the more free we become. By taking responsibility for our own choices, we empower ourselves.

**What educational standards to I need to complete to be an AVP facilitator?**

Facilitators need to have completed a set of AVP Basic, Advanced and T4F workshops before starting their AVP facilitator apprenticeship. There are no other educational requirements needed to train as an AVP facilitator.

There are many qualities that make a good facilitator; none of us is expected to have all of these qualities. That is why we work as a team. Some qualities are a must: a commitment to try AVP techniques, a willingness to be honest and a commitment to respecting yourself and others.

**Does completing the T4F automatically make me an AVP facilitator?**

No. First, you will need to be an apprentice facilitator on a team for at least two or three workshops. You will work with experienced facilitators who will act as your mentors. These experienced facilitators, in consultation with the AVP coordinator(s), will make the decision as to when you have completed your apprenticeship successfully.

It is important for you to understand that becoming a facilitator is not your main goal. Instead, aim to build confidence that you, personally, are prepared to put together an agenda for a workshop, facilitate many of the exercises and explain Transforming Power.

Some AVP groups present a gold certificate to those who become facilitators once they have completed their apprenticeships.

**What do you mean when you say there is a team?**

As all people bring qualities that are unique to themselves as AVP trainers, AVP workshops are facilitated by groups of 2-6 people working together as a team. This gives the participants and team a chance to explore different perspectives on AVP principles and practices, creative conflict resolution and Transforming Power.

**What does the team do?**

The team creates an agenda of exercises that will best meet the needs of participants. To accomplish this, the team must meet before each session to set the agenda. These meetings are called "clinics." In each clinic, the team will choose learning activities for the next session's agenda to further the participant's exploration into the use of nonviolent solutions.

## **ELEMENT 2:**

### **FACILITATING RATHER THAN TEACHING OR LEADING: WHAT THIS MEANS**

The AVP learning style uses facilitators who “guide” or “hold the space” for the participants to explore their own learning. This is different from the teaching style where teachers direct the students’ learning. This element covers both the method of experiential learning used in AVP, and important facilitation skills and qualities. We want to make it possible for participants to learn in a way that suits them best.

There are several brainstorm and sculpture options about the qualities and skills of a facilitator. We suggest you choose one that suits the needs of your group.

In addition, an exercise on restorative listening is recommended to demonstrate that it is not just what we do but how we do it that makes the difference between a workshop which supports people to make their own discoveries and one that tells them what they should be learning!

It is important to affirm the different styles and abilities people may bring to a team. In any group of participants, but particularly in prisons and schools, there may be participants who have special learning needs. To facilitate means “to make easy.” It is important for facilitators to learn different strategies for making it easy for participants to access the content of the AVP program. (See Handout *AVP and Diversity of Learning Styles*—page 223. Perhaps participants who are reminded of their own difficulties with standardized learning can share what has helped them in the past and would be of help to them in preparing exercises for a workshop.

#### **Possible learning activities/exercises/handouts for Element 2**

**Brainstorms:** Facilitation rather than Teaching or Leading.

**Exercise:** Group Sculpture of Facilitator Skills and Qualities.

**Exercise:** Facilitation & Listening Pair Share (Restorative Listening).



## **BRAINSTORMS: FACILITATING RATHER THAN TEACHING OR LEADING**

There are several brainstorm options for this element.

**Purpose:** To explore one or more of the following topics:

1. Differences between a facilitator and a teacher.
2. What is experiential learning?
3. How to facilitate brainstorms.
4. AVP facilitator qualities and skills.
5. Characteristics of a good facilitation team.

**Time:** 30 minutes

**What you need:**

- Poster sheets for the brainstorm.
- Have a human body shape on the poster (optional).
- AVP Brainstorm Guidelines Poster (see sample below).
- Markers.

**How it's done:**

1. Set up the poster on the wall where everyone can see (or on the floor in the center of the circle).
2. Review the AVP Brainstorm Guidelines Poster.
3. Brainstorm the topic with a seated facilitator and a separate silent facilitator scribe.
4. Processing:
  - "Is there anything here that challenged you?"
  - "What was brought out by the group that provided new insights?"
  - "What new insights have you had in this process?"
  - "How can facilitators merge their inner qualities with skills?"

**Options:**

**A. Use the human body poster to brainstorm AVP facilitator qualities and skills.**

1. Brainstorm and record on the inside of the human body poster the inner qualities of an AVP facilitator you admire or that an AVP facilitator should work to develop. Give an example of what you mean (e.g., inner qualities might be even-temperedness, sensitivity to others' feelings or confidence).
2. Brainstorm and record the skills of an AVP facilitator you admire or wish to develop. Write these on the outside of the human shape. Skills might include: listening carefully or awareness of people's moods reflected in body language.
3. Pass out four strips of newsprint, markers and a sheet or cards with Transforming Power guides. Ask the group to read the guides and select four that might help in developing either one of the inner qualities or one of the skills posted on the sheet. Post the Transforming Power guide strips on the wall near the sides of the posted human body sheet.

**B. Have two brainstorms: first, the facilitators provide the model and then the participants practice.**

1. Two facilitators model doing a brainstorm with one seated facilitator and one silent scribe, using the topic: "The differences between a facilitator and a teacher."
2. Review the AVP Guidelines Poster.
3. Divide the participants into two small groups. Have each small group run their own brainstorm with the two topics (e.g., "AVP facilitator skills and qualities on a human body poster" and "What is experiential learning?")

**C. Have a brainstorm with two parts and compare the impact of one on the other.**

1. Use either the human body poster or one with two columns.
2. Brainstorm the ideal characteristics, skills and qualities, attitudes or goals of the topic (e.g., the ideal facilitator—a person who has no fear, who is not racist, who is willing to listen, work as a team member, etc). Write these inside the human body or in one column.
3. Then brainstorm all the pressures, problems or barriers which make it hard to achieve the goals. Write the words on either the outside of the body shape or on the second column of the poster.

**D. Have a brainstorm with two columns.**

1. In the left column, brainstorm the qualities of a good facilitator.
2. In the right column, brainstorm the characteristics of an effective facilitation team.
3. Mention that no one person has all the desired characteristics; however, people on a team with different qualities can complement each other. Over time, every facilitator learns to recognize what her/his initial strengths are and strives to build his/her skills and address challenges in other areas.

**BRAINSTORM GUIDELINES FOR AVP FACILITATORS**

**FACILITATOR:**

1. Anyone can contribute.
2. Single word or phrase contributions.
3. Do not interpret or change people's contributions.
4. Do not allow people to comment on or discuss other contributions.
5. Do not allow discussion, analysis, judgment or put-downs of other people's contributions.
6. As contributions come in, repeat them word for word for the scribe.

**SCRIBE:**

1. Record all contributions.
2. Do not change contributions.
3. Act as a silent scribe of the contributions of others.
4. Write clearly.

## **EXERCISE: GROUP SCULPTURE OF FACILITATORS' SKILLS AND QUALITIES**

**Purpose:** May be used to develop guidelines or to create a moving sculpture of a facilitator's qualities.

**Time:** 15-20 minutes.

**What you need:** Poster paper and markers.

### **How it's done:**

1. Begin by painting a scene: "We are in a very special art gallery, and here, in this section of the gallery, is a sculpture of ..." ( e.g., "the qualities of a facilitator in AVP" or the aspects of "safety needs for this group to fully participate"—whatever you want to suggest).
2. Ask someone to volunteer to share a quality (or skill) of a facilitator.
3. Have them name it, maybe talk briefly about it and then make a physical shape of it, possibly with a sound or action... (e.g., "I am a deep listener, listening as much to what isn't being said as to what I hear"); then make a shape with hand to ear, or however the person imagines it.
4. That person stays frozen in her/his spot.
5. Repeat for the rest of the group, asking each one in turn to join alongside or in relation to those already standing/sitting, etc. (e.g., "I watch out for body language," "I link people into a sense of safety and acceptance," "I lighten the heaviness with fun and humor sometimes," "I keep timing agreements").
6. Have a scribe "map out" the sculpture on the board/paper as it is being created.
7. When all are in place, ask them to solve a problem that might arise in a workshop (e.g., responding to a difficult participant or some angry feelings being expressed).
8. The "facilitator" (the whole group sculpture) then acts as a set of qualities to respond to the situation.
9. Call "freeze" at some point and ask people to shake off their roles and return to their seats.

### **Processing:**

- What did you notice about what happened?
- Were there any missing qualities?
- What have you learned about what makes an effective facilitator?

## **EXERCISE : FACILITATION AND LISTENING PAIR SHARE (RESTORATIVE LISTENING)**

**Purpose:** To explore a facilitation skills topic.  
To experience and practice listening—deep, still, active or restorative and “holding the space.”

**Time:** 15 minutes.

**What you need:** Pairs of participants seated, facing each other.

**How it’s done:**

1. Select which participant will speak first.
2. Invite the listeners to remember the importance of listening without interrupting.
3. Invite the speaker to speak on the topic for two minutes.  
Possible topics:
  - Qualities I recognize in a facilitator I respect.
  - A time I learned experientially.
  - How does this relate to Transforming Power?
  - How might this relate to everyday life?
4. Reverse roles.

**Processing:**

- What did you notice in this activity?
- Is there anything here that challenged you?

**Variation:**

Many groups have a different focus on deep, still or active listening.

One example is restorative listening.

- Invite the listeners to “hold a still and generous space for their partner to speak into.”
- After the processing, invite participants to remember what it was like when as a listener they held “a still and generous space.”
- Then invite them to turn towards the center of the circle and imagine holding a “still and generous space” for all the participants. This can be called “holding the space.”

## **ELEMENT 3:**

### **FACILITATING BY TEAM**

AVP is built around a team leadership model. Team-building is a process by which a group learns to work effectively together to:

- Set and achieve shared goals.
- Divide necessary tasks to be handled by different team members.
- Build a spirit of trust and cooperation with each other.

A team cannot work well together if they are total strangers. A team-building session is scheduled before every workshop. It is important that all members attend, as this is an essential part of the team formation is that we make time to meet before, during and at the end of each workshop. Facilitators need to take some time to get to know each other on a personal level and to learn about each other's feelings and leadership styles. The team-building session also will include time to set the agenda for the workshop and discuss any special problems that may arise. This enables each team member to be fully present during the exercises. It is important for the beginning of each session that all facilitators be present in each gathering and speak deeply of themselves to the question. It is particularly important for the first facilitator to speak deeply as this commitment will indicate the depth and involvement possible for the participants' responses.

This element covers:

- Putting participants into teams.
- Team-building.

#### **Possible learning activities/exercises/handouts for Element Three**

- Putting into Teams and Team-building.
- Exercise: Building Teams/Forming Teams.
- Exercise: Building Strengths/Building Teams.
- Handout: Working as a Team.
- Exercises: Four Stages of Team Work for Community Workshops.
- C-6 in the Basic Manual: Team-building.
- C-7 in the Basic Manual: Suggested Agenda - Team-building/First Session.

# PUTTING INTO TEAMS AND TEAM-BUILDING

## Putting into Teams

Put the participants into the teams they will be on during the workshop. This may be done by:

- Counting off, or,
- The Facilitating Team may wish to choose teams based on diversity or by pairing people with strong reading/study skills with people with perceived lesser skills.

The facilitation team may choose one of these options:

1. Put the participants into teams, then do team-building exercises to provide the experience of team-building and build a practice team strong enough to provide the experience of facilitating in a team, or,
2. Put the participants in a team, have them do their Basic session presentation and then discuss how to build a team, once they have had the experience of working on a team. It is important to remember to put this team-building activity on the agenda after the Practice Team presentations to ensure that this important part of the workshop is not forgotten, or,
3. Do both, build the team, let them experience working in a team and then discuss team-building, or,
4. Put the participants into teams before the workshop so they may start to build them. In the second half of the first session, continue team-building with a team-building activity. Keep these teams together throughout the workshop, through the Basic session presentation, the Transforming Power presentation and Role Play practice. Have a team debrief meeting or clinic in the last session of the workshop.

**NOTE:** Some facilitating teams encourage practice teams to choose names for their teams as a way to build team spirit. Other facilitating teams do not do this as they have found this makes the rehearsal too competitive.

## EXERCISE: BUILDING TEAMS/FORMING TEAMS

**Purpose:** The purpose of this exercise is to form training teams, share feelings about leadership, experience decision making by consensus and build team spirit.

**Time:** 20 minutes.

**What we need:** Poster.

### SAMPLE POSTER

<p style="text-align: center;"><b>TEAM-BUILDING</b></p> <p>What is happening for me right now? (or What's on top? or Check-in)</p> <p>My strengths are .....</p> <p>My learning edges are .....</p> <p>Support I would like is .....</p>
--

### How it's done:

#### 1. Divide into Teams

Ask participants to count off to form training teams. It is best to have three or four participants on each team. These will be the teams for the remainder of the workshop. If you are familiar with the participants, you may wish to balance the teams so that each team has a strong leader.

In some programs, teams are formed before the workshop starts.

#### 2. Sharing of Leadership Styles

Before an effective team can be formed, members need to know about the well developed strengths and emerging skills of the other members of the group. They also need to know how each approaches facilitation. Ask each participant to share their feelings so that strengths and fears are out in the open. Team members share with their team their response to the Team-building topics on the poster.

Each person speaks in turn to the first topic, then the second, third and fourth topics.

After each participant has shared, return to the large group and process the experience. If time is limited, you may wish to skip the processing and move on to the next step.

#### 3. Name Your Team

In order to create a sense of identity for each team, build team spirit and experience decision making by consensus, each group is asked to select a name using brainstorming. The names should be positive and appropriate. The group should then select one name for their team using the consensus process. The team names are to be used throughout the workshop.

### Variations:

Teams plan a way to present their team name to the group in 1-2 minutes. They may use a poster, song and/or short act.

Each team presents their team name.

**Note:** Some programs do not use step three as it can encourage competition between teams. Others find that it is very helpful (and a fun task) to include in the team-building process.

## **EXERCISE: BUILDING STRENGTHS/BUILDING TEAMS**

**Purpose:** To acknowledge the strengths we have and to learn to ask for help.

**Time:** 45-50 minutes.

**What you need:** 5x8 cards, 3 per participant; felt tip pens; masking tape.

**Note:** Most of the exercise is done in silence. "Fs" indicates facilitators; "Ps" indicates participants.

### **How it's done:**

1. Seat Ps in a line of chairs facing the wall at the end of the room (side A). Ask them to consider silently in what ways they need help in order to function as an effective team member. Have them name one emotion, attitude or characteristic of theirs that blocks them from seeking this help. Have them write this one word (the block) in large bold letters on a 5x8 card.
2. Have Ps stand, tape their cards to the backs of their chairs, place the chairs in a line in the middle of the room, return to the original wall (side A), turn around and stand in silence looking at the cards. Ask the Ps to look inside themselves as they ponder the cards to find the strengths and courage that will help them to deal with their blocks and overcome them.
3. Ask them to write at least two of these strengths on two more cards. Have them tape one to each shoulder, facing out. Ask them to close their eyes (if that feels comfortable) and project their psyche into their strengths.
4. Ask the Ps to move voluntarily, one at a time, with strong, determined steps up to their blocks and challenge them loudly with their strengths. Then, having verbally challenged their blocks, remove the card, tear it up and toss it into the wastebasket.
5. After each P has done this, s(he) should take the chair and move it to the wall that has been designated "side B" and sit down with the "strengths" still taped to his/her shoulders.
6. When all have taken a turn, ask them to stand and mill around silently, reading the strengths of the others there with them. Ask them to think about how those strengths can complement one another as the team-building process matures.
7. After enough time has passed for milling and thinking, ask them to come back to the large circle and respond to the following questions, which you have posted on newsprint:

### **Processing:**

- What are the advantages of reaching out to others for help with our own needs?
- We all have learning edges or emerging skills. Why is it important to recognize them?
- Why is it important to bring out the strengths and courage we all have in order to overcome our challenges?



## HANDOUT: WORKING AS A TEAM

The AVP Basic Manual provides directions for team-building, for developing an agenda for a workshop and for leading specific exercises. This sheet deals with the "why."

All of the written directions are guidelines—structures that will provide an "anchor" that you can start from as you develop your individual style. As you develop your individual style, you have to remain conscious that you ALWAYS will be working as a member of a team. When you deviate from the structure of an exercise that the manual provides, you need to share your new approach with your team so they do not think you simply are confused about directions and step in to "help" you, resulting in confusion for you and the participants.

### **The way the team makes decisions BEFORE you start the workshop is important:**

1. Together, the team develops the overall theme or goal of the workshop. In an advanced workshop, this means deciding the process by which the participants will choose the focus topic.
2. Together, the team develops themes for each session. These session themes are sequential "steps" toward the goal, theme or objective of the whole workshop.
3. Together, the team chooses exercises (learning experiences) which will help the participants achieve awareness and understanding of the themes of each session.

What this all means is the members of the team ALL know:

- WHAT they are doing.
- WHY they are doing it.
- HOW they are doing it.

Some "rules" that help the process along:

- Post an outline of the entire workshop with the objectives for each session. Go over them with the participants so they understand where you are headed and why the answers aren't coming in the first session but will emerge gradually.
- Refer to the outline of session objectives as your team prepares specific exercises for each session.
- When you include an exercise, you must know what the participants are supposed to get out of it. You should also know what Transforming Power guides relate to the exercise. The discussion questions you ask after the exercise is concluded should be designed to draw that understanding out of the participants. In an open way, do not "tell" them what was meant to be learned.
- Once your team has decided on the exercises for a particular session and you have worked together to revise/adapt them for the specific objective, you decide who is to facilitate which exercise.
- As facilitator of a specific exercise, you are not only responsible for knowing the WHAT, WHY and HOW of the exercise but also for working out with your other team members what part(s) THEY play during the exercise YOU are leading. Is it:
  - a) to take part in the exercise so each participant has a partner?
  - b) to act as observer of one of the small groups working on a task?
  - c) to sit next to someone who has trouble following directions or staying on task?
  - d) to be prepared with some "leading" discussion questions so that if the discussion gets bogged down, they can guide it in another direction? (Example: when brainstorming what violence is and participants seem to be naming only physical violence, to ask if violence can ever be other than physical).
  - e) to pass out pencils and record comments on a posted sheet of paper?
  - f) to keep track of time and signal you when the discussion should be brought to a close?

**Remember:**

No member of the team is ever "on vacation" at any time during a workshop. Everyone is responsible for the group at all times. One person may be center stage while giving directions, but all other members of the team are constantly alert, ready to step in (with a question, not a correction, if possible) if the person giving directions fumbles or forgets an important part. During the exercise, stay "tuned in" to what is happening in the process of the exercise and the discussion afterward. When one facilitator is busy handing out materials or giving directions, other members of the team must be listening and observing.

**Remember:**

Unless a team member is specifically assigned the task of becoming a participant, s(he) should never act as a participant, specifically in discussions. We DON'T provide the answers—we provide leading questions to stimulate thought so the answers will come from the participants. During discussions, facilitators should reframe their comments to become questions that move the participants to think in a new direction. You may think you have the most wonderful insight on the subject; but rather than "showing off" your knowledge, it is your job to think of a question that might lead one of the participants to have that same insight.

**Remember:**

We DON'T become so involved in the topic being discussed that we lose sight of our responsibilities as facilitators: to hear what is coming out of the group discussion and be prepared with a question, to observe who is participating and who is not and to watch the time and communicate to the facilitator leading the discussion if it needs closure.

**Remember:**

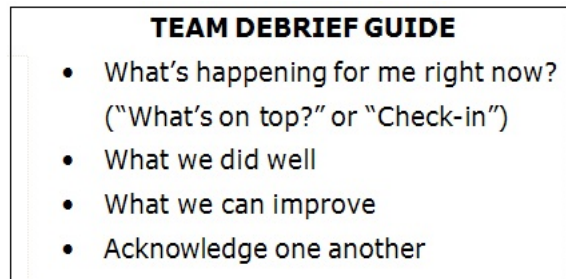
Don't hesitate to close a discussion while it is still lively. You ALWAYS can come back to it. If there are unresolved issues, make a point of writing them in question form on the "Unanswered Questions" sheet. You then have time as a facilitating team to discuss what exercises or other shared experiences might help provide answers.

## EXERCISE: FOUR STAGES OF TEAMWORK (FOR COMMUNITY WORKSHOPS)

*This is for community workshops that form practice teams before the workshop starts and have the same practice teams continue throughout the workshop.*

- Purpose:** To form practice teams for the whole workshop so that participants can practice and experience:
- Being part of an AVP team for a whole workshop
  - Building, working together and debriefing an AVP team.
- Time:** Stage 1. 10-30 minutes                      Stage 2. 20 minutes  
Stage 3. 2 hours per team                      Stage 4. 15 minutes
- What you need:**
- Allocated team meeting areas (preferably with tables and chairs if this is practical).
  - A Basic Manual for each participant.
  - List of teams of participants prepared in advance.
  - Team Debrief Guide Poster and Handout.

### SAMPLE POSTER



### How it's done:

- Stage 1** — Before the workshop formally opens (10-30 minutes)
- As each participant arrives, greet and show them to their practice team working area.
  - Before the workshop starts, they may sit with their team, get to know their team members, have refreshments (if this is suitable) and familiarize themselves with the AVP Basic Manual and/or workshop handouts.
- Stage 2** — Team-building activity in Session 1 (20 minutes)
- Each team practices the team-building process in Session 1.  
See *Putting into Teams and Team-building* —page 60.
- Stage 3** —Practice Team working together (2 hours per team presentation).  
Each Practice Team works together on three exercises/activities.
- In the practice session presentation.  
This includes preparation, presentation fishbowl debrief and coaching by the facilitating team. See *Team Debrief in a Fishbowl*—page 89.
  - In the Transforming Power presentation.
  - the *Role Play Debriefing Practice* (if the numbers are suitable).
- Stage 4** — A team farewell activity during the last session (15-20 minutes).
- Seated together in their team areas, the practice teams debrief their team experience using the Team Debrief Guide.
  - Each person in turn speaks to the first topic of the Guide, then the second, third and fourth topics.
  - Have the option to spend the last session break together with their own team members..

## **ELEMENT 4:**

### **PREPARATION FOR PRACTICE TEAMS: FACILITATION SKILLS**

In this element, participants will be given the information they will need to prepare for their Basic Session presentation. Facilitators will need to work out how to provide enough information without overloading participants in the time available. This section contains some handouts that can be presented and given out to participants either to read before they start to prepare their presentations or after the workshop. The handout on Developing Agendas, for example, may be too much information for a T4F but can be useful while working as an apprentice facilitator or focused on through later continuing learning.

The Basic Workshop may be used to illustrate the sequential organization of an agenda. Some basic points should be noted:

- All AVP agendas start with community-building exercises.
- Exercises get more challenging as the workshop proceeds and a sense of trusting community develops among the participants.
- Exercises that might stir up or bring out disturbing memories or feelings should never be done in the last session of the day.
- Gatherings usually relate to the theme of a session; however, there are times when a lighter gathering is needed (usually after a "heavier" exercise or discussion).

#### **Possible learning activities/exercises/handouts for Element 4**

Exercise: Introduction to the AVP Basic Manual.

Worksheet: Guide to Learning the AVP Basic Manual.

Handout: How to Present and Process Exercises.

Handout: Guide to Processing Questions.

Handout: How to Count Off and Move People.

Handout: Tips for Facilitators.

Handout: Basic Workshop Agenda Worksheet.

Handout: Developing Agendas.

Refer, also, to the Basic Manual.

## **EXERCISE: INTRODUCTION TO THE AVP BASIC MANUAL**

**Purpose:** To introduce and familiarize the participants with the AVP Basic Manual so they may use it as a textbook during the workshop.

**Time:** 10-30 minutes.

**What you need:** AVP Basic Manual for each person.  
Worksheet: Guide to Learning the AVP Basic Manual—page 68.  
Backing boards and markers as needed.

**How to do it:**

Participants need to have the AVP Basic Manual to use as a textbook during the workshop. They need to know where the different parts of the manual are before they start to prepare for their Practice Session and Transforming Power presentations.

- The manual layout.
- How to find the learning activities/exercises they will present during their Practice Team and Transforming Power Presentations.
- How to find all the various parts of the manual that will assist them to facilitate their Practice Sessions and Transforming Power presentations .

### **Different groups hand out the manual at different times:**

#### **Option 1— Before the workshop**

- If the manual is handed out before the workshop, include a handout introducing the manual to the participants. This handout needs to have enough detail so the participants may use the time before the workshop to familiarize themselves with the manual layout without the assistance of the facilitators.
- Use Version 1—page 68, or develop your own handout.

#### **Option 2 — At the beginning of the workshop**

- If the manual is handed out before the workshop, include a handout with an assignment that participants can do before the workshop starts, or have a time for participants to do the assignment during the session and before they start to prepare for their Practice Session or Transforming Power presentations.
- Use Version 2—page 68, or develop your own handout.

#### **Option 3 — During the workshop, either in Session 1 or Session 2**

- Introduce the manual to the group.
- Show the participants each part of the manual.
- Ask them to look at each manual section as you show them each session.
- Give them 5 or 10 minutes to look through the manual on their own.
- Optional—give them an assignment to find things in the manual—page 68.

# **WORKSHEET: GUIDE TO LEARNING THE AVP BASIC MANUAL**

**Version 1: To be given to participants when manuals are distributed *sometime before the workshop.***

We're looking forward to your participation in the upcoming AVP Training for Facilitators! Here is your very own copy of the AVP Basic Manual, which you will be using extensively. Be sure to bring it with you to the workshop.

**Your assignment before the workshop:**

Read and become familiar with the Basic Manual. The following will help:

1. On which page is each of these located?

page#

- \_\_\_\_\_ Light and Lively: I Love You, Baby, But I Just Can't Smile.
- \_\_\_\_\_ Exercise: Concentric Circles.
- \_\_\_\_\_ Queries on what it means to be a member of an AVP team.
- \_\_\_\_\_ Transforming Power Talks.
- \_\_\_\_\_ "I" Messages.
- \_\_\_\_\_ Gatherings and Re-entries.
- \_\_\_\_\_ When things go wrong: Dealing with Team Conflicts.
- \_\_\_\_\_ Role Play Debriefing.

2. Find, read and become familiar with these exercises:

- Concentric Circles.
- Broken Squares.
- Affirmation Exercise.
- Construction Cooperation Exercise.
- What is Violence? What is Nonviolence?
- Sharing a Conflict I Resolved Nonviolently.
- "I" Messages.

3. Read the Introduction to Transforming Power Talks and the Individual Transforming Power Talks —pages 94-97. **Think of and begin to prepare your own Transforming Power story.**

**See you at the workshop!**

**Version 2: To be given to participants *at the beginning of the workshop with the AVP Basic Manual***

**Find:**

- Light and Livelies: "I love ya baby, but I just can't smile."
- Exercises: Concentric Circles.
- Queries of what it means to be on an AVP team.
- "I" Messages.
- Transforming Power Talks.
- Gatherings and Re-entries.
- When things go wrong—Dealing with Team Conflict.
- Role Play Debriefing.
- Exercise: Quick Decisions.

# HANDOUT: HOW TO PRESENT & PROCESS EXERCISES

The overall process of leading an exercise is PEP:

**P Present** the exercise (including the goals, steps of the process, etc).

**E Experience** the exercise.

**P Process** the exercise, focusing on the emotions and feelings first and then leading into concepts, learning and applications to life.

It may be helpful to refer to the **Notes on the use of Structured Exercises** in the Revised Basic Manual — C-13.

## A: PRESENTING THE EXERCISE

**PURPOSE** — Should participants be told the purpose of the exercise? When presenting an exercise, it is usually helpful to tell the participants the purpose of the exercise and how it fits into the overall goals for the workshop; however, there are some exercises in which an explanation of the purpose may undermine the learning experience.

Some exercises where it is **not desirable** to explain the purpose are

Broken Squares	(Tinkertoys)	Power 1,2,3,4
Colored Dots	Hand Pushing	Secret Spot
Masks	Construction Cooperation	

**INSTRUCTIONS** — It is important to present the instructions as clearly and concisely as possible. Some general guidelines are

1. Divide participants into groups **BEFORE** you give instructions for the exercise. Participants tend to forget instructions if they are given before groups are formed.
2. Generally, it is desirable to include facilitators in the exercise to avoid the development of barriers between facilitators and participants. However, there are some exercises where facilitators should not be included since they may bias the results of the exercise.

Some exercises where it **may not be desirable** to have facilitators participate are

Broken Squares	(Tinkertoys)	Role play
Colored Dots	Hand Pushing	Secret Spot
Masks	Construction Cooperation	

In most cases where the exercise involves dividing into small groups, it is desirable to have a facilitator in each group to monitor and assist in the process of the exercise.

3. It is important for one facilitator to take charge when giving instructions. The instructions should be clear, firm and authoritative. Take your time. It is often desirable to give instructions twice for complex exercises: once, before moving into groups and passing out materials and again, after these tasks.

Have you gone over the instructions with the participants to see that they understand? Remember to ask, "Do you have any questions?" or "Do you understand the instructions?"

Have you checked with your fellow facilitators? Remember to ask, "Do other facilitators have anything to add?"

## B: PROCESSING EXERCISES

1. Why process an exercise? What does it accomplish? Processing helps to integrate experience with concepts. It also broadens learning by hearing what other people in the group have learned.
2. How to prepare questions for processing: Consider the objectives of the exercise and then ask questions that address these objectives. Pay attention to what actually happened in the exercise, and ask the questions according to that experience.
  - First, focus on feelings: How did participants feel during the exercise?
  - Then, ask questions that relate those feelings to real life experiences.
  - Start with general questions and move to more specific ones.
  - Relate the processing to the broad view of the workshop. For example: "What does this exercise have to do with finding Alternatives to Violence?"
  - Remember, draw out the learning from participants through the experience of the exercise. Do not tell them what they should be experiencing.
3. Avoid mixing processing with evaluating. Instead of asking, "How did you like that exercise?" ask, "How did you feel during the exercise?" Then follow up on the feelings. Use open-ended questions.
4. Many facilitators write the processing questions on a poster. After asking for responses about feelings during the experience of the exercise, they post the processing questions which relate the experience to real life and to Alternatives to Violence. This frees the facilitator from the manual or notes on a card and helps the participants to think about the questions while others are speaking.
5. Ways to avoid stage fright in processing: Write processing questions on a card in advance or use the poster method.
6. Things to remember in processing an exercise:
  - Avoid embarrassing participants by focusing on their unproductive actions (e.g., in the Broken Squares or Cooperative Construction Exercises).
  - Avoid singling out individuals when asking for a response; instead, address questions to the group.
  - Bring out learning in non-threatening ways.
  - It's better for the facilitator to ask questions to bring out learning from the group rather than to make observations about the behavior of the group.
7. Ways to bring the processing or discussion to a close: Sometimes in talking about an exercise, valuable discussion gets underway. Sometimes not so valuable discussions occur. Use the "Unanswered Questions" sheet if the questions become unproductive. It may be necessary to limit the number of questions or comments to "one more" or "two more."  
Assure participants you may come back to the topic in another exercise that relates to it.
8. Even if the exercise has been a difficult or bad experience, it is the task of the facilitator to elicit something valuable from it. Often the worst experience can lead to the best learning.
9. If a participant has taken a risk during the exercise (for example, shared something that was intensely personal or, despite trying, "failed" to do what the exercise called for), make a point of thanking that participant for taking a risk and for trusting the group.
10. Facilitators **DO NOT** need to ask all the questions listed in the manual; these are just suggestions.



## HANDOUT: GUIDE TO PROCESSING QUESTIONS

It is recommended that facilitators select only three or four processing questions when preparing to present an exercise/learning activity.

Here are some general questions to start your preparation for the processing. In this sequence, general open questions are asked first to provide space for participants to explore their own experience and learning before asking more directed questions focused on the facilitator's purpose and expected learning for the exercise.

<b>PROCESSING QUESTION GUIDE</b>	
<p><b>1. WHAT</b></p> <p>Participants' experience:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• How was that for you?</li> <li>• What was that like? <span style="margin-left: 20px;">or</span> What was it like when ...?</li> <li>• What were you thinking when ....?</li> <li>• How were you challenged?</li> <li>• Was there anything that challenged you?</li> </ul>	<b>Past</b>
<p><b>2. SO WHAT</b></p> <p>Participants' feeling:</p> <ul style="list-style-type: none"> <li>• What has come up for you?</li> <li>• What was the hardest thing about that for you?</li> <li>• What impact does this have on you?</li> <li>• What is difficult?</li> </ul> <p>Participants' learning – reflecting on the experience and any <u>learning</u> (e.g. leadership/power/cooperation/resolving conflict/building community, etc.)</p> <ul style="list-style-type: none"> <li>• What learning (understanding/insights) came up for you?</li> <li>• What did you learn about ....?</li> <li>• How does this relate to .....?</li> <li>• What does this have to do with .....?</li> <li>• What was it like to be .....? (listener/speaker/leader/problem solver)</li> </ul>	<b>Present</b>
<p><b>3. NOW WHAT</b></p> <p>What alternatives do we have?</p> <ul style="list-style-type: none"> <li>• Is there anything you need to do or say about this?</li> <li>• What could you do differently next time?</li> </ul> <p>How will our learning be applied?</p> <ul style="list-style-type: none"> <li>• How does this relate to real life/Transforming Power?</li> <li>• How might you apply what you have learned?</li> </ul>	<b>Future</b>

### Consider:

- Processing helps integrate experience with concepts and provides participants with the space to explore and integrate their learning.
- Ask questions that will be answered from the participants' actual experience rather than inviting answers that are generalized, analytical or theoretical.
- Be aware that the question, "**what** did you feel?" is likely to cause the participants to think about the answer and respond with a logical rather than a feeling answer. Better to use "**how** do you feel?"
- Silence may be useful to give participants time to think, reflect and respond.

## HANDOUT: HOW TO COUNT OFF AND MOVE PEOPLE

Some facilitators have difficulty with having participants count off to form small groups. This information could be done as a practice drill, letting participants do the arithmetic as a group:

- I want to have \_\_\_\_\_ people in a group. There are \_\_\_\_\_ participants in the workshop. How many groups do I need? Will there be people left over?
- I want \_\_\_\_\_ people in each group. To do that, I need \_\_\_\_\_ groups, what do I have them count off by?

**Note:** For practice, drill by changing the numbers till they learn **it is not the number of people IN the small group, it is the NUMBER of GROUPS** that determines what they have people count off by. For example, if you want 3 groups, have them count off by 3's. If you want 4 groups, count off by 4's, etc.

### The Process:

1. Count the number of participants in the workshop. (Don't include facilitators in the count).
2. Decide how many you want in each group.
3. Divide that number into the total number of participants. That will give you the number of groups you need.
4. Have participants count off **BY THE NUMBER OF GROUPS !!!**
5. Leave out the facilitators until after you have made groups. In this way, you can spread the facilitators among the groups or use them to even off the number of people in each group.
6. Designate a place in the room for each group to gather ("Let's have the ones over here... the twos here...").
7. When the groups have moved into position, have them shake hands with one another and say their adjective/positive names. (To shake hands, a small circle has to come closer).

When making pairs, count off by twos and have either all the ones or all the twos take their chairs and move them in front of the person to the left/right (whichever you choose, but make it clear).

### For Concentric Circles:

1. ALWAYS have people move in the SAME DIRECTION when they are to change partners. If you have the inner circle move one or two places to their right after both partners have spoken on a subject, next time have the outer circle also move to their right.
2. Sometimes the room's size requires you to have parallel lines rather than concentric circles so that you form two diagonal lines facing one another. Decide the end of the line that will move each time. Have the person on that end move to the other end and everyone else move up a chair. When you switch the line which is to move, make certain you do it from the same end.

## HANDOUT: TIPS FOR FACILITATORS

### A few tips to help a workshop run smoothly:

- Be an actively participating team member. Be a team worker—present a united front, support other team members, pay close attention even when not leading an exercise.
- Be a communicator—clinic with your team; agree to time at beginning of the break to briefly talk between sessions, and share problems or behavior you have witnessed, as well as affirming what is going well.
- During the workshop, mingle with the participants; take part in the exercises, make friends and be a part of the group (unless you need time out to prepare to lead the next exercise).
- Don't hesitate to ask for help and advice from other facilitators. Always work as a team. Be able to give and to receive criticism and feedback.
- Be a clock watcher—all team members stay aware of the agreed time schedule yet remain flexible should something productive be emerging that isn't going to be covered in the next session.
- Be prepared—be familiar with the learning activity, be aware of the suggested time in the manual, have needed materials ready, rehearse beforehand if needed, ask for help from your team members.
- Affirm your team members, especially during clinics and planning sessions. Tell them what you appreciate about their work with the group and team.

### Facilitating learning activities:

- Ensure people are listening before giving out too much information.
- Count off by the number of groups you want and not by the number of people to be in each group.
- Give instructions AFTER moving participants into small groups so they will not forget them.
- Pass out materials (papers, pens, etc) before or after you (or another facilitator) have given directions so people will not be distracted and may not listen. Avoid passing out materials while directions are being given.
- Remember to use "we" or "I," not "you," when giving opinions or sharing experience. We all have the same problems.
- Make regular eye contact with the other facilitators—sit across from each other.
- Sit rather than stand when learning activities are in a circle. Walk around a bit when people are working in groups, tune in sensitively but limit your own input to responding to requests for clarification.
- Be conscious of participants' needs.
- Value others opinions—don't debate.
- Use re-entries or gatherings to tie-up loose ends.
- State the purpose of an activity, give directions, repeat the directions, ask for questions, model (give an example) and debrief. (check if appropriate to state the purpose at the beginning, see handout *Present and Process Exercises—page 69*).
- When participating in the group, facilitators need to take a passive role. Resist leading a discussion or being the first to offer ideas in a brainstorm or discussion. Give the participants time and space to think of the important points—each person's learning comes from figuring out the problem themselves. This is THEIR workshop!

## **Modeling Transforming Power:**

- Don't be long-winded (more than five sentences is a "lecture"! ). Let participants have most of the air time. Don't interrupt.
- Be courteous, especially when it is necessary to cut people off due to their monopolizing the conversation or when time is running out.
- Raising your hand and standing in silence may be a good way to get quietness in the group (though introduce this early in the workshop). It is a gentle alternative to talking above the noise.
- Teams make decisions by consensus and agree to stick to them.
- Reinforce the positive behavior you want from participants. Applause at the right time can be a powerful affirmation; at other times it can be distracting or embarrassing. An alternative to applause can be silently holding up your hands with fingers apart and wriggling your hands side to side.
- Make it possible for participants to feel safe. Never belittle a participant's input or indicate what he or she has shared is wrong. Never laugh at or ridicule what a participant has said.
- Do activities you feel comfortable with. Don't do hard exercises until you feel ready, with help from your team.

## **If there are problems:**

- If an exercise is totally blown, let it go. Don't try to rescue it. Go on to the next one. Be ready to learn from the process at evaluation time.
- If discussions get heated, ask for a moment of silence. This usually cools things down. It may be necessary to leave the issue and come back to it later in the workshop. Put it on "unanswered questions," if possible.
- If the moment of silence doesn't work, call for a clinic and let the participants have a break. Be attentive to group interaction if you decide to call a break.
- Have a few spontaneous options up your sleeve—e.g., "Turn to your neighbor and share what you think about..." can help diffuse a tense situation the group may be in, or "Let's all just stand and stretch for a moment" or call "Hurricane!" to shift the stuck energy.
- Don't try to distract from the learning going on when things are awkward. As much as possible, stay calmly centered and check that the group is safe. Remind people about guidelines/agreements, if necessary.

## **RESPECT EVERYONE—LISTEN & LOVE—TRUST THE PROCESS**

## **HANDOUT: BASIC WORKSHOP AGENDA WORKSHEET**

The Basic Workshop Agenda Worksheet illustrates the sequential nature of the Basic Workshop Agenda. Some basic points should be noted:

- All AVP agendas start with community-building exercises.
- Exercises get more challenging as the workshop proceeds and a sense of community develops among the participants.
- Exercises that might bring out disturbing memories or feelings should never be done in the last session of the day.
- Gatherings usually relate to the theme of a session; however, there are times when a lighter gathering is needed—usually after a “heavier” exercise or discussion.

### **Session 1: Introduction and Start of Community Building**

Introduction of Facilitating Team.

Introduction of Participants: My name is ... something I hope to get out of this workshop is...

Opening Talk: How AVP began, overview of workshop, light and livelies, clinics .

Housekeeping: attendance, certificates, smoking, breaks, bathroom, etc.

Community Agreements.

Agenda preview.

Descriptive Name Exercise.

Community-Building Exercise (3-question interview, In Common).

L&L:

Break

Affirming or Communication Exercise (Concentric Circles, Affirmation Exercise, 3-question interview).

What is Violence Brainstorm (Violence is ... Violence is caused by ... Violence causes).

Evaluation

### **Session 2: Introduction of themes used in AVP: cooperation, communication, consensus, violence**

Agenda Preview.

Gathering:

Broken Squares Exercise

(Bring group back to the circle and post questions relating the experience to real life, such as: “What happens to a group—family, job, political—when people are of unequal skills?” “How can you make certain all people feel of equal value?”)

Light and Lively:

Active Listening Exercise.

Evaluation.

### **Session 3: Introduction of “Transforming Power” and continuing to develop themes**

Gathering:

Sharing a Conflict I Resolved Non-Violently.

Transforming Power Talk.

(Go over posted definition, then each facilitator shares an experience s/he had with Transforming Power (2 minutes each). The mandala may be useful here. Invite groups from Sharing a Conflict to reflect on their stories in light of these stories.

Transforming Power Guidelines: Which Transforming Power guidelines might have been used in the conflict situations people shared? Reinforce the fact they already may be using Transforming Power.

Cooperation Construction: Tinkertoys (don’t try to “pull teeth” on the debriefing but bring the group back to the circle and pose one or two questions relating the experience to real life, such as: “What are helpful guidelines if a group is to work well together?” “What kind of things does a group need to communicate about? A family group?”)

Evaluation.

#### **Session 4: Decision making and beginning conflict resolution**

Gathering:

Decision-making Exercise (*Quick Decisions, Building a New Society, Coalitions, Power 1,2,3,4*).

Light and Lively:

Lead into "I" Messages (*Hassle Lines, Hand Pushing, Too Close for Comfort*).

I-Messages .

Light and Lively:

Explanation of Role Plays (have both the rules and the debriefing process posted—the debriefing should be posted behind where the role plays will be done).

Group planning of role plays (15 minutes, depending on whether you have a suggested list ahead of time).

#### **Session 5: Practicing Conflict Resolution**

Gathering:

Role Play 1, debriefing and analysis by audience

Role Play 2, debriefing and analysis by audience

Light and Lively:

Role Play 3, debriefing and analysis by audience

#### **Session 6: Empathy and Values Clarification**

Gathering:

Finish any role plays that haven't been done.

Exercise: (*Empathy, Image a Better Community, Lowering Levels of Violence*)

Light and Lively:

Exercise:

Evaluation.

#### **Session 7: Pulling it Together**

Exercise: Reflection or Who am I?

Unanswered Questions.

Where do we go from here?

Graduation and Closing.

## HANDOUT: DEVELOPING AGENDAS

It is essential that an AVP facilitator knows how to build an AVP agenda from scratch. Once you have that skill, you can build agendas for special topic workshops or modify agendas for a group of participants with special needs.

**While essential, this is not a skill that generally can be learned in the time frame of a T4F workshop; it develops over time while working on teams as a facilitator. We include the handout here for participants to refer to when they are working as apprentice facilitators.**

First, understand the AVP approach to workshops:

The “building blocks” of an AVP workshop experience are the exercises; the “mortar” that holds it all together is the concept of Transforming Power—a power that can avert violence or transform it into a win/win situation, can be channeled through any human being who is open to it and can reach any human being whose innate desire for good can be engaged. The actual explanation of Transforming Power occupies only a small part of workshop time; but by linking the experiences of some of the exercises, as well as role plays, participants grow in their understanding of this powerful concept which cannot be put into concrete terms.

**Agendas for workshops are sequential** (the order of the learning has understandings building upon understandings). Learning activities are experiential (learning through doing and experiencing). It is necessary to begin each workshop with exercises that will help build a sense of community among the group and open up communication.

**Each session for the agenda is also sequential**

- Beginning with a gathering, which draws the group back to focus after a break.
- Including exercises with different formats (in pairs, in small groups, in the large group).
- Including a light and lively to re-energize the participants.

### Specific Guidelines

1. Start with a planned agenda—at least for the first session or even for the whole workshop. Rather than giving you sample agendas, we have created a Basic Workshop Agenda Worksheet— pages 75-76, which shows the goals and the sequence of themes for each session. It can be helpful to have an agreed upon set of skills covered in the Basic workshop, however, so that you can build on these in the Advanced Workshop. Stick to exercises from the Basic Manual.
2. Group energy levels or major issues that arise may call for modifying the agenda or changing exercises. Avoid scrapping an agenda completely unless a burning issue has begun to occupy the group’s focus and needs a large block of time.
3. Many exercises provide a process for focusing on a topic. Concentric Circles can be used to help participants become aware of differing points of view about an issue. Other exercises can be adapted to give a participant uninterrupted time to speak out about a personal problem and then solicit suggestions from the group as to how to deal with it.
4. Certain processes are also multipurpose. An example is the process of dividing the group into pairs or small groups for personal discussions and decision making, then having them report back through a spokesperson to the reassembled larger group. This provides a degree of privacy and will help to involve people who, because of shyness or whatever, would be reluctant to speak up publicly. Similarly, the fishbowl technique allows a burning issue to be discussed publicly and openly but in an orderly fashion.

5. Any AVP session should include an emotionally balanced mixture of experiences and should begin and end on an upbeat note. Begin with a gathering which will bring the group into community or perhaps one that introduces a topic that will be developed further through an exercise.
6. Exercises that are emotionally heavy should be scheduled in the middle of a session, allowing enough time to deal immediately with any negative or troubling emotions that may be aroused and to allow them some kind of closure. Exploration of underlying issues can be left to a later session, but no one should have to leave a session in a state of emotional turmoil.
7. No exercise should compel people to sit too long.
8. Be aware of time and do not start an exercise toward the end of a session that you will be unable to complete. Substitute another, shorter exercise that will be appropriate for the group in the emotional space where they are at the moment.
9. Light and Livelies are the spice of the workshop. They are great energy raisers. A comment made over and over by adults who have taken the Basic Workshop is, "It was like being a kid again." How liberating to feel the sense of being a playful kid again!
10. Evaluations or Reflections are important—not simply for us to learn but also for the participants to feel their input is an important part of the AVP growth process. This is why they are divided into positive, negative and suggestions for change (whichever symbols you use for these). Some people prefer to evaluate a session activity by activity; others prefer to review the whole session and ask participants for their reactions to any part of it. NEVER ARGUE OR DEFEND; just listen.
11. Closings are important for the end of each day to bring the group together before departing.



## **ELEMENT 5:**

### **PRACTICE TEAM PLANNING**

This element, and the one that follows, are the heart of the AVP training experience. Practice teams have done their team-building and now they will work together to plan their presentation of a session of a Basic AVP workshop. Two ways of structuring this planning are presented here as well as worksheets which teams can use.

#### **Possible learning activities/exercises/handouts for Element Five**

Exercise: Practice Team Planning #1.

Exercise: Practice Team Planning #2.

Handout: Session Preparation Tasks.

Worksheet: Session Agenda For Practice Team Planning.

Worksheet: For Individual Practice Team Member Planning.

List: Basic Exercises by Theme.

#### **Exercises for practice sessions may be assigned, or chosen by one of the following methods:**

1. Facilitating Team will provide the agenda for each Practice Team, with the Practice Teams choosing L&L's, gatherings, and closings.
2. Facilitating Team will choose a theme and one complicated exercise for each member of the Practice Team, so that the most frequently included exercises are covered (e.g., Concentric Circles, Broken Squares, Cooperative Construction), and each participant will have practice in counting off, moving people into place, etc. This means that the teams' "sessions" will have more exercises than is usual for a session, and some exercises must just be "set-ups" which are not completed in full. The Practice Teams will choose the gathering and light and lively for the session.
3. Practice Teams will choose a theme from the four building blocks (affirmation, community building, communication or cooperation), choose the exercises and plan their sessions.
4. Facilitating Team will provide the full session agenda. Often youth workshops assign the entire sessions, including Gatherings and Light & Livelies.

## EXERCISE: PRACTICE TEAM PLANNING - # 1

**Purpose:** To give time for the Practice Team preparation and to provide a process for that preparation.

**Time:** One hour or more.

**What you need:** Worksheet: Session Agenda For Practice Team Planning (one for each participant)

Worksheet: For Individual Planning Practice Team Member Planning (one for each participant).

List of Basic Exercises by Theme.

- one for each T4F facilitator if the facilitator team is selecting the agenda activities.
- one for each participant if the Practice Teams are choosing their own theme and exercises.

### How it is done:

1. Assign teams if you have not already done so.
2. Pass out the Worksheet: Agenda Session to the teams and go over it.
3. Explain : **“There are more exercises in your session that could be included in a real session agenda. This is because we want each of you to experience giving directions that may include moving people into groups or explaining different parts of an exercise. There is not enough time to complete all the exercises and we will be cutting them at certain intervals, or certain exercises will be ‘set up’ without fully completing the exercise.”**
4. Pass out the Worksheet for Practice Team Planning to each member of the team and go over it.
5. Assign one T4F facilitator as mentor to each Practicing Team.
6. Go over the process for the Team’s planning period. Following is a suggestion:
  - The team goes over their Worksheet for Practice Team Planning and each member chooses a part of it.
  - Each participant should review his/her exercise and fill out the questions on the Worksheet for Individual Planning.
  - Participants take turns explaining their exercises to their team, while team members follow along in their manuals. All team members should be familiar with the exercises they are presenting so that they may give support to the person leading the exercise.
  - If a participant is having difficulty remembering the directions, write them as a poster (see other suggestions for helping facilitators are in the background reading: *AVP and Diversity of Learning Styles*—page 223).
  - A Practice Team member writes the agenda on a poster.

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 is introduced, and ask the person leading the exercise to go to the next 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 4 points:

1. Count off by the number of groups and not the number of people in a group.
2. Do not give all the directions before moving people into position, as they will forget them.
3. Do not pass out materials (papers, pencils) as you are giving directions, as people will be distracted and may not listen.
4. Write your processing questions on newsprint and at the end of the exercise, post them and read them aloud. Sit or stand at the opposite point in the circle so that you are not looking over your shoulder, but directly at the poster.

**NOTE:** The Facilitating Team should decide when a gathering or light and lively might be needed, and ask a Practicing Team to present and complete it. Sometimes these are scheduled in to go after a coaching session, so each team takes responsibility to prepare one L&L or closing as part of their planning.

At the end of the presentation, critique with affirmation or acknowledgment. If the TEAM has done its work, the person should be successful.

## **SAMPLE POSTER/HANDOUT**

<b>SAMPLE SESSION AGENDAS</b> With Basic Manual page references
<b>Building Community Theme</b> <ul style="list-style-type: none"><li>• Animal Cooperation (E-7)</li><li>• Appreciation (E-6)</li><li>• Concentric Circles (E-19)</li><li>• Affirmation Exercise (E-5)</li></ul>
<b>Cooperation and Communication Theme</b> <ul style="list-style-type: none"><li>• Listening Exercise (E-37)</li><li>• Broken Squares (E-9)</li><li>• Cooperative Construction (E-21)</li><li>• Empathy Exercise (E-22)</li></ul>
<b>Decision-making Theme</b> <ul style="list-style-type: none"><li>• Quick Decisions (E-42)</li><li>• Hassle Lines (E-26)</li><li>• Imagine a Better Community (E-28)</li><li>• Sharing a Conflict I Solved non-violently (E-46)</li></ul>
<b>Values Clarification &amp; Conflict Resolution Theme</b> <ul style="list-style-type: none"><li>• Feeling Faces (E-23)</li><li>• I-Messages-Version II (E-32)</li><li>• Who am I? (E-61)</li><li>• Reflection Exercise (E-45)</li></ul>

See the List: *Themes and Exercises for the AVP Basic Workshop* —page 87, for more options.

## EXERCISE: PRACTICE TEAM PLANNING #2

**Purpose:** To experience and practice planning for a session of an AVP Basic workshop.

**Time:** 1 ½ hours.

**What you need:** Workshop resources.  
 Session s – one for each practice team.  
 List of Exercises by Theme.  
 Session Planning Tasks Poster.

### SAMPLE POSTER/HANDOUT

<b>SAMPLE SESSION AGENDAS</b> With page references to the <b>Basic Manual</b> and this Facilitators Training Manual	<b>SAMPLE SESSION AGENDAS</b> With page references to the <b>Youth Manual</b> and this Facilitators Training manual
Affirmation Building Block <ul style="list-style-type: none"> <li>• Affirmation Exercise (E-5)</li> <li>• Listening Exercise (E-37)</li> <li>• Reflection Exercise (E-45)</li> </ul>	Affirmation Building Block <ul style="list-style-type: none"> <li>• Affirmation Pictures (G-12)</li> <li>• Circle Game (G-30)</li> <li>• People Treasure Hunt (G-90)</li> <li>• Co-operative Drawing (G-37)</li> </ul>
Community Building Block <ul style="list-style-type: none"> <li>• Concentric Circles (E-21)</li> <li>• Feeling Faces (E-26)</li> <li>• The Machine (F-12)</li> </ul>	Community Building Block <ul style="list-style-type: none"> <li>• Concentric Circles (G-33)</li> <li>• In Common (G-23)</li> <li>• Sharing a Conflict Nonviolently (G-104)</li> <li>• Machines (G-73)</li> </ul>
Communication Building Block <ul style="list-style-type: none"> <li>• Cooperative Construction (E-21)</li> <li>• Appreciation (E-6)</li> <li>• Green and Red (<b>FTM</b>, page 114)</li> </ul>	Communication Building Block <ul style="list-style-type: none"> <li>• Back to Back (H-5)</li> <li>• Facts / Feelings (G-46)</li> <li>• Green and Red (<b>FTM</b>, page 114)</li> <li>• Personal Space (G-92)</li> </ul>
Cooperation Building Block <ul style="list-style-type: none"> <li>• Animal Cooperation (E-7)</li> <li>• Puzzling (<b>FTM</b>, page 133)</li> <li>• Imagine a Better Community (E-28)</li> </ul>	Cooperation Building Block <ul style="list-style-type: none"> <li>• Creative Construction (G-40)</li> <li>• Puzzling (<b>FTM</b>, page 133)</li> <li>• Paper Tiger (G-81)</li> <li>• Marshmallows (G-74)</li> </ul>

See the List: *Themes and Exercises for the AVP Basic Workshop* –page 87, for more options.

**How it's done:**

1. Each team selects one of the first four building blocks as the theme for their session – affirmation, community building, communication and cooperation, making sure that teams do not choose the same theme.
2. Each team plans or crafts an agenda. This should include the three activities suggested for their building block theme and add these to their worksheet. Add in the other parts of the agenda, the gathering, light & lively, session evaluation/ reflection and closing.
3. Ask each team to also prepare to present two light & livelies of their choice sometime during the rest of the workshop.  
These are then added to the agendas for the rest of the workshop.
4. Instructions for the presentation
  - Each practice team will have 1 ½ hours of presentation time.
  - A Basic workshop session is usually 2 ½ - 3 hours long.
  - So the team will need to manage their time carefully.
  - Some exercises need to be cut to the set up only or the set up and some experience.
  - At least one activity should be processed.

The Practice Teams have 1 ½ hours to plan their session.

**Variation**

- The themes may be allocated to the teams so that there are no double ups, and participants are exposed to a wider range of themes.
- Hand out prepared session agendas, for example session agendas that are commonly used in the local AVP group's Basic workshop agendas.
- Hand out a list of activities or exercises on a range of AVP Basic workshop themes or building blocks. Invite each practice team to select three of the activities on their building block and include these in their agenda. Then build the rest of their session agendas.
- Teams may be given their team themes and tasks on the previous day of the workshop to the presentation so that they may have time to read their manuals overnight.

**SAMPLE POSTER/HANDOUT**

<b>SESSION PLANNING TASKS</b>
Plan/craft agenda
Allocate people
Plan timing
Prepare activities
Prepare materials
Make agenda poster
Select 2 L&Ls or closings

# HANDOUT: SESSION PREPARATION TASKS

## WHAT TO PREPARE

- 1 or 1 ½ hour presentation plus.
- 2 Light & Livelies.
- 2 Closings.

PREPARATION TIME – 1 ½ hours.

## PREPARE AGENDA

- Use Session Agenda Worksheets.
- Select session theme activities.
- Craft the agenda.
- Select other activities (no duplication between teams).
- Assign facilitators to each activity.
- Prepare Agenda Poster.
- Write facilitators' first name clearly on Agenda Poster.
- Involve all practice team members in preparation & presentation.
- Each practice team have a facilitator coach.

## TIMING

- Work out timing.
- Fit the activities into the time.
- Shorten or fast forward activities as needed.
- Write planned time on.

## PREPARE RESOURCES

- Decide on resources needed.
- Gather before presentation.
- Markers, posters, paper, specific resources & masking tape.
- Prepare posters if needed.

## TEAM ORGANIZATION

- Team signals.
- Team members seating around the circle.
- Start team meeting with a check in "What's on top?"  
(or "What's happening for you right now?")

## ALLOCATE ROLES

- Time keeper.
- Vibes watcher.
- Process watcher.

## WORKSHEET: SESSION AGENDA FOR PRACTICE TEAM PLANNING

This may be used by the T4F Facilitating Team to assign the Practice Teams their theme and exercises, or it may be given to the Practice Teams to guide them in choosing their session agenda.

### SESSION

Facilitating Team:			
Theme of Session:			
NUMBER	PERSON	TIME	ACTIVITY
1			Welcome back and Introduction to the Facilitating Team
2			Gathering: My name and .....
3			Agenda Preview
4			Learning Activity:
5			Learning Activity:
6			L&L:
7			Learning Activity:
8			Learning Activity:
9			Closing:

**SESSION FEEDBACK:** ALL

## **WORKSHEET: FOR INDIVIDUAL PRACTICE TEAM MEMBER PLANNING**

The Learning Activity for each member of a Practicing Team may be assigned by the T4F Facilitating Team, or the Practicing Team may choose the exercises to fit their theme, and each member of the team may volunteer to lead one. This gives a structure for the individual Practice Team member to learn his or her exercise.

1	Facilitator's Name	
2	Theme of Practice Team's Session	
3	Name of Learning Activity	
4	This Learning Activity is Meant to Show:	
5	Two processing questions I might use to bring out this understanding	
6	A gathering I might use to Open a session with this Exercise/theme	

### **If I need to break participants into small groups:**

There are \_\_\_\_\_ participants in the workshop and \_\_\_\_\_ facilitators.

I want \_\_\_\_\_ participants in each group, so I need to have \_\_\_\_\_ groups, and to balance the groups I need to have \_\_\_\_\_ facilitators participate. I will have them count off by \_\_\_\_\_ (the number of groups you have decided you need).

### **BE SURE YOU ARE PREPARED – ASK YOURSELF:**

- What is the purpose of this exercise?
- What will you need? [pencils, paper, TP cards, a list of songs, newsprint, markers, koosh balls, posters etc.]
- What do you want the participants to do?
- What will you tell them? Exactly what words will you use?
- What questions will you ask after the exercise is over?



# HANDOUT: THEMES AND EXERCISES FOR THE AVP BASIC WORKSHOP

This list of exercises/activities from the Basic Workshop Manual may be used by either the facilitators or the practice teams to select activities for the practice team session agendas. Many activities may be used for two or more different themes or building blocks.

## **Session 1: Building Community**

Descriptive (Adjective, Affirming) Name Game (F-18)  
Affirmation Exercise (E-5)  
Appreciation (E-6)  
Bag Exercise (E-8)  
Concentric Circles (E-19)

## **Session 2: Cooperation and Communication**

Affirmation Exercise E-5  
Broken Squares (E-9)  
Coalition (E-17)  
Cooperative Construction (E-21)  
Empathy Exercise (E-22)  
Feeling Faces (E-23)  
Image a Better Community (E-28)  
I-Messages (E-29-33)  
I-Messages Version II (E-32)  
Listening Exercise (E-37)  
Lost at Sea (E-38)  
Six Point Problem Solving (E-47)  
What's Going on Here (E-60)

Animal Cooperation (E-7)  
Buttons (E-15)

## **Session 3: Transforming Power**

Building a new Society (E-12)  
Coalition (E-17)  
Sharing a Conflict I Solved Nonviolently (E-46)  
Transforming Power Bridge Exercise (E-52)  
Transforming Power Bridge Exercise (E-52)  
Transforming Power Guidelines (Handouts)  
Transforming Power Mandala (E-53)

Buttons (E-15)

## **Session 4: Listening Skills and Body Language**

Listening Exercise (E-37)  
Role Plays (Section G)  
Cooperative Construction (Tinkertoys) (E-21)  
Listen to the Universe (L&L) (F-12)

Hassle Lines (E-26)  
Broken Squares (E-9)

## **Session 5: Decision-making and Conflict Resolution**

Building a New Society (E-12)  
Coalition (E-17)  
Image a better Community (E-28)  
I-Messages (E-29-33)  
Quick Decisions (E-42)  
Sharing A Conflict I Solved Nonviolently (E-46)

Buttons (E-15)  
Hassle Lines (E-26)

## **Session 6: Practicing Conflict Resolution**

Buttons (E-15)  
I-Messages (E-29-33)  
Role Plays (G-2-12)

## **Session 7: Values Clarification and Putting it all Together**

Lowering Levels of Violence (E-40)  
Reflection Exercise (E-45)  
Who am I? (E-61)

## **ELEMENT 6:**

### **PRACTICE TEAM PRESENTATION And Coaching/Feedback by Facilitation Team**

This section includes learning activities which will help the Practice Teams prepare their sessions for presenting to the group. Not only is it an opportunity for the participants to experience the role of a facilitator in team-building, but it is also an opportunity to experience what it means to build and work with a facilitating team. Participants also have the opportunity to experience the link between how well the group can respond to the moments of learning opportunities within the workshop and whether the workshop went well or not.

#### **Possible exercises/learning activities/handouts for Element Six.**

- Exercise: Team Debriefing in a Fishbowl.
- Exercise: Team Presentations and Feedback.
- Handout: Feedback Guide for Providing Feedback to Practice Teams.
- Handout: Feedback A Mirror for Team Members.
- Handout: Guidelines for Giving Helpful Feedback and Receiving Feedback.

#### **Team-building Revisited**

After completing this section an optional topic is revisiting Team-building.

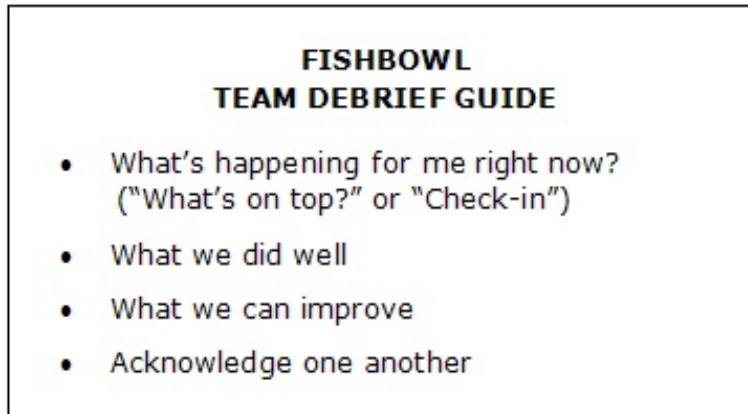
- Discussion: Now that you have had experience being responsible as a team for leading exercises, what do you think is important for team members to know about one another?
- Review: *Team-building* and *Working as a Team*.
- Team self-evaluations.

## EXERCISE: TEAM DEBRIEF IN A FISHBOWL

**Purpose:** To demonstrate and practice team debriefing process.

**Time:** 10-20 minutes.

**What you need:** Participants in a circle with an inner circle (often on the floor) of the people fishbowling.  
Poster of the Fishbowl.



### How it's done:

1. The group who is doing the fishbowl sits on the floor in the inner circle with a poster of the fishbowl in the middle.
2. Each member of the fishbowl speaks to the first question. Then they each speak to the second question. This continues until the acknowledgment has been done by each member of the group.
3. Debrief what it is like for the participants to be listening.

### FACILITATORS' FISHBOWL

The facilitators demonstrate this process by having a fishbowl before the participants do their presentations. When doing this fishbowl, it is essential to be brief but honest and realistic.

### TEAM FISHBOWL

After each team presentation, the team will share their debrief with the rest of the group.

**NOTE:** At the end of the presentation, critique with affirmation or acknowledgment. If the TEAM has done its work, the person should be successful.

### Session Evaluation/Reflection

Have one of the Facilitating Team model an evaluation of a session. It is important to stress that this is a time to accept, not to argue or justify, but just to record. Facilitators will choose whether to use the dislikes or recommendations of participants in their future work.

This is not rating of each item in the session ("I give that a 5"). It is the suggestions for improvement that are the most important.

During the discussion afterward, it should be stressed:

- People need to be affirmed while they are being evaluated.
- What positive suggestions can people make for how to give feedback when a person really messed up giving the directions to an exercise?

## EXERCISE: TEAM PRESENTATIONS AND FEEDBACK

**Purpose:** To experience and practice presenting an AVP Basic session.  
To experience and practice giving and receiving feedback.

**Time:** 2 hours per practice team presentation and feedback.

**What you need:** Handout: Feedback Guide Providing Feedback to Practice Teams—page 91.  
Poster: Timetable for the Practice Team Presentations.

### Sample Poster

<b>TIMETABLE FOR THE PRACTICE TEAM PRESENTATIONS</b>	
Team 1 Presentation.....	1 ½ hours
Team 1 Fishbowl and Feedback..	30 minutes
Team 2 Presentation.....	1 ½ hours
Team 2 Fishbowl and Feedback..	30 minutes
Team 3 Presentation.....	1 ½ hours
Team 3 Fishbowl and Feedback..	30 minutes

### How it's done:

**Stage One** — Exercise: Team Debriefing in a Fishbowl —page 89.

Facilitators model how to do a team debrief and how to give feedback.

After each Practice Team presentation, the Practice Team will have a fishbowl team debrief and coaching and feedback from the Facilitating Team.

**Stage Two** – Exercise: Practice Team Presentation and Feedback

- Introduce the topics for feedback using the Handout: Feedback Guide Providing Feedback To Practice Teams.
- Remind participants about what they saw the facilitators do when they modeled giving and receiving feedback in the earlier fishbowl team debrief.
- Now, each Practice Team will give and receive feedback from their team.
- At the end of each Practice Team fishbowl, the facilitators give feedback. (The section on Continuing Learning gives information about how to facilitate peer evaluation—page 166.
- Outline the timetable for the Practice Team presentations, fishbowls and feedback.

## HANDOUT: FEEDBACK GUIDE PROVIDING FEEDBACK TO PRACTICE TEAMS

Guidelines for facilitators to provide T4F participants with feedback after their practice team presentations.

<ul style="list-style-type: none"> <li>• Speaking clearly</li> <li>• Clear instructions</li> <li>• Setting up</li> <li>• Checking for understanding</li> <li>• Nonverbal messages</li> <li>• Agenda &amp; Agenda Poster</li> <li>• Resources</li> </ul>	<ul style="list-style-type: none"> <li>• "Holding the space"</li> <li>• Maintaining the circle energy</li> <li>• Maintaining experiential process</li> <li>• Purpose</li> <li>• Sequence</li> <li>• Progression</li> </ul>
<p><b>Teamwork</b> - how the team members behave and work together as a team</p>	
<ul style="list-style-type: none"> <li>• Support for each other</li> <li>• Task sharing</li> <li>• Decision-making as a team (consensus)</li> <li>• Relationship (and atmosphere) tense or relaxed</li> </ul>	<ul style="list-style-type: none"> <li>• Support for the person presenting</li> <li>• Keeping in touch</li> <li>• Eye contact</li> <li>• Communication &amp; signals</li> <li>• Handovers</li> </ul>
<p><b>Group Dynamics</b> - how the team members create, deal with and influence the group dynamics – i.e., how the group members behave and interact together as a group</p>	
<ul style="list-style-type: none"> <li>• Building community</li> <li>• Interacting with the group</li> <li>• Sensing the group (vibes)</li> <li>• Maintaining safety</li> </ul>	<ul style="list-style-type: none"> <li>• Noticing and responding to the group's needs and responses</li> <li>• Cultural sensitivity</li> <li>• Respect for individuals</li> </ul>
<p><b>Processing</b> – people reflecting on and talking about what has happened for them, hearing others' experiences and coming to conclusions and insights</p>	
<ul style="list-style-type: none"> <li>• Open questions</li> <li>• Use of non-directed and directed questions</li> <li>• Holding the space</li> </ul>	<ul style="list-style-type: none"> <li>• Giving time and space</li> <li>• Brevity, relevance and placement of content</li> <li>• Handling silence</li> </ul>

## **HANDOUT: FEEDBACK - A MIRROR FOR TEAM MEMBERS**

"Feedback" is communication that helps people consider changing their behavior. A person or group gives another person information about how he or she affects others. Feedback helps us as individuals to be aware if our behavior is "on target" so we are better able to achieve our goals.

Some points for useful feedback:

1. Does it describe what is happening and how you feel about it? By describing your reactions, you avoid making assumptions about the other person. By avoiding judging or accusing language, you reduce the need for the other person to react defensively.
2. Is it specific? Does it stick to one situation? "You are always acting like you are the boss" will not be as useful as an "I" statement such as "I know you want to help, but you may not be aware that you have interrupted me more than once—I think at least 4 times -- and I feel very frustrated because I need to feel I am heard and that what I say is important to the group (team)."
3. Does it take into account the needs of both the receiver and the giver of feedback? Feedback may be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.
4. Is it directed toward behavior the receiver can do something about? Frustration is increased when people are reminded of some shortcoming over which they have no control.
5. Is it asked for rather than imposed? Feedback is most useful when the receiver asks for specific observations. If there is a team contract about receiving feedback, this will facilitate the process.
6. Is it well timed? In general, feedback is most useful at the earliest opportunity after the given behavior (depending, of course, on the person's readiness to hear it, support available from others, etc).
7. Is it checked to insure clear communication? One way to do this is to have the receiver put in his or her own words what was received to see if it corresponds to what the sender had in mind. It is important not to be patronizing in this process.
8. Is this one person's impression, or is the impression shared by others? When feedback is given in a training program, both the giver and the receiver have the opportunity to check with others in the group on the accuracy of the feedback.
9. Is the receiver committed to change? Ongoing commitment to support agreed-upon change is important.
10. Is positive feedback included? Positive feedback is an essential part of the process — it reinforces positive behavior.

## **HANDOUT: GUIDELINES FOR GIVING HELPFUL FEEDBACK**

1. Talk directly to the person to whom you are giving feedback. Look directly at the person.
2. Talk about behavior you can see; don't try to guess what another person's intentions might have been that led to the behavior.
3. Make your comments specific. Be direct, clear and thoughtful. Give examples.
4. Consider whether what you are about to say is relevant.
5. Give the other person a chance to comment on what you have offered.
6. Avoid sarcasm; speak with care.
7. The way we feel as a result of another person's behavior is authentic and valid. Tell how you feel.
8. Share negative as well as positive feedback. It is often more productive to share the positive and affirming comments first and last, with the constructive critique sandwiched in the middle.
9. For feedback to be useful and meaningful, it should be directed towards behavior that one can control or change.

**Remember: AFFIRM POSITIVES ABOUT SELF AND OTHERS.**

## **GUIDELINES FOR RECEIVING FEEDBACK**

1. You need to spend a moment doing your own reviewing before hearing other people's feedback. Do this in the team debrief.
2. Be gentle with yourself; you are seeking discovery rather than perfection!
3. Be aware that feedback, even the most skilled, is given from the perspective of the giver, containing their personal responses and possible projections.
4. Be honest with yourself. Does this feedback fit into a pattern of feedback heard before? If it does, take good notice of the theme.
5. A little story can lighten the mood: "If one person calls you a dog, you can shake your head and walk away. If two people call you a dog, maybe you should scratch behind your ear! But if three people call you a dog, it is time to start barking and look for a kennel!!!"
6. Make a note of the themes of your feedback... keeping a personal learning journal can help.
7. When doing your initial team-building, you can ask your team members for specific feedback on an area you are working on improving, e.g., clarity of instructions or remembering to smile sometimes!
8. Remember also to ask for positive feedback. We all are doing great things as we learn and refine our skills!!!

## **ELEMENT 7:**

### **INTRODUCING TRANSFORMING POWER**

If there is a spiritual foundation for the Alternatives to Violence, it is the concept of "Transforming Power," a power we all have or can tap into, which can change our lives by altering our way of looking at people and experiences. The Advanced Manual definition: "To transform is to change the shape of. 'Transforming Power' is the power to change the shape of a situation or a relationship, to move it in a positive direction toward resolution of conflict." (Advanced. C-8)

One tool which many facilitators have found powerful is the concept of the mandala, the "wheel of life." As the ancient Buddhists used it as a "map" or tool to focus on what is most sacred to the person—each section representing the layout of a temple whose most holy place is its center—in AVP we use the outer circle (Expect the best/Think before reacting/Ask for a non-violent solution) to guide ourselves to the inner circle (Respect for self/Caring for others) and then to guide our minds and hearts to the core (Transforming Power).

Participants learn to introduce Transforming Power by presenting it in their Practice Teams. Usually this practice presentation occurs after the Practice Team's presentation of a Basic session because participants have more facilitation experience and confidence to present this underlying concept in AVP. However, some T4F facilitators choose to have Transforming Power introduced before the Practice Team presentation of the Basic Workshop session because it is shorter and prepares the participants for the longer elements of the Practice Session. Wherever it is placed, ensure that it is accorded a deep listening space to be received.

It is important each Practicing Team prepares and gives a complete presentation of Transforming Power. The repetition of complete presentations in varied ways will reinforce their understanding. If they have questions at the end of each presentation, encourage the participants to offer them.

In the Basic Manual, there are tools, in addition to some Transforming Power talks by facilitators, that could be assigned to the different Practicing Teams to incorporate in their presentations on Transforming Power.

#### **BASIC MANUAL**

- B-2, B-3, B-4, B-5 and B-6 — individual Transforming Power Talks.
- B-9—Transforming Power Queries developed by Inmates at Sing-Sing, NY.
- B-10—Transforming Power Indicators developed by Inmates in Suffield, CT.
- B-11—Guides to Transforming Power.
- E-52—Transforming Bridge Exercise.
- E-53—Transforming Power Mandala.
- E-54—Directions for making a Transforming Power Mandala.

In addition, each participant should think about and be able to give an example of Transforming Power in his/her own life. The Worksheet *Steps to an Effective Transforming Power Talk*—page 96, may help with this.

#### **Possible learning activities/exercises/handouts for Element Seven**

- Exercise — Transforming Power Presentation.
- Worksheet — Steps to an Effective Transforming Power Talk.
- Handout — Introduction to Learning How to Explain Transforming Power.
- Exercise — Revisiting Transforming Power: an Introduction to the Keys.
- Handout — The Keys to Transforming Power.



## TRANSFORMING POWER PRESENTATION

**Purpose:** To experience and practice presenting the important AVP concept of Transforming Power.

**Time:** 50-60 minutes.

**What you need:** Workshop resources, including mandalas and Transforming Power guides.

**How it's done:**

Each Practice Team prepares its own Transforming Power presentation, which should not last more than 10-15 minutes. Teams should be given about 15-20 minutes for preparation.

**Option A:**

The teams select and prepare any activity or group of activities on Transforming Power from the Basic Manual.

**Option B:**

Facilitator teams allocate an activity or group of activities from the Basic Manual to each Practice Team for preparation, with each team assigned a different activity.

**Option C:**

The teams use the Worksheet: Elements of an Effective Transforming Power Talk and prepare to practice telling their own Transforming Power stories. It is important these stories are shared with the team before the presentation. Sometimes teams may choose one of the stories to tell, with other team members offering further thoughts on the story.

**Option D:**

The teams use their own creativity to develop their 5 to 10 minute presentation, not using any activity from a manual.

1. The other practice teams and the facilitating team act as participants in a Basic Workshop who are being introduced to Transforming Power.
2. Each Practice Team in turn presents its Transforming Power introduction (5-10 minutes per presentation).
3. Facilitators provide brief feedback after each team presentation, or at the conclusion of all the sharing, so as not to interrupt the "heart" quality of this session.
4. Return to the circle and debrief.  
What happened?  
Did anything challenge you in this activity?

**Material in manuals:**

Facilitators may find enough material in the Basic Manual to divide and assign a different combination of talks and learning experiences to each Practice Team. (See list on page 95).

## **WORKSHEET: STEPS TO AN EFFECTIVE TRANSFORMING POWER TALK**

This handout is designed to help you craft an effective Transforming Power Talk. The first step is to think back on your life and identify an experience you had where there was a potential for violence but where something happened that transformed the seemingly no-win situation into one that ended non-violently. This may come to you immediately, or you may have to meditate or pray deeply to find an example. Remember, there are many kinds of violence, from a physical attack to the emotional/psychological violence caused by conflict in a relationship. Don't be too concerned about finding your "perfect" story. You may always add more stories later.

There are some key elements common to all good stories: an Introduction, a Point of Conflict, the Moment of Transforming Power and a Conclusion. When you have picked your story, make some notes for yourself in the areas below to help you get started. Once you have laid out your thoughts, you may then either write out your story or just practice telling it, incorporating the elements you have identified.

- 1. Introduction** — Who was involved? What background information is important to this story? What led to the potential conflict?
  
  
  
  
  
  
  
  
  
  
- 2. Point of Conflict** — Describe the moment when violence most likely could have occurred. What kind of violence could have happened? What could have triggered it? What was the nature of the tension?
  
  
  
  
  
  
  
  
  
  
- 3. The Moment of Transforming Power** — How did Transforming Power show up? Who did what that enabled Transforming Power to come through?
  
  
  
  
  
  
  
  
  
  
- 4. Conclusion** — How does your story end? What positive results were realized as a result of Transforming Power? How were things resolved?
  
  
  
  
  
  
  
  
  
  
- 5. The Mandala** — Is there a way you can identify the elements of the mandala in your story?

## **HANDOUT:**

### **LEARNING HOW TO EXPLAIN TRANSFORMING POWER**

**Transforming Power** is not a concrete “power” in the sense that we can explain electrical power or any physical power. It involves faith in oneself and a belief that there is a moral goodness in humanity. As one of the Guides to Transforming Power expresses it: “Reach for the something in others that seeks to do good for self and others.” Transforming Power is what it takes within every person and situation to transform a conflict into something more manageable and less harmful. It moves a conflict situation toward a positive resolution.

**Transforming Power** is the heart of AVP; talk over your understanding of it with the workshop facilitators and members of your team until you are comfortable with your understanding of the concept.

It is important each Practicing Team prepares and gives a complete presentation of Transforming Power. The repetition of complete presentations in varied ways will reinforce your understanding. If you have questions at the end of each presentation, we encourage you to offer them.

Because of its intangible nature, we explain Transforming Power by giving personal stories about how it works in people’s lives. It is important for all new and experienced facilitators not only to read and study the Transforming Power materials in the Basic and Advanced Manuals but also to look into their own lives to find times they found Transforming Power working. (A form for this can be found in the worksheet *Steps to an Effective Transforming Power Talk*—page 96).

Although there are “talks” available in the manuals, if a facilitator uses someone else’s talk and has no experience to give from his/her own life, it can convey the message that Transforming Power is available to “special” people only.

It may be easier to find Transforming Power in a very dramatic situation than it is to resolve those conflicts through Transforming Power that arise during life’s daily irritations. You can assure the participants in YOUR workshop that **“It doesn’t have to be dramatic; it could be a time when you let someone talk out his/her anger instead of responding in anger. It could be the way you calmed down a teammate who got into a dispute during a game.”**

Some people like to introduce Transforming Power in a Basic Workshop by beginning with the Exercise *Sharing a Conflict I Solved Nonviolently*, and then following up with a Transforming Power sharing by facilitators and the handout *Guides to Transforming Power*—Basic Manual page B-11, after which the facilitator (or back in the initial groups) reviews the stories told by the participants and asks where in the stories they saw possible examples of Transforming Power.

Your team of facilitators should try to include different ways to give your personal illustrations: using humor, displaying moral determination, or using something that suddenly comes to you and takes your adversary by surprise for example. Each story can illustrate effectively one or more of the Guidelines to Transforming Power.

**Participants in an AVP T4F Workshop and facilitators in a Basic workshop should be cautioned to discuss their personal Transforming Power stories with the members of their team BEFORE sharing them with participants in a workshop.**

Whatever way a team chooses to present Transforming Power, it should be introduced and reinforced in short pieces through the learning activities in every workshop so each insight builds upon the one that came before and understanding continues to grow.

## **EXERCISE: REVISITING TRANSFORMING POWER AN INTRODUCTION TO THE KEYS**

**Purpose:** To understand and explore the Keys to Transforming Power  
To introduce the Keys to Transforming Power to AVP participants who are familiar with Transforming Power.

**Time:** 30-45 minutes.

**What you need:** Set of AVP mandala pieces to be put on the floor.  
Set of Keys to Transforming Power.

### **How it is done:**

1. Place the mandala in the center of the circle and randomly place the keys on the floor.
  - Invite a participant to tell a Transforming Power story--preferably one they have used before and are familiar with.
  - Ask the participants if they can see any of the keys being used in the story.
  - As each key is mentioned, the facilitator picks it up and turns it around to point inwards towards the mandala.
  - When all the keys are moved, the facilitator revisits the concept of Transforming Power and links the keys to the mandala.
2. Invite Transforming Power stories from the participants and explore which keys were used.
  - Make sure that all the keys are pointing the same way (either inward or outward) before the next story starts.
  - Each time a key is mentioned it is turned around to the opposite direction. Wait and allow the participants to find out for themselves how each key has been used in each scenario.
  - If no other story is offered, another facilitator can tell her/his personal story.
3. Process the experience.
  - How was that for you?
  - What impact did it have on you?
  - Is there anything that you would do differently?

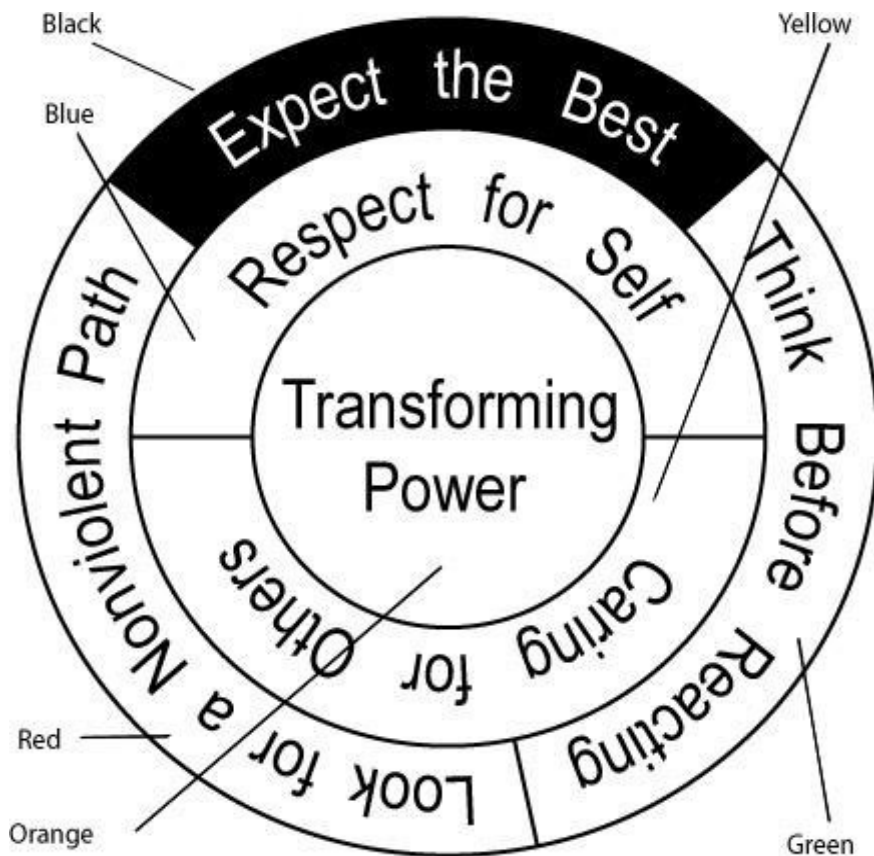
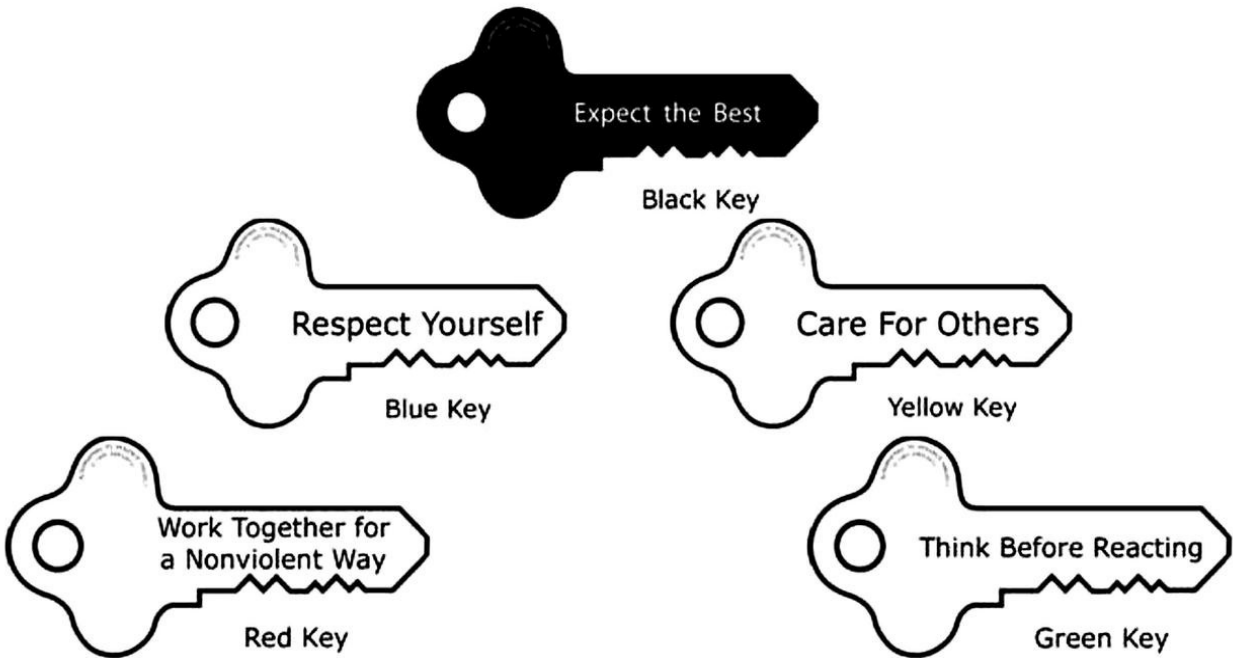
### **Variation**

- All AVP groups use the concept of Transforming Power. Groups that do not use the Transforming Power Mandala can still introduce the concept of the Keys to Transforming Power using the keys only without the mandala.
- Ask volunteers to each name the color of one of the keys and to read out the description of the key at the beginning of the activity.

### **Templates for Keys to Transforming Power**

Letter and A4 sized ready-to-print templates of all five keys may be downloaded from <http://avpusa.org/ftm> .

# Keys to Transforming Power



## **HANDOUT: THE KEYS TO TRANSFORMING POWER**

Transforming Power is an essential concept and principle for AVP workshops, AVP groups and AVP learning. How participants learn about Transforming Power varies within AVP groups and within cultures. Many AVP groups use the AVP Mandala or Transforming Power Circles. Some groups use the AVP Keys and/or the AVP Mandala to learn about Transforming Power.

Transforming Power as an idea can sit in the center of the AVP Mandala, surrounded by the concepts of Respect for Self; Respect for Others, Expect the Best; Ask for a Nonviolent Path and Think Before Reacting. The Mandala is suggestive of the concept that when all the outer elements exist in balance, Transforming Power becomes possible.

The five Transforming Power Keys are cardboard representations of real keys in the colors of the AVP Mandala and its five elements or concepts. Each key has written on it a mandala element or concept. The idea of using Keys to Transforming Power came from AVP programs in schools where there is a potential concern the Mandala can be seen as a religious symbol and the concept of Transforming Power can be too difficult for young people to understand.

Keys give a visual and metaphoric representation of the elements of the Mandala as physical keys to open the possibilities for nonviolent pathways. As objects that can be held, touched, felt and played with and as an easy metaphor for an unlocking device. Keys become a light-hearted and simple way for young people especially to experience the inter-relationship of the ideas contained in the Mandala and as tools for opening up the possibility of change.

Young people pick the laminated colored keys that are important to them, often carrying them throughout the workshop. They share how a key can unlock their situation. Young people sometimes associate "transformation" with the transformer toy.

Although the Keys to Transforming Power started with AVP Youth groups, they have been found to be successful with adults in community and prison workshops and with such specialized groups as newly arrived refugees who are learning English. Adults usually use both the Keys to Transforming Power and the AVP Mandala.

Having colored keys is important as many people refer to the keys by color. This is especially so for people with literacy, language and learning difficulty challenges. In one AVP Youth group, the indigenous children related strongly to the black "Expect the Best" key and proudly referred to it as "our" key. It is important to be aware of the cultural sensitivities relating to the local meaning of shapes and colors.

### **Templates for Keys to Transforming Power**

Letter and A4 sized ready-to-print templates of all five keys may be downloaded from <http://avpusa.org/ftm> .

## ELEMENT 8:

### ROLE PLAY

This section presents role plays, perhaps one of the most important parts of the workshop. In an AVP workshop, skills are tried out, and opportunity is provided for collective/group wisdom to refine the strategies for resolving and transforming conflict.

In a T4F, we are not going to present different role play forms or scenarios; these can be found in other manuals (e.g., the Boxing Ring originally in the British Manual —<http://thetransformer.us/93-1.pdf>, see page 10), and in the Continuing Learning section of this manual—page 139. What we are focused on is providing the facilitating team with an opportunity to ensure that trainee facilitators understand ways of doing the set up, using processing techniques as well as the important de-roling element in all role plays.

#### **You will find these important background reading in the continuing learning section:**

- The different types of role plays you can use.
- Processes for safely setting and debriefing role plays.
- Ensuring maximum learning through processing the experience.
- Suggestions for helping facilitators to get the most out of role plays as a learning experience.

If you can, please read these before working with the role play training. These could also be useful handouts for role play trainees.

There are also some suggestions of ways of getting the most out of the opportunity to get teams using these different role play processes in order to demonstrate their understanding. Ideally this section deserves ongoing training, or at least a full workshop to assist facilitators to build confidence in the use of these tools.

Role play is a highly skilled area to work with, and it is not within the scope of a T4F workshop to address all these subtle and essential skills. Better instead to focus on the awareness of the process and the ways that the team can support this section of work. Ideally, encourage the trainees to observe the more experienced facilitators on their future workshop teams and then attend a specific workshop focused on role play skills. (See the agendas in Continuing Learning Section starting on page 189).

There are two descriptions of role play processes in this chapter.

**The first is** focused on a standard process, where two teams support each other to go through the process and practice debriefing.

**The second** (Facilitated Role Play) is a more sophisticated version, and uses more direction from a very experienced facilitator. This one works with a conflict being portrayed and then resolved by the wider group or the group showing the whole process, considering Transforming Power guides or the keys. The audience needs to be able to see either a poster with the Transforming Power guides, a mandala poster or the keys so that the Transforming Power tools are available for consideration during the role play.

Other versions are in the Continuing Learning section—page 189. Try out the version that suits you and your trainees the best.

For scenarios or more ideas, see page 202, or refer back to previous manuals.

#### **Learning activities and handouts**

##### **(choose the exercise that best suits you and your context)**

- Exercise - Role Play Debriefing and Deroling Practice.
- Exercise - Facilitated Role Play Process For Three Groups .
- Essential Background reading for facilitator trainers: Role Plays in T4F.
- See the Debriefing Questionnaire in the Basic Manual G-12.

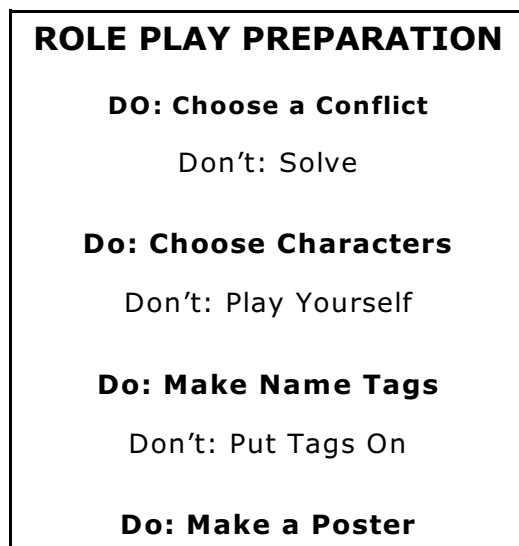
## EXERCISE: ROLE PLAY DEBRIEFING AND DEROLING PRACTICE

**Purpose:** Experience and practice debriefing and deroling role plays.

**Time:** 1 ½ hours.

**What you need:** Poster paper and markers.  
List of scenarios—page 202, (optional).  
Role Play Preparation Poster.  
Role Play Debrief and De-roling Posters 1 or 2.

### SAMPLE POSTER



### How you do it:

1. Form two teams (of 4-6) to prepare for the role play. Each team must be of equal size. Use a facilitator if necessary.  
The Practice Teams can be used, or new teams formed. If there is a need to have four teams, two of the teams can work together in a different room.
2. Team-building. If creating new groups, they will need some team-building before there is enough safety to begin to role play. For example: theater groups. Each team is a troupe of players who need to promote their troupe. Their task is to decide on a name for the troupe, prepare and then present their new name to the whole group using song, dance, poetry, poster etc. (10 minutes total).
3. Two teams.  
The members of each team are paired with a member from the other team  
At the end of the performance, the audience member of the pair debriefs and de-roles their partner from the role play.
4. Recommend that the groups choose easy role play topics, because the purpose of this role play is to practice debriefing and de-roling, not personal learning and transformation.



5. Set up and play the role play using the role play method usually used by your local AVP group.

**a) Role Play Preparation**

- Each group needs name tags and markers.
- Each group has 10 minutes to choose a conflict and be ready to do their role play.
- Each person plays one character.
- It is important to play someone very different from yourself.
- Use imaginary names and make name tags for each character.
- Do not solve the conflict in advance.
- Do not play yourself.
- Do not put on a name tag until the role play starts.

**b) Arrange the stage**

Arrange the chairs for the whole group in a U shape facing a "stage space." At the back of the stage place 5 or 6 empty chairs.

**c) Role Play Performance**

- Facilitator gives a brief introduction to the role play (or this could be written on a poster) name of play, and main characters and role players real names.
- The role players put on their character name tags and start the role play.
- Facilitator calls "cut" after the role play has been running for 3-7 minutes but sooner if any actual violence threatens, if the role play becomes "stuck" or "circling over old ground."

**d) Character Debrief and Processing**

- Role players sit in the empty chairs on stage staying in character.
- The audience member of each pair debriefs and de-roles their partner in the role play.
- Use the appropriate Role Play Debrief and De-role Poster and handout as a reminder for the debriefer/de-roler.

**e) De-role**

The de-rolers ask their role play partner:

- **"Are you are ready to leave the character behind and return to return to your real self?"**
- **"Put your name tag on your stage chair."**
- **"Turn around and shake to leave the character behind."**
- **"Say your real name and say 1 way you are similar to and 2-3 ways you are different from the character you played."**
- **"Return to an audience seat."**

**f) Whole Group Debrief**

Once all players are in their audience seats, refer to the Mandala poster. Ask the group if they can see "where a piece of the Mandala (or key to Transforming Power) did make or could have made a difference."

6. The next Role Play group then does their performance.

**TWO POSSIBLE POSTERS/HANDOUTS TO CHOOSE FROM**

<p style="text-align: center;"><b><u>Role play</u></b> <b><u>Debrief and De-role 1</u></b></p> <p>What happened?</p> <p>What was the hardest part for you?</p> <p>Is there anything you would do differently?</p> <p>Have you anything to say to the other characters?</p> <p>Are you ready to come out of role? Put name tag on chair</p> <p>Turn 360 degrees around Shake off the character</p> <p>Say your name 1 way you are similar 2-3 ways you are different to the character you played</p>	<p style="text-align: center;"><b><u>Role Play</u></b> <b><u>Debrief and De-role 2</u></b></p> <p>How was that?</p> <p>What was difficult?</p> <p>What can you change?</p> <p>Turn around</p> <p>Shake</p> <p>Say your name</p>
---	---

## **EXERCISE: FACILITATED ROLE PLAY PROCESS FOR THREE GROUPS**

### **Stage One:**

#### **Brainstorming and choosing a topic in whole group**

1. **"We are going to look at applying some AVP principles and tools to situations you may encounter in your lives."**
2. **"Think about an issue you may want to explore"** (possible pairs sharing).
3. Whole group brainstorm the broad areas of concern to identify theme of role plays, e.g., family conflicts, peer issues, authority and misuse of power, intimate partners conflicts.
4. Do verbally or write on chart. You can get participants to come and circle their first choice to identify their main concerns.
5. Ask a volunteer to mark out places in the room for different scenario options. Ask participants to move to the area of their first choice to see where the energy lies. Some people may need to make a second choice.
6. Continue to negotiate until there are the desired similarly sized groups(1,2 or 3).

### **Stage Two:**

#### **Creating a situation and characters**

In separate groups with a facilitator guiding/supporting each:

1. What is the situation?
2. What are the specific issues involved with this theme? (brainstorm)
3. Who might the characters be?
4. Interview each role player, e.g., **"How old are you?" "What do you do in your life?" "How is your relationship with \_\_\_\_\_ ?" "What is your name?"** Put the character name on a label for them to stick on.
5. An option at this stage could be to write up a poster/sheet with the name of the role play, the stage names or characters and the player's name underneath.

### **Stage Three:**

#### **Role play to Cut!**

1. Facilitator begins the role play by reading the name of the play, and interviewing characters (questions that will put the role player into the role)—**"What time is it?" "Where are you right now?" "How's your day been?"**
2. (Facilitator to wider group) "Let's watch what's happening."
3. Let the role play run until the situation and conflict is clear then facilitator say loudly **"CUT!!"**

#### **Stage Four:**

##### **Cut to replay**

1. Ask the wider group – **“What do you see happening here?”**
2. “How do you think these people are feeling?”
3. “Let’s check these guesses out.” (invite the group to question the characters who stay in role).
4. “Who could positively change the situation?”
5. **“Drawing on your knowledge of AVP tools, and maybe the mandala, what suggestions can you offer \_\_\_\_\_ to improve the situation?”** (character just listens).
6. (to character) **“Which of these suggestions are you willing to try?”**
7. There are two options here:
  - a) Temporarily derole (remove the label and name three qualities of the character; this is done if the group later goes away to practice solutions).
  - b) Or carry on to next step.
8. Replay situation using the suggestions generated.  
(You can have whole group in pairs practice possible solutions and show them to the group if time).

#### **Stage Five:**

##### **Processing After Replay**

1. “What’s changed for the better?” (ask the audience)
2. Encourage audience to affirm the characters.
3. Character can share with the group how it felt to do it differently.

#### **Stage Six:**

##### **De-role process**

1. Last words of encouragement.
2. “This is not \_\_\_\_\_ this is \_\_\_\_\_” (touch their shoulders as you say their real name) and ask them to stand and shake off the role.  
Alternatively, you can have them walk through a “gateway” between two chairs, take off their labels, say “I am not -- I am (real names)” and shake off their roles.
3. **“What insights/learning do you have about that character from playing that role?”**
4. “What are the similarities between you and the character?”
5. “What are the differences?”
6. Give final words of encouragement to the character (from the player to character’s now empty chair).

#### **Stage Seven:**

##### **Completion**

1. Pairs sharing : “What have you learned out of this role play?”
2. Whole group sharing of insights.
3. Thank the group for their wisdom and involvement.

## **BACKGROUND READING FOR FACILITATORS : ROLE PLAYS IN TRAINING FOR FACILITATORS WORKSHOP**

A T4F workshop itself is not a place to do an in-depth training, nor is it about what method of role play you should use. There are several variations and these are described in the Continuing Learning Section.

It is also not about doing role plays as much as it is about ensuring that facilitators understand the ways of working with this method safely and maximizing the opportunity for learning new ways of responding to conflict situations.

However there are some key messages about the process of making role plays work that you should convey in the workshop training. Ideally these are touched on in the T4F course, and then a commitment is made to a whole dedicated workshop on role play and other interactive methods in AVP at a later date (see suggested agenda on page 192, Continuing Learning).

These are

1. Know the difference between role play and other action methods and be clear that the intent of role plays is educational rather than therapeutic.
2. Know the processes for creating role plays, characters, scenarios, clear safety agreements.
3. Know how to facilitate the learning from what emerges.
4. Know how to integrate Transforming Power, "I" Messages and other communication and conflict resolution skills into the session.
5. Know how to de-role characters in a safe way.
6. Know a variety of intervention processes if needed, as well as ways of keeping everyone involved in the process.

### **1. Know the difference between role play and other action methods and be clear that the intent of role plays is educational rather than therapeutic.**

This is covered in the piece on role plays and other action methods (Continuing Learning Section starting on page 189).

### **2. Know the processes for creating role plays, characters, scenarios, clear safety agreements.**

Creating role play scenarios:

Decide on how you will choose the role play scenarios. You can do this by a variety of methods:

- Using large group, process by brainstorming the areas of conflict that might be of current interest for the group, e.g., family conflicts, peer issues, authority and misuse of power, intimate partners conflicts, etc.
- Values voting Scenario choosing: After brainstorming, participants vote for which scenarios they want to see enacted. People can vote as often as they want. (Scenarios with the greatest number of votes are presented).
- If you invite participants to gather in the area they are most interested in exploring, you can divide the group into groups of five (for example), and let them set their own fictional scenarios which demonstrate the issue NOT working. This is then played in front of the other participants, for approximately 5 minutes maximum (or until cut).
- Distributing prepared scenarios—page 202. (This saves time but does not maximize group participation and personal investment).

### **Safety agreements**

- Make sure everyone agrees to the lack of physical violence in the role play.(this can be done symbolically, but with no contact).
- Make sure no participants are playing themselves, or taking a lead role in a scenario in which they have been involved. Make sure each person chooses a name that is not his/her own, particularly for de-roling purposes.
- Be clear about cut/freeze points; when and where you will stop the action. Don't let it circle around same issues, make sure you are ready to call "FREEZE!" when it looks as though physical confrontation is about to happen, or when the issues are clearly presented to the wider group and the players are stuck.
- FREEZE is usually used while the role play is in process, not all over. It can be used as an opportunity for the role players to freeze in position to let the group observe body language. It can also be used as an interruption to give the players a chance to do some processing and generate some options for successful resolution of the issue being played.
- CUT is usually used to signal the end of the role play action once resolutions have been modeled.

### **3. Know how to facilitate the learning from what emerges**

- The role of the facilitator is to keep everyone engaged and productively focused in the session. This can be done by taking the role of "conductor" or "referee." "Try to keep it real, believable or credible, and ensure no one is getting hurt.
- Invite as much interaction between the role players and the wider group as possible, to deepen the step of finding out just what the problem is, and how it can be resolved. Players stay in role, and the facilitator directs as many questions to the characters as possible, while issuing general open questions /invitations e.g., "What have you noticed is happening here? Who do you think might have the problem? Who might hold some keys to transforming the conflict? "Can you check that out with...." or "Perhaps.... (character name) will be willing to tell you what they are thinking" etc.
- Introduce tools e.g., the mandala and check out with the observers which pieces of the mandala are active, and which ones missing etc.
- Get specific suggestions for players to transform the situation before replaying the scenario applying their new strategies. There are many variations, but one might be to get observers to swap roles with a role player for a moment and come up to sit in the character's position and model the suggested intervention. Another might be to stand beside the character as a "coach" or "inner voice." Sometimes you can get the "audience" to pair up and try some of their ideas towards resolution. This can be demonstrated in front of group, or group participants can share some of the strategies that have worked in the past.
- Once the replayed situation has been completed, check the audience's reflections on changes, touch in again with the mandala, or *Transforming Power Guides* to confirm these changes.
- Decide on time to complete the process and take people out of role.

### **4. Know how to integrate Transforming Power, "I" Messages and other communication and conflict resolution skills into the session**

- Once the role play action has been frozen, this is the time when the facilitator can ask some questions (as above) in relationship to the mandala or other skills. It is helpful to have a copy of the mandala handy. (Many programs use a carved or glued wooden "jigsaw puzzle" of the complete mandala, or laminated cardboard sections so that the pieces can be lifted out or added one at a time).

- These pieces can help focus the questioning and exploration of options to improve or transform the situation of conflict, and reinforce the potency of the mandala phrases. e.g., "Is anyone seeking a nonviolent solution here? Who? How are they showing this? What might be a way that they could put this into practice here?" etc.
- It is also helpful as an ending piece to revisit the mandala e.g., "Are all these pieces in place now in the situation? What did you see that showed them in action? Who used ..." etc.
- "I" Messages and other tools e.g., *Guides to Transforming Power* can also be used. It is limited only by your imagination!

#### **5. Know how to de-role characters in a safe way**

- Whatever process you use for de-roling, (and this will be determined by time, depth of engagement etc.), do not forget this step. It is important for the players to be able to step away from their role and reflect on the learnings. This is the safety net, the "taking off" of the role they have carried, even if that role is similar to themselves. This step lets the players integrate their skills and personal insights. It is as much for the benefit of the whole group as it is for the role player.
- This can be done in many simple ways e.g., place two chairs as a gateway to allow the players to remove their labels of the role names while declaring that they are no longer..... and walk through the chairs and declare their own name.
- However it is also an opportunity to go deeper into exploring both the character and the person themselves, useful if there has been an in-depth experience.

#### **The steps of this deroling process are as follows -**

- Ask participants **"Is there anything else you want to say to the character?"**
- Ask the character **"Are you ready to come out of role ?"**
- If so, say **"this is no longer.....X..(role name) this is ...Y....."**(real name) and place your hands on their shoulders as you say their real name and ask them to **"Get up out of the chair and shake off the role"** and tensions of the role situation.

#### **Then interview them in this sequence:**

1. **"(Y), you are no longer (X), but what did you learn about them during the role play?"** watch out for use of "I," and remind them that they are talking about that character, not as them (use third person language e.g., "he/she").
2. **"Please will you name at least one way that you (Y) are similar to (X)?"**
3. **"Please will you name at least one way you are different to (X)?"**
4. **"Finally, (Y), here is (X) standing here. (or imagine them sitting on the vacated chair), What is one piece of advice you could give them on how to handle the situation differently in the future?"** (make sure that they are saying "you" at that point).
5. Ask them to return to their own seats away from the stage.

Be sure NEVER to let other participants keep using a role name for the player once they have stepped out of the role play!

De-role the "audience" as well after an intense session, maybe **"turn to a neighbor and share some of the things that you have seen/learned in this role play."**

**6. Know a variety of intervention processes if needed, as well as ways of keeping everyone involved in the process.**

As facilitator, in many ways you need to be the most spontaneous “player” in the room -you are in an important role! There really is no manual which could cover all situations you might have to deal with, so stay very attentive to the players and the group participants, and respond to any signs of **distress or trouble as soon as possible**.

A few things to remember:

- Make an agreement that there is no actual physical violence used.
- Ensure that no one is playing themselves.
- Be ready to cut the action if it becomes dangerous.
- Keep it “real” in terms of what is being explored. No super heroes, unless for deliberate light relief!
- Keep the participants as involved and interactive as possible.
- Remember that the very best facilitation is actually quite invisible, keep as low key as you can manage, but watch carefully and be ready to intervene if needed.
- Don’t be afraid of emotion if it emerges in the role plays, just as long as people respect the boundaries of physical violence. Mostly people have a rare opportunity to explore.
- As much as possible, keep the players in role. If they jump out of role and say something “about” the character while in role, quickly reframe it as “you mean (X ) is feeling....” etc.



## ELEMENT 9:

### RESPONSIBLE MESSAGES (“I” MESSAGES)

Responsible messages are included in the ten elements of the T4F workshop because the skill of being able to use responsible or “I” Messages or “speaking from the ‘I’ ” is considered to be an important skill for a facilitator to have and model to the group. Each T4F workshop facilitation team needs to decide how these skills will continue to be learned in the workshop. The skill can be indirectly covered with a focus on facilitator modeling, an “I” Message activity can be included in either a practice team agenda or in the T4F workshop agenda.

Facilitators are encouraged to help participants explore and practice responsible messaging through repetition of exercises in both the Basic and Second Level manuals. This chapter offers new approaches to teaching responsible messages, which are often presented as part of Continuing Learning rather than in a T4F.

Improving communication is an essential part of finding alternatives to violence. In AVP, we present “‘I’ Messages” as a way of speaking honestly, positively and assertively when there is a conflict between two people or when a conflict could develop over one person’s behavior.

Some adaptations to the name of the original “‘I’ Messages” to meet cultural diversity are

Feeling Messages	Non-judgmental Messages
Non-blaming Messages	Owning Messages
Assertive Messages	Responsible Messages
Speaking from the “I”	Green and Red Messages

Whatever the words used, this approach provides a safe and comfortable space for you and your partner to speak and to be heard without raising defensiveness. Using the “I” Message “formula” as an internal journey to the truth BEFORE speaking can provide self reflection and then a voice that can speak words that are honest, positive and assertive. “I” Messages invite communication which brings people together in harmony and mutual respect.

In prior workshops, some participants may have had difficulty expressing themselves with the “I” Message “formula” because to do so seemed forced and even culturally biased. Some of these participants may have carried their experiences with “I” Messages into the T4F workshop. They may need additional practice in order to make certain that their understanding is accurate, and their presentation is clear. Their examples of messages could be disguised “you” messages, designed consciously or unconsciously to direct blame away from themselves and put the responsibility for a conflict situation on to the other person.

Listening to what the other person is saying in order to understand his or her underlying needs is as important as speaking responsibly. As the *Transforming Power Guides* in AVP puts it “listen for what is not said as well as what is said.” The process of attempting to understand the “because” of the I statement for both of the people in a relationship clears the way for the next step, which is an invitation to the other person to work this out together. It offers a gift of trust that the other person is a person of value.

#### **Possible learning activities/exercises for Element Nine**

- Brainstorm: Needs vs. Wants.
- Exercise: Assertive Communication: Responsible or “I” Messages.
- Exercise: Green and Red Messages.
- Exercise: Speaking From the “I.”

## BRAINSTORM: NEEDS vs WANTS

**Purpose:** To clarify the difference between expressing needs in an "I" Message and expressing wants (which is a disguised "you" message).

**Time:** 15 minutes.

**What you need:** Poster Paper and Markers.

### How it's done:

Explain that we will be doing three brainstorms on what we NEED as opposed to what we WANT.

### Brainstorm #1: In order to live ...

<b>I need</b>	<b>I want</b>
Air to breathe	A smoke-free environment
Nourishment	Steak and potatoes

**Explain:** In the next two brainstorms, individuals may have different needs, which affect our relationships with the people with whom we live, work and socialize. Think about YOUR needs.

### Brainstorm #2: In order to work/study/think effectively ...

<b>I need</b>	<b>I want</b>
An organized workspace	You to stop messing up our room
A quiet atmosphere	You to stop playing loud music
Something to relax my tension	You to stop insisting on absolute quiet

### Brainstorm #3: For my well-being and peace of mind ...

<b>I need</b>	<b>I want</b>
To feel loved	I want you to tell me you love me
To feel secure that you are safe	I want you to let me know where you are

### Processing:

1. Which of the wants in #2 and #3 brainstorms seem to blame the other person, and which seem to be reasonable?
2. How might an "I" Message that you say to a family member be different from an "I" Message to an acquaintance?
3. What *Transforming Power Guides* apply to "I" Messages?

## **EXERCISE:**

### **ASSERTIVE COMMUNICATION (Responsible or "I" Messages)**

**Purpose:** To experience and practice using assertive communication.

**Time:** 30- 40 Minutes.

**What you need:** List of Scenarios (suggested by participants or facilitators) or see page 202.  
A poster of the "Responsible or 'I' Message."

#### **Sample Responsible or "I" Message Posters**

When ..... happens The impact on me is ... What I would like to happen now is .....	When ..... I feel ..... Because ..... Would you be willing to .....	When ..... happens I feel ..... And what I need is.. Can we talk about it?
---	---	---

#### **How it is done:**

1. Two facilitators seat themselves in two chairs facing each other in the center of the circle.
  - Choose a scenario.
  - Role play the conflict, then,
  - Replay the conflict with first one person in the conflict giving an "I" Message, then the other.
2. Form pairs of participants. Give each pair a scenario, or they can find a scenario from their own lives.
3. In turn, each pair moves to the chairs in the center of the circle and plays the scenario, then practices using the "I" Message format.
4. After each scenario, ask the group whether "I" Messages were used.
5. Ask the pair(s) to acknowledge each other and return to the circle.  
Debrief by asking what the players noticed about their reactions when the other person used an "I" Message.

#### **Variation**

- The participants do their mini role plays without first having a demonstration by the facilitators.
- Have the participants do their mini role plays remaining seated in the circle and not go into the center of the circle for their role plays.
- Ask participants to identify when their "I" Messages are green or red messages (see learning activity that follows).

## EXERCISE: GREEN AND RED MESSAGES

**Purpose:** To experience and practice speaking in both a confrontational and non-confrontational way. (This activity can be used before "I" Message activity).

**Time:** 15 minutes.

**What you need:** Poster paper divided into two columns labeled Green and Red.  
Green and red markers.

### SAMPLE POSTER

<b>GREEN MESSAGE CHARACTERISTICS</b>	<b>RED MESSAGE CHARACTERISTICS</b>
--	--

### How it is done:

1. Describe that like a green traffic light, a green message is one that encourages another person to listen and talk in a co-operative way. Similarly a red traffic light, a red message stops, blocks or discourages people from responding positively.
2. Ask participants for some examples of red messages that could stop, block or discourage talking and listening.
3. Brainstorm what characteristics a red message could have. Record these in one column using a red marker.
4. Brainstorm what characteristics a green message could have. Record these in the other column using a green marker.
5. Divide everyone into pairs and remain seated in the circle. Invite participants to role play using first red messages, then green messages using scenarios that they create.
6. The activity "I" Messages" can be introduced to give a framework for a green message.

### Processing

- What happened?
- What was the hardest thing about that for you?
- What impact did a red message have on you?
- What impact did a green message have on you?
- Is there anything that you would do differently next time?

### Note:

**Typical RED message characteristics** may be: disrespect, interrupting, judging, demanding, blaming, putting down or criticizing.

**Typical GREEN message characteristics** may be: showing respect, listening, affirming, asking, acknowledging and taking responsibility.

## EXERCISE: SPEAKING FROM THE "I"

**Purpose:** Practice thinking and speaking from the "I," without blaming or attacking, especially when feeling attacked or blamed.  
Practice taking ownership of and expressing one's own thoughts, feelings and viewpoints instead of blaming or labeling others.

**Time:** 1 hour.

**What you need:** Poster with "I" Message formula—page 113.  
Poster with the three restorative practice questions—pages 186-187.  
Poster listing the practice scenarios (optional).

**How it's done:**

### PART ONE

1. Divide everyone into pairs and invite them to stand together around the room. Have each pair stand back to back.
2. Call out a feeling, and have each person mime the feeling and turn to show their mimed feeling to their partner, and then return to back to back. This will be repeated with three feelings called out and mimed by the participants e.g., fear, anger, surprise, joy, lonely, enthusiastic.
3. In the same pairs and still standing back to back, repeat the process by giving three scenarios in turn using the formula "When ..... happens I feel ....."
  - When I watch my favorite TV program I feel .....
  - When I meet my friends I feel .....
  - When I arrive at the railway station (or bus stop) after the train/bus has left I feel .....
4. Give the group three more feeling statements in turn, using the formula "When ..... happens I feel ....." This time they will fill in the scenario that resulted in each feeling that they mine to their partner. When ..... happens I feel upset, ..... lonely, ..... happy.

### PART TWO

1. Divide the group into small groups of four. Each small group sits in a square with pairs facing each other. Have a facilitator as a resource for each group.
2. Show the group a poster with the "I" Message formula and give several examples. The "I" Message is a formula for Speaking from the I. Have a list of scenarios on a poster.  
e.g., When a son or cell mate's room is messy, or  
When your traveling partner is driving too fast on a wet evening.
3. Ask one pair to demonstrate role playing one of the scenarios with the first person starting and the second person responding.
  - The first person gives a "You" blaming message and the second person responds.
  - Then the first person starts again with an "I" Message and the second person responds .
4. Then each pair takes turns in their small groups doing first a "you" message and then replaying the scenario with an "I" Message. Allow 10 minutes for this only. Have the group facilitator coach the pairs to ensure that everyone is doing "I" Messages.
5. Then have each group think up a scenario that is real for them and work out an "I" Message for the scenario and practice it. Allow 5 minutes for this.
6. Return to circle.

### Processing

- What happened?
- What was the impact on you?
- How does this relate to real life?

# **ELEMENT 10:**

## **WHERE DO WE GO FROM HERE?**

This section addresses the reality that even though this particular T4F is coming to an end, the ongoing AVP facilitator's learning journey is beginning.

The insights gained in this section can support new facilitators to take some of these goals and discoveries into their future workshop planning times, or to track their own process in a personal journal (highly recommended).

There is a description of the experience of facilitating in a prison for people expecting to become an AVP facilitator in a prison setting, from the AVP/New York Volunteer Handbook <http://www.avpny.org/?q=node/778>.

Two options for self reflection on the individual trainee's readiness to facilitate are offered by the self-evaluation questionnaire—pages 165-166, or by using these topics for final gatherings or debrief conversations with a buddy or whole group.

Please also ask participants to fill in the evaluation of the training offered here for the team to reflect on the achievement of their training goals also.

### **Possible exercises/learning activities/handouts for Element Ten**

- Exercise: Where Do We Go From Here.
- Handout: Congratulations you are now an AVP facilitator.
- Handout: Congratulations you are now an AVP facilitator – for prison workshops
- Handout: Through the Eyes of Long-time AVP Prison Volunteers: Understanding the Experience.
- Exercise: Workshop Feedback: using the Alternatives to Violence Project Feedback form.
- Handout: Workshop Feedback Form #1.
- Handout: Workshop Feedback Form #2.
- Handout: Training for Facilitators Feedback Form.
- Sample Template for Workshop Report.

## EXERCISE: WHERE DO WE GO FROM HERE?

**Purpose:** Introduce the range of options for new facilitators joining the AVP organization.

**Time:** 20-30 minutes.

**What you need:** Poster paper and markers, one for each small group.

**How you do it:**

### PART A

1. Introduce the idea that people have protective armor to keep themselves safe in everyday life and some participants may have taken off some of this armor in the safety and trust of this workshop. These people may now consider which armor they need to put back on, and which they no longer need, as they prepare to leave the workshop.
2. Introduce the idea that after a workshop everyone who has experienced the safety and learning of the workshop needs to be mindful that the significant people in their life may not have had this experience. They may not be in the same place and need acceptance and no expectations that they have traveled the same journey of awareness and growth.

### PART B

1. Divide into small groups or return to the practice teams.
  - Invite each team member to discuss in what ways they are interested in being part of AVP, e.g., facilitation, organization, promotion, support prison workshops, school or youth workshops, and community workshops.
  - Have each small group brainstorm what they are interested in being part of in AVP.
  - Return to the full group and have the small groups report back on what they are interested in being part of in AVP.
  - Respond to questions, give out dates for the next workshops and talk about the next steps for becoming a facilitator.
2. Give out the handout: *Congratulations You Are Now an Avp Facilitator*.

### PART C

**Remember** that as an AVP Apprentice Facilitator, you are now an ambassador for the whole organization by being a

- Member in a team.
- Member in a larger facilitating team in the facility (applies to prisons, schools and local groups).
- Member in an even larger facilitating team, your local area, region or state.
- Member in an even larger facilitating team throughout your country.
- Member 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.

The Facilitating Team should give out any guidelines for facilitators that your local groups/committees have developed.

### Variation

For the first set of facilitators in a new AVP group, ask the small groups to imagine an AVP community, then brainstorm how they will set up their new group. The new group members could start their first group meeting with the brainstorm poster of ideas.

## **HANDOUT:**

# **CONGRATULATIONS YOU ARE NOW AN AVP FACILITATOR**

### **What does being part of AVP mean?**

Congratulations. You have now graduated from the AVP Training for Facilitators Workshop, This does not mean that you are qualified to be an AVP facilitator. It means you have started your journey towards AVP facilitation.

The AVP organization is not hierarchical, and consists of grassroots local groups with a "down up" model of power not a "top down" model of power. Your local group will share with you your rights and responsibilities for being a member of your local AVP group.

You will start as an apprentice facilitator, and your local group will have policies and practices around ongoing development and training of AVP facilitators.

As a member of AVP you will have a access to the shared resources of your local AVP group and also the resources of your state, national and regional AVP groups, as well as AVP International, to support your facilitation journey in AVP.

Each level of AVP shares resources free or at minimal cost with AVP facilitators. These resources include -

1. Manuals – you will have access to the range of AVP manuals. There are AVP manuals to support the facilitation of the Basic, Youth, Advanced and T4F workshops. There are AVP/USA manuals in both English and Spanish available from the AVP USA Distribution Center and the AVP USA website – <http://www.avpusa.org> .  
Other AVP support manuals have been produced by local AVP groups.
2. AVP Gatherings or Conferences – many national, regional and the international AVP groups have regular conferences to share experiences and resources. Those AVP facilitators who are not incarcerated will have access to these conferences. For more information contact your local AVP group or see the AVP websites including <http://www.avpusa.org> and <http://www.avpinternational.org> .
3. Websites – many AVP groups at the local, state, national and international levels have their own websites. If your group does not have their own website and would like one, contact your national AVP website webmaster and the AVP International website webmaster who may provide a free generic website, a workshop database and management system for interested AVP groups.
4. Distribution Centers – the main AVP distribution center is the AVP USA Distribution Center. For more information about the range of resources, prices and ways or ordering, paying and delivering resources see the website <http://www.avpusa.org> . Some national groups also have smaller AVP distribution centers.
5. Communication channels like – discussion email groups, bulletin boards and Facebook groups
6. Magazines – the main AVP magazine is the USA Transformer. For more information about this magazine, how to order it and about the free archives see <http://www.avpusa.org> .
7. Collections of AVP support materials, both print and electronic, are available from many AVP groups.
8. AVP Education Network – this is being developed by the AVP Education Committees to provide all AVP facilitators with access to material from current AVP manuals and to provide all facilitators who are interested with the opportunity to contribute ideas, exercises and experiences to the writing of the AVP manuals.

For more information about the existing and newly developing resources see the AVP websites:  
<http://www.avpusa.org> ,  
<http://www.avpinternational.org> (see the facilitators options) and  
<http://avpeducationnetwork.wikispaces.com>.



# **HANDOUT: CONGRATULATIONS YOU ARE NOW AN AVP FACILITATOR (for prison workshops)**

## **What does being part of AVP mean?**

Congratulations. You have now graduated from the AVP Training for Facilitators Workshop, This does not mean that you are qualified to be an AVP facilitator. It means you have started your journey towards AVP facilitation. Thank you for your commitment and courage to begin this journey. Once you are a facilitator, you will carry a whole new way of being in the prison, as an ambassador of the program. This is where your courage comes in, as you really need to be aware that you are going to be watched, even tested, to see if this "gig" of AVP is for real. More than many other facilitators, you will need to make sure that you learn and use the tools. Few people outside the prison will be under such intense scrutiny! At the times when it is tough, remember that there are many, many men and women who have gone before you, transforming their lives on the inside and later on, on the outside as examples of inspirational leadership.

The AVP organization is not hierarchical, and consists of grassroots local groups with a 'down up' model of power not a 'top down' model of power. Your local group will tell you your rights and responsibilities for being a member of your local AVP group.

You will start as an apprentice facilitator, and your local group will have policies and practices around ongoing development and training of AVP facilitators.

As a member of AVP you will have access to the shared resources of your local AVP group and also the resources of your state, national and regional AVP groups as well as AVP International to support your facilitation journey in AVP.

In addition to your work as a facilitator in your prison program, we welcome formerly incarcerated AVP facilitators after their release from prison in both community and prison workshops, when allowed by parole restrictions. Our formerly incarcerated facilitators offer an invaluable depth of experience to our workshops. In addition, we are delighted when formerly incarcerated people attend our local, national and international gatherings.

As a facilitator, your local program will provide you with manuals necessary to facilitate the various levels of workshops. There are AVP manuals to support the facilitation of the Basic, Youth, Advanced and T4F workshops. There are AVP USA manuals in both English and Spanish available.

You will also receive the Transformer, a newsletter publication of AVP/USA which will provide you with information about the AVP organization, new exercises and articles written by both outsider and incarcerated AVP facilitators.

Some local AVP groups have ongoing support groups on the outside for AVP facilitators coming home. While they usually cannot provide housing or work opportunities, they do provide a way to maintain contact with other formerly incarcerated AVP facilitators who can help you with your journey of transformation.

The AVP United States website – <http://www.avpusa.org> provides a list of contacts for all AVP groups in the United States. The AVP International website – <http://www.avpinternational.org> provides a list of contacts for AVP groups around the world. Visit these websites to find the contact details for your nearest AVP group when you settle back on the outside.

The following is from the AVP New York Handbook and provides useful insights for people going into prison to offer AVP workshops. To view the entire handbook, go to: <http://www.avpny.org/?q=node/778>

# **THROUGH THE EYES OF LONG TIME COMMUNITY AVP VOLUNTEERS GOING INTO PRISONS: Understanding the Experience**

1. Prison is, to outsiders, a foreign country. As in any foreign country, it is wise to be quiet, observe, listen, learn the language and identify the values of the prison culture before advancing too many strong opinions or taking any drastic action.
2. Don't be afraid to define yourself clearly. You are not required to be all things to all people at all times, or to live up (or down) to any stereotype prisoners may have about you as an outsider. You are entitled, moreover, to define for yourself and for others what you choose to be or not to be, do or not to do. This will take some time, but you should be aware of the need to do it from the beginning of your prison volunteering. Even after you have clearly defined yourself, expect to be tested, again and again. Eventually, however, if you are firm in sticking to your definition of yourself, others will adjust to it.
3. Expect to meet many tremendous and valuable people in prison. Expect also to meet some champion manipulators. Do not be surprised if these sometimes turn out to be one and the same person. Manipulation is a form of survival for the powerless.
4. Especially at first, people may find it helpful, as soon as possible after volunteering in a prison, to share with a trusted friend the feelings generated by the prison experience. It is a rare person who does not experience anger, fear, pain, outrage, wonder, and other strong emotions upon contact with the prison environment. These feelings, shared, can lead to much that is constructive and rewarding. Unshared, they can lead to emotional burnout and ill-considered actions.
5. People can expect to feel an unfamiliar, very heady and very addictive "super star" feeling, especially at first in a prison. It may arise from sexuality in a deprived environment or from the unfamiliar power that comes from knowledge of another world. Remember that as an AVP facilitator, you may have been part of a team that brought a means through which someone may have discovered a new and wonderful sense of community. In any case, do not let it go to your head.
6. It is possible that you will feel alienated, after volunteering in prison, from other people who have not shared and do not understand this experience, and from the society that produced and maintains the prisons. Share the humanness of the people you have met in prison without expecting that others will understand what you do.
7. Expect to find in prisons all the corruption and evils of society, as well as all the goodness of human nature—both magnified larger than life. Therefore, resist the temptation to:
  - a) Romanticize the prisoner. If his or her being incarcerated does not necessarily make him or her, a monster, neither does it necessarily make him or her, a saint. To assume otherwise is always inaccurate, usually patronizing, and sometimes dangerous.
  - b) See COs and other prison staff as obstacles to our program. Some may be supportive of AVP; others may not. All are responsible for security and have specific procedures they are required to follow. Many are good people trying to do a hard and thankless job well.
8. Go cautiously at first; awareness comes with experience. The initial prison experience might be frightening in and of itself. If you have stuck with it long enough for this to wear off, and you find yourself afraid of a given person, chances are that he or she may be dangerous to you. If you feel resentful at demands being made on you, you may well be being hustled. Trust these feelings and seek support from experienced volunteers in dealing with the situation. Learn to "trust your gut" and heed it. If after an initial exposure you find yourself fearful of the prison environment, you should not continue to go into prisons. This work is not for everyone.
9. Do not ask what crime a person has been convicted of. AVP is about reaching for the good in each person.

10. Do not under ANY circumstances bring ANY contraband into the prison, no matter how innocent the "contraband" may seem, and even if you don't agree with the rule. The introduction of ANY prohibited article by a volunteer is a misdemeanor at least, and may subject that volunteer both to criminal prosecution, if caught, and the closing down of the AVP program in that prison.
11. As for rules in general, expect to find some that seem unnecessarily silly, unjust, or oppressive but never try to simply disobey them or discuss them with prisoners. Remember that the rules are subject to change at any moment. Questioning of rules should be done through the AVP outside coordinator and the regional AVP/NY Area Council. The AVP/NY organization can protest them with the New York State Department of Correctional Services.
12. Prisons are destructive environments. It is essential therefore that you find a community that will offer you a safe place to vent your real feelings and to discuss your real problems, without fear of judgment or condemnation. At the same time, that community must love you enough to reach out to bring you back when you stray onto dangerous or unproductive by-paths. AVP and Friends (Quaker) Meetings can be such communities. There are people in both who understand from experience what it is to be human, the very definition of which means that one is imperfect and vulnerable in one's feelings.
13. Expect to be physically attracted some time in your prison work. Almost nobody escapes this experience, regardless of age, marital status or sexual orientation and those who have foresworn all such relationships and feelings.
14. If this happens to you, examine yourself to see whether the feeling contains one or more of the following elements:
  - a) the sexual deprivation of prison life creates an electrical charge in the very air when volunteers enter a prison—a charge that no person can fail to feel;
  - b) incarceration changes the balance of power between women and men: One of the few milieus in our society where a woman is more powerful than a man is in the prison situation where the woman is free and the man is a prisoner. As men have long known, the possession of power can be a sexual turn-on. Women have had so little experience of the phenomenon, that they may not recognize the sexual overtones of power and may mistake it for genuine attraction;
  - c) incarceration makes a normal everyday relationship inaccessible. It allows both parties to fantasize but commits neither to live with the results of a relationship in the real world. The dark side of this is that you may be exploiting another person without being aware you are doing so—by projecting your fantasies and your needs on him or her that in the real world you cannot or will not follow through on.
15. If you are seized by this strong emotion, whatever it turns out to be, give yourself time and room to find out what it actually is before you act on it. (See also the Queries in the AVPNY Handbook—page 10). If you make the decision that the relationship is worth having, you MUST remove yourself IMMEDIATELY as a volunteer, and BEFORE you consider communicating with the person by telephone, mail or a visit.
16. In the meantime remember that a sexually-deprived environment breeds violent jealousy and other strong emotions, and a person who chooses a prisoner for a lover could bring down the enmity of both prisoners and officers, a situation that could become dangerous for the person she or he has "chosen."
17. Remember also that many people have to spend long years in this deprived environment, and that it is important for them to adjust to the realities of doing time.
18. Do not be surprised if you become overly preoccupied with an individual prisoner. Romantic attraction is only one of the roots of such preoccupation. Others are compassion, admiration for a strong personality or a valuable talent, or a sense of perceived injustice. Try to keep a balance and not invest all of your valuable energy in one person where there is so much need in others also.
19. Under no circumstances should you give out your telephone number or personal information that might identify where you live.

20. Prisons have proven that people do not learn very much from punishment, but more from example. What you do in prison, therefore, is more important than what you say there. A broken promise to an incarcerated person is even more painful than in normal life, and it is an act of cruelty. Even worse, it can further inhibit one's ability to trust, and since trust is essential for integration into a community, a broken promise may further alienate the person. Therefore, do not make unrealistic promises about giving your weekends for workshops or support programs.
21. AVP is not about "saving" others. It is about creating opportunities to practice nonviolence ourselves and share the gift of Transforming Power that was shared with us.
22. It is important always to remember that we stand for AVP values and AVP processes based on consensus, nonviolence, truth, and the availability of Transforming Power to every person. These values are not likely to be found in prison guidelines for volunteers. They nevertheless are the most valuable thing we have to offer to the prison and the world, and we should never allow them to be compromised, no matter how strong the pressure is to do so.
23. Remember that as an AVP volunteer, you are a member of an organization that has programs in prisons all over the state, the country and the world. How AVP volunteers conduct themselves in one prison in New York State is communicated by prisoners and by administrators to other prisons. The reputation you establish in the prison in which you volunteer affects the reputation of AVP as a whole, and on that reputation depends, the willingness of prison administrators to encourage AVP programs in the prisons for which they are responsible.
24. If we are to live nonviolently to the fullest extent we are able, we must practice. We encourage and support others in living nonviolently as we get better at actually being nonviolent ourselves. AVP/NY encourages all facilitators to take part in regular support groups and all-facilitator gatherings or workshops so that we may take on the role of participant and truly practice with our peers.

**An electronic copy of the Volunteer Handbook is available at:**  
<http://www.avpny.org/?q=node/778>

## **EXERCISE: WORKSHOP FEEDBACK**

### **Using the Alternatives to Violence Project Feedback Form**

**Purpose:** To provide participant feedback on the workshop.

**Time:** 10 minutes.

**What you need:** Handout: Alternatives to Violence Project–Evaluation (or other form as below) for each participant.  
Pens and backing boards for each participant.

**How you do it:**

1. Hand out copies of the evaluation form, pens and backing boards to each participant.
2. Invite participants to fill in both sides of the form.
3. Invite the participants when they are finished, to put the forms in a pile in on a table or in the center of the room.

**Facilitators' Notes:**

The impact of a workshop comes in two parts .

1. What happens during the workshop.
2. Later over days or even months after the workshop.

Workshop feedback taken at the end of the workshop is still valuable because it is likely to record the immediate concerns and suggestions that the participants have. These suggestions and immediate concerns provide valuable feedback to the facilitators of how the workshop experience was for the participants. A feedback process conducted at a later time may result in more accurate information about the long term impact of the workshop.

It is recommended not to record names because -

1. Who gives the feedback is less important than the feedback itself.
2. Some people may feel inhibited about giving honest feedback if they have to give their names.
3. This preserves participant workshop confidentiality as the evaluation forms may be seen by people outside the workshop. Participants names are never included in the workshop report.

There is an added value of providing feedback because it can provide the participant with the feeling of being listened to and this can result in people being able to let go of some concerns about the workshop, as well as reinforcing the learning from the workshop.

**Note:** It is important to record participant's names somewhere so that the track of the workshops completed is held should there be any confusion about what level of workshop a participant is able to attend. Certificates could fulfil this requirement.

# HANDOUT: WORKSHOP FEEDBACK FORM # 1

Workshop level: Basic/Advanced/T4F (Please circle one)

Date: Place:

1 = Excellent, 2 = Good, 3 = OK, 4 = Unsatisfactory, 5 = Poor

What did you think of the workshop overall?

1: 2: 3: 4: 5:

What did you think of the workshop content (what we did)?

1: 2: 3: 4: 5:

What did you think of the workshop process (how we did it)?

1: 2: 3: 4: 5:

What did you think of the facilitation?

1: 2: 3: 4: 5:

What was the highlight of the workshop for you?

What changed you the most inside – and why?

**How did the workshop change how you will deal with violence in the future?**

**What did you find the least helpful in the workshop?**

**Do you have any suggestions about how we could have made this more helpful to you?**

**Is there anything you would like to say about the facilitation of the workshop?**

**Do you have any suggestions for future workshops?**

**Is there anything else you would like to say about the workshop or the material presented?**

**Thank you for filling this out. We appreciate the feedback.**

## SAMPLE TEMPLATE FOR WORKSHOP REPORT

<b>T4F WORKSHOP REPORT</b>	
WORKSHOP DETAILS – dates, times, venue, facilitators	
WORKSHOP SUMMARY AND ISSUES	
AGENDA WITH COMMENTS	
PARTIPLICANTS FEEDBACK	
Overall 1=x, 2=x, 3=x	Content 1=x, 2=x, 3=x
Process 1=x, 2=x, 3=x	Facilitation 1=x, 2=x, 3=x
(Ranking 1=excellent, 2=good, 3=OK, 4=unsatisfactory, 5=poor)	
SUGGESTIONS	
HIGHLIGHT	
WHAT CHANGED YOU INSIDE	
WHAT CHANGED HOW YOU DEAL WITH VIOLENCE	
LEAST HELPFUL	

### Compile a workshop feedback report

1. First process the rankings
  - Use the following 1 to 5 ranking system  
1 = Excellent, 2 = Good, 3 = OK, 4 = Unsatisfactory, 5 = Poor
  - Count up and record the ratings for the first question.  
First count all the ratings of 1 = (for example 7) and record it as - Overall 1= x7  
Then count all the ratings of 2 = and record it as 2 =x5  
Then count the ratings for the 3 = , 4 = and 5 = .  
The record might look like - Overall 1=x7, 2=x5, 3=x4, 4=x0, 5=x0.
  - Similarly add up and record the ratings for the "Content," the "Process," and the "Facilitation."
2. Then record the written responses to the other questions.
  - Take one form and copy the responses by that person onto the report with each response as a dot point under the correct question heading.
  - Continue writing up all the responses.
  - Make sure that all the responses by a person to one question are recorded in a single dot point for that question.

Note that the question heading "Suggestions" has been moved to the top of the feedback headings because this is an important part of the feedback for the facilitators.
3. Facilitators read the participants feedback forms.
  - It is recommended to set aside time in the team debriefing session for all the facilitators in the team to read the feedback forms together and discuss them.
  - Each facilitator may like to put an initial or letter on the top of each form after they have read it so that they don't accidentally re-read some forms and miss others.
4. Add to the T4F Workshop Report
  - Summarize the useful ideas and suggestions from the participants feedback in the Workshop Summary and Issues part of the T4F Workshop Report.
  - Add the Workshop Feedback Report to the end of the T4F Workshop Report.
  - The participant feedback forms could be archived for future research purposes.



**HANDOUT – WORKSHOP FEEDBACK FORM # 2**  
**Alternatives to Violence Project**  
**Workshop Feedback**

**Level:**

**Date:**

**Venue:**

- 1. What was the highlight of this course?**
  
- 2. What changed you the most inside and why?**
  
- 3. In what different ways will you deal with violence after doing this workshop?**
  
- 4. Can you suggest anything else you would like to have included in this workshop which would have helped you as you journey towards nonviolence?**
  
- 5. If there is anything you did not like about this workshop, please write it here.**
  
- 6. How did you hear about the AVP workshop?**
  
- 7. Are you interested in further AVP training?**
  
- 8. What is your feedback for the facilitating team?**
  
- 9. Any other comments?**

**HANDOUT:**  
**TRAINING FOR FACILITATORS FEEDBACK FORM**

1. **Something I learned in this workshop that I am good at is....**
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
2. **Something that I learned that I need to improve on in order to become a good facilitator is ....**
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
3. **Something I learned new about myself that I didn't realize before this workshop is ....**
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
4. **What am I most proud of that I contributed to this workshop?**
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
5. **Something I would have left out or done differently in this workshop is ....**
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
6. **In what ways have I seen myself grow in this AVP Training for Facilitators workshop?**

# **EXTRA ACTIVITIES, LIGHT AND LIVELIES AND CLOSINGS FOR T4F AND CONTINUING LEARNING WORKSHOPS**

**This section contains other exercises/activities  
that can be used in T4F workshops.**

## **Possible exercises/learning activities**

Handout: Light & Livelies for the T4F . . . . .	130
Exercise: Keys to Transforming Power . . . . .	131
Exercise: Puzzling . . . . .	133
Exercise: Reflection . . . . .	135
Exercise: U Choose . . . . .	136
Closing: Yurt Circle . . . . .	137
Closing: Graduation Circle . . . . .	138

## **HANDOUT: LIGHT AND LIVELIES FOR T4F AND CONTINUING LEARNING WORKSHOPS**

These particular L&Ls are fun opportunities to improve our improvisation skills and build on what each other team member is doing as we work as a team. They also lift the energy of the room, especially after practice and feedback sessions. The workshop's "best" improviser, however, needs to be the facilitator!!! One of the key elements of them is encouraging people to find and build upon their "yes!" energy, even when the unexpected happens!

### **Wompom**

(make a fun sculpture of people).

Divide into 3 groups through a clumping L&L such as hug tag. Group makes several wompom statues of situations that come up in a workshop (e.g., not listening etc.) and after about the third one, this becomes the default position the group must take in between sculptures of other things or situations (e.g., refrigerator, a very hot day. etc).

### **Yes And... story circle**

Story telling around the circle, each person must incorporate the previous story, begin their contribution with an enthusiastic YES AND... and then add their piece.

### **Energiser I am... I like....**

Playful mime of an activity which is enjoyed by the participant; group greets them with their name and then re-mimes the activity (without words).

### **Space jump**

Groups of five... building upon a series of action stories. First person acts out a story or situation. When space jump is called, this person freezes in position, and a new person with a new action joins in and builds a new story on the positions of the frozen person or group who enthusiastically adopt the new story until the next "Space Jump!" call is made. Then reverse order back through the same stories once all five have been engaged. Ends with the first player and her/his initial action.

### **Yes, lets!**

This simple L&L can become a good mantra for the group when facing challenging tasks. Someone makes a suggestion for an activity... miming... and the group enthusiastically responds with a YES, LETS! and joins in until someone else calls out another suggestion.

### **Car and driver**

Ask everyone to stand and move chairs to the wall. Divide into pairs. Explain that one of the participants in each pair will be the car and the other person will be the driver. The car doesn't know where it is going, so the cars put one hand over their eyes and extend the other hand out in front of them to serve as a bumper. The drivers stand behind the cars and place their hands on the shoulders of the cars. The drivers guide the cars around the room and avoid any collisions. After a few minutes, ask the cars and drivers to exchange places. Debrief this exercise in the areas of trust and leadership. Ask the drivers how it felt to be leader and whether they felt any responsibility for the cars who were participants. Then ask the cars how it felt to be a participant and trust their leaders to keep them safe.

### **Animal parade**

Person goes around group as an animal, making sounds and movement, taps people to join them in the procession until leader grabs a seat and everyone else tries to sit down. The one who doesn't get a seat leads the next parade.

## EXERCISE: KEYS TO TRANSFORMING POWER

**Purpose:** To understand and explore the Keys to Transforming Power

**Time:** 30-45 minutes.

**What you need:** Set of AVP Mandala pieces to be put on the floor.  
Set of A4 or A3 sized Keys to Transforming Power.

**How it is done:**

**There are two versions for this activity, one for adults and one for youth.**

### ADULT VERSION

#### **PART A** (This is the *A Conflict I Solved Nonviolently* exercise)

1. Divide the participants into five small groups.
2. Invite each person to share with their small group – A problem I solved nonviolently (allow 2 minutes per person).
  - Invite the group to select which of the stories they will share with the whole group and who will tell the story.
  - The participants move back into the circle.
3. One person from each group tells the story chosen by their group.

#### **PART B** (This is the *Keys to Transforming Power* exercise).

1. The participants move back into their small groups.
  - Each group is given either a key or an element of the mandala.
  - Each group is asked to reflect on how their Key or Element of the mandala relates to their main story, and also to all the group's stories.
  - Each group is invited to select a volunteer to report back the groups reflect to the whole group.
2. The participants return to the circle.
  - The volunteer from each small group first reads out their Key or Element.
  - The volunteer describes how the Key or Element relates to their story or stories.
  - The volunteer puts the Key or Element randomly on the floor inside the circle.
3. After all the Keys or Elements are on the floor.
  - The facilitator draws the Keys and mandala into the center of the circle and puts the elements of the mandala together and the Keys on the outside of the mandala with the points of all the Keys pointing outwards.
  - The facilitator introduces the concept of Transforming Power.
  - The facilitator invites the other facilitators to add their ideas about Transforming Power.
4. Invite the participants to relate how their story relates to each of the Keys or Elements.
  - As each Key is mentioned the Key is picked up and turned around until all the keys are either all pointing inwards or outwards .
  - After each story is told all the Keys are pointing either inwards or outwards before the next story is told.
5. Debrief:
  - How was that for you?

## YOUTH VERSION

1. Place the mandala in the center of the circle and randomly place the keys on the floor
  - Ask volunteers to each name the color of one of the Keys and to read out the description of the Key.
  
2. One facilitator tells a true story of how these ideas made the difference to a difficult situation
  - Ask the participants if they can see a Key being used in the story.
  - As each Key is mentioned, the facilitator picks it up and turns it around to point outwards.
  - When all the Keys are moved then the facilitator introduces the concept of Transforming Power.
  
3. Invite stories from the participants and explore which Keys were used.
  - Each time a Key is mentioned it is turned around until all the Keys are either pointing inwards or outwards before the next story is told.
  - If no other story is offered then another facilitator can tell their personal story.

### Variation

Very young children can color in and cut out the Keys. Then they can choose a favorite Key and tell the group why they chose that one.

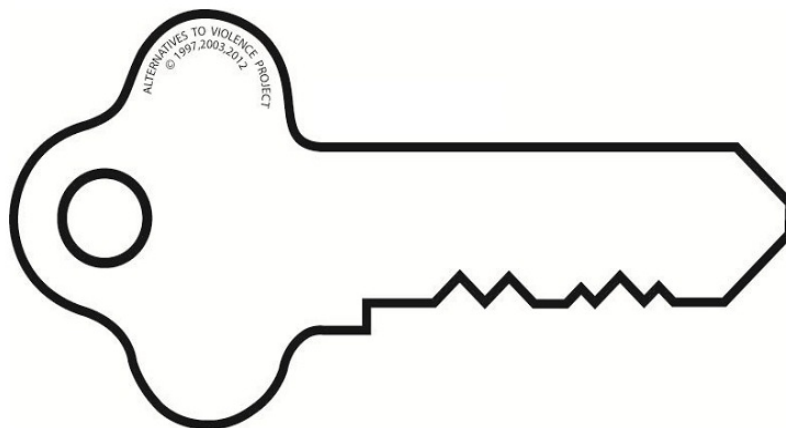
## Key Template

Letter and A4 sized print-ready templates of all 5 keys can be downloaded from:

<http://avpusa.org/ftm> .

They can be printed or photocopied onto colored card or paper, cut out and laminated. For an example of a set of keys, refer to *Keys to Transforming Power* on page 99.

Key Color	Blue	Yellow	Red	Green	Black
Key Wording	Respect Yourself	Care for Others	Work Together for a Nonviolent Way	Think Before Reacting	Expect the Best



## EXERCISE: PUZZLING

**Purpose:** To explore the issues of initiative, leadership, and assumptions of rules and cooperation. In a T4F workshop, practice teams can use this as an alternative to Broken Squares.

**Time:** Up to 30 minutes.

**What you need:** Five or six puzzles of different double-sided pictures, cut into identical patterns of pieces. See the template on the following page.

Before doing the exercise decide how many puzzles will be needed.

From each puzzle, take one piece of the same distinctive shape and put it into a different envelope. This means that no one group can make up its puzzle unless they cooperate with the other groups.

When the group assembles its puzzle, it will find that all pieces fit together precisely but that one piece has a different coloring or picture. This gives them a dilemma when deciding whether they are "satisfied with their puzzle." or whether they need to cooperate with other groups to find their missing piece. If the swapped pieces are not of a precisely identical shape, it will be obvious that the puzzle is wrong and the impact of the exercise is significantly reduced.

### How it's done:

1. Have participants sit in groups of 3 or 4.
2. Give each group a puzzle and tell them there are only two instructions for this activity:
  - "Build your puzzle."
  - "Do not speak."
3. When participants realize the problem with the puzzles, they might want to ask questions. If so, the facilitator repeats the two instructions:  
**"Build your puzzle" and "Do not speak."**
4. When the groups are satisfied with their puzzles, the facilitator first acknowledges they are aware that when people were asking for help, the response was abrupt and inflexible. The facilitator apologizes for the impact this may have had. (This is an important part of the activity for young people).

### Processing:

- What happened?
- What was the hardest thing for you?
- Would you do anything different next time?
- What does this activity tell you about leadership?

If the group is struggling to recognize the subtleties of leadership ask:

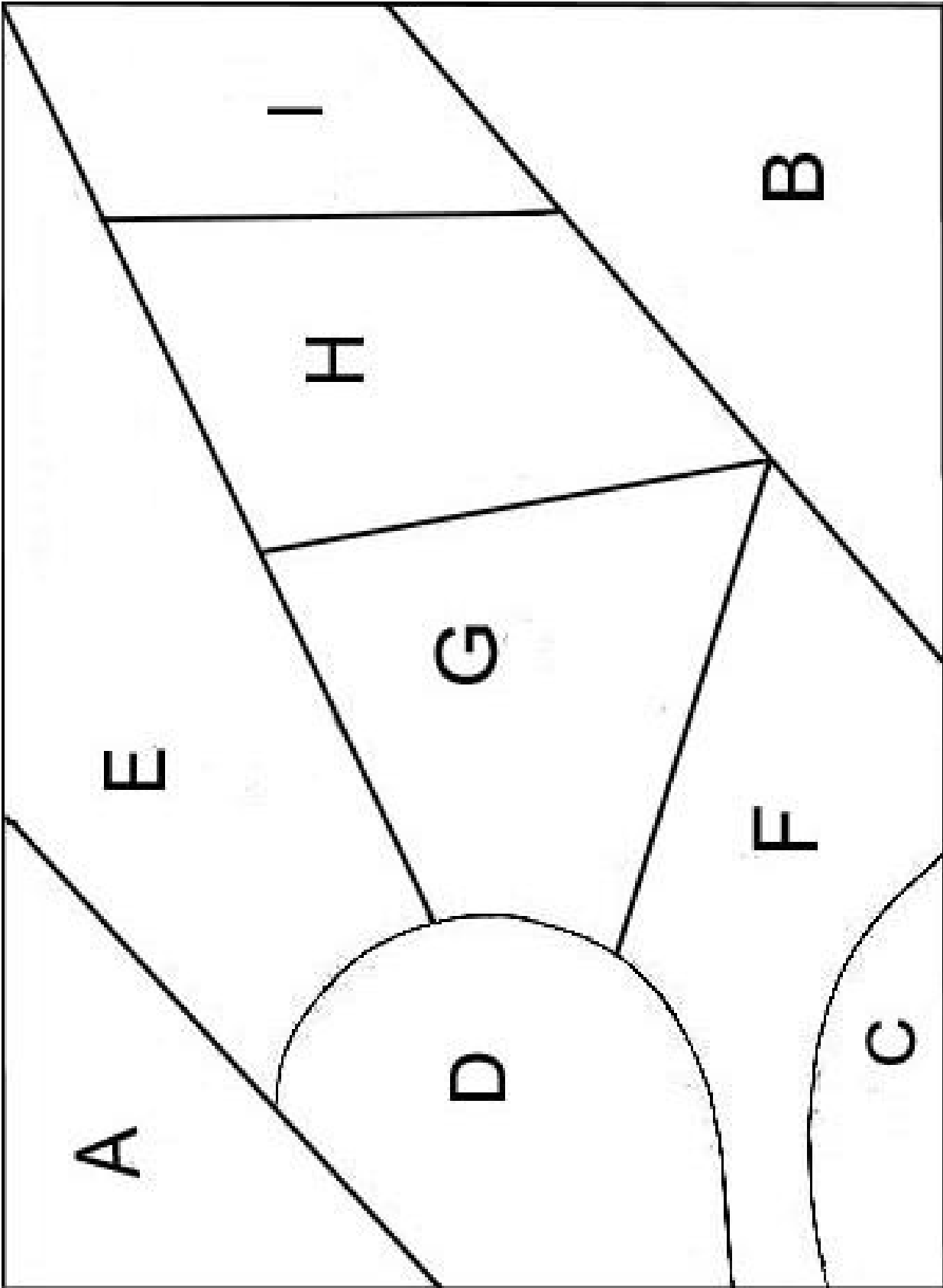
- Which parts or keys of the mandala did you use during the activity?
- What is the relationship between leadership and the keys or elements of the mandala?

### INSTRUCTIONS for making the puzzle:

1. Find ten to twelve colored pictures cut to the same size. They should be of scenes or animals and not of people or designs. Calendars or pictures from the Internet are useful sources. Puzzles using coloring-in books or drawings are less effective as the swapped piece is more obvious and the dilemma is reduced. So not draw them or use coloring-in books.
2. Glue the pictures back-to-back on cardboard or thick paper
3. Using the template on the following page as an example, cut out the double sided pieces precisely.
4. Put each double sided puzzle in a separate envelope marked Puzzle 1, Puzzle 2 etc.
5. IMPORTANT: Prior to running the exercise, remove the same shaped puzzle piece from each envelope, and place it into another envelope.

**Letter and A4 sized ready-to-print puzzling templates  
may be downloaded from – <http://avpusa.org/ftm> .**

PUZZLING TEMPLATE





## **EXERCISE: SESSION REFLECTION**

**Purpose:** To experience and practice reflecting back on the process and the learning of the group.  
To provide an opportunity to hear the varying ideas, views, insights and experiences from the group.  
To provide an invaluable opportunity for participants to work through any outstanding issues and concerns left over from any activity.

**Time:** 10-20 minutes.

**What you need:** Agenda poster and markers.

**How it is done:**

### **REFLECTION BRAINSTORM**

1. Read out each activity listed on the agenda and ask the group how that activity was for them.
2. Invite the participants to respond by calling out a word or phrase.
3. Have another facilitator scribe the comments on the agenda.

This is not the time to discuss the exercises/activities so this is run as a brainstorm. However if there are any unresolved issues that need addressing, then this must be processed and not ignored. Stop the reflection at this point and use processing questions like the three restorative practices questions around the circle to deal with the issue. Return to the reflection when possible.

The three restorative debriefing questions are

- What happened?
- What was the hardest thing for you?
- Is there anything you would do differently next time?

### **VARIATIONS:**

#### **REFLECTION LINE UPS**

1. Describe an imaginary line or continuum, from 1 ("really did not like") at one end of the line to 10 ("really like") at the other end of the line.
2. Read out each activity listed on the agenda and ask the group how that activity was for them.
3. Invite participants to stand for somewhere on the imaginary line to represent how the first activity was for them.
4. Invite people to share their reasons for being in that position, if they would like to do so
5. Repeat this for each activity (or each major activity) on the agenda.
6. These responses can be recorded on the agenda poster or on a separate poster.

#### **REFLECTION THUMBS UP AND DOWN or HANDS UP AND DOWN**

1. Read out each activity listed on the agenda and ask the group how that activity was for them.
2. Invite the participants to respond in the following manner:
  - Thumbs up /hands upward = enjoyed it or learned something.
  - Thumbs down /hands downward = did not like.
  - Thumbs sideways/hands to the side = not sure.

This is particularly good for children as they can indicate their view non-verbally.

## **EXERCISE: U CHOOSE**

**This is run at the end of the first session after the Session Reflection.**

**Purpose:** To have a real experience of being a volunteer. This is particularly meaningful for groups run in prisons or schools.

**Note:** It must be a real choice. The participants must be able to make the choice to leave without punishment, negative consequences from other people outside the workshop. This must be negotiated prior to running the workshop.

**Time:** 10-20 minutes.

**What you need:** First session agenda poster with participant comments.

**How it is done:**

1. The facilitator reads from the Session Reflection (or Evaluation) poster, feeding back to the participants their own words about the session e.g., "weird," "fun," "interesting," "hard," "full of laughter," .....
2. The facilitator states that before coming to this workshop, no-one really knew what it would be like. Also note that it is necessary to be present for all the activities to be able to graduate at the end of the workshop.
3. If there are any issues around attendance, this is the time to discuss them, e.g., for prison inmates it may cross over visiting hours, methadone treatment times, for adults in a community workshop it may be medical appointments or other commitments, and for school children it could be sports day or a music lesson.

For any issues, the group needs to decide how they wish to manage them. They may decide to cut down lunch times and start earlier – many solutions are possible.

4. When all the issues are sorted then the group is asked to take 30 seconds in silence to decide if they wish to spend the next couple of days of their life in this workshop.

Then the facilitator states that it is their intention to be present for the rest of the workshop. The rest of the group, in turn state their position.

5. If anyone wishes to leave then they say goodbye to the group and leave.
6. If someone does leave, then the group must have the opportunity to debrief after the participant has left.

## **CLOSING: YURT CIRCLE**

**Purpose:** A closing or trust activity to explore, see and feel how much trust there is in our group (how well we can depend on each other).

**Time:** 10 minutes.

**How it's done:**

1. Participants hold hands in a circle and move outward until everyone feels some pull on their arms from the people to their left and right. Let go of hands.
2. Count off by "one"/"two" (if the count is not even, have a facilitator step out of the circle so there will be an equal number of "ones" and "twos").
3. Ask all the "ones" to turn around and face outward; "twos" remain facing inward.
4. Ask participants to connect with their neighbors by holding the wrists of those to the left and right (holding wrists is stronger and more comfortable than holding hands). Place feet about shoulder width apart.
5. At the facilitator's signal, everyone is going to lean backward keeping body straight (don't arch back or bend at the waist—facilitator demonstrates). The "ones" who face outward will be leaning inward and the "twos" who face inward will lean outward.
6. It may take more than one try to get the whole group balanced. Once they are successful, don't leave them hanging too long. Bring everyone back up straight.
7. Ask everyone to reverse the direction in which they are facing: those facing out will now face in toward the center of the circle; those who were facing inward will now face out.
8. Repeat the leaning backward action. This way everyone has an opportunity to SEE the trust in the circle. Each person also experiences the sense of being held up by the whole group, no matter which direction they face.

(Without implying anyone is backwards, we can still be a strength and support for each other even when we aren't on the same path).

**NOTE:** A YURT is a Mongolian nomad tent which stands because the roof pushes against the walls in equilibrium.

## **CLOSING: GRADUATION CIRCLE**

**Purpose:** A positive, affirmative closing for the T4F workshop, which is particularly useful for groups that do not give a T4F workshop certificate to provide a sense of accomplishment and affirmation.

**Time:** 15 to 20 minutes, depending on the size of the group.

**How it's done:**

1. Form a circle standing shoulder to shoulder.
2. Invite one participant to step into the center of the circle.
3. Each participant then has the option to give the participant in the center of the circle an affirmative statement – "One reason I would like to do a workshop with you is...."
4. After the person in the center has received three affirmations, those in the outer circle applaud.
5. The person in the center is asked to take in the affirmation by slowly turning around 360 degrees and making eye contact with each person in the outside circle.
6. The next person is asked to step into the center of the circle to be affirmed.

Continue until all participants have been affirmed.

**Variation:**

If it is a very small workshop, make time for each person in the workshop to give an affirmation to each participant.

# CHAPTER FOUR

## Continuing Learning

	Page
Facilitation Learning Guide .....	142
Examples of Continuing Learning Opportunities .....	145
Apprenticeships .....	148
Unit 1 AVP Values and Skills .....	149
Unit 2 Personal Development .....	152
Unit 3 Team work .....	153
Unit 4 Group Dynamics .....	169
Unit 5 Facilitation Skills .....	174
Part 1: Advanced Facilitation Skills .....	174
Part 2: Coaching Workshops .....	180
Part 3: Processing Questions .....	185
Part 4: Role Plays .....	189
Part 5: Dealing with Participant Challenges in a Workshop ...	205
Unit 6 Leadership in AVP .....	211

This chapter outlines a variety of ways that AVP facilitators can improve their facilitation skills and deepen their understanding of both facilitation and personal development **after they have completed a T4F workshop.**



## CHAPTER FOUR: CONTINUING LEARNING

An AVP facilitator's learning journey starts with the Training for Facilitators (T4F) workshop rather than ending with it.

The ongoing or Continuing Learning journey in AVP facilitation covers:

- One's own journey to live AVP principles and practices.
- Working with diverse teams and diverse communities.
- Learning and experiencing in more depth, facilitation skills, AVP principles and processes, agenda planning and development, and activity presentation skills.
- Increasing one's leadership abilities and confidence in working with groups and taking initiative.
- Skills for involvement in the larger AVP organization.

The AVP Facilitation Learning Guide can assist individuals to identify personal areas for future learning and growth. Local groups can also use them to identify topics for future group training and development.

This chapter includes:

- Facilitation Learning Guide
- Examples of Continuing learning Opportunities
- Apprenticeships
- Unit 1 AVP Values and Skills
- Unit 2 Personal Development
- Unit 3 Team work
- Unit 4 Group Dynamics
- Unit 5 Facilitation Skills
  - Part 1: Advanced Facilitation Skills
  - Part 2: Coaching Workshops
  - Part 3: Processing Questions
  - Part 4: Role Plays
  - Part 5: Dealing with Participant Challenges in a Workshop
- Unit 6 Leadership in AVP

## AVP FACILITATION LEARNING GUIDE

Continuing Learning may provide a more structured way of facilitator development. The AVP Facilitation Learning Guide provides a framework for AVP facilitators at the various stages of their development of skills.

Stages of AVP Learning	Levels of knowledge, skills, attitudes, awareness
1 Participate in Basic workshops	Personal awareness and experience of AVP
2 Participate in Advanced workshops	Deepen understanding and application of AVP principles
3 Ongoing personal learning	AVP principles and processes as a way of life
4 Participate in T4F workshops	Begin to learn how to facilitate a Basic workshop
5 Facilitate as an apprentice facilitator in Basic workshops	Practice teamwork and facilitation of a Basic workshop
6 Facilitate Basic workshops	Strengthen teamwork, facilitation skills, agenda planning in Basic workshop
7 Participate in Continuing Learning workshops	Strengthen skills, broaden understanding, refine techniques and develop leadership
8 Facilitate Advanced workshops	Develop flexibility and learn to adapt activities/exercises and agendas
9 Facilitate T4F workshops	Understand AVP processes and mentor facilitators' training
10 Co-ordinate AVP facilitation & training	Oversight of facilitators, training, mentoring & quality

**Note that:**

- **Stages 1-3 are personal learning stages.**
- **Stages 4-10 are facilitation learning stages.**
- **Stage 3 is life-long and continues alongside the learning in Stages 4-10.**



## AVP Learning Units and Elements

The AVP Learning Guide is divided into six units of learning. Each unit of learning is subdivided into a number of elements of learning, covering the knowledge, skills, attitudes and awareness of an experienced, skilled and effective AVP facilitator. (Also, see chart on page 233).

### AVP values and skills

- Understand and use AVP philosophy, principles & practice
- Be open to Transforming Power
- Recognize that each person's AVP journey is their own
- Recognize the impact of other's behavior on self and of our own behavior on others
- Recognize the impact of shame and trauma on self and on others
- Recognize the range of violence (overt and covert) and the resulting range of harm
- Recognise that everyone has many alternatives to violence
- Recognize own personal needs, personal agendas and hidden agendas
- Be open to change and recognize areas needing improvement.

### Personal development

- Be able to work with everyone - to accept and respect diversity, no matter the race, sex, sexual orientation, age, religion, nationality, crime or personality of others
- Develop personal and inter-personal communication skills
  - listening and being compassionate, connected and empathic
- Be mindful of not speaking too often or too long
- Speak from the I / assertive speaking without blaming or judging
- Take responsibility for one's own violence, actions and safety
- Develop conflict transformation skills
- Share from a real and personal place
- Use groundings and other techniques to remain in the present
- Maintain detachment. Be safe with participants and avoid co-dependent or romantic relationships
- Keep clear of drugs and alcohol when facilitating.

### Team work

- Build a team
- Work together in a team
- Use consensus decision making in a team
- Give & receive feedback in a team
- Learn ways to deal with difficult behavior nonviolently.

### Group dynamics

- Be familiar with the stages of group development
- Be aware of group dynamics as they happen in your group
- Build an experience of community
- Read the group and its behavior
- Adapt workshop agendas to the group's needs
- Negotiate group agreements / safety strategies
- Develop sensitivity and respect for cultures and subcultures (e.g. gang, youth, family, class and ethnicity).

#### Facilitation skills

- Understand and use the AVP experiential learning style
- Understand the qualities and role of a facilitator
- Facilitate and present activities effectively
- Speak and explain clearly and simply
- Be familiar with the activities and material from the AVP manuals
- Facilitate AVP group processes – debrief and 'hold the space'
- Balance own needs with the needs of the group
- Model ('walk the talk'), mentor and coach
- Develop time management skills for the workshop
- Facilitate activities on Transforming Power and AVP philosophy effectively
- Craft a workshop agenda - plan, debrief and improve sessions with co-facilitators
- Set up and process role plays safely
- Apply AVP conflict transformation strategies to deal with participant difficulties nonviolently.

#### Leadership in AVP

- Apply AVP philosophy, principles, practices & conflict transformation in the running of AVP
- Apply listening, fair process and consensus decision making
- 'Walk the talk' within AVP
- Use and model cooperative leadership
- Build a safe and respectful place for speaking concerns, exploring alternatives, sharing power and taking initiative
- Recognise and foster the AVP vision
- Take responsibility and initiative in AVP
- Be willing to commit time and energy
- Participate in governance and management
- Participate in outreach and promotion.

**One way for both beginning and experienced facilitators to use the guide is to choose three from the list that they may want to work on developing or refining in a particular workshop.**

## **EXAMPLES OF CONTINUING LEARNING OPPORTUNITIES**

There are many ways that local groups have developed for facilitators to continue their learning journey. These opportunities have the added benefit of the building of community between facilitators that is so critical for an effective AVP workshop and a successful local AVP organization.

### **Learning within the three core AVP workshops**

The facilitators' learning journey starts as a participant in Basic, Advanced and T4F workshops. It continues:

- As an apprentice facilitator. Learning how to facilitate a Basic workshop.
- As a facilitator of Basic, Advanced and T4F workshops. Following the AVP principle of "all learners and all teachers" AVP facilitators can continue their personal learning as facilitators so long as they follow the principle of "putting aside your own needs for the sake of the group."
- As a participant in further workshops. Some local AVP groups encourage facilitators to repeat participation in Basic, Advanced and T4F workshops to provide ongoing opportunities for personal learning and experiencing groups in action.
- As a participant in new Topic Advanced workshops such as the Empathy, Anger, Bullying and Shame workshops that have been developed in different AVP groups.

### **Continuing Learning Workshops**

AVP facilitator workshops need to be 18-22 hours over two or three days so that they replicate the dynamics of a normal workshop. This has a typical workshop structure of an introduction with community building, a middle learning section and a final closing session. It allows for a greater depth of learning. Any activity that gets facilitators working together also has a community building benefit for the AVP group.

Continuing Learning Workshops can either be one-only workshops for a special reason, or can be part of a regular or irregular pattern of training workshops. Residential workshops add depth to community building.

#### **1. Coaching Workshops**

These are 2-3 day workshops which provide apprentices and new facilitators with the opportunity to practice facilitation in a supportive environment with mentors who will provide support and feedback. These can either cover general facilitation skills or focus on specific sets of skills.

#### **2. Advanced Facilitation Workshops**

These are weekend or 2-3 days workshops on specific aspects of facilitation such as Role Play or Team Leadership (or Lead Trainer). (see samples of agendas— pages 173-204. These workshops can use a previously developed standard agenda or a standard agenda adapted for local needs, or one specifically developed to meet local needs at the time.

## Continuing Learning Events

This includes all other AVP events for facilitators that are outside the structure of an AVP Facilitator Workshop. They have a range of topics and a range of durations and frequencies.

### Duration and frequency

- These can be called – Training Weekends, Training Days, Training Nights, Training Sessions or Support Groups.
- These can run for two or three days, for one day, for part of a day, or for a session.
- These can be held at either regular or irregular intervals, or just once.
- If they are held on a regular basis, they can give new facilitators the opportunity to plan and lead a session, with the pattern of Check-in, Gathering, Exercise, Light and Lively, and Closing, with experienced facilitators providing the content as major activities.
- They can be held by local AVP area councils, or by state or national AVP groups.
- They can sometimes be part of a Conference or Gathering.
- They can sometimes be residential.
- These may be held in communities or in prisons.
- They can sometimes be held in a prison with the outside facilitators coming in to share training with the inside facilitators, as is done in AVP/New York, where each year a Forum Day is held in a prison and the inside facilitators develop and lead the agenda.
- Support Groups can sometimes combine facilitators and community participants.
- Training sessions can be held during evenings in communities or in prison. In some prisons, participants who have completed a Second-Level Workshop are invited to participate in a weekly, bi-weekly or monthly "Support Group." They meet with part or all of the Facilitating Team, who lead the sessions.
- At international, national, and regional AVP conferences, these training sessions provide an opportunity for facilitators from various areas to lead or experience sessions on new exercises or topics that have developed.

### Content

These training events can be about a specific AVP facilitation topic, a related theme, or can be a collection of sessions on topics gathered together to meet local needs and interests. The topics could be about AVP facilitation or AVP organization.

Some recommendations for facilitation teams to consider.

- Try out different AVP exercises/learning activities and agendas to vary and improve facilitation skills and the quality of workshops.
- Use the adaptive activities and customize them to the selected topic.
- Go through the current AVP USA Basic (2002), Advanced (Second Level 2005), and Facilitators Training (2013) manuals and select appropriate exercises/activities.
- Find new manuals. Have you looked at the AVP USA Youth Manual 2000, the AVP Sydney Concise Manual 2012 and the AVP Britain Basic Manual 2006?.

AVP USA manuals are available through the AVP USA Distribution Center, on the AVP USA website, visit <http://www.avpusa.org> .

Other AVP manuals are being collected and will be available on the AVP International Website, visit <http://www.avpinternational.org> .

Manuals and books in the Bibliography on p.239 of this manual. For availability details, visit <http://avpusa.org/ftm> .

- Visit the new AVP Education Collection that is gathering a full collection of AVP learning materials.

<http://www.avpeducationnetwork.wikispaces.com> – this is an open website.

<http://www.avpmanuals.wikispaces.com> and

<http://www.clearinghouse.wikispaces.com> are private websites.

Contact [avpmanuals@gmail.com](mailto:avpmanuals@gmail.com) for username and password access to this material.

## Reading and rereading your group's current AVP manuals

Facilitators need to be familiar with the current AVP manuals.

## **New Topic Advanced Workshops**

Involvement with the development, facilitation or participation in new Topic Advanced workshops. Experienced facilitators in local groups can develop or try out new agendas and exercises/learning activities on new topics or themes that can be offered as extra topics in normal consensus Advanced workshops or as Topic Advanced Workshops. Examples of new topics include empathy, relationships, shame and bullying.

## **Special AVP Workshops**

Involvement with the development, facilitation or participation in Special Topic workshops such as the Trauma or HROC (Healing and Rebuilding Our Communities) workshops run by AVP groups in many parts of the world. These workshops are often not considered part of the core AVP workshops, but nevertheless are recognized as being a valuable part of the AVP community.

There are often special requirements for training facilitators in these workshops. Some local AVP groups have trauma counselors present at trauma workshops to ensure assistance is available to anyone who needs special support during and after an AVP Trauma workshop.

## **Discussion with other AVP facilitators**

This can occur in many places – in workshops, outside workshops, in AVP discussion groups such as the US AVP-L and AVP Education Network, at conferences, meetings etc.

## **Mentoring and Coaching**

This involves both being mentored and coached, or mentoring and coaching others. A good way to learn and understand something is to try to explain it to others.

## **Participating in Manual Writing**

A number of AVP groups around the world have facilitators skilled in translation and manual writing. These people provide an invaluable contribution to the AVP body of knowledge by writing local AVP manuals and exercises, and translating them into local languages for facilitators to be able to read in their own languages.

## **Reading and Viewing**

Reading books or articles or watching relevant DVDs on AVP facilitation and related subjects is a good way to deepen understanding of AVP facilitation, practices and principles. Material on trauma and shame is valuable background knowledge to inform AVP work on violence and nonviolence.

Developing, writing, publishing and reading local and national newsletters, such as The Transformer, published by AVP/USA.

## **Participating and/or facilitating in non AVP workshops**

Many innovative local AVP groups extend their skills by working with appropriate like-minded training programs such as Restorative Justice, Restorative Practices, Non Violent Communication (NVC), Neuro-Linguistic Programming (NLP) and other personal development programs. They then bring back the new learning and insights to the local mix of AVP facilitation skills.

It is important for facilitators who are enriching their local group skills in this way to be careful to avoid “program drift” and not dilute their AVP workshops with other teaching or training methods or non-experiential techniques.

## **APPRENTICESHIPS**

After graduating from the T4F workshop, intending new facilitators can start the process of joining their local AVP group, though the policies regarding apprenticeship may vary between local AVP groups. This is because of the grassroots nature of the AVP organization where local groups are able to select their style of apprenticeship and their conditions of apprenticeship.

Local group membership, organization of workshops and facilitators, facilitators training, apprenticeships, and role and availability of mentors and coaches varies between AVP groups. This diversity is one of the strengths of AVP.

### **Apprenticeship Journey**

- Some groups require that apprentices facilitate between one and five Basic workshops (usually 2 or 3). A learning journal can be a useful tool (assuming adequate literacy levels) where each apprentice notes their workshops, strengths, learning edges and feedback.
- Some have a formal process which requires apprentices to reach a certain standard of competency e.g., to demonstrate competence to co-facilitate a Basic Workshop or to demonstrate competence to facilitate a core set of AVP exercises and processes in a Basic Workshop.

Apprentices may choose the exercises that they feel ready to facilitate, or their mentors or others on the team may suggest exercises that they think the apprentice could be successful with. If there is no facilitator from their T4F workshop on the team, the apprentice should advise the facilitating team of any special needs they may have (reading/writing/comprehension skills). Experienced members of the team should make sure that apprentices have whatever support they need, such as time to prepare and practice at their own pace, and any coaching that they may request. Team members can help them select exercises that are “easy,” both in the directions and the processing, until they are ready to facilitate any exercise in a workshop.

One of the major strengths of having an AVP team of facilitators is that no one person needs to have all the skills required to facilitate a workshop. An important part of an AVP apprenticeship is the interaction between the apprentice and experienced facilitators on the teams which helps each person gain in skills, understanding and self-confidence. All facilitators, apprentice or experienced, grow at their own pace. It is the experience of a continually learning and growing community that inspires and energizes its members. That is the essence of the AVP philosophy of learning.

Feedback in general and feedback in particular about each facilitator’s “learning edges” is an important part of AVP teamwork during and after each workshop.

Some groups also have a “trainee-ship” stage for the first workshop of each apprentice. As a trainee, the apprentice is a full member of the team, taking part in planning, decision making, and sharing tasks. However, they do not facilitate in this first workshop but instead focus on observing and learning how the AVP workshop, teamwork, group dynamics and facilitation processes work.

### **Gold Certificate**

Some groups recognize the completion of the apprenticeship by awarding a gold certificate to acknowledge the person as an AVP facilitator.

## **UNIT ONE: AVP VALUES AND SKILLS**

- Understand and use AVP philosophy, principles and practice.
- Be open to Transforming Power.
- Recognize that each person's AVP journey is his/her own.
- Recognize the impact of other's behavior on self and of own behavior on others.
- Recognize the impact of shame and trauma on self and on others.
- Recognize the range of violence (overt and covert) and the resulting range of harm.
- Recognize that everyone has many alternatives to violence.
- Recognize own personal needs, personal agendas and hidden agendas.
- Be open to change and recognize areas needing improvement.

### **Possible exercises/learning activities/handouts for Unit 1 AVP Values and Skills.**

- Exercise: Hidden and Personal Agendas.
- Handout: Hidden and Personal Agendas.

This is a very useful team-building topic to include in the Facilitators Team Planning Meeting that occurs before each workshop. It is important for the efficient functioning of the team for the facilitators to be aware of both each other's personal and hidden agendas as well as each other's strengths, challenges, areas where support is needed and areas where people can give support.



## EXERCISE: HIDDEN AND PERSONAL AGENDAS

**Purpose:** To explore the impact of hidden agendas and how to deal with them.

**Time:** 20-30 minutes.

**What you need:** Handout: Hidden and Personal Agendas.

### How you do it:

1. Give out the handout and introduce the concept.
2. Practice exploring hidden and personal agendas in the team-building part of a Facilitators' Workshop Planning Meeting.
  - Divide into small groups with a facilitator in each group.
  - Introduce the poster with the three questions about what needs to be put aside.
  - The facilitator goes first, sharing responses to the three questions and modeling how to answer and depth of sharing.
  - Invite participants to share their hidden agendas as they are moved to do so.
3. Discussion in large group (optional):
  - Ask - What are hidden agendas?
  - Affirm participants' honesty and acknowledge the difficulty of this exercise.
  - Discuss common experiences.
  - Discuss that we all have personal and hidden agendas. Reassure everyone that it is only human to have hidden agendas.
  - Ask - Why it is important to identify these?
  - Discuss that it is important not to judge or "put people in categories" when someone shares a personal or hidden agenda.
  - Discuss or brainstorm – ways in which hidden agendas might become destructive and how to prevent this from happening.
4. Processing - ask:
  - "What happened?"
  - "What was the hardest thing for you?"
  - "Is there anything else that you would do differently?"

### Variation

1. An alternative process, that might feel safer to the participants, is for the facilitators to share their own agendas. Then have the participants write, on a small piece of paper, one hidden agenda of their own. They should not sign the paper.
2. The pieces of paper could then be collected and shuffled, and read aloud without comment by one of the facilitators.

### Facilitator's Notes

- The facilitator team members need to be prepared to share their own hidden agendas.
- This creates a sense of safety for the participants. It affirms that we are all human. Facilitators need to share their personal and hidden agendas first and to remember that the depth of the first sharing will be the model for the participants when deciding what it is safe to offer.
- This exercise should not be used to critique or judge participants. It is only a personal exploration and sensitization to our personal agendas, done in a supportive environment. This exercise can deepen community.
- This topic requires a strong sense of community and safety before it is explored.



## HANDOUT: PERSONAL AND HIDDEN AGENDAS

It is vital to understand and remember that AVP facilitators, like all people, have emotional motivations—some open and some hidden—for what they do. We need to understand our own hidden motivations or agendas for devoting time and energy to AVP. Hidden agendas are based on a combination of feelings that we carry from our life experiences.

- A personal agenda is the personal intention that a person has when interacting with others. It usually involves meeting a personal need or achieving a personal goal or outcome.
- A hidden agenda is a personal agenda that is kept hidden from others and may be subconscious. Even the person with the agenda may be unaware of it. Agendas that are out of our awareness can create difficulties for us personally, as well as for the workshop. The AVP process can help us to increase our awareness of these areas.

Human behavior is driven by desires and those desires can often form the basis of a hidden agenda. The needs/desires that underlie hidden agendas can include:

- the need to be needed.
- the need for approval.
- the need to be perfect/the best.
- the need for significance.
- the need for respect.
- the need for applause or praise.
- the need for contribution.
- the need to prove I am "worthy" of love.
- the need to increase power or influence.
- the need for importance.
- the need for recognition or validation.
- the need to be right no matter what.
- the need for safety or certainty.
- the need to be liked.
- the need for competence.
- the need to repay a "debt" to someone/thing.
- the need to find love/a lover.
- the need for variety or novelty.

Facilitators need to try to identify their own hidden agendas and unmet needs in the workshop planning meeting so that they are able to put aside their own needs for the sake of the group and maintain a healthy balance between their needs and the participants' needs. The team-building process may include sharing what we need to let go of to facilitate this workshop, including personal agendas, hidden agendas, and passions in life.

In life we do things and structure interactions to meet our needs. Facilitators can trust the workshop process, to meet their underlying needs without having to take action to achieve that outcome themselves.

Hidden agendas need not be unhealthy, as long as we are willing to recognize them and become sensitive to their impact on others. It is only by denying them to ourselves and others, or acting on them without regard to the needs of others, that they become unhealthy.

### **Why worry about hidden agendas**

To be effective facilitators, we need to be able to set aside personal agendas, hidden or otherwise, when they reduce our effectiveness. We should strive as facilitators not to allow our hidden agendas to hinder the groups functioning or to stifle the growth of participants.

A common hidden agenda that many people have is a desire to be needed. By helping or rescuing others we become an important and needed person in their lives thus achieving the goal of our hidden agenda. However helping or rescuing others can have the impact of making them dependent on us and dis-empowering them. This undermines the AVP philosophy and the workshop objective of people learning to empower themselves and find their own alternatives to violence that will work for them in the conflicts they experience.

## **UNIT TWO: PERSONAL DEVELOPMENT**

- Be able to work with everyone – to accept and respect diversity, no matter the race, sex, age, religion, sexual orientation, nationality, crime or personality of others.
- Develop personal and inter-personal communication skills—listening and being compassionate, connected and empathic.
- Be mindful of not speaking too often or too long.
- Speak from the I/assertive speaking without blaming or judging.
- Take responsibility for one’s own violence, actions and safety.
- Develop conflict transformation skills.
- Share from a real and personal place.
- Use groundings and other techniques to remain in the present.
- Maintain detachment. Be safe with participants and avoid co-dependent or romantic relationships.
- Keep clear of drugs and alcohol when facilitating.

See the many activities in the Basic, Youth and Second Level Manuals to support facilitator learning on personal development.

## **UNIT THREE: TEAM WORK**

- Build a team.
- Work together in a team.
- Use consensus decision making in a team.
- Give and receive feedback in a team.
- Learn ways to deal with difficult behavior nonviolently.

### **Basic Manual Section C: Teamwork and Group Dynamics**

- C-2 Training Style and the ABC's of Empowerment.
- C-5 The Team.
- C-6 Team-building.
- C-7 Suggested Agenda – Teambuilding/Planning First Session.
- C-8 Suggestions for Giving and Receiving Feedback.
- C-9 Notes for "Lead" Facilitators.
- C-11 When things go Wrong: Dealing with Team Conflicts.
- C-12 When things go Wrong: Coping with Destructive Behavior.
- C-14 Where Words Come From: Background on Listening.
- C-15 Queries on What it Means to be a Member of an AVP Team.

### **Possible Exercises/Learning Activities/Handouts/Agendas for Teamwork**

- Agenda: Team-building in a Workshop.
- Handout: Sample Agendas for Team Meetings.
- Handout: Eight Stages of Teamwork in a Workshop.
- Exercise: Fair Process.
- Hi-Five Hand Poster.
- Handout: Consensus Decision Making Using Fair Process.
- Exercise: Praise vs Acknowledgment Feedback.
- Handout: Styles of Feedback.
- Handout: Acknowledgment Feedback.
- Worksheet: AVP Facilitators Self Appraisal
- Worksheet: AVP Facilitators Peer Appraisal
- Exercise: Affirmation in Pairs.
- Exercise: Underlying Anger.

## TEAM-BUILDING IN A WORKSHOP

This Continuing Learning workshop may be used as part of maintaining a good team spirit or to contribute to building a good team spirit in an AVP group that needs team-building.

### SESSION 1 –

#### DAY 1 - GATHERING & TEAM-BUILDING

1. Welcome and Introduction to Facilitators.
2. Gathering: My name & something I am leaving behind to come to this workshop.
3. Agenda.
4. Positive Name Activity with Gestures.
5. L&L:
6. What is this Workshop? Opening Talk.
7. Safety Circle:
  - First gathering – What I need to feel safe in an AVP team.
  - Second gathering – What I can contribute to the safety of an AVP team.
8. Concentric Circles: Team-building topics such as:
  - A time when an AVP workshop went badly and how the team dealt with this.
  - A time when I was surprised at how well a team worked in an AVP workshop.

Break

9. Team-building
  - Divide the group into small teams of 4. Select a team-building activity from an AVP manual or develop your own.
  - Ask teams to select their own name.
10. Team-building Activities
  - Ask the teams to check the current AVP manuals and list all the team-building activities that could be useful for your AVP group to use to strengthen the team, including light and livelies.
  - Make a list on a poster of all the activities chosen.
  - Invite the group to prioritize the activities. Consensus process may be used if this is needed.
11. L&L
12. .... a selected team-building activity – this may be a new activity or a favorite activity.
13. .... a consensus activity or a second team-building activity.
14. Reflection – How was that for you? Check each listed activity and record comments
15. Closing - Pyramid: A gift I bring to an AVP Team.

### SESSION 2 -

#### TEAM-BUILDING DURING A WORKSHOP

1. Welcome Again!!
2. Gathering:
3. Agenda.

4. Transforming Power and AVP Teams – this could be individual or team drawings, collage, environment sculpture, journaling.
5. Brainstorms:
  - Why is team-building an important part of an AVP workshop?
  - What sort of team activities occur during a workshop?
  - How may these be improved?
6. L&L
7. Team Sessions for each workshop:
  - Each team brainstorm a list of the times they meet during a workshop.
  - What sort of activities usually occur during these sessions?
  - How might these sessions be improved to build and maintain a stronger team throughout the workshop.
  - Report back to the group and add the new ideas to the posters from the previous group brainstorm.

Break

8. Review Team Contract for the local AVP group—work both in the teams and in the whole group as appropriate.
  - Review the local AVP Group's Team Contract, check the Team Contact (Basic C-7). Add information about other AVP group contracts, if this is known.
  - Consider either revising the local group Team Contact (if there is one) or developing one if there is not.
  - What are the components of a team contract?
  - Use consensus decision making where appropriate.
9. L&L
10. Workshop Reports – have the group look at the local group's way of doing team reports and any problem with this.
  - Check out other group workshop reports.
  - Have the teams work together to look at the issues and problems of developing effective team reports and develop a standard layout or review their existing standard workshop report.

11. Action Plan to either introduce and/or consult on a new or revised team contract for the whole local AVP group. Also develop an action plan to introduce and/or consult about a new session plan for team-building activities within an AVP workshop.
12. L&L
13. Reflection Line Up.
14. Closing

**SESSION 3 –  
DAY 2–DEALING WITH TEAM CHALLENGES**

1. Welcome Back!!
  2. Morning Stretch.
  3. Agenda.
  4. Gathering: My name and a time I overcame a challenge I had in an AVP team.
  5. Brainstorms
    - Ways to deal with challenging behavior from a team member
    - AVP activities that could assist a team with challenging facilitator behavior.
  6. *Underlying Anger* —page 168.
  7. L&L
  8. Quick Decisions – scenarios with a focus on challenges for AVP teams.
- Break
9. Role Play for each team, use scenarios with a focus on AVP team issues and challenges
  10. L&L: after each role play.
  11. Reflection Thumbs.
  12. Closing:

**SESSION 4 –  
TEAM-BUILDING FOR THE AVP GROUP &  
FINAL GATHERING**

1. Welcome Back!!
  2. Gathering: My name and a time when I was proud of the team-building in our AVP group
  3. Agenda.
  4. Team-building in the organizational work of your AVP group.
    - In small teams review the “health” and effectiveness of the local team
    - Review what works and what does not work.
    - Have team brainstorms on what is needed to resolve the issues and transform the challenges in your group.
  5. L&L
  6. Imagine an Ideal AVP Community in your AVP local group – team drawings. Report back to the group.
  7. Brainstorm and develop an action plan to improve the team-building activities in your AVP group.
  8. Guided Reflection
- Break
9. Fill in Workshop Evaluation forms (optional here or after the workshop).
  10. Unanswered Questions.
  11. Final gathering: My name (with no positive name), a learning from this workshop and how I will look after this.
  12. Where do we go from here?
  13. Graduation.
  14. Community Clean Up.

## SAMPLE AGENDAS FOR TEAM MEETINGS

<b>TEAM BUILDING &amp; PLANNING MEETING</b>	<b>TEAM DEBRIEFING MEETING</b>
<ol style="list-style-type: none"> <li>1. What's on Top? (check-ins, sharing where you are right now)               <ul style="list-style-type: none"> <li>• Select meeting chair, agenda scribe &amp; negotiate time constraints</li> </ul> </li> </ol> <p>ROUND ROBINS</p> <ol style="list-style-type: none"> <li>2. Where I am at present -               <ul style="list-style-type: none"> <li>• in my life?</li> <li>• with AVP and Transforming Power?</li> </ul> </li> <li>3. What I need to let go of to facilitate this workshop               <ul style="list-style-type: none"> <li>• My personal agendas .....</li> <li>• My hidden agendas could be .....</li> <li>• Anything/passions in my life that I have to put aside</li> </ul> </li> <li>4. What I learned about myself               <ul style="list-style-type: none"> <li>• When working with teams?</li> <li>• My strengths are .....</li> <li>• How I can support others in this team</li> </ul> </li> <li>5. My learning edges are ..... and How I'd like to be supported in this team</li> <li>6. Briefing about participants</li> <li>7. Agenda setting</li> <li>8. Allocating other responsibilities</li> </ol>	<ol style="list-style-type: none"> <li>1. What's on Top? (check-ins, sharing where you are right now)               <ul style="list-style-type: none"> <li>• Select meeting facilitator, agenda scribe &amp; negotiate time constraints</li> </ul> </li> <li>2. How did the workshop go?               <ul style="list-style-type: none"> <li>• Group process?</li> <li>• Participants?</li> <li>• Highlights?</li> <li>• Challenges?</li> <li>• What might we do differently next time?</li> </ul> </li> <li>3. How each of us went with our learning edges</li> <li>4. How have we functioned as a group?               <ul style="list-style-type: none"> <li>• Group process?</li> <li>• Everyone participate?</li> <li>• Leadership?</li> <li>• Anyone frustrated? Why?</li> <li>• Goals and plans met?</li> <li>• Anything learned?</li> </ul> </li> <li>5. Read feedback sheets</li> <li>6. Workshop report, allocate task of writing up.</li> <li>7. How did the activities work?               <ul style="list-style-type: none"> <li>• Go through agendas</li> <li>• What worked?</li> <li>• What could be done differently?</li> <li>• What have we learnt?</li> </ul> </li> <li>8. Feedback – positive &amp; acknowledgment</li> </ol>

# **HANDOUT: EIGHT STAGES OF TEAMWORK IN A WORKSHOP**

## **Components of workshop team meetings**

- In all AVP workshops the team needs to get together regularly for team-building and planning even when the team members are experienced and have worked together before.
- Meetings include a check-in (“What’s on top?” or “What’s happening for me right now?”), team-building, listening to each other, agenda planning, problem solving and debriefing.
- Team members need to agree to the meeting purpose, times and length of meeting
- Some groups have a pre-agreed agenda or agenda guidelines.
- The meeting chairperson can be selected or nominated in advance, or the position can be rotated each session or each day.

## **STAGE ONE – Team planning meeting**

- Because the team-building process is so important for the effectiveness of the workshop, allow enough time to complete. Remember that having fun together is an important part of team-building.
- Team members can name a learning edge for themselves (something they would like to get better at) and a strength they bring to the team. This can be a guide to feedback at debrief time, as well as helping choose exercises to adopt.
- Have this planning meeting at least a day before the workshop if possible, so there is enough time to complete.
- Begin planning the workshop agenda after the team-building process is done.
- The team needs to know the workshop logistics such as the venue, its size, furniture, times available and time constraints, meal and break times, and any other constraints.
- They need to be briefed when possible about the participant group, the numbers, background, characteristics, expectations and any potential challenges. Beware of gossiping about participants.
- Plan the overall agenda, with the purpose of matching the expected needs and expectations of participants. Consider similar workshop agendas as models.
- The first couple of sessions need to be planned in detail, the exercises selected to match the workshop theme or purpose, allocate the exercises to team members making sure that everyone has an equal share of exercises.
- Team contracts are used by many teams, such as the one in the Basic Manual, (C-6-7). Do adapt it to local conditions, or develop one for each new workshop team.
- Agree to signals to communicate privately with each other during the workshop in such a way as to not disrupt the flow of the exercises e.g., “wind up,” “cut,” pointing to your watch to remind presenting facilitator of time.
- Agree to make sure that each facilitator will have the right to assistance if they need it, but that other facilitators should not interrupt or assist without a specific invitation to do so. An example might be “does anyone else in the team want to add anything here?” This is often a major cause of conflicts within the team in a workshop.
- New facilitators are given a mentor to coach and oversee their progress and offer support.
- Facilitators often select exercises to present, with the newest facilitators selecting first. They should be able to “pace” themselves and be able to select the appropriate exercises and level of exercise for them, with the guidance of their mentor.
- New facilitators need to be able to have time to read through and practice the exercises they will present and to receive any coaching.

## **STAGE TWO – Setting up the venue or workshop space**

- Set up the circle of chairs that they are comfortable and suitable for light and livelies.
- Have enough chairs for everyone, enough separate spaces for small group activities, enough room for light and livelies and a whiteboard or a place to write on posters.
- All the posters and resources for each session need to be ready before the session starts.

### **STAGE THREE – Team meetings at each break during the day**

- The team needs a place to meet privately with a table and chairs, a place to store workshop resources, a table to prepare posters on, poster paper, markers and a clock.
- To assist the team harmony and consensus, team members need to meet at each break. Take time to check-in with each team member, to hear any concerns and to resolve the concerns where possible before the next session.
- Try to have the team members join the participants for the meals if practical.
- Sometimes the agenda needs to be changed, exercises crossed off or added. Keep the agenda up-to-date and neat.
- Ask a participant to take responsibility to bring the group back at the end of the break.

### **STAGE FOUR – Clinics called during the workshop to cope with unexpected challenges**

- Have problem solving open clinics (or meetings) in front of participants or closed clinics with participants either having a break or doing an exercise such as *Buddies*—page 177. See *Dealing with Challenges* —pages 205-210, for ideas about closing the workshop if necessary.

### **STAGE FIVE – Team meeting after each day**

- After everyone has been heard in the check-in, discuss any issues or challenges that have come up and suggestions on how to deal with these.
- Plan the agenda, sessions and exercises for the next day.
- If there is time, review the day's agenda with what worked and what did not work.
- Continue the mentoring and coaching of new facilitators.

### **STAGE SIX – Community Clean Up**

- Include this activity in the last session agenda and clean up before the team debrief.

### **Stage Seven – Team meeting to debrief after workshop**

- Start the workshop debrief with everyone checking in and then discussing how the workshop went for them, and any issues or challenges.
- Read the workshop evaluation forms to add participant feedback to the debriefing process.
- Team members go through the workshop agendas and make comments about –
- What worked well? How did this help the workshop?
- What did not work well? How did this affect the workshop?
- What could we have done to make a difference? How could this have affected the group or individuals?
- Conclude with realistic affirming feedback from each team member to each other team member. Remember the aim is to support ongoing growth as a facilitator. The individual learning edges and strengths can be referred to here.
- Sometimes a follow up meeting is needed, especially if there were challenges in the team meetings or workshop. Do not allow issues or conflict to lie unresolved from the workshop.

### **Workshop Report consists of -**

- Workshop details - type of workshop, date, times, venue, facilitators (only first names).
- Brief summary of the workshop.
- List of any issues to be reported to the local AVP group.
- Workshop agenda with annotations about how to do new or revised activities, what worked and what did not work.
- The collated report of the workshop evaluation feedback—page 128.
- Do NOT include participant names or confidential information on a report to be distributed.

### **STAGE EIGHT - Team maintenance between workshops**

- It is important between workshops to continue to build and maintain the local AVP group team of facilitators and to run the group organization using AVP principles and practices.



## EXERCISE: FAIR PROCESS

**Purpose:** To experience and practice a consensus decision making process.

**Time:** 20-80 minutes.

**What you need:** Paper or cards, pens and backing boards.

Hi Five Poster with pictures of hands showing each of the options written below  
—page 160.

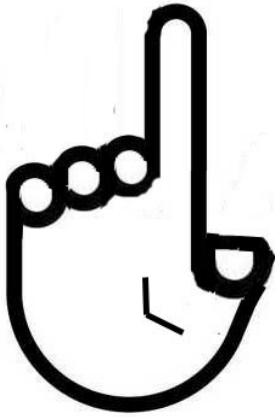
**How it is done:**

### Part One: Snowball Decision Making

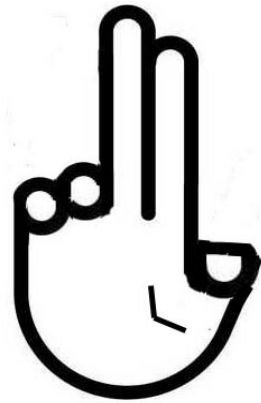
1. The decision that needs to be made is introduced and discussed.
  - The paper or cards, pens and backing boards are distributed to everyone.
  - Each participant is asked to consider their personal preference. Participants may write on the paper or card.
2. The group is divided into pairs or threes.  
Each group discusses and selects as a group one or two proposals.
3. These small groups can merge into larger groups and go through the same process, or they can come to the large group at this point.
4. Each of the small groups reports to the whole group what they have decided and the process they used to get to the decision.
5. The whole group is asked to come to a decision which everyone is willing to agree to.  
In this decision making the Hi Five Process may be of use to the group.

### Part Two: Hi Five

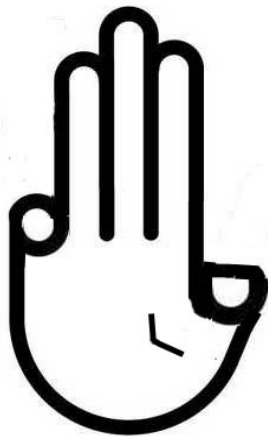
6. Participants are shown the *Hi Five Hand Poster* and can ask any question to clarify the meanings of each number of fingers.  
This can be a useful tool for the group's decision making.
7. When a proposal is made then the proposer assumes responsibility of managing the process  
The proposal is stated clearly and explained.
8. Then a "Hi Five" is called for.  
Participants put up their hand with a number of fingers visible for counting. The number of fingers represents their position on the proposal. This is not a vote.
  - 1 finger = NO, I need to block this proposal.
  - 2 fingers = I have deep concerns, but I will not block the group.
  - 3 fingers = It is too soon to decide, we need more consideration.
  - 4 fingers = I have some concerns, but I can live with this proposal.
  - 5 fingers = YES, I agree, let's do it.
  - Those with Four and Five put their hands down as they either agree or can live with the proposal.
  - The proposer then asks the Ones, Twos and Threes to speak to their areas of concern.
  - When that has been done, the proposer either calls for another "Hi Five" to check whether the group has changed its position, or the proposal is put aside.
9. Someone offers another proposal and calls for a new "Hi Five." (After some time it may be that a "Hi Five" is called for a previous proposal to again check where the group is).
10. A consensus process can be lengthy. There are times when the facilitator might ask for a circle connection of "What is the hardest part about this for you?" or the facilitator could call a 5 minute stretch break.



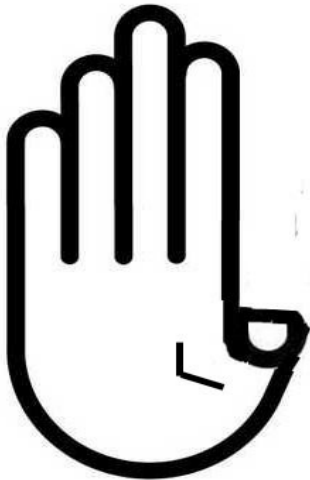
**NO, I need to block this**



**I have deep concerns, but  
I will not block the group.**



**It is too soon to decide,  
we need more consideration.**



**I have some concerns,  
but I can live  
with this proposal.**



**YES, I agree, let's do it.**

## **HANDOUT: CONSENSUS DECISION MAKING USING FAIR PROCESS**

For group decision making both within AVP workshops, in AVP facilitation teams and within the AVP organization, the preferred method is consensus decision making. This activity is the central component in most Advanced workshops so that both facilitators, participants and future facilitators get a good grounding in this process.

Before the consensus activity in the Advanced workshop, things that enable, hinder or block effective decision making need to be explored. These include feelings of power and powerless, being respected and disrespected, being included and excluded.

Consensus is enabled when:

- The focus is on listening to and addressing concerns rather than advocating solutions.
- All views are heard, valued, respected and considered.
- Everyone is able to exercise the rights and responsibilities of veto.
- Attempts to pressure or persuade others are avoided.
- Debate and argument are discouraged.
- Explanations of proposals and concerns are encouraged.

A consensus decision is one where everyone is comfortable that the decision is the right way for the group to go forward even though it may not be the preferred outcome for everyone. It is also known as "Fair Process."

Consensus activities in Continuing Learning workshops and sessions are good reminders and skill builders for decision making within AVP. There are a number of both consensus and power activities in the Second Level Manual, 2005 for AVP groups to explore this topic. The Fair Process is another example of a consensus decision making method. This includes both the Snowball and Hi Five decision making processes.

### **Note for facilitators:**

The path to consensus is by listening and not persuading. It requires respecting and considering the concerns of others while respecting one's own needs and concerns.

Hi Five is NOT a voting process. It is a discernment and listening process. It is vital to the process that each person feels that their concerns have been heard and understood.

## EXERCISE: PRAISE VS Acknowledgment FEEDBACK

**Purpose:** Experience and practice giving and receiving acknowledgment feedback.

**Time:** 30 minutes.

**What you need:** 1 sheet of drawing paper (letter or A4 size) for each person.  
Backing boards and markers for each person.  
Handout – Styles of Feedback.  
Handout – Acknowledgment Feedback.  
Handout – Three Processing Questions.  
Three Shapes Poster.

### SAMPLE THREE SHAPES POSTER



### How you do it:

1. Divide people into pairs.
  - Hand out the drawing paper, backing boards and markers to each person.
  - Invite everyone to sit around the room with their partner.
2. Invite each person to think about something significant that has happened in his/her life over the last week (or month).
  - Select one of the shapes.
  - Draw the shape and use this as a starting point to draw a picture of the significant event that has happened in your life.
  - You have two minutes to do the drawing.
3. Hand out the Styles of Feedback handout with the Praise and Acknowledgment List of Comments uppermost.
  - The speakers will look at their partner's picture and then ask each question on the sheet and listen to their partner's response before asking the next question.
  - Have the pairs swap roles and the new speaker ask the questions.
4. Hand out the Three Debriefing Questions handout to each pair.
  - Invite the pairs to ask each other the three debriefing questions, with each person speaking to the first question, then the second and then the third.
5. Ask the pairs to open out the Styles of Feedback table.
  - Either the pairs can read and discuss the table or the facilitator can read and the group discuss the table.
6. Hand out the handout Acknowledgment Feedback and read and discuss the information in the pairs (optional).
7. Return to the circle and ask "How does this activity relate to your life?"

## HANDOUT: STYLES OF FEEDBACK

### PRAISE VS ACKNOWLEDGEMENT LIST OF COMMENTS

The speaker makes the following comments about their partner's drawing -

- 1 "That's a beautiful picture."
- 2 "I like your picture."
- 3 "I like ..... in your picture."  
*(describe an aspect of the picture)*
- 4 "I notice that you have drawn ....."  
*(describe the picture)*
- 5 "Tell me about your picture."

### STYLES OF FEEDBACK

"That's beautiful"	- is a global judgement
"I like your picture"	- is a personal judgement
"I like ..... (something) ..... in your picture"	- is a personal interpretation and judgement
"I notice that you have drawn" -	is an observation or descriptive feedback
"Tell me about your picture"	- opens a space for the artist to respond with what they choose about the painting and its meaning to them."

### THREE RESTORATIVE DEBRIEFING QUESTIONS

- 1 What happened?
- 2 What was the hardest thing about that for you?
- 3 Is there anything you would do differently next time?

## HANDOUT: ACKNOWLEDGMENT FEEDBACK

There are many ways of giving and receiving feedback. This is one of the many choices for the local AVP group, workshop team or individual facilitator. Giving feedback is an important part of the learning, coaching and mentoring processes that are such an essential part of the AVP style of learning. Giving and receiving feedback can also be a potential source of much conflict, disagreement and hurt in a workshop team.

All AVP facilitators ideally adopt and model using principles of Transforming Power and the keys or elements of the mandala, the AVP group agreements or guidelines, and building and maintaining individual self-esteem in their interactions with each other and with participants in a workshop. It is equally important for team members to use these as they interact with each other within the team and coach and mentor each other, and give and receive feedback.

Your AVP group or team may like to investigate the use of acknowledgment feedback in a Continuing Learning session or workshop. Two educational researchers who support using acknowledgment feedback rather than praise and punishment are Louise Porter and Alfie Kohn.

Louise Porter has a guiding principle "When you want children to develop a healthy self-esteem, celebrate and acknowledge their efforts, but do not praise them."

[http://www.louiseporter.com.au/pdfs/the\\_value%20of\\_acknowledgement\\_over\\_praise\\_web.pdf](http://www.louiseporter.com.au/pdfs/the_value%20of_acknowledgement_over_praise_web.pdf)

"Giving children (or adults) feedback that describes their achievements, rather than judging these, gives children information about who they are, without taking that extra step of implying that they must behave in particular ways for us to value them. In this way, acknowledgment safeguards their self-esteem."

Acknowledgment feedback gives information about a person's personal skills, qualities and achievements. It supports focus on how their behavior affects others. What works for children works for adults too.

Examples of praise verses acknowledgment.

"The following examples illustrating the distinction between praise and acknowledgment avoid one-up-one-down language in which adults adopt the stance of expert with the right to judge others. Instead, acknowledgment allows children to monitor and assess their own performances. This will both allow them to develop a comprehensive picture of their own skills and qualities, and to apply their self-management skills to regulating their own behavior."

**Action:** A (person) who has completed a painting comes to you asking "Is this good?" while looking pleased with it.

**Praise:** "Hey, that's great! Good for you."

**Acknowledgment:** "You look delighted with that! I agree with you: I think you should be pleased." "Looks like you enjoyed doing that." "It looks to me like you planned your painting very carefully." "What's your favorite part?"

**Action:** A (person) who has completed a painting comes to you asking "Is this good?" while looking dispirited.

**Praise:** "Hey, that's really good. You've done well."

**Acknowledgment:** "I can see you're disappointed with it." "What don't you like about it?" "How come it didn't turn out as you'd hoped?" "Do you want to fix it, or just leave it for now?"

**Kohn, A. (1999). Punished by rewards: The trouble with gold stars, incentive plans, A's, praise and other bribes. (2nd ed.) Boston, MA: Houghton Mifflin.**

**Porter, L. (2006). Children are people too: A parent's guide to young children's behavior. (4th ed.) Adelaide, SA: East Street Publications.**

# WORKSHEET: AVP FACILITATORS SELF-APPRAISAL

The following gives facilitators the opportunity to track their developing skills and feedback, and to save them as part of a personal record of their learning journey. This worksheet is a private tool and should NOT be collected as an official assessment tool. That is not in the spirit of AVP.

**Date:** \_\_\_\_\_ **Location:** \_\_\_\_\_ **Workshop level: B A T4F, Continuing Learning**

**Team members** \_\_\_\_\_

## HOW DO I RATE MYSELF UNDER THE FOLLOWING HEADINGS:

1. Appropriate enthusiasm
2. Voice - volume, tone, interest value.
3. Team Member – respecting needs and skills of others, and acknowledging that all are equal.
  - a. helping without taking over.
  - b. being reliable
  - c. respecting the team contract (optional)
4. Being able to give clear instructions.
5. Being a good listener and “holding the space.”
6. Processing of exercises.
7. Processing of role plays.
8. Giving individual attention to participants (chatting, showing an interest etc).
9. Preparation: The equipment I need, what I am going to say and do, the outcome I want, the conclusion and hand over to other team members.
10. The readability and presentation of hand written agendas & posters etc.
11. Being able to get contributions from participants and not giving lectures myself.
12. Facilitating according to the AVP philosophy.
13. Abiding by basic AVP Guidelines as regards prison workshops, committee meetings, general organizational matters.
14. The amount of commitment I am able to give to AVP: The number of workshops \_\_\_\_\_, attending meetings \_\_\_\_\_, attending trainings \_\_\_\_\_.

The best workshop I have co-facilitated was good because \_\_\_\_\_

\_\_\_\_\_

I am still working on these areas

1 \_\_\_\_\_

2 \_\_\_\_\_

I could support AVP in my local group/state by \_\_\_\_\_

My country by \_\_\_\_\_

The World by \_\_\_\_\_

Any other comments

\_\_\_\_\_

\_\_\_\_\_

**REMEMBER:** Do not be hard on yourself or others. The skills to run a workshop need to be within the team rather than just within an individual.

## WORKSHEET: AVP FACILITATORS PEER APPRAISAL

After completing their own self-appraisal forms (own reflection first is the best way of connecting with your own truth), facilitators pair off with someone with whom they have worked and discuss with each other. Try to maintain open listening and sharing. This worksheet is a private tool and should NOT be used as an assessment tool, and should not be collected officially. That is not in the spirit of AVP.

**1. What I like about you as a facilitator is**

---

---

---

**2. To my way of thinking, your strong points are**

---

---

---

**3. My feedback on your Self Appraisal is: (Use "I" Messages where appropriate).**

---

---

---

**4. If we work together again, a change I would like to see us make is**

---

---

---

**5. The best thing about a workshop we have done together was**

---

---

---

Thanks.

REMEMBER: Do not be hard on yourself or others. The skills to run a workshop need to be within the team rather than within an individual.



## EXERCISE: AFFIRMATION IN PAIRS

**Purpose:** To deepen our experience of affirmation.

**Time:** 10-20 minutes. 5 minutes each way in the pairs.

**What you need:** A script for the exercise.

### How it is done:

1. The facilitator reads the following story:

"It isn't always easy to find something to say to another person that affirms them in a genuine way.

"But take a lesson from a cleaning lady, Anna, who worked in a children's hospital.

"The kids loved her, looked forward to her rounds, and got better faster in "her" ward than an identical one in another part of the hospital.

"Anna would let the children know **the skills she saw them use**—suggestions for dealing with a squeaky wheel on her trolley for example, and she thanked the child who offered that solution.

"She spoke of **the qualities that she saw in them**—bravery about dealing with the challenges of their illness, their courage to undergo treatment without complaint, their kindness to one another.

"And she let them know **the ways that they influenced her own life**—the inspiration she got from them, the ways that her own problems would fade into insignificance etc."

2. Get into pairs, sitting opposite one another.

Facilitator says:

"Using these three categories:

- the skills you see.
- the qualities you see.
- the ways your partner may influence you.

"Look your partner in the eye and open your heart to them. Find your experiences of that person, and offer them the affirmations which have meaning in response to each of the categories, and deepen relationship between you both."

3. After 5 minutes of sharing partner A to B, partners switch and partner B speaks to A.

## EXERCISE: UNDERLYING ANGER

**Purpose:** To experience and practice looking at the feelings, fears and unmet needs that underlie one's anger or another feeling.

**Time:** 25 minutes.

**What you need:** Underlying Anger Poster.

Set up the poster to progressively reveal each of the 5 points as they are introduced.

Paper or cards to write on – 1 per person.

Pens – 1 per person.

<p style="text-align: center;"><b>UNDERLYING ANGER</b></p> <p><b>I FELT ANGRY WHEN .....</b></p> <p><b>I FELT ..... BECAUSE .....</b></p> <p><b>I HAVE A FEAR THAT .....</b></p> <p><b>I HAVE A NEED FOR .....</b></p> <p><b>TO MEET THAT NEED I CAN .....</b></p>
--

### How it's done:

1. Give each person a pen and a card to write or draw on.
  - Ask participants to find a private place in the room to write or draw.
  - Tell them what they write does not need to be shared.
2. Introduce the first question and ask that they reflect on the question and write a sentence or drawing to capture the essence of their response. In the same way, introduce each of the other four questions.
  1. Think of a time where they felt really angry.  
Start with "I felt angry when ...."
  2. Another emotion very often underlies anger.  
Start with "I felt ..... because ....."
  3. The reason for that feeling is often caused by a fear.  
Start with "I have a fear that ....."
  4. Fears often arise from unmet needs. Start with "I have a need to ...."
  5. Think about what you could do to contribute to meeting that need.  
Start with "To meet my need I can ...."
3. Return to circle and process.
  - What happened?
  - What was the hardest thing for you?
  - Is there anything that you would do differently next time?

### Variation:

- Do this activity a second time immediately afterwards. This can deepen the experience and provides extra opportunity for reflection.
- Use another emotion instead of anger, e.g., fear, anxiety, powerlessness.

For a group with difficulty in writing, the questions can be pre-written on the card or paper with room left for a drawing response.

## **UNIT FOUR: GROUP DYNAMICS**

- Be familiar with the stages of group development.
- Be aware of group dynamics as they happen in your group.
- Build an experience of community.
- Read the group and its behavior.
- Adapt workshop agendas to the group's needs.
- Negotiate group agreements/safety strategies.
- Develop sensitivity and respect for cultures and subcultures (e.g., gang, youth, family, class and ethnicity).

Group dynamics is what goes on in a group in the moment and over time, how the members of the group behave towards each other, their feelings towards each other and their struggles and conflicts over leadership, power, respect and other issues.

There is material on Group Dynamics in the Basic Manual in Section C.

Possible exercises/learning activities/handouts/agendas for Group Dynamics.

- Exercise – Stages of Group Development.
- Handout – Stages of Group Development.
- Exercise – Exploring Group Dynamics.

## EXERCISE: STAGES OF GROUP DEVELOPMENT

**Purpose:** To explore and practice identifying the stages of groups in an AVP workshop.

**Time:** 30 minutes.

**What you need:** Stages of Groups Poster.  
Stages of Groups Handout.  
Basic Workshop Building Blocks Poster —page 176.  
Poster paper and markers for each small group.



### How it is done:

1. Show the Stages of Groups Poster and discuss the stages.
  - Invite the group to consider which stage the current workshop group is at, and why? How might you recognize which stage the group is at?
2. Divide the group into small groups (or return to the small teams if these have already been created in this workshop).
  - Invite the small groups to discuss what strategies and what exercises could make a difference. How might the facilitators change the agenda?
  - Have a poster of the Basic Workshop Building Blocks for the small groups to consider in their discussion.
  - Discuss examples of when a storming stage of a workshop needed careful handling.
  - Brainstorm strategies that could work with storming challenges.
3. Return to the circle and share ideas and strategies.
  - Share ideas on strategies that could make a difference to the current group stage.
  - Share ideas on strategies that could make a difference to a storming challenge.

### Process:

- What happened?
- Was there anything difficult?
- What might you do differently in the future?
- How might this understanding change what you do in a workshop?
- How might this understanding change what you do in a team meeting?

### Variation:

Return briefly to this topic in the last session of the workshop and revisit identifying which stage the group is now at, why and what strategies might have made a difference.

# HANDOUT: STAGES OF GROUP DEVELOPMENT

There is a five-stage pattern that typically occurs in the development and operation of a group of people. It is likely that the group dynamics in an AVP workshop will follow the same pattern. However the behaviors manifesting in the various stages of development may vary from culture to culture. The same pattern of group dynamics will also occur in the facilitation team in a workshop and also in a local AVP group over time.

## **Stage 1: Forming**

As new people come together they can feel anxious, unsure about that is going to happen, who the other people are, what their expectations are and what the rules will be. The anxiety is compounded where participants come from different cultures with strong hierarchies and boundaries (us and others).

The AVP format of outlining the expected outcomes, workshop schedule, session agendas and group agreements will help at this stage. Community building activities can help the participants get to know each other and the facilitators as people, and begin to break down the barriers between people.

## **Stage 2: Storming**

The initial period of caution and uncertainty is followed by a predictable storming stage when participants begin to feel more comfortable and more empowered to express their doubts and concerns and to challenge perceived authority and cultural rigidities. Listening and acting upon participants' concerns without becoming defensive can often help to resolve problems and prevent conflict escalating.

## **Stage 3: Norming**

As the group develops co-operation, trust and tolerance, it defines its own boundaries and agrees to or accepts directions and processes. The facilitators can become a guide as the group develops its own motivation and enthusiasm.

## **Stage 4: Performing**

The group members are working together and can focus on the task of the group and achieve results while the facilitators can guide the group maintenance.

## **Stage 5: Mourning**

As the group nears completion, the members of the group start to move apart and refocus on being individuals and members of their everyday groups (e.g., their family, social, cultural and workplace). They often experience a sense of loss of the relationships built in the workshop and seek ways to continue it in some way. The facilitators can provide the opportunity for closure and farewell and encourage confidence to go on as individuals. This is the Ungathering or final session of the workshop.

## **STORMING IS NORMAL**

The occurrence of storming behavior in an AVP workshop is a normal stage of the group process. It may be brief and light or it may be more challenging. AVP facilitators have many techniques and skills to be able to successfully navigate this stage and guide the group to the productive "norming" and "performing" stages. AVP workshops set out to empower participants, especially those who are often dis-empowered in their lives. Part of the process of this empowerment is to encourage participants to feel comfortable to express their doubts and concerns and be allowed challenge authority safely.

The evaluation or reflection exercises at the end of each session, the processing part of each major exercise and the many opportunities for participants to be able to share their ideas and be listened to respectfully occur in gatherings, concentric circles, listening activities, etc. Facilitators need to be mindful that participants' comments during the storming stage should not be taken personally. These need to be recognized as being an expression of their own journey rather than criticisms of the facilitation team. However reflection on exercises that have not gone so well are often a place where participants can express their frustration or irritation. Acknowledge these as reflections of the participants' points of view. All storming should be within the boundaries of the group agreements, especially "speaking from the 'I'."

## **NOTES ABOUT PRISON WORKSHOPS**

Since gang activity is often found in prisons, facilitators might find members of opposing gangs in their workshops, or a gang leader along with other members of the gang. These may change the dynamics. Some participants may be much more reluctant to open up in front of opposing gang members, and in the case of having a gang leader present, gang members may not wish to offer opinions without "permission" from the leader.

First, check your own attitude about gangs. Do they make you feel fearful or uneasy? That is most likely what they THINK you feel. Remember the Transforming Power guide "to reach for the good in people." Apply that to gangs. Facilitators working in prisons have found significant differences working with the challenges of gang and prison cultures that occur in prison workshops. Here are some techniques that can be used by AVP facilitators running workshops in prisons.

In small groups, have participants discuss and decide a definition for a "gang" and list the characteristics of gangs (you might suggest that they look for positive qualities). Then, have them report to the large group and write up the lists on a poster. Have participants brainstorm all the gangs they can think of (facilitators should suggest, if participants have not, governmental, corporations, political activist groups, etc.). Put it all together by asking how each of these "gangs" could put their characteristics to work for the good of everyone.

When prison/neighborhood gang members see themselves through AVP eyes as on a par with the Wall Street gangs, the thinking and the discussion rises to a higher level.

Many inmates who come to their first AVP workshop may have come from an environment that is anti-community. They do not share personal information, because personal information may be used against them. By the end of the workshop, as well as beginning to refocus, they are truly mourning the thought of returning to that environment.

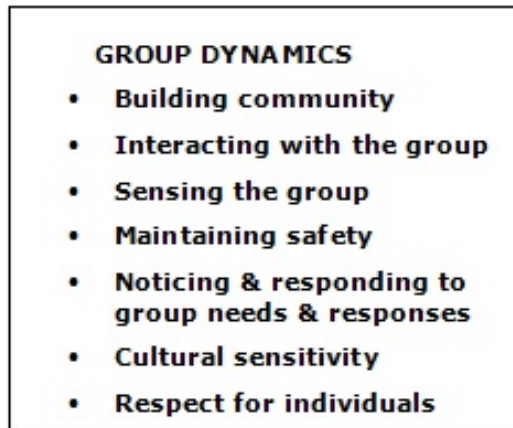
Facilitators who use a closing circle in which participants share one last thought with the group may find people desperate to have the relationships continue. It can be helpful to ask the group for signals that they can give one another when they see each other that will remind them of the workshop. Light and livelies can provide memories of the fun: "Where's Mrs. Mumbly" - "watch for crocodiles" - "I feel a big wind coming on." Having the Transforming Power guides on wallet-sized cards and asking for a final sharing of the one that each of us is going to take away, helps the participants remember what another participant said and perhaps feel a bond.

## EXERCISE: EXPLORING GROUP DYNAMICS

**Purpose:** To explore and experience working with group dynamics in both AVP workshops and within AVP teams.

**Time:** 60 minutes.

**What you need:** Group Dynamics Poster.  
Group Dynamics Handout.  
Feedback Guide: Providing Feedback to Practice Teams Handout —page 91.



**How it is done:**

### **PART 1**

1. Show the Groups Dynamics Poster and discuss the ideas.
2. A facilitator demonstrates giving feedback about the group dynamics that exist in the current workshop.
3. Pair Share with the topic - A time when potentially challenging group dynamics in a workshop was handled successfully.
4. Brainstorm strategies to cope with such group dynamics as people getting bored, disengaged, restless or "triggering."

### **PART 2** (for use in a coaching workshop where feedback is given to practice teams)

1. The facilitators give feedback to each practice team at the end of their presentations. The four aspects of the Feedback Guide are divided between the members of the facilitating team.
2. Similarly invite each practice team in turn to also give feedback to one other practice team at the end of their presentation. Divide the four aspects of the Feedback Guide between the members of the practice team.

## **UNIT FIVE, PART 1: FACILITATION SKILLS**

- Understand and use the AVP experiential learning style.
- Understand the qualities and role of a facilitator.
- Facilitate and present activities effectively.
- Speak and explain clearly and simply.
- Be familiar with AVP experiential learning activities.
- Facilitate AVP group processes – debrief and “hold the space.”
- Balance own needs with the needs of the group.
- Model “walk the talk,” mentor and coach.
- Develop time management skills for the workshop.
- Facilitate activities on Transforming Power and AVP philosophy effectively.
- Craft a workshop agenda – plan, debrief and improve sessions with co-facilitators.
- Set up and process role plays safely.
- Apply AVP conflict transformation strategies to deal with participant difficulties nonviolently.

### **Possible exercises/learning activities/handouts/agendas for Unit 5**

#### **Part 1 : Facilitation Skills**

- Exercise: What’s In a Word.
- Exercise: Using the Building Blocks in a Workshop.
- Handout: Buddies in an AVP workshop.
- Handout: Talking Stick.
- Agenda: Apprentice Continuing Learning Support Groups.
- Agenda: Deepening AVP Concepts- Workshop for Facilitators.

#### **Part 2 : Coaching Workshops**

- Agenda: Mentors Gathering.
- Outline of Series of Four Coaching Workshops.

#### **Part 3 : Processing Questions**

- Exercise: Shelter From the Storm.
- Handout: Use of Open, Closed and Directed Questions.
- Handout: Use of Restorative Questions in AVP.
- Exercise: Back to Back Drawing: with Restorative Debriefing.

#### **Part 4 : Role Play**

- Handout: Role Plays in AVP workshops.
- Agenda: Role Play Training Workshop I.
- Agenda: Advanced Facilitation Workshop with Role Play Training.
- Agenda: Role Play Workshop with Light and Lively Practice.
- Exercise: Role Plays – All-In-One.
- Role Play Scenarios.
- Exercise: How to Conduct and Debrief Role Plays.

#### **Part 5 : Dealing with Participant Challenges in a Workshop**

- Introduction; Handout Dealing with Participant Challenges in a Workshop.
- Exercise: Thought Sculpture – Responding to Difficult Behavior.
- Handout: Dealing with Difficult Situations.
- Exercise: Dealing with Difficult/Disruptive Behavior of Participants.



## EXERCISE: WHAT'S IN A WORD

**Purpose:** To explore the range of different meanings that different people can give to the same word.  
To explore the possible impact of this upon facilitation.

**Time:** 15-20 minutes.

**What you need:** Paper prepared with the word on it.  
Pens and backing boards for each participant.  
Possible words in the middle of the paper: love, conflict, facilitation, power, fear, anger, joy, learning etc.

**How it's done:**

1. Each participant is given a piece of paper with the chosen word written on it, a backing board and a pen.
  - Each person writes 10 words to express what the chosen word means to them.
  - Participants do not share their words with each other at this stage.
2. Form small groups of 4 or 5
  - Each group is asked to guess how many words they believe they will have in common in their group.
  - Again do not share their words at this stage.
  - Record on a poster the guessed number of common words for each group.
3. Each group explores the words they have written and find out how many words they do in fact have in common.
  - When finished the facilitator records the actual result next to their guess.

**Process:**

- How was that for you?
- How might you apply what you have learned?

**NOTE:**

It is seldom that any group gets even one word that is common to everyone in their group. Even for a group of teachers the word LEARNING seldom produces a common word in a group of 4.

## **EXERCISE: USING THE BUILDING BLOCKS DURING A WORKSHOP**

**Purpose:** Explore and practice checking the building blocks during the workshop and modifying the session agendas as appropriate.

**Time:** 30 minutes.

**What you need:** 2 poster sheets and markers for each Practice Team  
Building Blocks poster.

**How it's done:**

1. The Practice Teams sit together after all the teams have presented their workshop session, (usually a Basic workshop session).
2. Each Practice Team estimates where their group of participants was at after their session presentation in relation to each of the four building blocks— affirmation, community building, communication and cooperation.

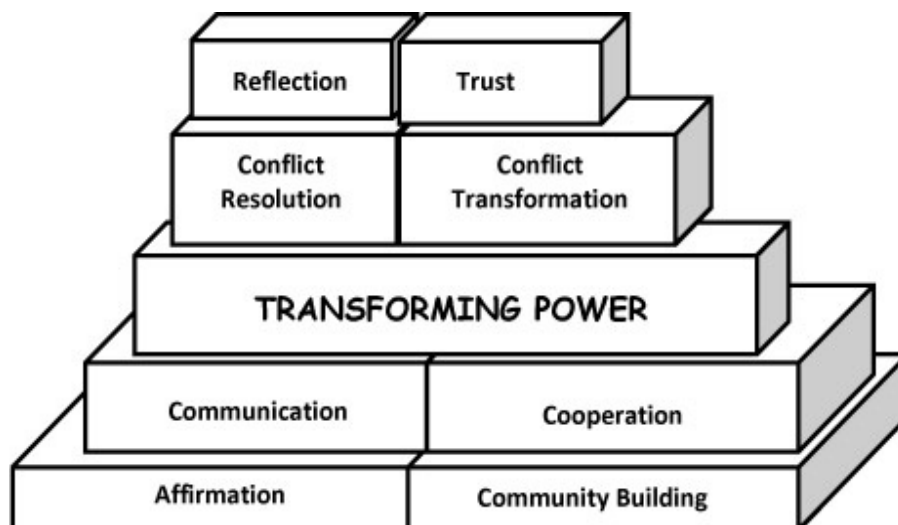
**Use a scale of 1 to 5 where -**

- 1 = the practice team facilitators have not seen their participants using the building block, and
  - 5 = the practice team facilitators have seen their participants use the building block consistently and effectively.
3. Each practice team decides which building blocks their participant group still needs to work on.
  4. Consider which exercises/activities could be used for the building blocks that still need more work.  
Have each practice team craft a session agenda which will include the required exercises.
  5. Everyone return to the circle.
    - Each practice team presents their recommended Session Agenda poster and explains why they choose those exercises/activities.

**Processing:**

- How was that for you?
- What factors might you consider when revising session agendas in workshops in the future?

### **AVP Basic Workshop Building Blocks**



## **HANDOUT: BUDDIES IN AN AVP WORKSHOP**

It is useful for the group members to have a particular friend/ trusted pair/ buddy to do a more personal review of their learning journeys through the workshop.

Often this pair can be used to start and complete the day, or check-in if there is a difficult moment. It is also a good way of tracking your learning/ feelings/ responses, and also completing the whole workshop prior to the group closing.

The ways that we can establish these partnerships are varied:

1. String buddies:
  - At the beginning of the workshop, a facilitator prepares a number of pieces of string (same length and color), one piece for each pair of participants, i.e. half the total number of participants.
  - The facilitator stands in the middle of the circle and holds the middle of the cluster of the strings, and invites everyone to take one end of a piece of string.
  - The facilitator opens their hand, and each person in the group traces who is holding the other end of their string.
  - This person then becomes their buddy for the workshop. Encourage people to accept that this person will be the "right" partner for this stage of their learning.
2. Use the pairs from a pair sharing activity.
3. Use the pairs from the end of the Concentric Circles exercise.
4. Use a deck of cards. Pairs are selected by drawing a card from a deck of pairs of cards that have been prepared in advance, e.g., the two people who get red queens are buddies, etc.
5. Facilitating teams can select the participant pairs or buddies.

**Note:**

Random selection of buddies can be problematical especially when there are vulnerable participants or personality clashes or cultural sensitivities between buddies.

If there are any doubts or concerns do not use buddies.

## HANDOUT: TALKING STICK

Many indigenous traditions use a talking stick, or variations of it, to allow clear focus on the speaker who is holding the stick. These may be elaborate as in a carved tokotoko (Maori, Aotearoa, New Zealand), simple as in an eagle feather (First Nations USA) or a special stone. In fact any object can be used to create a sense of ceremony to protect or guide important discussions.

The talking stick is passed from person to person around the circle, if a person is not ready to speak when it arrives, they can pass it on, and have it return around the circle later to them. Generally it is held in the hands of someone until it is put respectfully away at the end of the discussion by the facilitator who opened the sharing/ discussion.

Each group will have its own conventions as to its use, but generally the only person who speaks at any one time is the holder of the "stick," i.e. they speak without any interruptions. Generally each speaker gets only one turn at speaking until all have spoken or clearly passed. With clear agreements about it, the presence of the stick can deepen the quality of listening.

In AVP it can be helpful for the deeper gatherings such as "something I have learned that is very important to me is..." It can also be valuable for deeper discussions e.g., sorting through a conflict which may have arisen or "holding the space" for more considered sharing.

Points to consider:

- Don't over use the process, usually once in a workshop is enough.
- Introduce with some sense of seriousness, without making it too threatening or ritualistic.
- Allow plenty of time, as a gathering can take as much as a whole session if the group respond to the opportunity to use it deeply.
- It is helpful for a facilitator to go first, to set the tone and depth and length of sharing. The more self-revealing or honest you can be, the more the rest of the participants are likely to do the same.
- Ensure that the person who opens the gathering also closes it, with an acknowledgment to the group of the quality of the shared wisdom (speak generally to everyone rather than an individual).
- Facilitators spaced around the circle have the opportunity to deepen or lighten the sharing as the speaking passes around the circle.
- There needs to be enough safety in the circle before the gathering sharing goes deep, for example on the last day of the workshop.

**Note:**

See *People with Special Physical Needs*—pages 225-227, for using a talking stick when there are participants with hearing difficulties.

## APPRENTICE CONTINUING LEARNING SUPPORT GROUPS

Introduction: The purpose of the short continuing learning sessions is to have apprentices become acquainted with and practice the T4F exercises that were not done in the T4F workshop.

This agenda is the first stage of an ongoing apprentice support group and allows apprentices to begin to express the things they wish to improve upon in their learning.

1. **Agenda Preview**
2. **Check-in** (What is going on in people's lives; how they are feeling).
3. **Gathering:** Something I have been thinking/wondering about since the T4F workshop .....
4. **Exercise:** Goals/Priorities Part 2 from the Advanced Manual (Even though they may have done this in the advanced workshop, ask them to do it again so that the following support groups can be planned).
5. **Group Sharing** (to be recorded on poster): "Things I need help with ..." Find similarities and/or categories from the list. These will provide the things people would like to work on in the support group meetings.
6. **Closing**

## DEEPENING AVP CONCEPTS: WORKSHOP FOR FACILITATORS

### SESSION 1

1. **Agenda Preview**
2. **Opening Talk** – brief description of workshop purpose.
3. **Adjective Name Game** - add a sound or motion.
4. **Gathering:** Why I chose to participate in this workshop.
5. **Brainstorm:** What do "lead" facilitators do?  
Circle 2 or 3, share with neighbor why you circled those.
6. **Light & Lively**
7. **Concentric Circles:**
  - A facilitator I admire and why.
  - What I like about myself as a facilitator.
  - A workshop that didn't go well and why.
8. **Definitions** – in small groups, define: disrespect, pride, self-confidence.

### Break

### SESSION 2

1. **Gathering:** When "my buttons are pushed" I .....
2. **Agenda**
3. **Brainstorm:** Why is there violence in prison? Why is there violence in the community?
4. **Consensus exercise:** What concept/exercise would you like to explore?
5. **Light & Lively**
6. **I Statements** - scenarios in small groups –page 202.
7. **Design an ideal AVP program:** move from individual to small group to whole group.
8. **Role Plays** - participants come up with possible conflicts within an AVP workshop to role play.
9. **Evaluation/Reflection**
10. **Closing:** Something I've learned about myself which will make me a better facilitator.

# UNIT FIVE - PART 2 : COACHING WORKSHOPS

## AGENDA FOR A MENTORS GATHERING WORKSHOP

### A coaching workshop for T4F workshop graduates

#### SESSION 1 FOCUS – GOAL SETTING

1. **Opening Talk**
2. **Workshop Routine**  
Community Agreement, Housekeeping, signals etc.
3. **Gathering:** My names are ..... and I feel....
4. **Expectation and Fears**  
Place two flip charts, write Expectations and Fears on them. Each participant comes up with a marker and lists his expectations and fears on the two flip charts. Then the whole group discusses this.
5. **Violence Web**  
Do the Violence and Nonviolence Trees, then add links between the roots and the fruits so that you end up with a causal web.
6. **Concentric Circle**  
Self-esteem topics for new facilitators -
  - What it is you have ever done that makes you proud?
  - If you think back into your past what memories do you want to relive?
  - We all give and receive, think of a gift you have given that has made a difference to another person.
  - What gift have you received that has made a difference to your life?
 Or facilitation topics if the participants have facilitated.
  - From your experience which workshop stands out for you and why?
  - What is the most challenging workshop you have facilitated and why?
  - What is your best exercise and why?
  - What are your strengths and challenges in a workshop and why?
7. **Two L&Ls**
8. **Sharing Pairs**
  - if participants have facilitated –  
A Challenge I've had facilitating was....
  - if participants have not facilitated –  
A challenge I've had with a facilitator is....
9. Evaluation
10. Closing

#### SESSION 2 – FOCUS - FACILITATION

1. **Gathering:** Why I want to be facilitator.
2. **What is Facilitation?**  
Brainstorm and discussion.
3. **Who is a Facilitator?**  
Brainstorm and discussion

4. **Difference Between Teaching/Lecturing & Facilitation.**  
Brainstorm and discussion.
5. **Facilitation Process**  
Brainstorm and discussion.  
Before you facilitate an exercise you need to decide:
  - What is the focus of this session?
  - What is the purpose of the exercise?
  - What are your processing questions?  
(work out what is the aim of the exercise and what aspects you will look at before you select the questions).
  - We all have various experiences and backgrounds that enrich discussion.
  - There is no right or wrong answer, our experience is what counts.
  - People will respond to issues based on their perception of what it is.
  - Nobody has a monopoly of knowledge
  - The facilitator doesn't need to know it all.
  - As a facilitator you need to create a platform for discussion and sharing.
  - Don't forget the three basic points before you facilitate an exercise - focus of session, purpose of exercise and what are the processing questions.
6. **L&L**
7. **Open Chat Room** - What works for me in a workshop is....  
Topic discussed in the circle, not everyone has to speak
8. **Scenarios (while facilitating)**  
Discussion in the circle, share experiences. What are the best and worst things that can happen in a workshop and how will you deal with these. Give real and imagined examples & what-if possibilities.  
e.g., In a non-touching workshop a participant touches other people during the role play.
  - A participant hits another participant
  - A participant talks too long in a workshop.
  - You plan for a workshop, it is all planned, one facilitator does not come and no one is prepared to run their exercise.
9. **Evaluation**
10. **Closing**

## **SESSION 3 FOCUS - TEAM-BUILDING**

**1. Gathering:** My strength in a team is.../  
What I will be bringing to the team is...

**2. Shelter from the Storm** (team-building and construction exercise).

- Form a real team.
- Give each team one sheet of paper and masking tape.
- Each team needs to construct a shelter for themselves using the paper and masking tape only. There is one minute to plan and then silence while the teams build for 15 minutes.

**3. Being in a team/ Team Dynamics**

Discussion - ask questions - What it feels like to be in a team? How did the team work together? What is expected in a team? What must you have in a team? What are the challenges of being in a team?

**4. Sharing - Needing Support**

Go back into teams, share:

- What do you need as support from your team members?
- How do you ask for support from your team members?
- What will you do if you do not get support from your team members?

**5. L&L**

**6. Mock Team-building**

- The facilitators go into the center of the circle and model how to do a team-building activity.
- Usually the teams do this activity later when they start their team activities.
- Variation: each group comes into the center of the circle in turn and does a team-building activity.

**7. Transforming Power revisited**

- Each team discusses one piece of the mandala.
- Discuss in the circle, report from each group.
- Gathering - Which guide is the hardest for me to do and why?

**8. Mock Debrief**

Facilitators model how to do a workshop debrief in the middle of the circle.

**9. Form into Teams**

Can use the earlier team or create new teams.

**10. Activity Sharing**

- Each team selects one building block. This is the focus of their facilitation for the rest of the workshop
- Each group selects the activities
- They will make up their own agendas, including e.g., the Concentric Circle topics. Use the Basic manual to gather ideas

**11. Evaluation**

**12. Closing**

From the next session on, each team takes charge of a session and facilitates the rest of the group - the remaining sessions will be -

a. Practice team presentations

(3 groups could have 2 sessions each).

- Each group has a focus and an agenda before they start their session.
- After each team has finished they come into the circle and do a fishbowl feedback (or a "viva"), then the larger group will give feedback and then the mentors will give feedback.

b. Every group does a role play practice.

## **LAST SESSION**

**Gathering**

**Group debrief and comments**

- the high points of the workshop for me.
- personal challenges.
- expectations in a team etc.

**Closing**

# OUTLINE OF A SERIES OF FOUR COACHING WORKSHOPS

## WORKSHOP 1: AVP GLUE - GATHERINGS, CLOSINGS AND LIGHT AND LIVELIES

### Learning Outcomes:

- Practicing and understanding the purpose and techniques used in the glue activities.
- Crafting agenda sessions.
- Team-building processes for decision making in choosing the glue content.

### Exercise : Unpacking the agenda

- Brainstorm, using flash-cards, the elements of the agenda. Then group these elements onto a poster paper into a session agenda framework
- Activities: Usually have two or three major activities each session..
- Information sharing:
  - Agendas.
  - Opening Talk or What is - AVP history, philosophy, workshop structure, housekeeping.
  - Talks - opening talks, Transforming Power talks, topic introductions.
- Glue: Gatherings
  - Light and livelies
  - Session Reflections/Session Evaluations.
  - Closings.

### Exercise: Team-building Activity

- Form practice teams and team build in the usual manner
- If the group is unfamiliar with team-building then recap on the process.

### Exercise: Crafting an Agenda

- Each team chooses a session with a theme e.g., an Advanced (Second Level) topic area or a building block.
- Each team decides on possible gatherings, closings, reflections and light and livelies for a session agenda (do not include the exercises/activities).
- Each team needs to be aware of the impact each of these activities can have on their session content and the group journey.
- The glue is critical in creating the field for the learning from the activities.
- If there is time and interest, each team can craft two or three "glue" session agendas.

### Exercise: Practice Team Presentations

- Each practice team practices presenting one of their sessions to the other teams as participants.
- 20 minutes average team presentation
- Fishbowl team debrief and facilitators coaching.
- If there is time and interest, the teams can present their second and third sessions.

From this point on, participants should be asked to facilitate all the glue activities in the rest of the coaching workshop.

- Each participant will practice each element of the glue at least once.
- Extra gatherings etc. may need to be scheduled.

### Light and livelies

- Different types of light and livelies.
- When they can be used.
- See Role Play and Light and Lively Workshop Agenda —page 197.

**NOTE:** If a challenge occurs within a practice team, this can be used as an opportunity to practice dealing with team challenges.



## **WORKSHOP 2: AVP GIVING INSTRUCTIONS, PROCESSING AND TEAM-BUILDING**

### **Learning Outcomes**

Practicing and understanding the purpose and techniques for—

- giving instructions.
- processing and debriefing exercises/learning activities.
- team-building processes and team consensus decision making.
- dealing with team challenges.

### **Exercise: Giving instructions**

- Look at different learning styles and possible limitations e.g., different language, ethnic groups and learning challenges.
- What is the minimum instruction needed to address various groups of participants?
- What is the impact on the group of giving different types of instructions?

### **Exercise: Examination of purpose of activities —**

Examples of activities from various manuals – Basic, Youth, Advanced.

### **Team-building**

- Form practice teams and practice team-building.
- Understand the reasons and impact on both the team and the workshop of the different levels of team-building.
- see Unit Three *Team-building* —page 154.

### **Processing and Debriefing Questions**

- Explore What, So What and Now What types of processing questions — page 71.
- Explore Open, Closed and Directed processing questions — page 186.
- Exercise: Back to Back Drawing with Restorative Questions — page 188.
- Exercise: Shelter from the Storm with Restorative Questions — page 185.

### **Craft suitable agendas**

- Each team selects a session topic.
- Each team crafts an agenda with one exercise with processing questions for each practice team member.
- Each team member carefully prepares their instructions and processing questions.

### **Practice team session presentations**

- Each team member presents one activity with instructions and processing. Skip over the experience part of the activity (the “fast forward” technique).
- Fishbowl team debrief and facilitation team coaching.

If there is time and interest, have the practice teams present a second and third set of session presentations.

Dealing with team challenges

Communication within the team, signals, clinics.

Consensus decision making.

### **NOTE:**

If a challenge occurs within a practice team, this can be used as an opportunity to practice dealing with team challenges.

## **WORKSHOP 3 : ROLE PLAY**

See the role play workshop agendas —pages 192-197.

## **WORKSHOP 4: AVP RESTORATIVE PRACTICES, DEALING WITH CHALLENGING PEOPLE (BOTH PARTICIPANTS AND FACILITATORS)**

### **Learning Outcomes**

Practicing and understanding the purpose and techniques for:

- Restorative practices.
- Restorative listening.
- Restorative questions/debriefing.
- Restorative healing.
- “Shining the Light” on actual challenging behavior during the workshop.
- Group dynamics – storming behavior.

### **Unpack restorative practices**

- Understand the underlying principles and how they serve to enhance the purposes and processes of AVP.

### **Restorative techniques**

- Experience and practice using restorative listening.
- Experience and practice using restorative questions and debriefing.
- Awareness of restorative healing and formal conferencing techniques.

### **Role play**

- Brainstorm stereotypical difficult participants.
- Role play difficult participants.

### **Facilitator challenges**

- In groups, discuss a facilitation dilemma (either identified by the group or one already given to the group).
- Decide on at least two ways to address the difficulty within an ongoing workshop.
- Act one out for the whole group.
- Tease out the learning from this.
- One techniques for this is to “freeze” in the middle.
- Break into pairs for discussion and share ideas.
- Armchair, empty chair, open chair role plays etc.

“Shining the light” on challenges and conflicts as they occur in the workshop.

- How to use any challenges that occur to provide real life learning situations as well as using structured experiences in workshops to generate learning.

### **Meaning behind behavior**

- Our own responsibility in understanding the meaning behind our reactions either expressed or suppressed.
- Awareness and understanding of the impact of trauma on behavior.
- Awareness and understanding of the impact of unmet needs on behavior.

## UNIT FIVE - PART 3: PROCESSING

### EXERCISE: SHELTER FROM THE STORM WITH DIFFERENT PROCESSING QUESTIONS

**Purpose:** To explore using different forms of processing questions including open, closed and directed questions.

**Time:** 30 minutes.

**What you need:** 1 or 2 pieces of poster paper (or newspaper) per small group.  
3 feet of masking tape per group per small group.  
Handout: Use of Open, Closed and Directed Questions.  
Handout: The Use of Restorative Questions in AVP (optional).

**How it's done:**

1. Divide into three small groups.
2. Give instructions.
  - Each group's task is to build a shelter from a storm, using 2 pieces of paper and 3 feet of masking tape.
  - Each group has 3 minutes planning time when they can talk before they start to build in silence.
3. Each group is processed separately with different sets of questions
  - Group 1 is processed with Closed questions (requiring only one word answers). e.g.:
    - "Did you finish the structure within the time allowed?"
    - "Did you build the structure with the resources you were given?"
    - "Did anyone show leadership?"
  - Group 2 is processed with Directed Open questions. e.g.:
    - "What happened when you were building the structure?"
    - "How did it impact on you when someone else took the lead?"
    - "What did you learn about leadership in this activity?"
  - Group 3 is processed with Open Restorative Questions. e.g.:
    - "What happened? or "How was that for you?"
    - "What impact did it have on you?"
    - "Is there anything that you would do differently next time?"

After each group has been processed, check back with Group 1 and see if they need to be asked the Open questions (in case anyone still needs to be debriefed more thoroughly).
4. Return to the full group and ask:
  - What is the impact of the different forms of processing questions?
  - What is the difference between processing and debriefing?
  - How can you apply what you have learned?
5. Give out and discuss the Handout: Use of Open, Closed and Directed Questions.  
Optional to also give out the Handout: The Use of Restorative Questions in AVP.

**Variations:**

- This activity is usually done (using the same form of processing for each group) as an experience of working together cooperatively, in a Basic or Advanced workshop.
- The task can be to build a construction like a tower, bridge, or a sacred space.

## **HANDOUT: USE OF OPEN, CLOSED AND DIRECTED QUESTIONS IN AVP**

In the AVP style of experiential learning, the structure of an exercise/activity is to set up an experience, have an experience and then to reflect on the learning from that experience.

AVP facilitators often use the **What, So What** and **Now What** —page 71, structure for asking processing questions for reflection on learning. It is recommended that AVP facilitators ask open questions rather than closed questions, to offer the opportunity for participants to express their own thoughts and insights about their experiences.

Some facilitators ask directed open questions to draw the expected learning and analysis from the participants. Other facilitators ask only open questions so as not to direct the learners learning but to allow them to explore their own learning pathways.

### **1. OPEN QUESTIONS**

Open questions offer the participants the opportunity to express their own thoughts and insights

- "What happened?"
- "What impact did this have?"
- "Would you change anything?"

### **2. DIRECTED OPEN QUESTIONS**

These ask for an answer or analysis on an aspect directed by the facilitator

- "Why did you choose this object?"
- "How can you see your experience relating to Transforming Power?"
- "How does your insights relate to everyday life?"
- "How does this action relate to others?"

### **3. CLOSED QUESTIONS**

Closed questions ask for one or two word answers, often "yes" or "no" answers.

- "Did you find it hard to make your choice?"
- "Did you find your object in the garden or the courtyard?"
- "Did you have enough colors to draw your picture?"
- "Name one feeling you felt when you chose your object?"

**Processing questions** cover the reflection on learning.

**Debriefing questions** cover the release of any built up emotion generated from the activity.

**Well-crafted questions** can cover both roles.

## HANDOUT: THE USE OF RESTORATIVE QUESTIONS IN AVP

When violence in any form occurs, someone is harmed, and their sense of community and trust is damaged. Restorative practices started as Restorative Justice in the judicial system. This deals with the inappropriate behavior of offenders so that they take responsibility for their behavior, in a formal setting, by acknowledging what happened, the people who have been affected by their behavior and focusing on repairing the harm that has been done.

Restorative Practices applies this approach to repair or heal harm and restore community in informal situations. The restorative questions can be used by AVP facilitators in a workshop to repair harm and restore community when conflicts arise in workshops, or to give distressed participants the tools and space to be able to work toward their own empowerment and healing. We know that many participants will have experienced trauma in their lives. Facilitators do not usually know the source of the trauma or harm, and do not need to know. By simply asking the questions, facilitators can provide distressed participants with the tools and space to take responsibility for themselves and to heal themselves.

The skill of using these questions can be both demonstrated to and taught to participants. See both the *Shelter from the Storm*—page 185, and the *Back to Back* activities—page 188, both with Restorative Debriefing questions. The following questions can be used in AVP workshops.

Basic Three Questions	Alternative Versions
<p><b>1 What happened?</b></p> <p>THE PAST</p>	<p><b>How was that for you?</b></p> <p><b>What was that like?</b></p> <p><b>How were you challenged?</b></p> <p><b>What was it like when ....?</b></p>
<p><b>2 What was the hardest thing about that for you?</b></p> <p>THE PRESENT</p>	<p><b>What has come up for you?</b></p> <p><b>What was the impact?</b></p> <p><b>What was difficult?</b></p> <p><b>How might that have affected others?</b></p>
<p><b>3 Is there anything you would do differently next time?</b></p> <p>THE FUTURE</p>	<p><b>Would you change anything?</b></p> <p><b>Is there anything you need to do or say to ....?</b></p> <p><b>What do you need to be able to move on?</b></p> <p><b>Is there anything that could have made a difference?</b></p> <p><b>Is there anything you need to do or say about this?</b></p>

This movement from the past, through the present to the future is a critical part of the process of repairing and healing harm and restoring and maintaining community.

- What happened – gives the person the opportunity to explore what happened in the past.
- The hardest thing – moves the person to the present and gives them the opportunity to explore their present feeling about what happened and the impact on themselves and others.
- Doing differently – moves the person towards the future and gives them the chance to explore alternative ways of repairing harm and restoring community.

For further information visit - <http://www.iirp.edu/what-is-restorative-practices.php>, <http://www.restorativejustice.org> or [http://en.wikipedia.org/wiki/Restorative\\_practices](http://en.wikipedia.org/wiki/Restorative_practices).

## EXERCISE: BACK TO BACK DRAWING: WITH RESTORATIVE DEBRIEFING

**Purpose:** To explore challenges to communication.

**Time:** 20-45 minutes.

**What you need:** Two simple drawings (that can be easily described).  
Paper and markers for each pair of participants.  
Folders to rest on, inside the folder are the three debriefing questions.

### RESTORATIVE DEBRIEFING QUESTIONS

- 1 What happened?
- 2 What was the hardest thing for you?
- 3 Is there anything that you would do differently next time?

### How it's done:

1. Divide everyone into two rows, with each pair sitting back to back.
  - Each person in Line 1 receives paper, a marker and a folder with the questions.
  - Place the first drawing in front of the people in Line 2.
2. The people in Line 2 describe the drawing to their partner. The people in Line 1 draw what their partner is describing.
  - The person drawing does not look at the displayed drawing and the describer does not look at what their partner is drawing. The person drawing may or may not be able to ask questions.
3. As each pair finishes, the facilitator invites them to look at the original drawing and ask each other the debriefing questions in the folder.
  - The facilitator then asks each participant to tell the group what is the hardest thing for their partner. If they cannot remember, have them ask their partner again.
4. Repeat the activity, with the two pairs swapping roles and a new drawing.
5. Return to the circle and ask an additional question, "Who was responsible for the drawing?"

## UNIT FIVE - PART 4 : ROLE PLAY

### ROLE PLAY TRAINING

Role play is an invaluable AVP learning method with role play activities used in most AVP workshops. There is material in the Basic, Youth and Advanced Manuals on how to use role play activities in the workshops. There is material in the T4F workshop section of this manual on *How to Facilitate Role Play* —page 101. Sometimes time restrictions mean that this is not adequately covered in the T4F workshop, so a separate workshop at a later date is arranged, once apprentices have gained some facilitation experience.

In this Continuing Learning section there is material for both a Continuing Learning workshop on advanced role play skills, sessions on role play facilitation and background reading material on how to do role play.

Running a Role Play training workshop might not be possible in your setting, however role play is highly recommended. The ability to improvise and the facilitation skills of working with what emerges in the interactions in the group are key skills in ANY part of AVP. In the role play workshop these skills are nurtured and extended. As well, the workshop ensures that facilitators are clear about the best practice with role plays.

In this section there are two versions of how to run these workshops one focused “just” on role plays, the second incorporating the advanced facilitation skills as well as role play.

There are also a variety of exercises and ideas for increasing your skills and confidence with this area of the workshop.

#### **Possible exercises/learning activities/handouts/agendas for Role Play Training**

- Handout: Role Plays in AVP Workshops.
- Agenda: Role Play Workshop Training 1.
- Agenda: Advanced Facilitation Workshop with Role Play Training.
- Agenda: Role Play Workshop with Light and Livelies Practice.
- Exercise: Role Play – All-In-One.
- Exercise: How to Debrief Role Plays.

## HANDOUT: ROLE PLAYS IN AVP WORKSHOPS

When we train Alternatives to Violence facilitators, we caution them that we are NOT therapists, and certain action methods involving participants playing roles require trained therapists. The purpose of the various kinds of role plays that we use in AVP is to have participants experience situations that reflect real life and to practice using AVP processes to deal with them. A key guideline in using them is ensuring participants NEVER play a part he or she plays in real life.

Following are some of the improvisation methods we use in AVP workshops:

### **Role play:**

Works on "typical" or similar types of characters, other than one's self, who are dealing with a conflict situation or dilemma. Characters are created to carry the learning opportunities for themselves and the group, but they are clearly not working on their own stories directly (though of course their own issues will emerge). The characters can be created by the whole group, and then a volunteer steps into the role and chooses a name. They can also arise from a smaller group thinking about a scenario e.g., a family dinner time, when an argument about holiday plans arises. Group members can choose their roles and character details and the group then enacts the conflict (rather than taking it to resolution) in front of the wider group. Facilitator calls "freeze" at the point where the maximum tension is present, or if the action starts to circle having covered the themes suggested, or anyone is in danger of getting hurt. The wider group can make comments, suggest changes, ask questions of the characters in role, who then answer from that role's perspective. Because people step into roles that are not "themselves" but might be like them in some ways, de-roling is essential at the end, to help someone reclaim their own sense of who they are and also to step away from that role in the eyes of other group members.

### **Empty Chair Role Play (or Thought Sculpture):**

Can be a way of exploring the responses or reasons for behavior of a "character" who has relevance to the group, e.g., difficult patient, parent, teenage child, manager, gang leader, cell mate etc. The group defines the problematic "person/situation." People are invited to step one at a time into the chair and say something that represents their inner response to a situation, e.g., being in hospital. "I am worried about who is looking after my daughter right now while I am here." The speakers return to their own chairs until all have had a try. They then return to stand behind the seat. A second chair is put alongside the first one, the player sits initially in the original chair and repeats their earlier statement, then shifts to second chair (and in role as a friend/helper/facilitator) and modeling an effective/empathic response to the first role and their concerns.

AVP exercises which are versions of role plays: Hassle Lines, Masks (though this is more a socio-drama on the nature of power).

### **Open Chair Role Play:**

The group decides on a situation and characters involved in a conflict. A row of empty chairs are put in front of the group with names of characters stuck to them. People can walk up to any seat at any time and speak the next piece of that character's contribution.

### **Sociometry:**

Is a quick way of getting to know more about a group by looking at patterns within that group of people e.g., experiences, geography, opinions etc.

You can use different formats e.g.:

- 1. Clusters** — birth place in country, most time spent in, occupation etc.
- 2. Line-up** — birth date/age (non-verbal).
- 3. Polarities** — parents/non-parents etc. assign different ends/sides of the room for each and ask people to move there. Can also be used with a "stand up" "sit down" process to show the difference e.g., **"all those who have traveled overseas please stand up."**



4. **Continuums** — e.g., “experience in facilitation” or “confidence in running groups.” Create a line with defined points e.g., “this end is if you feel very confident, the other is no confidence at all, put yourself on the line that most represents where you are right now.” Useful sharing with others in same position/ experience can be had. Can also move to other places e.g., “where I would like to be after this workshop” etc.
5. **Opinion line** — good for a local or topical issue e.g., “We are coming out of recession, and life will get back to normal.” Or a more controversial issue e.g., abortion/capital punishment etc.
6. **Sculptures** — explore elements of different systems e.g., roles of an effective facilitator/inmate/good parent etc. A facilitator invites people to think of these aspects, and one by one come and introduce the element or quality to the group and join it in with the other roles already represented.

There are different ways of exploring an issue further, if in a line, for example you can talk to your “neighbors” (to further clarify your own position); the line can be divided, and the person in the middle of the continuum can lead half the group to line up opposite partners at the end of the line, (this provides more of a chance of sharing views with someone who is more “neutral”) or you can “fold” the group so that opposite ends discuss (though this is more likely to get opposite views in the two ends meeting, whereas the middle ground does not facilitate discussions across difference).

#### **Improvisational drama:**

Can be used to create learning opportunities for everyone, through play, trying out new skills, roles etc. There are a number of conventions which help people develop greater spontaneity and a wider repertoire of responses. Light and livelies can also be fitted into this category, having fun with a deeper purpose e.g., learning cooperative skills etc.

#### **Other “Action Methods” Requiring Qualified Therapists**

**Following are some of the methods which may be used by qualified therapists and are NOT used in AVP workshops. It is important to understand these, and to recognize when a role play in an AVP workshop is moving into one of these deeper modes, and to either guide the action away from the intense personal expression or cut the role play and carefully and respectfully de-role the players:**

#### **Psychodrama:**

is deep internal and personal work, focused on the individual participant who wishes to explore an aspect of their life, history or personality.

The focus person (protagonist) is directed to choose people to represent and embody/ enact the roles of their “drama” and also assign words or actions for them to repeat, in order to heighten their exploration/ integration of an incident from their past, e.g., “the time my father hurt me.” It is highly specialized work; a psycho-dramatist trains for many hours/ years under very strict supervision. Please don’t play with this unless similarly trained!!! It is also highly recommended as a way of exploring our own full potential and claiming back “lost” pieces of ourselves. Try it out as participant, but not as a facilitator!

#### **Socio-drama:**

Is similarly quite complex, and is designed to assist people to look at patterns/ relationships, facets of issues and the way that an issue impacts on groups. It might, for example, explore the impact of AIDS on a community, or the power systems within a prison etc. Again it takes a highly trained facilitator to manage the multiple roles and complex issues as they arise, but it can be potent and useful if handled well.

#### **Role training:**

is focused on an individual who is trying to develop or refine their skills in a situation e.g., managing stressful work encounters, appearing before the Parole Board etc. It is personal and powerful for all participants to observe, but again needs careful, trained handling and debriefing and is not recommended for average AVP workshops.

# AGENDA FOR ROLE PLAY TRAINING WORKSHOP 1

## Aims:

- To increase comfort with improvisation and trusting spontaneity both as facilitator and role player.
- To introduce the processes around role play to ensure safe and useful learning for all involved.
- To become competent at assisting in creating characters.
- To become competent at de-roling characters.
- To become confident at processing the stages of the role play to ensure maximum learning.
- To be aware of applications for role play and other experiential drama/based learning in AVP e.g., Light and Livelies.
- Increased confidence in facilitation processes overall.
- To have fun and create a positive attitude to this medium.

## SAMPLE AGENDA

### SESSION 1

Community building, focusing in on AVP, & warming the group up to being active & creative.

#### 1. Welcome

#### 2. Agenda Preview & W/S Overview

#### 3. Gathering:

(1st round) "My positive name is... My journey in AVP so far is... & something I find challenging as a facilitator is..."

(2nd round) "My Role play experiences & expectations are..."

#### Break (water in /water out)

#### 4. Philosophies & Themes.

List philosophy and themes of AVP (such as Affirmation, Community Building, everyone a volunteer., etc) on small pieces of paper and put these into a box. Have each person draw out a piece of paper from the box and talk about the topic on the piece of paper.

#### 5. L & L: Make a Sculpture

Purpose: to build spontaneity, creativity, generosity of spirit, co-operation.

2 teams alternately give each other things to become, to create a sculpture of - can be concrete things, or more abstract concepts, e.g., a car, hope, family dinner.

As soon as the provocation is given, the team must create a sculpture as quickly as possible, without speaking, making offers & taking up offers. When all is still, the other team applauds, & then it is their turn. Depending on time, do 3 sculptures each.

#### 6. Guidelines in Action

Create a sculpture of the guidelines... what they are, how they look, and then put them into action around a challenging moment.

#### 7. Chairs Exercise:

3 chairs placed in the middle of room facing each other & designated the chairs as Participant, Facilitator and Team Leader. Everyone was invited to stand behind one of the chairs, then 1 at a time sit on the chair and speak from a possible viewpoint of that person/role about how the workshop was going up until that point. Then participants are invited to try the other chairs and the roles they represent.

#### 8. Pair Sharing (Where I am as a facilitator; strengths, insecurities, growth areas)

#### 9. Evaluation

#### 10. Closing:

Thumb-thing I like about myself is...

Stand in circle, put right hand thumb pointing up as you make a statement of response to the question. When everyone in the circle has thumbs up, turn thumbs to the left, (palms downwards), link them under the fingers of their neighbor. It makes a wonderful circle of hands!

As with other trainings, after the 1st night, participants are encouraged to put their names on the agenda items such as Greet the Day, gatherings, L&Ls, etc.

### SESSION 2 Roling up & De-roling

#### 1. Gathering: Greet the Day

#### 2. Pair Sharing- Overnight Noticing (reflections on own process).

#### 3. Agenda Preview

#### 4. Energizer: I am... and I like...

(around circle, "mime" what it is that you like, reflect back the statement and movement by group... "you are... you like..")

**5. Whip:** I'm... & a quality of an effective facilitator I have noticed is...

**6. L&L:** Expert Interviews

In 3's. A pair takes on the role of an expert, the other the interviewer. The interviewer asks questions, and the "expert" answers them but the second member of the pair being the "expert" has to silently be their arms, so sits behind the "expert" who has their wrists clasped behind them. The partner threads their arms out in front of the "expert," gesticulates or emphasizes with arm and hand movements. Lots of fun at making it up as you go along, and working together.

**7. Creating a role** using a "body wave" Facilitator first demonstrates (try to model an open body posture rather than a closed one).

**8. Body-wave Part 1**

In pairs, one person makes a "wave" of movement bending down to toes, slowly uncurling until leaning right back, then back to toes, partner calls "freeze" at one position. Then start to work from that position to create character by asking open-ended questions which the "player" spontaneously answers. Leave name to end of process, and summarize character with three main qualities before stepping out to assist partner repeat process.

**Break**

**9. De-role** (using questions from T4F)

Demonstration by facilitators, then group completes exercise with their partners.

**10. Body-wave Part 2** (bring back into role via the 3 qualities, talk to them in role for a short while, then go through the de-roling process).

**11. L&L:** Yes! And... (story around group, building on the actions of the previous person and adding an extra piece to this).

**12. Evaluation**

**13. Closing**

### SESSION 3

Taking the groups through the role play process broken into 3 manageable parts. A different member of the group takes the role of facilitator at each stage. The role play situations should be fairly light so that the focus can stay firmly on the facilitation, and so roles could be picked up and dropped with ease. This lengthy process can be lightened with L&Ls or gatherings of a personal and relatively light nature, such

as "A story behind something I like to wear is..."

**1. Agenda Preview**

**2. Gathering:** A story behind something I like to wear is...

**3. L&L:**

I Love you Baby but I just can't smile...

**4. Role play:** from Creating to Cut!\*

**Break**

**5. L&L:**

**6. Role Play:** from "cut" to replay\*

**7. Evaluation**

**8. Closing**

Use the exercise- *Role Play Process for Avp with Three Groups* –page 105.

### SESSION 4

**1. Agenda Preview**

**2. Gathering:**

"A favorite place for me is ... because..."

**3. L&L:** Na'am Yella (Yes Lets in Arabic)

Group is standing, and someone calls out e.g., "Lets walk the dog" and everyone calls out "Na'am Yella" or "Yes lets" and all start doing that action around the room until a new invitation is offered by someone in the room. Good improvisation, fun and warming up activity to trying something new and changing it easily.

**4. Role play:** replay to derole

After the facilitator has deroled the first person, that person then deroles the next and so on.

The last person then deroles the facilitator. This works well both as a reinforcer for everyone's learning and in helping it not be so tedious.

**Mini Break**

**5. Team Debrief**

In giving coaching, try different things at different times e.g., let the facilitator say how it was for them, then how their team responded to the facilitation, then have feedback from the facilitation team members - revolving the person who speaks first.

**6. Pair Sharing** – "My learning as a facilitator."

**7. Evaluation**

**8. Closing**

## **SESSION 5**

Group is warmed up to 3 scenarios relevant to them as facilitators, and the remaining 3 facilitators who haven't yet practiced run the role play process right through. The remaining participants divide themselves equally into new teams based on their interest in the topic.

- 1. Bless the Day — Housekeeping**
- 2. Pair Share:** Overnight Noticings/Reflections
- 3. Agenda Preview**
4. Whip: How I am today weatherwise is...(e.g., sunny with a few squalls, stormy and with increasing fine periods etc).
5. Brainstorm topics for Role Play (topics relevant to the group as facilitators)
- 6. Trainees role-up** characters

### **Break**

#### **7. Role Plays** [3 of them]

Looking at real issues for AVP facilitators as role play topics is potentially helpful for both participants and the AVP group.

The Facilitation Team members give feedback after each role play, then, at the very end everyone moves into a circle. Invite the three participants to describe their experience, and then invite the rest of the group.

## **8. Evaluation**

- 9. Closing:** "Weave Weave" (or similar circle dance/song emphasizing unity).

## **SESSION 6** (Sun 2:15 – 4:30)

Closure and moving on.

- 1. Agenda Preview**
- 2. Gathering:** Something I will take into my facilitation from this training is...
- 3. L&L: Gorillas**

Purpose: Energizer, communicating in another way

Group in circle, pass gorilla gesture from person to person as in energy circle game, making a single "Hoo" in one direction, and a double "Hoo hoo" in the other. Once the pattern has been established by going around a couple of times in both directions, people are free to either pass it on or turn it back. Gorilla "duels" can ensue between 2 people until 1 gives way and passes the "Hoo" or "Hoo hoo" on.
- 4. Unanswered Questions**
- 5. Final Pair Sharing**
- 6. Where to Next?**
- 7. Written evaluations**
- 8. Certificates/Graduation**
- 9. Closing**

# AGENDA FOR ADVANCED FACILITATION WORKSHOP WITH ROLE PLAY TRAINING

## SESSION 1: DAY 1

- 1. Welcome**
  - 2. Overview of training**— definition of terms. Psychodrama/socio-drama/role training/Role Play/spontaneity training. Important to have these significant distinctions made. Often people think that the role play is the same as a psychodrama which is in fact therapy rather than educational.
  - 3. Agenda Preview**
  - 4. Gathering** My AVP name is ... and one gift I've received from AVP is...  
What I am looking for in particular from this workshop is ... (chart these).
  - 5. L&L** — Wompom (Make a sculpture) Divide into 3 groups through a clumping L&L, Group makes several wompom statues, and after about the third one, this becomes the default position the group must take, in between sculptures of other things or situations e.g., fridge, a very hot day etc.
  - 6. Guidelines in Action**  
(sculpture of group safety).
- Break**
- 7. Whip:** one quality of an effective facilitator I have noticed is...
  - 8. Pairs Share** (cards) A pack of cards with two suits and appropriate number, same numbers pair up and become sharing partner for the workshop.
  - 9. Where I am Now** Facilitator strengths, insecurities and where I am growing.
  - 10. L&L** Yes! and Circle Story Telling Around the circle, each person must incorporate the previous story, begin their contribution with an enthusiastic YES AND then add their piece.
  - 11. Consensus Process** Re Theme Modeling consensus choosing, brainstorm options, stand in places of choices, see where the main energy is in the group.
  - 12. Theme Circle** (e.g., fear, power). Actors circle a volunteer goes into center of group and enacts the theme. Facilitator calls freeze at a point and another person comes in and builds new story on that position until a third person calls Freeze!, takes the place of the first player, and initiates a new interaction with the second player until a new person repeats this process. Once or twice the facilitator can expand into interviewing characters to uncover more about the story of this situation.
  - 13. Evaluation**
  - 14. Closing** :Thumb Thing I enjoy about myself and the way I learn new things.

## SESSION 2:

- 1. Agenda Preview**  
Important to get participants assuming increasing responsibility for facilitation.
  - 2. Energizer** I am... I like.... Playful mime of an activity which is enjoyed by the participant, group greets them with their name and then re-mimes the activity. (without words)
  - 3. Gathering:** A game I enjoyed as a child.  
A good topic to reinforce the playfulness of our tasks in this workshop.  
Also emphasized that facilitator needs to round off the gathering.
  - 4. L&L** Space Jump Groups of five building up a series of action stories, starting from one story and one actor, which, when "Space jump" is called, no 2 comes in and builds a new action on the positions of the frozen group. Repeat for numbers 3-5 with new stories. Reverse order and stories once all five have been engaged, ending with the story of no 1. Do not rehearse or plan. Spontaneity is the purpose!!!
  - 5. Continuum** of Role Play confidence/ experience.
  - 6. Body Wave Part 1**— Creating character from a position frozen asking open ended questions for 3 minutes the taking partner to introduce in summary (1 minute max) to another pair. (see description of process in *Agenda for Role Play Training*—page193). Role player creating characters. Facilitators model first to whole group.
- Break**
- 7. Body Wave Part 2** De-roling: Initial demonstration by facilitator. Give handout of deroling questions to guide.
  - 8. Pairs Sharing** Learning from the day.
  - 9. Evaluation**
  - 10. Closing:** AVP Hi Five

## SESSION 3: DAY 2

- 1. Agenda Preview**
- 2. Greet the Day**
- 3. Pairs Share** (Overnight reflections)
- 4. Stretch Circle** name and warm up stretches
- 5. Gathering:**  
A time I took a risk and it paid off.  
This gathering can yield a wonderful collection of stories of Transforming Power!
- 6. L&L** Yes, Lets! This simple L&L can become a good mantra for the group when facing challenging tasks. Someone makes a suggestion for an activity miming and the group enthusiastically responds with a YES

LETS! All join in until someone else calls out another suggestion.

7. **Role Play** Stage 1 Consensus process for deciding on a topic and issues: model in whole group See handout for the three group role play process —page 105.
8. **Role Play** Stage 2 Three small groups to create the role plays. Essential for the facilitator role to be shifted around the group members so many get the chance to do something in front of whole group. Emphasis is more on the PROCESS of the role play rather than the CONTENT.

#### **Break**

#### **9. Evaluation**

#### **10. Closing:**

### **SESSION 4:**

1. **Agenda Preview**
2. **Gathering:** I am...and what I am feeling right now (sound and movement).
3. **Role Play** Stage 3 in front of whole group, each small group presents their role play until the practicing facilitator calls freeze.
4. **L&L:** Fire on the Mountain.
5. **Role Play** Stage 4 Freeze to replay, having first enlisted suggestions for actions leading to transformation from group.

#### **Break**

6. **Role Play** Stages 5 to 7 Replay to finish including de-role.
7. **Pairs Share:** challenges and learnings of the day.

#### **Break**

8. **Needs for Day 3** brainstorm

#### **9. Evaluation**

#### **10. Closing**

### **SESSION 5: DAY 3**

1. **Greet the Day:** Don't let anyone ever tell you (song)
2. **Agenda Preview**
3. **Pairs Share:** Overnight reflections.
4. **L&L:** Scissors/Stone/Paper (song sung, "losers" build onto line behind "winners" until final play off).
5. **Gathering:** One quality I have as a facilitator is...
6. **L&L:**
7. **Consensus** choosing of topics for role training – e.g., team conflict, disruptive participants, aggressive participant Break.
8. **Thought Sculpture** of non-participative group member.  
People to sit in empty chair in front of group and speak or act as a non-participating member.  
Stand beside empty chair and name their

possible thoughts or feelings before returning to own seat.

Return to a second chair and speak as a facilitator, responding to the needs of their character.

Processing learning in pairs than in whole group.

#### **9. L&L**

10. **Open Chairs** Role Play handling angry group member.

Set up characters on line of chairs in front of group after brainstorming a situation to explore an angry participant. Label chairs.

Ask for volunteers to move in and out of role (and on the different chairs) as they felt able.

Initial modeling of angry participant done by facilitator to get started.

#### **11. Evaluation**

#### **12. Closing**

### **SESSION 6 HOW TO PRESENT AN ADVANCED WORKSHOP**

#### **1. Agenda Preview**

2. **Consensus** Choosing of Focus for Advanced. Participants lead with coaching from Facilitator Team.

When problems occur e.g., trying to decide one topic, can suggest to combine topics e.g., fear and healing.

#### **3. Small Group Task:**

Advanced agenda creation Planning for three sessions, bring back suggestions to whole group.

Facilitation Team to emphasize the basic structure of a session, and encourage groups to think about what might fit into those stages of exploration, deepening and integration of the topic.

#### **4. L&L** Animal Parade

Circle of chairs with one less than number of participants. Person goes around outside of chairs as an animal, making sounds and movement, taps people to join them in the procession and making the same noises, until they decide to get a seat. One who doesn't get seat leads off next parade.

5. **Gathering:** Something I will take into my facilitation from this course is...

#### **6. Unanswered Questions**

#### **7. Final Pairs Sharing**

#### **8. Written Evaluation**

#### **Break**

9. **Graduation** - Affirming each person, passing on the call to the next facilitator in turn

10. **Closing** : Weave Song and movement; Weave, weave, weave us together, weave us together in harmony and love ( repeat).

# AGENDA FOR ROLE PLAY WORKSHOP WITH LIGHT & LIVELIES PRACTICE

## SESSION 1

### GATHERING & COMMUNITY BUILDING

- 1. Welcome & Facilitator Introduction**
- 2. Gathering:** My name & something I have left behind to be in this workshop is...
- 3. Agenda**
- 4. What is this Workshop/Opening Talk**  
Role Play and Light and Livelies.
- 5. Twice the name**  
Each person in turn introduces themselves and their positive name, and the group repeats the person's names.
- 6. Safety Circle**  
First gathering: What I need to keep myself safe in role play and light & livelies.  
Second gathering: What I can contribute to the safety of others in role play and light and livelies?
- 7. L&L:** Line Ups (birthdays etc).
- 8. L&L:** Conga Line:  
Each person holds on to the person in front and dances around in rhythm and still holding on to each other.
- 9. Pair share**  
"If everything had to change except one quality, that quality would be..."
- 10. Back to Back Drawing:**  
with restorative debriefing
- 11. Reflection**
- 12. Closing:** The Continuum Line  
Stand on the line between 1 and 10 and indicate where you feel comfortable with role play.

## SESSION 2

### TEAMS & INTRODUCTION TO ROLE PLAY

- 1. Welcome Back**
- 2. Gathering:**  
A challenge I experienced in a role play.
- 3. Agenda**
- 4. Theater Players:** Team-building activity
- 5. L&L** What'Cha'Doing
- 6. Brainstorms**
  - In teams discuss the different types of role plays used in AVP workshops & when and why would you use them, report back to the group.
  - In full group brainstorm the different types of light and livelies in AVP workshops and when and why you would use them.
- 7. Blockers to Transforming Power**

Popcorn the blockers (e.g., fear, anger), write them on flash cards and use them to develop role play scenarios and characters.

- 8. Role play debriefing**  
Posters of the aspects of role play debriefing.
- 9. L&L:** Actors Circle or Space Jump
  - Everyone stands in a circle.
  - One person goes into the circle and begins to mime an activity e.g., picking fruit.
  - The next person joins and does the same activity.
  - Facilitator calls "space jump" and the first person leaves and the second person changes to another activity and the third person joins and follows the second person's actions.
  - This continues until everyone has had a turn in the circle.
  - Options – either this activity continues until everyone has had several turns, or after each person has had a turn, the group unwinds by replaying the activities in sequence from the last to the first.
- 10. Team Preparation for light and livelies**  
Teams select and prepare five light and livelies to present during the workshop. Consider when would be the appropriate time to use them.
- 11. Session Reflection Continuum**  
Participants stand on a continuum from one to ten. For each activity everyone moves to indicate how the activity was for them.
- 12. Close:** Sculpture: Qualities of a good role play facilitator.

## SESSION 3: ROLE PLAY PRACTICE

- 1. Welcome Back**
- 2. Gathering:** A relationship I'd like to heal.
- 3. Agenda**
- 4. Introduce role plays & select scenarios.** This can either be done together or in small practice teams.
- 5. Role Play 1**  
with debriefing practice by Team 2
- 6. L&L** [Team 3]
- 7. Role Play 2**  
with debriefing practice by Team 1
- 8. L&L:** [Team 1]

9. **Role Play 3**  
with debriefing practice by Team 3
10. **L&L:** [Team 2]
11. **Feedback**  
coaching support from facilitators
12. **Session Reflection** - Thumbs  
Thumbs up = liked the activity  
Thumbs down = disliked the activity  
Thumbs sideways = felt neutral
13. **Closing**

#### **SESSION 4: ALTERNATIVE ROLE PLAY**

1. **Welcome Back**
2. **Gathering**
3. **Agenda**
4. **Facilitated Role Play** demonstration
5. **L&L:** [Team 1]
6. **Role Play:** Dealing with Challenging Participants.
7. **L&L:** [Team 2]
8. **Session Reflection** One Word
9. **Close**

#### **SESSION 5: PRACTICING DIFFERENT TYPES OF ROLE PLAY**

1. **Welcome Back**
2. **Gathering**
3. **Agenda**
4. **Armchair Role Play**  
Have two chairs in the center of the circle, each representing a character. Members of the circle volunteer to sit on one of the chairs and role play that character until another member from the circle volunteers to take over that character in the chair and continue the role play.
4. **L&L** [Team 3]
5. **Open Chair Role Play**  
Have two chairs each representing a character. A team of three or more people line up behind each chair. During the role play between the two characters, the team members alternate in the chair of their character and continue the role play.

6. **L&L** [Team 1]
7. **Hassle Lines**
8. **L&L** [Team 2]
9. **Tableau Role Play**  
Three people role play a conflict. Each person has a set sentence e.g., The mother says "Your skirt is too short." The father says "You are not going out dressed like that." The teenage daughter says "I will go out when I want to." Each character in turn repeats their set sentence until one person changes what they say and then the other characters respond to the changed sentence, usually breaking the pattern and saying something different.

10. **L&L** [Team 3]
11. **Session Reflection**
12. **Closing**

#### **SESSION 6: UNGATHERING**

1. **Farewell to Teams**
2. **Blindfold Teams**  
Divide into two teams, one team blindfolded, other team use clapping to direct the blindfolded team.
3. **Where R U Now:** The Continuum Line revisited.
4. **Unanswered Questions**
5. **Ungathering:** My name (with no positive name), something I am taking away from this workshop and how I will look after my learning.
6. **Where to From Here**
7. **Workshop Reflection**
8. **Closing: Gift Web**
9. **Community Clean Up**



## EXERCISE: ROLE PLAYS – ALL-IN-ONE

**Purpose:** To understand and explore an issue using role play. All-in-One Role plays offer a way to work out many solutions at once to a single problem and to study those which are of interest as successes and as failures. They are good practice for role playing, as people feel safer working in groups, especially when others are doing the same thing. They also give people practice in thinking quickly while "in the thick of it," and in not getting frightened under pressure. They also allow participants to practice active listening and I-messages in order to resolve conflicts. It is still valuable to do a whole group process (point no.11) at the end of these scenarios to harvest the options and strategies used.

**Time:** Variable. Allow about 30 minutes for each scenario.

### How it is done:

**Major Elements:** This design incorporates the major elements of Hassle Lines, the Listening Exercise and the group processing of exercises. It differs from the typical facilitated role plays in that debriefing is primarily in either small groups or pairs. All participants are equally and actively involved in all stages of the exercise at the same time: role playing, debriefing, and processing.

1. Explain why we are using role plays.
2. This exercise can be used to allow participants to practice I-Messages and Active Listening skills. It would be best if those exercises had been conducted earlier in the workshop. Review I-Messages and Active Listening skills if necessary and appropriate.
3. Have group count off by twos and form two lines of partners facing each other, the ones in Line 1, the twos in Line 2.
  - Explain that each line will have a different role to play.
  - State clearly how you will begin and end the role playing.
  - Describe what a "freeze" is (people are to stay as if frozen in the posture they were in when the freeze is called) and tell the group what the signal will be for a "freeze" and for a simple ending to the exercise. ("When I say "freeze," stop everything and freeze into the position you are in; when I say "stop," simply stop acting out the role.")
4. Choose a scenario, by either:
  - Preferred: have the participants brainstorm and choose scenarios depending on the number planned, or
  - Choose one of the scenarios from page 202.
5. Describe the scenario twice.
  - Then entertain questions, but leave ambiguities un-clarified, as they often are in real life.
  - Give the role players a minute or so to think about and settle into their roles.
6. Instruct group to role play the challenge initially, and not try to resolve the issue until the antagonist has played out their anger.
7. Call "Begin."
  - The facilitator(s) watch the action and monitor it carefully for significant behavior and for possible danger (feigned anger turning real, etc).
  - An option is to also let the conflict escalate then Freeze!
  - Ask for suggestions on ways that this can be resolved once they are in it e.g., what aspects of the mandala are in play here or missing etc. then restart the action to resolution.

8. This format works somewhat differently from typical role plays in that many role plays are going on at the same time, and all of the role plays start and end at the same time.
  - The primary facilitator of the exercise makes the call as to when to freeze or stop all the role plays, unless another facilitator sees a serious problem occurring before the primary facilitator calls "stop."
  - The assistant facilitators help monitor the role plays by watching to see if things get out of control, or are becoming violent or harmful to participants.
  - However, they do not have to monitor them as closely or direct them as they would in the typical role play.
  - If they see a problem with a certain pair then they should stop that pair from continuing.
9. End the scene when a danger arises, when an issue is uncovered, or when action slows (no more than 5 minutes!)
 

If in the course of acting the scenario, one or more sets of partners exhibit striking body language that may serve to make a point, then call a "freeze," and use the postures to explore the correlation between the body language and the situation being enacted that produced it. If a dangerous situation develops, freeze the action and debrief the actors.
10. If energy and interest levels warrant it, replay each scenario, switching roles from one line to another, so that Line 1 will play the role that Line 2 played previously and vice-versa. (Note: The feelings and thoughts related to first role play will often get superseded by the second one if roles are switched before processing).
11. After completing each scenario, process the exercise.
  - The exercise can be processed in pairs or in quads with a facilitator guiding it.
  - The facilitator decides which format fits the scenario & its effects in processing in pairs.
  - If the participants are more emotionally charged and conflicted as a result of the role play, groups of four with a facilitator are probably best.
  - Some creativity will have to be used if the number of participants in the workshop isn't divisible by 2 or 4.

## PROCESSING

### In Pairs:

Each person in the pair has a chance to practice Active Listening and I-Messaging skills. They speak on the topic: **"What I feel & think about what happened in the role play."**

Emphasize that participants need to be open to Transforming Power and to use Active Listening and I-Messaging skills.

- Each sequence is timed as 2, 1, and 1.
- Two minutes for the speaker, one minutes for the listener to feed back to the speaker what she or he heard, and one minute for the speaker to correct or clarify anything for the listener.
- Then partners switch roles.
- Afterward, have the participants gather in the large circle, have pairs report on their experience.

### Alternative (less complicated format for pairs):

Give each participant two minutes each to tell their partner how they felt about what happened in the role play while still in role, followed by two minutes of open dialogue between them.

### **In Groups:**

Process the exercise in groups of four - composed of two pairs of role players. A facilitator should guide the process.

**Begin by allowing quick ventilation of feelings - one or two words from each one who wishes:**

**"Have you any feelings to express about what happened here?"**

Then ask a few questions to invite reflection. Allow about one minute per question per person. This process should be done promptly. Some questions to be asked:

- What did it feel like to be in this role?
- What happened in your skit?
- What skills did you use? Forget?
- Are you satisfied with what happened? What would you have done differently?

Facilitators should be aware of the same issues that are of concern in facilitated role plays are relevant during this group debriefing:

- Have the role players discharged all negative energy related to being in the role play?
- Have the role players returned to their normal self and composure?

Have all participants return to the large circle. These questions are to be asked to the whole group:

- Does anyone have any especially good or unusual solutions to share with us?
- What connection to Transforming Power did you see?
- Allow the participants to ask questions of each other.

Do another scenario if desired.

### **Notes:**

1. The technique of "freezing" is useful primarily to preserve significant body language long enough everyone to observe it for discussion. It may also be used to stop the escalation of situation that may be turning dangerous. If the freeze is for illustration of body language, it is not necessary for everyone to stay frozen while it is discussed; only those partners whose body language is illustrative, and only as long as necessary to illustrate. If the freeze is to prevent escalation of a dangerous situation, quickly bring the actors out of it into their real selves before proceeding. **Warning:** freezing may prove to be awkward, and interrupt the process unnaturally for the role players.
2. In this version, the facilitators will be more involved in the processing stage than in traditional *Hassle Lines*, because they will help facilitate the groups of four. This is a new part added to this exercise. In the regular version of *Hassle Lines*, the processing may sometimes prove difficult, and some of the participants were not heard from. However, in this exercise the processing should be quicker and less of a drag or as artificial as debriefing and de-roling sometimes proves to be in traditional role plays.

The main advantage of this version of role plays is that all participants are involved in all stages of the role plays, and it gives them all a chance to work on their skills more deliberately. It is livelier, more scenarios can be used, and less time is spent in setting up, debriefing, and de-roling. Many participants report finding that the debriefing and de-roling process in "facilitated role plays" is either unnatural and/or tedious.

## **ROLE PLAY SCENARIOS**

### **for Roleplays and "I" Message Exercises**

1. While you are having a cup of coffee, a work colleague has turned off all the office equipment before she left work, including your computer. When you return, you find that you cannot access the file that you have been working on for 2 hours as it was corrupted when the computer was incorrectly shut down.
2. You've gone to bed early because you have to start work early in the morning. You are kept awake by your neighbor's loud music at 1:00 am.
3. You return to your cell to find someone looking for things among your personal possessions.
4. Someone has borrowed something from you again and has not returned it to you again.
5. You have been tidying your files and everything is stacked neatly on your desk, someone passes and scatters things everywhere.
6. You have been trying to say something that is important to you for some time, but your companion has been talking so much that you haven't had a chance to get a word in.
7. You are working on a project with a group, you find that the rest of the group have been to a meeting that you weren't told about.
8. You are in the visiting room and an officer yells at you in front of your family. When you see him later in your block.
9. You left a letter you have received on the table while you went to the phone. When you return you find someone has cleared the table and thrown everything into the bin, including your letter.
10. You are speaking on the phone to the mother of your child about a problem and the people in the yard waiting in the line for the phone are having a loud and boisterous conversation.
11. You are at the end of the line for a meal in the mess hall and the server has allowed his friends in the line in front of you to have as much as they want. What is left over is dried out and unappetizing.
12. You were asked to work late to finish a contract. It was inconvenient but you agreed to do it. You discover that the contract was not given to the client until after midday the next day. You need not have stayed so late the night before.
13. Someone uses a mobile phone (radio) loudly near you while you are studying for an exam.
14. An instructor is giving instructions to a group. One person in the group constantly interrupts the instructor and the whole process.
15. You are taking a class to prepare for the G.E.D. The teacher just lectures and doesn't give individual help to students like you with questions.
16. Someone starts smoking in a non-smoking area. You don't like the smoke as it aggravates your asthma.
17. There is a beautiful privacy tree in your garden on the boundary. Your neighbor wants to chop it down because it puts leaves in his swimming pool.

**Note:** There are many other scenarios in the Basic, Advanced and Youth Manuals — or you can make up your own with the group.

## EXERCISE: HOW TO CONDUCT AND DEBRIEF ROLE PLAYS

**Purpose:** To understand and practice how to conduct and debrief role plays.

**Time:** 60 minutes per role play.

### How it is done:

1. Divide into groups of three or four.
2. Read the Role Play poster:  
Choose a conflict situation which could realistically escalate to violence.
  - Keep it simple – only one scene.
  - Do not plan beyond opening of curtain: do not decide on outcome.
  - Don't try to use weapons, drugs or alcohol to solve the problem.
  - Do not designate a peacemaker.
  - Don't play a role you have played in real life.
  - Select one of the characters to also be the announcer to introduce the role play.
  - Make simple props and name tags – write Big and Dark.
  - Make a poster giving title of role play, positive names, stage names, and roles.
  - Facilitator will call "Cut."
  - Define the stage area, where to enter and exit during role play.The audience should have an aisle down the middle for easy exit or entrance, and have extra chairs for people leaving the stage after they have come out of their role.
3. Ask the audience to observe the following
  - feelings, values.
  - a turning point.
  - examples of Transforming Power.
  - missed opportunities.Make a poster for them to see during role plays and check with them during debriefing.
4. Run the role play
5. Facilitators calls "Cut" when:
  - role play is over,
  - the conflict is resolved,
  - sufficient learning has occurred,
  - the conflict is unsolvable,
  - the role play gets violent,
  - or any role player gets upset.If the role play is stopped for any of the last three reasons, re-run it using same situation and same actors, or ask the audience for input to get the conflict unstuck or avoid violence.
6. Debriefing questions from all facilitators to all actors (as a group).  
Ask the players to be seated in chairs on stage as you debrief them.
  - How are you feeling right now? (determine who is most upset, focus on them first).
  - What was happening for you in the role play?
  - Did you see a turning point? Who or what kept it from going to violence?
  - What parts of the Transforming Power Mandala or any of the other AVP messages were shown?
  - Did anyone use an "I" Message?
  - Are you satisfied with what happened? If not, why not?
  - Do any of the facilitators or the audience have any questions for any role player (address them by their stage name)?

The pace of the debriefing process should be careful but brisk. Do not drag it out.

- Do not spend a long time on minor characters with little emotional involvement, but be sure to debrief everyone adequately.
- Be aware of the level of boredom of the audience.

7. Taking Actors out of their Roles (individually).

As you remove the characters from their roles, make as sure as possible that no emotional feelings from the role play are carried into the real life of the participants.

Remove the characters from their roles as follows:

- Are you ready to come out of your role as stage name?
- Ask them to stand up.
- If a person is having difficulty coming out of character, more sensitive questioning is indicated.
- You are no longer stage name. Tell me your positive name?
- Shake his/her hand and ask him/her to put stage name's name tag on the back of the chair.
- What would you, positive name, like to say to stage name or to the other actors or to the audience?
- THANK YOU! (start the applause) Actor then takes a seat in the audience.

8. After all the role plays have finished, debrief the entire group:

- First in pairs what was a learning for you out of what you have just experienced?
- Was the resolution of these role plays realistic?
- Does it help you learn how to resolve conflicts?
- What could help us remember to use the AVP tools of Transforming Power?
- How do role plays apply to real life?

## **UNIT FIVE - PART 5 :**

### **DEALING WITH PARTICIPANT CHALLENGES IN A WORKSHOP**

The most important way to prevent challenges in a workshop is to understand where your participants are coming from and the coping strategies they may bring with them. It is important in your opening talk to acknowledge that in this workshop community they may be in a world of decision making that is very new to them, and it may be difficult to leave behind the ways of their community with which they have become comfortable. It is important to ask them to trust the process, and to assure them that there will be a time at the end for critiquing that process.

It may be difficult to adjust to communicating as equals.

For example:

- If most of the participants are coming from communities where they are successful in business or are teachers or in other professions where they are used to leading, of giving advice rather than listening and affirming.
- If the participants are coming from a male or elder-dominated culture.
- If the participants are from a prison culture dominated by gangs.
- If some of the participants have learning disabilities, attention deficit disorder.
- If some of the participants come from a culture where they learned social skills foreign to those of the facilitators.

#### **MOST IMPORTANT:**

Unless it can be done in a gentle reminder of the community agreements, do not confront the person in front of the group. One facilitator should find a time to talk with the participant to learn if there is a problem that the facilitators should know about and to work out an agreement as to how to make the situation better.

Here are a few useful pieces to assist you:

#### **Possible exercises/learning activities/handouts/agendas for Dealing with Participant Challenges in a Workshop**

- Exercise: Thought Sculpture: Responding to Difficult Behavior.
- Handout: Dealing with Difficult Situations.
- Exercise : Dealing with Difficult/Distributive Behavior of Participants.

## **EXERCISE: THOUGHT SCULPTURE – RESPONDING TO DIFFICULT BEHAVIOR**

**Purpose:** To assist groups understand some of the challenges of dealing with a “difficult” other.

**Time:** As needed.

**What you need:** 2 chairs.

### **How you do it:**

1. Set up an empty chair in front of the group.
2. Create a fictional character who might be challenging to deal with in a group. Invite the group to brainstorm suggestions (age, gender, current situation, behavior).
3. Invite volunteers (hopefully everyone!) to think of a statement that might be challenging for a facilitator to hear from this difficult participant or group member.
  - Each volunteer comes forward and says their statement, then returns to their own seat.
  - When each volunteer has said their statement, invite the volunteers to each come back to the character’s seat and name the feeling or need behind their statement/ challenge.
4. Put a second chair beside the (a) “difficult person” chair , and name it as (b) “facilitator.”
5. Invite each volunteer to say their statement while seated in chair (a).
  - Then they move to the other seat and as a facilitator respond to the statement in a way that acknowledges the needs or feelings of the character in chair (a).
  - Return to their seat.

### **Processing:**

- In pairs, de-role from the character.
- Talk about what you learned about the “difficult person” and their story behind their behavior.
- Whole group: What are some effective ways of addressing challenging behavior?

### **Variation**

If there is time and interest, repeat the process for one or two more characters with different challenging behaviors.



## HANDOUT: DEALING WITH DIFFICULT SITUATIONS

"Help! What do I/we do now?" Is there a facilitator who has never asked him or herself that question, accompanied by feelings of anxiety that are welling up, when it looks as if things are "going wrong"?

The more understanding we have of potential causes of things "going wrong," and the more aware we are of our own usual reactions to such situations, the greater the likelihood of being able to turn something "going wrong" into some valuable learning experience for the workshop. Such behavior could be either a challenging participant or facilitator behavior that is creating a problem for other participants and/or facilitators and is seriously disrupting the flow of the workshop. Take time to stop, breathe, and use the Transforming Power Guide "Listen. Everyone has made a journey. Try to understand where the other person is coming from." If we are to develop the experience and wisdom to respond effectively to these situations we need first to be able to identify what is motivating and/or energizing the difficult behavior.

Is the behavior intentional or unintentional?

### Unintentional examples:

- The person's learning disabilities and/or ADHD.
- Lack of social skills because of lack of group experiences.
- Lack of experience with people from the Facilitators' culture.
- The release of powerful emotions.
- Unexpressed emotions causing tension.
- Personality clashes and/or differing opinions leading to open conflict or bad "vibes."
- A learned habit of continuous intellectualizing.
- Unwittingly giving out powerful nonverbal messages.
- Polarized group energy – e.g., flat or excited.

### Intentional examples:

- To "test" facilitators.
- To upset another/other participant(s).
- To sabotage the workshop.
- To pursue a personal agenda.
- To "save face" (as a gang member will do in the presence of a gang leader)
- To be "in charge" of any situation.

### Appropriate responses will also depend upon:

**WHEN** the situation occurs.

**WHETHER** the group really wants to run with it.

**BENEFITS/RISKS** of using the situation for "here and now" work.

### FACILITATORS

- Their level of experience, particularly the lead facilitator.
- How they are working as a team.
- Individual abilities and apprehensions; skills held by each team member.
- How flexibly they can support each other working with people who get triggered.

### What to do next:

#### Phase 1

**"I statements":** If you can speak to the person easily and non-confrontationally about the behavior, then do it in the workshop in front of the group:

- John, I'm having trouble paying attention to what Harry is saying ...
- .....could you put the book away until the break.
- .....could you and Sandy put your conversation off until the break.
- .....I WILL call on you, but Fran needs to finish her thought first.
- Hey you guys, when you keep laughing among yourselves, I can't focus on what I am supposed to do because I keep thinking I must have food in my teeth or something, so could you wait until the break to tell me what's funny?

## Phase 2

**If the behavior is continuous,** make time to see the person or people privately to find out what is going on and to ask how the situation can be solved for the good of the workshop. Transforming Power Guides: Reach for that something in others that seeks to do good for self and others.

## Phase 3

**If the person or people would like to address the group,** make time for that.  
e.g., I've been having a hard time, and I need this group just to let me alone for a while; that's why I've been sitting back in the circle.

## Phase 4

**If it is a participant and the person or people are convinced that they are not a problem** and that you facilitators are wrong in thinking there is, ask the problem people to join you in bringing it to the group with you. Offer to let them outline their point of view first, and then, speaking in "I" Messages, express how it has been affecting you. Then, open it to the group for input.

**If the participant's problem is directed at one facilitator,** carefront this situation in a clinic out of earshot of participants, and make a group decision as to what steps to take.

## Phase 5

**If it is one or two participants causing the problem,** and the rest do not support them, those participants can be asked to choose whether they are able to listen and act on the group's wishes, or they can choose to leave.

### **REMEMBER:**

your first responsibility is to the AVP workshop and to AVP as a whole. Particularly if you are doing this workshop in prison or in a school, what happens in one AVP workshop can affect whether there will be another one. If the rest of the community in that workshop cannot or will not help with the problem, the next steps are to either to complete that session and take a break for people to chill or think it through, or close the workshop. If closure is decided, do check-in Gathering: "How I'm feeling right now?." Let them know that everyone may join another AVP workshop at another time if they choose.

### **CLOSURE -**

Often this process and its gravity actually takes the group to a deeper level than they had been safe enough to manage before. If this is not the case then a simple acknowledgment of their courage in closing the process and a good bye from the facilitators will end the group.

## Phase 6

### **Group self-assessment and decision.**

- Remember the Transforming Power Guide "Trust your inner sense of when to act and when to withdraw."

In one workshop where, in a closed clinic, the facilitators vented, they agreed that they were not willing to continue the workshop with the current behavior. They presented this to the group,

"I feel ... when (behaviors) ... because I do not have sufficient skills to facilitate effective sessions when this is happening. I need a clear decision from the group whether you want to end the workshop or change the behavior."

Individuals who had been quiet stepped up and insisted that they continue the workshop, and as a group they enforced appropriate behavior.

The process worked because the facilitators "owned" their inability to facilitate, and were open to either way the group decided, that is - continuing or ending the workshop.

## **Triggered participants**

Occasionally a participant in a workshop will get “triggered” by an experience in a workshop, usually because something in the workshop (a discussion, role play or sharing) reminds them of a traumatic event in their own life. They might become numb and “spacey,” unreasonably angry or very weepy. This is an example of the benefit of having a team, preferably with some people with experience. A variety of things might be helpful.

One team member can keep a close watch on the triggered person and respond to any needs that might be expressed, like leaving the room for a few moments, or being contained or alone but with a facilitator companion while others attend to the process and groups’ needs. Sometimes another participant who has a bond with this person might serve that role. It might help to ask the question, “What do you (the individual and the group) need right now to be present and ready to move on?”

Take the person out of the room if possible - to give them time and clarity to voice what they are feeling-what happened – what would make them most comfortable at this point in time? It's hard to surface these questions in a group, because they run deep and are profoundly personal. Most important is to give that person an opportunity to share whatever it is they are feeling - and give the gift of active listening. Often the person cannot immediately articulate what it is that triggered them.

If the above can't happen, it is sometimes a good idea to shift into a Light and Lively and then set up a one on one with that participant and a facilitator and replay some of the conversations mentioned above.

## **Warning for facilitators playing difficult participants in a Continuing Learning activity**

If the idea of presenting difficult moments is considered at all, it is much more useful for the facilitating team to select a few limited problematic areas (e.g., talking too long, interrupting during a gathering, side talking with a neighbor or getting triggered in an exercise and withdrawing or acting out). Make it clear to the trainees that one of the facilitation team might from time to time step into a role that can be challenging (make this obvious by wearing a scarf or other accessory) to give the presenters a chance to try out some strategies. However, do not open this opportunity up for all participants and allow only one per practice session. It is also important to process in the debrief/feedback section. Use the Exercise *Dealing with Difficult/ Disruptive Behavior of Participants*—page 211, as your guide.

## **EXERCISE: DEALING WITH DIFFICULT/DISRUPTIVE BEHAVIOR OF PARTICIPANTS**

**Purpose:** To assist groups understand and practice some of the strategies for dealing with difficult behavior in a workshop.

**Time:** Short interventions during course of a practice session, debrief time at end.

**What you need:** A scarf or other accessory to signify that facilitator is going into role.

### **How it is done:**

- The facilitator team selects a limited few problematic areas (e.g., talking too long, interrupting during a gathering, side talking with a neighbor or getting triggered in an exercise and withdrawing or acting out).
- Make it clear to the participants that one of the team might from time to time step into role playing a behavior that can be challenging (make this obvious by wearing a scarf or other accessory) to give the presenters a chance to try out some strategies.
- At an appropriate moment, a facilitator puts on the scarf, and enacts the challenge e.g., talking too long (and not stopping) in a gathering.
- Practice team member deals with the challenging behavior.
- Once the situation has been addressed, the facilitator takes off the scarf and the practice session continues.
- In the debrief, give the team a chance to address this behavior and how they handled it, and invite other suggestions if needed.

### **Warning!!!**

- This can be a complicated exercise to manage. Do not attempt it if you do not have a team member very competent at dealing with group dynamics.
- This can easily discourage newly learning facilitators, so make certain that any behavior chosen is moderate, and that the role is responsive to intervention rather than major escalation. You are not trying to give them a "workshop from hell!" that could scare them off!
- Be very clear in the set up that everyone understands the process to be used, and make sure that the other participants are not given permission to similarly go into role.
- Only run one such intervention per practice session.
- It is also important to process in the debrief/feedback section.

## **UNIT SIX: LEADERSHIP IN AVP**

- Apply AVP philosophy, principles, practices and conflict transformation in the running of AVP.
- Apply listening, fair process and consensus decision making.
- “Walk the talk” think AVP.
- Use and model cooperative leadership.
- Build a safe and respectful place for speaking concerns, exploring alternatives, sharing power and taking initiative.
- Recognize and foster the AVP vision.
- Take responsibility and initiative in AVP.
- Be willing to commit time and energy.
- Participate in governance and management.
- Participate in outreach and promotion.

### **NOTE:**

While the examples in this unit focus on team leadership in a workshop, REMEMBER! that AVP functions as a team on the organizational level, so these elements also apply to the way things are done within the wider organization.

### **TEAM LEADERSHIP**

Team leadership is an important aspect of every team and every workshop.

A major challenge in AVP is to provide strong leadership while following the principle of shared leadership and avoiding a hierarchy of power in decision making and organization.

Some AVP groups have lead trainers, some have team leaders, some have workshop coordinators, others have a daily coordinator role rotated through the team, some have “shared leadership” and others have no designated leaders. Each AVP group develops the model that works best in its individual circumstances. What follows is material that can apply to most AVP leadership models.

### **Possible exercises/learning activities/handouts/agendas for Unit Six.**

- Exercise: Positions of Observation.
- Agenda: Sample Weekend Training for Team Leading Workshop.
- Agenda: Advanced T4F and Lead Trainer Workshop.
- Agenda: Training for Lead Facilitators
- Agenda: Exploring Being a Lead Facilitator.
- Agenda: How to Coach and Mentor Workshop.
- Handout: How to Coach.
- Handout: How to Mentor.

### **Possible exercises/learning activities/handouts/agendas from other AVP USA manuals.**

- See Notes for Lead Facilitators, p. C9, AVP USA Basic Manual, 2002.
- See Notes for Lead Facilitators, p. C5, AVP USA Youth Manual, 2000.

## **EXERCISE: POSITIONS OF OBSERVATION**

### **For Lead Facilitators Workshop**

**Purpose:** For a person to take on the role of overall team leader, it is important that not only do they know the content of the workshop material very well, but are skilled at mentoring and supporting both the group of participants and their team members. This exercise should be used sparingly in the training, but is a useful opportunity to check out with the group about what is happening at a particular time in the group dynamics and workshop process.

**Time:** 30 minutes total over three separate times during the workshop.

**What you need:** Poster listing the three positions of observation.

**How you do it:**

1. Explain that in this process, there are three positions of observation:
  - A. Participant in the workshop.
  - B. Facilitator/Presenter of the exercise.
  - C. Team leader.

**Explain each position**

- A. As participant** you are probably aware of what you are feeling and responding to in the process of the exercise. You may be aware of others in the workshop, but mostly as they relate to you and your journey of growing awareness and discovery. Your observations may or may not be focused on the here and now of the experience.
  - B. As Facilitator/Presenter of the particular exercise** you will be making sure that you are giving clear instructions about the process of the exercise, that you are aware of how people are responding, if you are keeping to time, that people have understood instructions, at what stage of this exercise you are and what needs to be done from here to complete this part of the agenda. Your observations are focused hopefully on the here and now, perhaps with a sense of the timing allocated for the exercise.
  - C. As team leader** you are watching to see how this exercise is fitting into the overall workshop agenda. You are watching and supporting your team members and seeing if they might need any help or guidance, and also noticing things that you can give them feedback about at a later time. You are also watching the process of the participants: who is still engaged or not, what patterns are emerging in terms of their needs; what are the opportunities that are opening up as the workshop progresses? How is the energy of the group? Is a change of pace needed? How does the planned agenda work in terms of what is happening? Your observations are about both the here and now detail and also from the overview picture of the workshop.
2. Draw these three positions on a chart alongside a chair e.g., 1 is sitting on the chair, 2 is standing in front of the chair, 3 is behind/slightly above the chair. Count off numbers one, two and three around the entire group.
  3. Explain to the participants: At certain points in the workshop (no more than about three times) we will choose a moment where there seems to be things happening: maybe some tension for the group, maybe the energy has gone flat, maybe there is some confusion or it could be in a positive moment. We will call "**Freeze**" and ask you to silently observe what is happening in the group from the perspective of your number, as if you were the person in that role. We will then ask for volunteers from each number to offer feedback to the group of the different observations from each perspective, e.g., "As a participant, it seemed to me that..." You can get people to assemble briefly in their number groups to help build confidence the first time.

# SAMPLE WEEKEND AGENDA: TRAINING FOR TEAM LEADING

Time frame: 5.30 pm – 8.30 pm Saturday, 9 am – 4 pm Sunday (as example)

## SESSION 1 Day 1- 5:30-8:30pm

- 1. Agenda Preview**
- 2. Welcome**  
Evening meal
- 3. Gathering** - My team leading name is...How my journey through AVP has brought me to this place is...
- 4. L & L – What Ya Doin?**  
A miming game of improvisation. One person stands in the center of the circle and mimes an action. Someone asks them "What ya doin?" and the person at the center says something that they are NOT doing e.g., "tying up my shoes!" The "asker" then has to step into the circle and start to mime that action until the next "asker" repeats the question. (Fun, light, improvising, gets people into a playful and more spontaneous mood).
- 5. "Getting to know you"** (variation of 2 question interview).  
Think of 2 questions you would like to ask of anyone here."  
Give time for participants to think and write.  
Facilitator starts by reading out loud, one of their questions – everyone takes their turn to respond.  
Facilitator passes over to a person of choice to go next.  
Continues in this way till everyone has read a question and received a reply from everyone else.
- 6. "What do you want from this time of training?"** Brainstorm
- 7. Closing** – song or other closing.

## SESSION 2 – Day Two - 9:00am – 12:45

- 1. Opening** - An inspiration.
- 2. Greet the Day** – we all share how we had greeted this day.
- 3. Energizer** – Stretches (move around the circle and each take a turn at modeling a stretch which everyone repeats twice).
- 4. Agenda Preview**
- 5. Gathering** – My team leading name is..., a quality I admire in team leaders I have worked with and why?
- 6. L&L** or song
- 7. Team-building/Preparation and Presentation**  
Facilitators – Rights & Responsibilities  
Two Handed Philosophy  
Give a brief explanation and demonstration of Rights and Responsibilities with team members, list or post what these are.  
The facilitator, standing between 2 participants, puts out one hand saying "on this hand there is the Right to –."  
The statement is completed by the participant.

This is followed by "on the other hand" there is the Responsibility to –" also completed by the participant on the other side of facilitator.  
Continue around group till all have contributed.

## Break

### 8. L & L

### 9. Role of Team Leader

### 10. Competencies for team leaders

 – Group Sharing (like Transforming Power Queries & Guidelines)

Time was given for all to read through the local AVP group's job description for Apprentice Team Leaders before "speaking" to the points regarding this skill, what stood out for each person and why.

### 11. L & L – Red Rover

- Split group into two teams on opposite sides of room. Explain – each group will be able to take turns calling "Red Rover, Red Rover.(name a person on the other team) come over as.(state who your team wants the person named to cross over the room).
- Person called crosses over doing the actions asked.
- Suggestions: A butterfly flitting from flower to flower/rolling waves of the sea etc.
- Continue until all cross over.

### 12. Concentric Circles

Personal reflections on the personal attributes of an Apprentice Lead Facilitator and on how these relate to your life.

### 13. Mentoring/Mentors Sharing

 - what are these roles and their relationship to each other rights and responsibilities

### 14. Concerns to Role Play

 brainstorm

### 15. Closing

 –

## SESSION 3–Day 2– after lunch to closing.

### 1. Agenda Preview

### 2. Gathering

 – My Team Leading name is - How I am feeling after the sessions so far

### 3. Role plays

An opportunity to use role play with the training team "acting out" and the trainees practicing being the Team Leader, handling situations that arose

### 4. "Gaps"

 - Brainstorm: What items from the "What do you want?" brainstorm have not been dealt with.

### 5. L & L –

### 6. Debrief/Feedback

 – In pairs, share what you have been learning and how it fits with your facilitator role you are preparing for in AVP (Peer Mentor Practice)

### 7. Evaluation

### 8. Closing

 – song and farewell

# ADVANCED T4F AND TEAM LEADER WORKSHOP

## SESSION 1

1. **Welcome**
2. **Gathering:** My AVP name is... How I'm feeling right now... One gift I have received from AVP is...
3. **Opening Talk:** AVP building blocks and purpose of this workshop.
4. **Group safety sculpture** (everyone name a component and physically model it, add on others until whole group is representing all aspects of safety).

**AGREEMENTS:**(some examples...let the group create their own).

- listening personal space.
  - frames of silence around offerings.
  - right to pass.
  - speaking from our hearts acceptance.
  - "mistakes" as opportunities including for me: "free to be me."
  - confidentiality.
  - allowed to be confused.
  - being "held" by the group.
  - balance of fun/serious learning.
  - feeling where the center of the group is.
  - patience.
  - safety - be aware/consideration of others.
  - space to process/ express —unanswered questions.
  - touching appropriately.
  - tiredness - not overrunning session times
  - minimum of interpretation.
  - yes AND (avoiding BUT).
  - avoiding interrupting.
  - experiential learning.
  - speak from own experience (avoid generalizing).
5. **Sociometry:** who is here? e.g., map where you have come from by clustering with others from that area, a line of experience with most experienced at one end, less at other, (and other aspects as useful for context)
  6. **String partners** (see \*\*definition below) "What I would like to gain from being in this workshop is..."
  7. **Group learning needs...** (written on poster).
  8. **L&L**
  9. **Consensus** on group priorities
  10. **Evaluation**
  11. **Closing** Affirmation Pyramid

## SESSION 2:

1. **Greet the Day**
2. **Agenda Preview**
3. **Adjective Name** and Stretch
4. **String Pairs Sharing \*\*:** How I have felt and what I have thought about since the first session
5. **Gathering:** "A strength I bring to a team is..."
6. **L&L**
7. **Concentric Circles**
  - What helped me decide to become an AVP facilitator.
  - I felt most supported in an AVP team when...
  - What I find hardest about being a member of a team is...
  - What I learned about myself from a time I stepped into a leadership role.

### Break

8. **Team-building Exercise...** Divide into smaller teams (ideally 3 or 4) go through the tasks to create a team, to later present what makes a healthy team to whole group.
9. **Group Presentations**
10. **Evaluation**
11. **Closing Weaving**

## SESSION 3

1. **Agenda Preview**
2. **Gathering:** "A learning for me in a leadership role is..."
3. **L&L**
4. **Leadership Skills:** skills needed to work with team leadership – brainstorm or use learning guides —page 142.

### Break

5. **Breakthrough Exercise:** Place a line of chairs in the middle of space, with a participant opposite each one. They take turns to sit in chair and name an obstacle they perceive to be stopping them from being fully effective as an AVP member. They then return to stand opposite when all have named these obstacles. Each person takes a turn at naming what strength they have to break through that obstacle, and do so, to move to the other side of the room.
5. **Debrief**
6. **L&L**
7. **Pairs sharing**
8. **Evaluation**
9. **Closing**



#### **SESSION 4**

- 1. Agenda Preview**
- 2. Gathering/ Wisdom Circle** ( a deeper, longer, more reflective sharing, ideal for afternoon/ evening session): "Something I have learned on my path towards nonviolence is..."
- 3. Team tasks...** prepare to present a short role play on the challenges to a team in a workshop (for next session).

#### **SESSION 5:**

- 1. Agenda Preview**
- 2. Pair Sharing**
- 3. Gathering:** "One thing I am enjoying about working with my team is..."
- 4. L&L**
- 5. Facilitated Role Plays**  
Presenting challenging situations, can be resolved by also tapping into group Experience. *Debriefing & Deroling Practice* —page 102, on de-roling after role plays.

#### **SESSION 6**

- 1. Unanswered questions**
- 2. Where to Next?**
- 3. Pair Share Completion.**
- 4. Written Evaluations**
- 5. Final Gathering:** "A learning about myself I take away from our time together is..."
- 6. Closing**

#### **\*\*Definition of string partners:**

each person selects an end of a piece of string held in a bundle by the facilitator The person at the other end of the string [when unraveled] is your buddy for the workshop. Also, see *Buddies* —page 177.

## **AGENDA: TRAINING FOR LEAD FACILITATORS**

The lead facilitator needs all the skills that any AVP facilitator needs, but has several roles and responsibilities over and above those of other facilitators. In some areas, teams function without a lead facilitator, but where AVP teams change regularly, a lead facilitator can provide a useful framework and structure to the proceedings. Lead Facilitators ensure that everything that needs to be done is done, although not necessarily by themselves. In addition, in a situation where facilitator training can be variable, the lead can provide valuable support for the team, in particular any apprentices, and ensure that everyone is becoming more competent.

These two workshops can provide an opportunity for lead facilitators to increase their self-awareness, especially with regard to their motivation in being involved with AVP, why they enjoy being a facilitator, and recognizing hidden agendas, as well as to get extra skills and share experiences which can help prepare them for their roles.

Difficulties can occur within the team and also within the workshop participants. Again all facilitators will try to resolve such difficulties but lead facilitators need to be trained to resolve such situations, as it is with the lead that "the buck stops."

During the Workshop #1, there is one activity devoted to team-building and one to debriefing. Each team should decide how it would like to work during these sessions, and the feedback and debriefing sessions should allow the team to ensure that it is on track. The lead will need to know how to run these sessions well. As one of the exercises involves team-building and another debriefing, divide the group into teams for these two tasks and allow these teams to each be responsible for the session during the workshop, starting after the activity on team-building. This means delaying the activity on debriefing until toward the end, after all the teams have had the opportunity to facilitate their sessions, although each team can debrief privately after its session if the handout has been distributed in time.

All facilitators should understand how to craft an agenda but for the lead facilitator this is a very important skill, as it can allow them to modify the agenda appropriately when necessary.

### **SESSION 1**

1. Welcome and housekeeping.
2. Introduction: Setting the scene.
3. Gathering: What attracted me to AVP originally?
4. Expectations/Fears/Hopes.
5. Guidelines.
6. L&L
7. Concentric Circles.
8. String Partners or Buddies —*page 177*.
9. Evaluation
10. Closing

### **SESSION 2**

1. Gathering: What I expect from a team.
2. Role of a Lead Facilitator.
3. L&L
4. Leadership Styles
5. Evaluation
6. Closing

### **SESSION 3**

1. Gathering: A difficulty I have had with/as a lead facilitator.
2. Team-building.
3. L&L
4. Crafting an Agenda.
5. Evaluation and Closing.

### **SESSION 4**

1. Gathering: How I handle criticism.
2. Critical Incidents/Horror Stories (cont).
3. Evaluation and Closing.

### **SESSION 5**

1. Gathering
2. Unexpected Challenges.
3. Clarifying Terminology (processing/evaluation/feedback/debriefing).
4. L&L
5. Evaluation and Closing.

### **SESSION 6**

1. Gathering.
2. Debriefing and processing exercises.
3. Break Through Exercise, Advanced Manual D-23.
4. L&L
5. Written Evaluation.
6. Closing.

# EXPLORING BEING A LEAD FACILITATOR

## POST:

### What we hope to accomplish (goals) of this day:

- Confidence to be a lead.
- Better understanding of what it is to be a lead and to support a team.
- More comfort with reality of conflict within a workshop and on a team.
- Understanding the flow of the phases of organizing a workshop –preparation, logistics, agenda, prison relationships.

## SESSION 1

9 a.m. arrive:

1. Agenda Preview (2 min)
2. Gathering: What brought me here today, Where are you from (Where I am in my process as a facilitator?) (15 min) Adjective names.
3. Opening Talk:,  
Agreements, Unanswered questions, No certificate – this is a start. Crafting an Agenda, Goals.
4. What do Leads do – list -  
Brainstorm: What else do they do.
5. Light and Lively:
6. Concentric Circles:
  - A lead I really admire and why?
  - A workshop that didn't go well.
  - A time I really screwed up.
  - What I really like about myself as a facilitator/lead.

Lunch 1 – 2 pm.

## SESSION 2

1. Re-entry: A way I have seen or I handle balancing being mentor, Lead and team member
2. Sharing a problem in a workshop that we resolved successfully.
3. Role Plays –Giving Feedback, Equality/letting go, creating a supportive team culture/empowering the team, open to group.
4. Goals accomplished- Evaluation so far.

Dinner 6-7 p.m.

## SESSION 3

7-9 p.m. Evening: Nuts and Bolts –

1. Gathering: Something I would still like to know–add to Unanswered Questions.
2. Unanswered Questions.
3. Creating an Agenda, the ebb and flow of a workshop.
4. Written Evaluation: What worked, what didn't work, what do you still need.
5. Closing: Something I've learned about myself that will make me an effective lead or facilitator.

# HOW TO COACH AND MENTOR WORKSHOP

## SESSION 1 GATHERING & COACHING

- 1. Welcome & Introduction Facilitators.**
- 2. Gathering:** My name, what drew me here and why I would like to improve my mentoring and coaching skills.
- 3. Agenda**
- 4. Opening Talk/**What is this workshop? Very briefly - what the terms coaching and mentoring mean, and their difference.
- 5. Positive Names**  
Select a temporary name relating to AVP facilitation, e.g., Mentoring Margaret, Coaching Connie, Patient Patrick, Respectful Ray, Learning Laurie.
- 6. Safety Circle**  
1st gathering – What I need to feel safe in a coaching and mentoring role.  
2nd gathering – What I can contribute to others when I am in a coaching and mentoring role.
- 7. L&L:**
- 8. Concentric Circles**
- 9. Coaching and Mentoring**  
Hand out the notes –pages 219-220, and read these. If the group are readers divide into pairs and discuss the two terms and processes. Brainstorm the differences between coaching and mentoring.

### Break

#### 10.Coaching Examples

Back in pairs, have each person select an example of when they coached someone to do a new skill, preferably in AVP.  
Each person, with the assistance of their partner write a coaching plan using the Six Step Coaching process –page 219.  
Process and share the learning.

#### 11.L&L:

#### 12.Plan a Coaching Session –page 220.

Each pair use the How to Coach Handout and plan how to coach a new facilitator how to present an AVP exercise including the set-up, presentation and processing.

#### 13.Reflection or Evaluation

- 14.Closing:** One skill (or awareness) I will take away with me.

### Lunch

## SESSION 2 COACHING & MENTORING

- 1. Welcome Back**
- 2. Gathering:** My name & one skill I have for coaching and mentoring, and one learning edge I have.
- 3. Agenda**
- 4. Presentation** of the Six Step Coaching Plans, either to the whole group or to another pair depending on the available time.
- 5. L&L**
- 6. Milling Around**  
Everyone mills around and the facilitator calls out how many people to form each group.  
Call “form into 4s” then mill around again and “form into 5s” form several more configurations and end up forming into pairs.
- 7. Mentoring Examples**  
In these new pairs, have each person select an example of when they mentored some else when they were learning, (or if they cannot remember an example use a time when they themselves were mentored by another person).  
Have each person work, with the assistance of their partner, to write up a Four Step Plan of when they mentored or were mentored. Process.

### Break

#### 8. Plan a Mentoring Program:

Each pair use the Four Step Mentoring Process and plan a program to mentor a new facilitator for their three month apprenticeship. Write up the steps of each program briefly on a poster.

#### 9. L&L

#### 10.Presentation of Mentoring Programs:

Have each pair present their Four Step Apprentice Mentoring Plan to the group or to another pair, depending on the available time.

#### 11.Reflection Continuum

- 12.Final Gathering:** One project where I plan to use these skills in the next two months.
- 13.Closing:** Energy Hands/similar light closing.

# HANDOUT: HOW TO COACH

## COACHING

Coaching occurs when a coach encourages or trains a learner to perform an activity or a skill to achieve a set goal. Coaching is a results-oriented process to increase the capacity of the individuals by encouraging the development of their abilities to a higher level. As coaching increases competence and growth, self-esteem and confidence also grows.

There are four parts to understanding coaching:

- "It is a process which must be applied in a logical, systematic way to achieve results.
- The aim of coaching is to improve performance to an agreed level or higher.
- Coaching is about securing long-term continuous performance improvement on top of existing performance.
- It is focused on the development of positive relationships between people."

### Coaching as a 6-step process.

"According to Tovey (2001) coaching is a guiding process during which a coach may provide hints, clues, feedback, cues, reminders, practice, problem solving, exposure to models and demonstrations while the learner is developing the knowledge, skills or attributes required."

#### Step 1: Values.

The coach needs to display positive values to achieve a successful relationship. These coaching values include – responsibility, honesty, belief that others want to learn and develop, interest in and respect for others, showing trust and pursuit of excellence.

#### Step 2: State the purpose of the coaching session.

The purpose needs to be presented clearly and in a friendly manner at the beginning of the coaching. This should be done without evaluating, accusing or threatening.

#### Step 3: Acknowledging there is a performance issue.

The coach needs to identify the exact performance issue that has occurred or is occurring. The learner needs to be aware of his or her actions and their consequence on others in the team or workshop.

#### Step 4: Exploring alternatives.

The learner and coach need to discuss the possible learning alternatives, with the coach acknowledging the benefits and drawbacks associated with the learners suggestions.

#### Step 5: Commitment to implement the strategy/solution.

The learner needs to commit to implement the learning strategy that has been agreed to.

#### Step 6: Summarize and monitor the learner's performance.

At the end of the coaching session, both the learner and coach need to reflect on what has been achieved. There needs to be an emphasis on acknowledging what was achieved and identifying what still needs to be done. There may need to be a follow-up session at an agreed time.

### Coaching skills

For coaching to be successful and achieve the desired outcome, the coach needs to use the following coaching skills:

- Asking
- Listening
- Showing respect
- Being specific
- Positive reinforcement

### References

- Up Front! Toolbox: Mentor and coach individuals and teams – content guide (2005), Commonwealth of Australia, Sydney.
- Tovey, MD. (1999), *Mentoring in the workplace*, Prentice Hall, Sydney.

# HANDOUT: HOW TO MENTOR

## MENTORING

Mentoring occurs when an experienced and knowledgeable person provides knowledge and skills to a less experienced person. The pair work together regularly over a period of time (often a year), to achieve a successful transfer of knowledge from the mentor to the learner or "protégée." Mentoring can be formal over a set period of time with a clear and defined purpose or can be informal.

### FOUR STEP MENTORING PROCESS.

#### Step 1: Determine how the two will work together.

- The learner and mentor need to establish a positive relationship and rapport using positive communication skills.

#### Step 2: Decide the purpose and aims of the mentoring relationship.

- Decide a direction.
- Decide the goals to be achieved.
- Decide the learner's developmental requirements.
- Decide what both people expect from the relationship.
- Decide on a suitable developmental plan.
- Decide the relevant development activities.

#### Step 3: Developmental stage - where the learner undertakes learning opportunities.

- Evaluate the effectiveness of the methods and processes used.
- Complete a development plan specific to the needs of the learner.
- Establish methods of communication.
- Establish guidelines for both parties to abide by.
- Implement what has been developed.
- Monitor progress.

Examples of the types of learning opportunities:

- Shadowing - where the learner is given the opportunity to work alongside a more experienced person, without responsibility for outcomes.
- Action learning - where the learner and mentor collaborate to deal with workshop problems or issues, think about what is successful and what could be done differently, and implement changes.
- Exchange or rotation - where the learner is moved into new roles to learn and develop a broader range of skills.

#### Step 4: Evaluate what was achieved.

- Evaluate both the effectiveness of the developmental activities and the mentoring relationship.

### Factors that contribute to success.

- Have a structured relationship with agreed outcomes and an agenda for each meeting.
- Maintain an open and honest communication which allows the relationship to grow.
- Be good with time management and self-management.
- Be assertive, realistic and discrete.
- For the mentor to be knowledgeable or able to get information
- For both the mentor and learner to be challenging and analytical.
- Be open to change.

### References

Up Front! Toolbox: Mentor and coach individuals and teams – content guide (2005), Commonwealth of Australia, Sydney.

# CHAPTER FIVE

## Meeting Special Needs in a Workshop

	<b>Page</b>
<b>AVP and the Diversity of Learning Styles . . . . .</b>	<b>223</b>
<b>AVP and People with Special Physical Needs . . . . .</b>	<b>225</b>
<b>Responding to Trauma in AVP Workshops . . . . .</b>	<b>228</b>
<b>Grounding Techniques for Trauma . . . . .</b>	<b>229</b>

We need to be aware of the special needs of participants in our workshops, and adapt the workshop when necessary.





## AVP AND DIVERSITY OF LEARNING STYLES

AVP celebrates diversity. Diversity in age, gender, occupation, culture, faith, ethnicity, class, education and wealth strengthens our workshops. For people from different backgrounds, life experiences and cultures, meeting as individuals around a common interest such as personal conflict transformation can build tolerance, acceptance, empathy, understanding and compassion. It can broaden perspectives and develop in ways that lecturing cannot do. We invite people of different backgrounds and learning styles to become AVP facilitators; we also invite people with differing special needs to become AVP facilitators. The diversity among AVP facilitators both models and encourages diversity among participants. The techniques we use to help people become effective facilitators are the same techniques that will help people become effective participants.

Paying attention to different learning styles is important for including a wider diversity of backgrounds. Some people learn more easily through:

- hearing (auditory)
- seeing (visual imagery)
- sign and symbol (reading and writing)
- practical exercises; learning by doing (kinesthetic)

Being able to express knowledge is a different skill from being able to receive or decode information. Do not assume that people do not understand when they cannot express themselves. AVP can be strengthened if we as facilitators ask ourselves:

- Does everyone have ACCESS to the necessary information?
- Does everyone have a CHANCE TO TRY TO EXPRESS the information?
- Am I including a mixture of talking, reading from posters, hearing different voices and physically doing or experiencing in each learning activity?
- If a participant isn't involved, might a different style be more effective for him or her?

**COMPREHENSION** requires different skills. AVP has been strong in providing written, visual, auditory and kinesthetic materials and approaches in learning, but comprehension is strengthened when the experience is combined with reflection to create the "ah ha!" moment. Because of this, we value our reflection time after key activities. However, we often approach this in an auditory style only. Giving time for people to meditate, write or draw in a journal after a key activity, along with the auditory debriefing, would increase comprehension across a wider range of learning styles.

Awareness of learning styles could affect the way we present our exercises and how we work in our facilitating teams.

### **Strategies to Increase Accessibility for All**

- Give team members enough time to prepare exercises; a team member familiar with the exercises can mentor during preparation. (This takes time and can be done outside the group team-building time). Look for and schedule opportunities with other team members one-on-one.
- Give carefully worded, minimal instructions, delivered in small "bites." Where possible, give one clear instruction at a time, provide time for the action or moving into position (i.e., small groups, pairs) and providing materials, then give another clear instruction and allow for it to be carried out.
- Encourage new facilitators to make and use notes (rather than the manual). Once you have given instructions to the whole group, visit the individual small groups (or assign facilitators to groups) to see if everyone understands.

- Make it very clear if participants' writing is to be shared or not. Suggest alternatives to writing (pictures, symbols, etc.). Try to learn at the beginning of the workshop which people might need assistance with reading/writing and have one facilitator near that person to give help.
- Consider posting the processing questions (or Concentric Circle questions) and read them aloud. Folding the sheet will allow you to ask them in sequence.
- Routinely use open questions that encourage participants to both debrief and discharge emotion, providing the space to find their own learning during the processing.
- For role plays, post the debriefing/processing sequence you will follow so the audience knows at what point they will become involved and what their responsibility is.
- Whenever someone is writing agendas, directions or anything to be put on a poster, write in large, plain letters—don't be fancy. Participants will read along as they are read aloud, and key words will help them remember IF they are legible to them.
- When an exercise has more than one part, write the directions on a large sheet of paper and post. This may help the facilitator stay organized and benefit the participant in a small group who has not understood what he or she is to do.
- Give support when requested, being very careful not to rescue or otherwise disempower the person with challenges; be open to feedback when special needs are not being met.
- Do not assume everyone has the skill of recording. Ask your teammates in advance for someone willing to record during brainstorming and exercises.
- Consider how prepared sheets can support both the facilitator and the participant recorder, e.g., using the Sharing a Conflict I Solved Non-violently exercise as an example, post:

In small group:  
 Each person shares an experience

- WHEN it happened
- WHERE it happened
- WHAT happened
- HOW I felt after it was over

A volunteer records.  
 Group chooses one story to share with others.

## AVP AND PEOPLE WITH SPECIAL PHYSICAL NEEDS

We expect a blind person coming to an AVP workshop will have someone accompanying him or her; however, the deaf or hard of hearing (**d/h/h**) person may come to a workshop alone. Facilitators should be aware of the need to "level the playing field" so that participant can participate as fully as possible.

First, it is important to realize blindness is a MOBILITY challenge. A hearing loss is a COMMUNICATION and SOCIAL challenge. The two are very different.

Deaf/h/h people have the experience of being left out of communication and, therefore, social interaction much of the time. It is too vague, and many d/h/h people find the word "impaired" insulting. Most people proudly identify themselves as "deaf" or "hard of hearing." (The phrase "hearing impaired" is not well thought of).

### The Deaf Person

It may help to think of being deaf as being a person who is always (and rather permanently) acquiring English as a second language. Many deaf children have little or no access to language before attending school. In many cases, the start of acquiring language is delayed significantly. Once the child does begin to learn language, that language is acquired far more slowly and laboriously by a hard of hearing child than by a hearing child. Language is perceived in imperfect bits: what is partially heard, what is partially lip-read, what is partially understood from reading. This leads to a spoken English that is often fractured and sometimes nearly incomprehensible. Many deaf adults, therefore, have a limited and imperfect understanding and command of English. Part of the problem is so many words in English have multiple meanings, and the deaf person may only know one. Another issue is that the connection and flow of a grammatical sentence is largely learned from hearing a language spoken, so grammar is also fractured and misapplied.

You may ask, "Why not use writing and reading? Surely every deaf person can use these tools." This is not the case for the reasons listed above. **The more complex the language used, the higher the level of the vocabulary, the more likely it is the deaf person will be lost.**

Writing things on newsprint the way we do in workshops is helpful but only so far as the deaf person knows the vocabulary that is being written. Remember, he has not had listening access to a HUGE number of vocabulary words; keep in mind, too, that he may NOT know those words at all. There are so many words a deaf person might not know, which would include many of the words expressed in brainstorming and other AVP activities. A hearing participant with reading difficulties might KNOW the word "discrimination," "racism" or "prejudice" but might not be able to READ them. The deaf participant might not know these words at all. The deaf person is missing out on hearing all the things that go on: bells, shouts, the calling of his name, a rude but funny noise that makes everyone laugh, etc.

### The Hard of Hearing participants—those who can hear, but not well:

This would be the person who could talk to you one-on-one but who would have difficulty in a group. Don't assume because a h/h person hears more than a deaf person, he understands or reads more. The h/h person is also learning English from partial input. He may speak quite well; but if you pay attention, you may notice that spoken communication is within the same small set of words. He may not know more difficult words or may not be able to follow more difficult sentence construction.

## 1. Communication

An h/h person uses a combination of listening and speech reading to communicate. This means being able to SEE as well as hear what is said. Lighting is very important. The lighting in a room should be bright enough for clear seeing. If there are windows that are casting bright light into the room, the shades should be lowered (or covered with newsprint). Anyone sitting in front of the windows becomes a silhouette—their faces cannot be seen, and speech reading goes out the window. Anything that blocks access to the face—a hood drawn up, a cap, a hand, a lowered head—blocks communication access.

Be mindful to face the h/h person when speaking. **Louder usually isn't better; clear is better.** It is also important to note that hearing aids **amplify**; they do not **clarify** garbled sound. In a workshop with a h/h participant, these communication rules should be followed as much as possible:

- Every person speaks slowly and clearly but without exaggeration. Exaggerated speech is hard to speech read.
- Every person speaks loudly enough to be heard by all. Think of it not as a "yelling" voice but as a "getting attention" voice: firm and projected.
- Hold nothing in front of the mouth or face: no hands in front of the mouth, no pen/pencil chewing, etc.
- Speak no quick asides that will leave the h/h person out.
- Every person speaks facing the h/h person.
- Get the h/h person's attention before communicating.
- Do not ask yes/no questions if you want to check for understanding. Ask a question that requires an answer.
- Facilitators should call for people to speak up if they notice the voice levels dropping.
- Don't put the entire burden on the h/h person, who will get weary of asking people to speak up. Perhaps the h/h person could have a small sign she or he could wave that says, "Please speak up" when he or she can't hear the person speaking.
- One excellent technique to use is the "talking stick" technique. For ANY activity requiring speaking in a group (large or small), you have an object that the person speaking must hold. When the person is done speaking, he or she must replace the object in the center of the circle. The next person then picks up the object. What this does is allow the h/h person to know who is speaking and to focus on that person in time to hear/see what is said. Often, a h/h person is lost because by the time he has identified who is speaking, the person is done speaking; then, on to the next speaker with the same result. Thus, the h/h person is always just far enough behind to miss everything that is said.

## 2. Light and Livelies (L&L's):

All the noise and disruption with L&L's can be overwhelming to a new h/h AVP participant. What others experience as fun may be chaos for a h/h person. When offering instructions, give them more slowly and distinctly than you usually do, asking if everyone is clear and willing to play. After the L&L, you can ask the group, "What was that like for you?" If everyone seems to love it, ask, "Was there anyone for whom that wasn't much fun?" Sometimes that question will elicit a negative emotional response from someone who heard everything just fine. That may open the door for the h/h participant. If not, they now know that not everyone has the same response to L&L's, which can be affirming to them.

## 3. Name Games

For workshops with either a deaf or h/h participant, using name tags will be a huge help. If you want to do the exercise that asks for names from memory, people can cover their name tags. Learning names by listening is not going to work well. (The deaf participant may want to assign name signs to each participant). A list of everyone's first names can also be displayed on a poster.

### NOTE:

As with other challenges people face, some folks are more resilient than others. AVP can benefit any person who struggles with a particular difference (such as h/h) and feels marginalized socially, educationally, emotionally and even spiritually by that difference.

#### **4. Exercises**

Many small group and one-on-one exercises are frustrating for h/h participants. What other people may call interesting and personal may simply be noise to the h/h person, for example.

- Concentric Circles (Basic E-19) or Talking Circles (Youth G-33-35),
- Four-Part Listening (Advanced D-83),
- Affirmation Exercise (Basic E-5),
- Quick Decisions (Basic E-42 or Youth G-97),
- Think and Listen (Second Level D-155),
- Impediments to Communication (Advanced D-103),
- Magic Carpet (Advanced)

One option, either from a clinic discussion or previously suggested/requested, is that the group with the h/h person go into an adjacent room, the other side of the room, or in the hall where listening isn't so challenging. Participants welcome the affected participants back in the room when it is time to do so. Use discretion to include debriefing question about that accommodation. The h/h person may not want to be further singled out, but it also can be a teaching moment for other participants and an empathy-building opportunity. Guided Imageries, Guided Reflections (Youth G-56,57), Guided Meditation (Advanced D-91, 92, 93) for the h/h person is often nearly impossible.

#### **5. Exercises/L&L's**

Some AVP exercises are silent/partly silent and can work OK with hh participants. For example,

- Broken Squares (Basic E-9, Youth G-17),
- Animal Cooperation (Basic E-7),
- Paper Tiger (Youth G-81),
- Dots (Advanced D-62),
- Hot and Cold (Youth H-10),
- Elephant, Palm Tree, Skunk & Helicopter (Youth H-9),
- Sculpting (Advanced D-148),
- Picture Perfect (Advanced D-136).

#### **6. Other Exercises**

Working with different abilities and the impact it can have on individuals and groups is addressed in exercises such as

- Rainbow Lunch (Youth G-98),
- Dots (Advanced D-62),
- Power Grab (Advanced D-140),
- Speakout (Advanced D-149),
- Crossover (Youth G-41).

## **RESPONDING TO TRAUMA IN AVP WORKSHOPS**

It is important to be aware that occasionally the content of exercises in AVP workshops may activate or “trigger” historical traumatic experiences that are very challenging to the participant to manage. There’s not major or minor trauma; trauma is a physiological occurrence that happens or doesn’t, regardless of the severity of the event. There may be a single episode or an accumulation of traumatic experiences. Many of the people who come into AVP workshops have histories of trauma — experiences a person has had or has witnessed that have overwhelmed the ability to cope. Some of these traumas are personal, e.g., histories of abuse (including substances); family, school or gang violence; suicides and homicides; medical or dental incidents, accidents or personal loss. Other trauma comes from the social realm, e.g., natural disasters, community conflict, war, colonization, oppression or other violent acts. Directly experiencing or witnessing violence or suffering other forms of traumatic experiences can have a major impact on a person’s capacity or personality. Whether the AVP workshop is held in prisons (imprisonment in itself being a traumatizing experience) or the community, in times of peace or of war, each workshop will have participants who are afflicted in this way.

Some of the AVP workshop exercises are provocative, and others bring up memories from the past, which might have been buried. If the feelings connected to trauma resurface in a participant through exercises, gatherings, sharing or discussion, he or she will benefit from being treated with respect, kindness, and a willingness to listen. The trust of others that they can make the right choices for themselves in terms of what they can manage at this time also helps. In many cases, this will be enough. While we are not therapists, it is important we accept responsibility for the ways we anticipate and respond to these participants. The journey of participation in workshops may bring unexpected thoughts, feelings and memories to the surface, which can be very healing. For others, it may be particularly upsetting, unsettling or frightening.

A few signs showing that someone’s emotional memory has been activated or triggered are

- Eyes: a blank, dissociated look; glazing over.
- Change in behavior: get really quiet, lose language; anger, crying, threatening behavior or a desire to leave suddenly.
- Physical discomfort: sudden or severe appearance of headaches or other physical discomfort.

If someone needs space to “cool down,” give her or him that space, but keep a close eye on the person. It is often necessary for a team member to be willing to sit and listen or to check in with the individual from time to time. (See also the Grounding Techniques below). Some of our community agreements, particularly about the right to pass, may also help here. Trust that someone is making good self-care choices. Stay mindful of the number of times the person passes or withdraws from activities and be willing to check in with him or her inconspicuously. Encourage the person to participate, but don’t be pushy. Sometimes participants may choose to watch from the sidelines for much of the workshop as they build trust that they will be safe and cared for. If a participant takes a bit of a risk to reveal a personal feeling/story, make sure you find an opportunity to affirm them, either publicly or privately, for trusting the group

If you have serious concerns about a participant, you might recommend checking in with friends, or local community, religious or counseling communities for individual therapy. You can explore options with the person for getting counseling or help. Do not do this without her or his permission.

While times that need extra intervention are rare, it is important we stay mindful of the histories and experiences which are highly likely to be present in participants and trust the innate transforming power of each one’s ability and motivation to grow through these obstacles.

## GROUNDING TECHNIQUES FOR TRAUMA

- Purpose:**
- To give short, simple, effective techniques to use when distress levels rise to the point that a person begins to get carried away with emotion, in other words when the person begins to “daydream,” “fly,” lose language or dissociate.
  - To help a person come back to their senses and be grounded in the present.
  - To increase a person’s capabilities to bring themselves back to present time using techniques that are easy to use in any setting.

**Time:** 3-5 minutes.

**What you need:** None needed for most of these, except any object for “An Object.”

**How it is done:**

Grounding is introduced after activities that are likely to trigger distress in people.

Begin by saying, **“Now is a good time to do a grounding, since you just paid attention to something that may have been distressful. We use groundings when we are distressed by memories of past difficulties to help us to return to present time. At this moment, you are very safe. Notice all the goodwill around you. We are now going to do ..... (name of the grounding you will present).”**

(Repetition of the same words every time at the opening creates a voice that may come to them when they need it. Keep them simple, without extra talking. )

**Examples of groundings are**

**In This Chair (or On This Floor)**

While sitting in a circle, say to everyone, **“Feel your bottom on your chair (or floor). Notice that the floor goes out to the walls and the walls go into the foundation of the building. Notice the foundation goes into the ground and the ground spreads out to be the town of [Name] which is on the earth and the earth is a large ball of mass in the universe. The universe supports the earth, which supports the town of [Name], which supports this plot of ground, which supports the foundation of this building, which supports the walls, which supports the floor, which supports the chair, which supports me. I am supported by all of this.”**

**An Object**

Say: **“Take a small object in your hand, whatever you can reach, a small stone, a pen, a cell phone, whatever. Look at the object and describe it in as much detail as possible, its color, texture, size, shape, read any writing on it, what it is used for and so forth.”**

**3, 2, 1**

Say: **“Look around above eye level and name three things you can see, three things you can touch, three things you can hear; now two things you can see, two things you can touch, two things you can hear; then one thing you can see, one thing you can touch, and one thing you can hear.”**

**After An Object or 3, 2, 1**

Say: **“When you are ready, close your eyes and remember a personal safe place for you, then ask yourself what it is you need right now. Before opening your eyes, say a concrete but unusual word such as “Snapdragon,” “Frog,” or something else, like “What color is my shirt?” Something that pulls you into present time.”**

**Fingers**

Ask everyone to raise two fingers (index and middle finger on one hand) in front of their face and have their eyes follow the two fingers as they move from one side of the body to the other, crossing the center line of the body, weaving through the air. Stop a moment, rest and repeat.

**Closed Eyes**

Remind people that emotion builds inside. If the emotion is too high, then this approach may make it worse, not better. So, use this activity when it helps. If it makes you feel worse, stop immediately, and use another technique.

**Five-Letter Word**

Suggest a five letter word. Ask people to come up with a geographic place, types of food or other categories that begin with each of the five letters.

**Silence**

Invite the group to sit silently. Ten minutes is good; twenty will take people deeper. When you feel the group has become calm and centered and it is time to move on, simply say, **“Thank you.”** You may take hands on either side around the circle or shake the persons’ hands beside you.





# APPENDICES

<b>Appendix 1: Learning Framework</b> . . . . .	<b>233</b>
<b>Appendix 2: Glossary</b> . . . . .	<b>234</b>
<b>Appendix 3: Bibliography</b> . . . . .	<b>240</b>
<b>Appendix 4: Index</b> . . . . .	<b>241</b>



# APPENDIX 1

## AVP FACILITATION LEARNING FRAMEWORK

**This is primarily a planning tool & can also be used for self awareness raising. Throughout AVP learning, people are encouraged to learn at their own pace & level. This framework should NOT be used as an assessment checklist to judge competency, as this is not in the spirit of AVP learning.**

A copy of this framework is available at <http://avpusa.org/ftm> – also see pages 142-144.

		Elements	Levels									
Stages of AVP learning		<i>What it looks like</i> <i>Knowledge, skills, awareness &amp; attitudes</i>	1 Basic	2 Advanced	3 Continue Learning	4 T4F	5 Apprentice	6 Facilitate Basic	7 Continuing Training	8 Facilitate Advanced	9 Facilitate T4F	10 Organize workshops
Levels of learning			Personal awareness & experience	Participate & embrace	AVP as a way of life	Learn to facilitate AVP	Practice AVP facilitation	Facilitate AVP	Broaden perspective	Facilitate in-depth learning	Understand AVP processes & mentor facilitators' training	Organize practicalities & mentor facilitators
AVP Values	Understand & use AVP philosophy, principles & practice											
	Be open to Transforming Power											
	Recognize that your AVP journey is your own											
	Recognize the impact of others behavior on self & of own behaviour on others											
	Recognize the impact of shame & trauma on self & on others											
	Recognize the range of violence (overt & covert) & the resulting range of harm											
	Recognize that everyone has many alternatives to violence											
Personal development	Recognize own personal needs & personal & hidden agendas											
	Be open to change & recognize areas needing improvement											
	Be able to work with everyone –to accept and respect diversity											
	Develop personal & inter-personal skills - listening & being compassionate, connected & empathic											
	Be mindful of not speaking too often or too long											
	Speak from the I / assertive speaking without blaming or judging											
	Take responsibility for one's own violence, actions & safety											
	Develop conflict transformation skills											
	Share from a real & personal place											
	Use groundings and other techniques to remain in the present											
Team Work	Maintain detachment. Be safe with participants											
	Keep clear of drugs and alcohol when facilitating											
	Use team building											
	Work together in a team											
	Use consensus decision making											
Group Dynamics	Give & receive feedback											
	Learn ways to deal with challenging behavior											
	Be familiar with the stages of group development											
	Be aware of group dynamics as they happen in your group											
	Build an experience of community											
	Read the group and its behavior											
	Adapt workshop agendas to the group's needs											
Facilitation	Negotiate group agreements / safety strategies											
	Develop sensitivity and respect for cultures & subcultures											
	Understand & use the AVP experiential learning style											
	Understand the qualities & role of a facilitator											
	Facilitate & present activities effectively											
	Speak & explain clearly & simply											
	Be familiar with the activities & material from the AVP manuals											
	Facilitate AVP group processes – debrief & hold the space											
	Balance own needs with the needs of the group											
	Model ('walk the talk'), mentor & coach											
	Develop time management skills for the workshop											
	Facilitate activities on Transforming Power & AVP philosophy											
	Craft a workshop agenda – plan, debrief & improve sessions											
	Set up & process role plays safely											
	Apply AVP conflict transformation strategies to deal with participant difficulties non-violently											
Organization & leadership	Apply AVP philosophy, principles, practices & conflict transformation in the running of the organization											
	Apply listening, fair process & consensus decision making											
	Walk the talk <sup>2</sup> in the organization											
	Use & model co-operative leadership											
	Build a safe & respectful place for speaking concerns, exploring alternatives, sharing power & taking initiative											
	Recognize & foster the AVP vision											
	Take responsibility in the organization											
Be willing to commit time & energy												
	Participate in governance & management											
	Outreach & promotion											

## APPENDIX 2

### GLOSSARY OF TERMS IN TRAINING WORKSHOPS

**Acknowledgment Feedback**

Acknowledgment feedback gives information about a person's personal skills, qualities and achievements and how their behavior affects others. It avoids making any value judgments.

**Adaptive Activity**

This is a learning activity that can be adapted to suit different topics, themes or audiences. For example, concentric circles and gathering activities can be used with different questions for different topics.

**Advanced (Second-level) Workshop**

The workshop, or series of workshops, which follow the Basic course in AVP.

**Agenda**

A plan of what will be done in each session.

**Apprentice Facilitators**

T4F Workshop graduates learn on-the-job by facilitating as an apprentice facilitator in three to five Basic Workshops. AVP apprentice training programs differ among local AVP groups.

**AVP Youth Workshops**

AVP Youth is a variant of AVP that reflects the energy and activity levels of youth. They often are characterized by a faster pace, less talking, shorter processing and greater variety.

**Buddies**

Participants have a partner, or buddy, they can meet and share their experience with during a workshop. This learning activity provides community building and can be a safety tool in an AVP workshop.

**Building Blocks or Themes**

Four building blocks are the foundation that support conflict transformation. They are affirmation (of self and others), community building, communication (listening and assertive speaking) and cooperation. If these building blocks are not in place, conflict transformation is unlikely to happen.

Once these building blocks have been demonstrated by the group in a Basic Workshop, the workshop can proceed to explore the remaining elements of a Basic Workshop--Transforming Power, conflict resolution, conflict transformation, reflection and trust.

**Circle Learning**

This is a group of people learning together in a circle layout. In circle learning, everyone is equal and can see everyone else. People learn from each other, rather than receiving the wisdom and knowledge of an expert or teacher.

**Clinic or Meeting**

Meeting of facilitators to plan agendas, change direction or agendas during a workshop or discuss a concern that has arisen.

**Clinic, Closed**

Facilitators meeting privately, away from participants.

**Clinic, Open**

Facilitators holding their discussion within the circle so participants can hear the discussion.

**Coaching**

Coaching occurs when a trainer advises or trains a learner to improve her/his performance of an activity or skill or to achieve a set goal.

**Coaching Workshop**

A workshop where facilitators are given the opportunity to practice facilitation skills and receive coaching to improve their performance of that task or skill.

**Competencies**

The range of knowledge, skills, attitudes and awareness required to perform a task.

**Conflict Transformation**

This is an energy or paradigm shift in a conflict where the conflict is changed or transformed to reveal new alternatives and become more manageable and less stressful.

**Consensus Advanced Workshop**

The Advanced Workshop is the second of three levels of AVP workshops. It is sometimes called a Second-Level Workshop. A major learning in this workshop is the use of a consensus process that provides the experience of a group of people working together to make a decision on the choice of a topic that considers everyone's needs and is acceptable to everyone in the group.

**Continuing Learning**

Facilitators continue to learn during and after their apprenticeship, learning new skills and deepening their existing skills, knowledge and awareness.

**Debriefing**

A discussion after an experience to discharge the emotions experienced in an activity and develop the understandings and learning that have come from the experience.

**De-roling**

A process whereby facilitators guide role play participants to separate and differentiate themselves from the character they have been playing in the role play.

**Descriptive Feedback**

Feedback that describes objectively without making value judgments.

**Dyad**

Two people working together.

**Directed Facilitation**

In this facilitation style, the facilitator first presents a concept, then structures an experience to explore the concept and practice its application, then asks directed questions to reinforce that concept.

**Elements of a T4F**

The learning content and outcomes of the Training for Facilitators Workshop have been divided into 10 essential elements that should be introduced and covered in the T4F workshop —page 41.

**Empowerment**

AVP is a process of empowerment, of finding the power within ourselves and within our situation to respond to circumstances and act.

**Energizers—see Light and Livelies****Exercises—see Learning Activities****Experiential Learning**

Experiential learning starts from practical experiences of the real world. It reflects on them and seeks frameworks and strategies to understand and guide future actions.

In experiential facilitation, the facilitator uses an activity to generate an experience participants can reflect on and learn from their own experience and the experience of others in the group.

**Facilitation**

Facilitators take responsibility for the organization, structure and maintenance of a group learning process without instructing, teaching, lecturing or directing the learning.

**Feedback**

Giving and receiving information about the thoughts and feelings of others and the impact on them of our actions and behavior.

**Fishbowl**

A process where a small group meets for some discussion or other purpose, with the rest of the group listening in and observing. It also allows for participants to take turns becoming part of the small group if they wish.

**Glue**

It is the framework of standard activities that build and maintain the safe learning space for major learning activities. These include welcomes, gatherings, light and livelies, processing, evaluations, reflections and closings.

**Harm**

To physically, verbally, psychologically or emotionally injure, damage or hurt someone. This includes personal covert violence where dignity and self-esteem is damaged through thought, word or deed.

**Holding the Space/Container**

Holding the space is a process of putting aside one's own needs, impulses and reactions and being totally present for a person or group. We can do this by focusing on inclusive deep listening. In a pair-share activity, the listener can create "a still and generous space for the speaker to speak into." As a facilitator, we can expand that focus to include the whole group.

**Keys to Transforming Power**

It is an alternative way, in the form of door keys, of presenting the five elements of the Transforming Power Mandala.

**L&L**

Abbreviation for Light and Livelies.

**Learning Activities**

An inclusive term for the structured ways people learn in a workshop—exercises, games, brainstorming, gatherings, etc.

**Learning Edges**

A learning edge is a personal or facilitation skill, knowledge, attitude or awareness that a facilitator decides they can improve. Typically a facilitator will select in the team-building session one or more learning edges to work on during the workshop. Feedback, mentoring and coaching from other facilitators may be beneficial.

**Learning Styles**

These are different ways people learn. The major ways are auditory (learning by hearing), visual (learning by seeing/images), symbolic (learning by reading and writing) and kinesthetic (learning by experience or doing).

**Mentor**

A mentor is an experienced and knowledgeable person who provides knowledge, advice and skills to a less experienced person over a period of time.

**Mentoring**

Mentoring occurs when an experienced and knowledgeable person (mentor) provides knowledge, advice, skills and support to a less experienced person over a period of time.

**Modeling**

Acting or behaving in the way one wants others to behave. Showing by example. Learning by watching what others do occurs both consciously and subconsciously. It is the most basic, powerful way of learning.

**Pair Share**

Two people privately sharing, as in Concentric Circles.

**Popcorn**

Sharing that takes place randomly in the circle as people feel ready to share. It is an alternative to going around the circle in order.

**Practice Team**

A team of participants in a training workshop who practice facilitating parts of a workshop.

**Process**

Process (noun) is when a group of people focus on relationships and interactions rather than on achieving tasks. Process is focusing on the way something is done rather than focusing on what is done (the task). It also can refer to the manner of conducting an exercise.

**Processing**

Processing of an activity occurs when participants reflect on and discuss what they have experienced in the activity: what happened from their perspective, what impact it has had, what feelings and difficulties were experienced and what insights and new alternatives were identified.

**Put-downs**

A comment intended to be critical or hurtful, to diminish the person it is directed at. This person could be oneself. This can be as a "joke" or an insult. It is part of the guidelines to avoid these in the workshop, and facilitators need to be aware of "catching" them when they emerge and remind participants of the guidelines.

**Restorative Conferences**

Restorative conferences are structured meetings between offenders and victims and the family and friends of both parties. They deal with the circumstances of the crime and the consequences and impacts on others and decide how best to repair the harm caused. <http://www.realjustice.org>

## **Restorative Practices**

Restorative practices are the restorative justice principles and practices applied to everyday life. It is about building, maintaining and repairing relationships by restoring community when harm to relationships has occurred.

## **Restorative Processing and Debriefing Questions**

Three open, restorative questions can be used for the processing of learning activities:

What happened in that activity for you?

What was the hardest part of that activity for you?

Is there anything you would do differently next time?

## **Rescuing**

Rescuing occurs when someone takes control and responsibility for another person and sets out to help or fix things when s/he has a problem or seems to be experiencing difficulty in a way that deprives the person of her/his own responsibility.

## **Role Play**

This is a learning activity where several participants take on roles as characters in a conflict scenario and play out the conflict and work towards a resolution. AVP uses clear safety guidelines in setting up, managing, processing, debriefing and de-roling to minimize the likelihood of participants taking on the feelings and shame of the characters they play.

## **Role-play Workshop**

An AVP facilitator training workshop focused on learning about facilitation of AVP roleplay activities. Learning about how and when to use light and lively activities also can be included.

## **Sequential**

One thing follows on from another in order.

## **Shared Leadership**

Shared leadership occurs where the leadership, initiative and power in a group can pass seamlessly among members of the group on the basis of appropriate abilities, experience and contribution from among the members.

Shared leadership requires mutual respect, humility, trust and continuous listening. Each person is able to contribute to the leadership to his/her capacity level.

## **Shining a Light**

This is a technique for dealing with disruptive or harmful behavior. A facilitator describes the behavior in objective terms and invites the group to explore the impact of the behavior if they wish to.

## **Speaking from the "I"**

Speaking from one's own experience and not quoting, interpreting or assuming about other people. Speaking on behalf of one's self, not on behalf of others. For example, "I am feeling hurt" rather than "We are feeling hurt" or "You are hurting me." Sometimes called "I"-messages.

## **Storming**

This is an integral part of the life cycle of any group, including an AVP workshop group. The group stages are forming, storming, norming, performing and mourning. Storming often will occur towards the end of the second session. Useful techniques to work through this are the Session Reflection and Buddy Activities, which provide participants with the opportunity to feel heard and own their responsibility for the process.



**String Partner**

Each person selects an end of a piece of string held in a bundle by the facilitator. The person at the other end of the string [when unraveled] is your buddy for the workshop.

**T4F**

Abbreviation for Training for Facilitator's Workshop.

**Therapy**

A workshop can move towards therapy or counseling if the facilitators or the group as a whole start to take responsibility for dealing with or resolving a personal issue or meeting the personal needs of an individual at the exclusion of the rest of the group.

**Topic Advanced (Second-level) Workshop**

This is an Advanced Workshop with a pre-planned topic and a pre-planned draft agenda. This enables AVP groups and participants to explore Advanced Workshop topics in more depth. People select to attend this workshop knowing the topic in advance.

**Transformative Learning**

A process whereby learners change and transform their perspective, attitudes and the meaning of their experiences by critical reflection, discussion and exploration of alternatives.

**Triads**

Groups of three people sharing or working together in a learning activity.

**Triggering**

Where the response to some stimulus (thought, word or action) is exaggerated and not apparently proportionate to the stimulus. It usually involves the recall (conscious or unconscious) of a memory and feelings of a past trauma, injury or negative experience. It is a response to that past experience (also known as pressing buttons).

**Ungathering**

This is the final or closing session of a workshop. It moves the focus of the participants from the present group to their future in the outside world. It respectfully deals with the mourning stage of the workshop. It includes exploring what comes next in their journey, revisiting and acknowledging the highlights of what they have learned, dealing with unanswered questions, graduation, and any workshop evaluation.

**Vibes Watching**

A Vibe is the energetic feeling in a workshop. Watch for the group dynamics and group vibes during each activity and throughout the workshop. Check for people getting bored, disengaged, restless or triggered.

**Violence**

Violence is rough or injurious action or treatment, an unjust or unwarranted exertion of force or power. It is also when harm or hurt is done by physical, verbal, psychological or emotional means. This includes personal, covert violence where dignity and personal esteem is damaged or undermined through thought, word or action.

**Whip**

Going around the circle quickly with each participant giving a word or short phrase, as in: "One word that describes how I feel right now."

## Appendix 3

### BIBLIOGRAPHY

- American Friends Service Committee, (1999), *Help Increase the Peace Program Manual*, AFSC Middle Atlantic Region, Baltimore, MD.
- Alternatives to Violence Project Britain, (2006). *AVP Manual Level One*, AVP Britain, [London].
- Alternatives to Violence Project New South Wales, (2010). *AVP Sydney Basic Manual*, AVP NSW, [Sydney], NSW, Australia.
- Alternatives to Violence Project New South Wales, (2012). *AVP Sydney Concise Manual: manual for facilitators of Basic, Advanced and T4F Workshops*, [Sydney], NSW, Australia.
- Alternatives to Violence Project New South Wales, (2012). *AVP Sydney T4F Manual*, AVP NSW, [Sydney], NSW, Australia.
- Alternatives to Violence Project USA Education Committee, (2002). *AVP Manual Basic Course*, AVP SA, [New York].
- Alternatives to Violence Project USA Education Committee, (2005). *AVP Manual for Second Level Course*, AVP USA, St. Paul, MN.
- Alternatives to Violence Project USA Education Committee, (1992). *Manual Training for Trainers Course AVP*, AVP USA, [New York].
- Alternatives to Violence Project USA Education Committee, (2000). *Manual for Youth Workshops AVP*, AVP USA, [New York].
- Garver, N. and Reitan, E. (1995). *Nonviolence and community: reflections on the Alternatives to Violence Project*, Pendle Hill Pamphlet 322, Pendle Hill Publications, Wallingford, Pennsylvania.
- Hamer, K. (1997). *Leading a group: a practical and comprehensive handbook*, 5th ed., The Author, Maroubra, NSW, Australia.
- La Voie, R. see <http://www.ricklavoie.com> .
- Rosenberg, M. (2003). *Nonviolent communication: a language of life*, 2nd ed., PuddleDancer Press, Encinitas, CA. see also - <http://www.cnvc.org> and <http://www.nonviolentcommunication.com> .
- Smith, K. (2001), *Transforming Conflict, Facilitating Nonviolence: a facilitator's guide*, TAFE NSW - Access Division, Granville, NSW, Australia.
- Starhawk (2011). *The empowerment manual: a guide for collaborative groups*, New Society, Gabriola Island, BC, Canada. [http://www.starhawk.org/writings/empowerment\\_manual.html](http://www.starhawk.org/writings/empowerment_manual.html) .
- Teaching Tolerance see <http://www.teachingtolerance.com> .
- Up Front! Toolbox: Mentor and coach individuals and teams – content guide (2005), Commonwealth of Australia, Sydney.
- Extra supplementary material including T4F agendas from around the world, templates for activity resources, details about how to obtain electronic copies of both the Facilitators Training Manual (2013) and the AVP Sydney Concise Manual (2013) and availability details for the items listed on the Bibliography are available at <http://www.avpusa.org/ftm>.

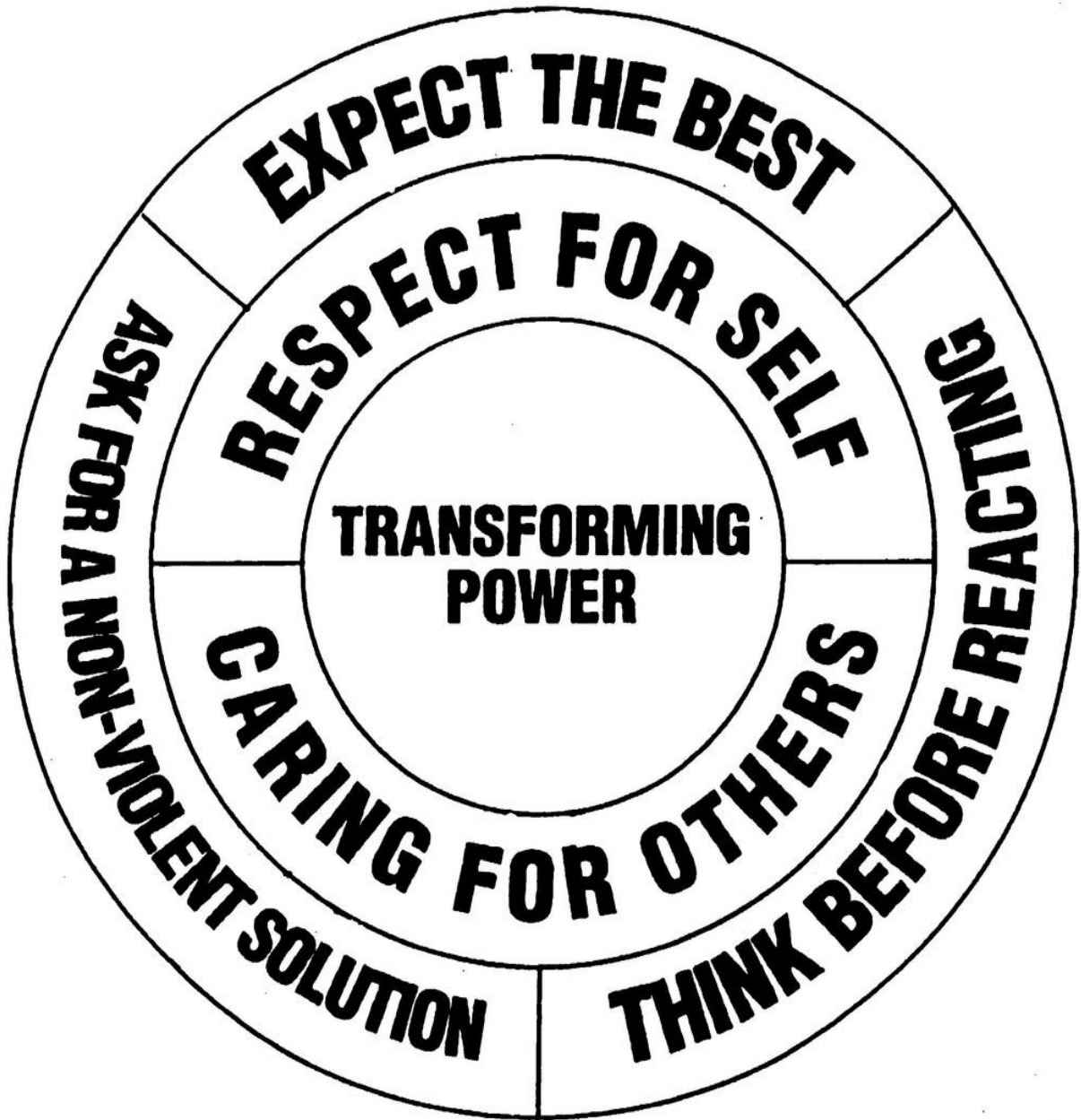
## APPENDIX 4 INDEX

Acknowledgment Feedback . . . . .	162,164,234	Conduct & Debrief Role Plays . . . . .	203
Advanced Facilitation . . . . .	174,195	Congratulations You're an AVP Facilitator . . .	118 119
Advanced Facilitation Role Play Training . . . . .	195	Consensus Decision Making Using Fair Process . .	161
Advanced T4F & Team Leader Workshop . . . . .	214	Continuing Learning Opportunities . . . . .	145
Affirmation in Pairs . . . . .	167	Count Off & Move People . . . . .	72
Agenda for Advanced Facilitation . . . . .	195	Crafting an Agenda — Method A . . . . .	31
Agenda for Mentors . . . . .	180	Crafting an Agenda — Method B . . . . .	34
Agenda for Role Play Training Workshop . . . . .	192	Crafting an Agenda — Method C . . . . .	26
Agenda for Role Play Workshop . . . . .	192,197	Crafting T4F Agenda . . . . .	26
Agenda Worksheet . . . . .	31, 75, 85	Dealing with Difficult Situations . . . . .	207
Agenda: Advanced Facilitation Role Play Training .	195	Debrief Role Plays . . . . .	203
Agenda: Mentors Gathering Workshop . . . . .	180	Developing Agendas . . . . .	77
Agenda: Role Play Training Workshop 1 . . . . .	192	Different Cultures . . . . .	14
Agenda: Role Play Light & Livelies Practice . . . . .	197	Difficult Situations . . . . .	207
Agendas: Training for Lead Facilitators . . . . .	216	Difficult/Disruptive Behavior of Participants . . . .	210
All-In-One . . . . .	199	Directed Questions . . . . .	186
Appendices . . . . .	231	Disruptive Behavior . . . . .	210
Apprentice Continuing Learning Support Groups .	179	Diversity of Learning Styles . . . . .	223
Apprenticeships . . . . .	148	Eight Stages of Teamwork . . . . .	157
Assertive Communication . . . . .	113	Element 1: Building Community . . . . .	45
AVP & Diversity of Learning Styles . . . . .	223	Element 2: Facilitating Rather Than Teaching . . .	54
AVP & People with Special Physical Needs . . . . .	225	Element 3: Facilitating by Teams . . . . .	59
AVP Basic Manual . . . . .	67-68	Element 5: Practice Team Planning . . . . .	79
AVP Essence . . . . .	6	Element 6: Practice Team Presentations . . . . .	88
AVP Facilitator . . . . .	118, 119	Element 7: Introducing Transforming Power . . . .	94
AVP Facilitators Peer Appraisal . . . . .	166	Element 8: Role Play . . . . .	101
AVP Mission . . . . .	3	Element 9: Responsible Messages ("I" Messages)	111
AVP Mission, Vision & Model . . . . .	3	Element 10: Where Do We Go from Here? . . . . .	116
AVP Model . . . . .	3	Elements of the Training for Facilitators Workshop	25
AVP Feedback Form . . . . .	124, 127, 128	Empowering Ourselves . . . . .	19
AVP Vision . . . . .	3	Empowerment Discussion . . . . .	51
AVP Workshop Feedback . . . . .	124, 127, 128	Essence of AVP . . . . .	6
AVP Workshops in a Variety of Settings . . . . .	11	Examples of Continuing Learning Opportunities .	145
AVPNY — Volunteers going into Prisons . . . . .	120	Exercise: Affirmation in Pairs . . . . .	167
Back to Back Drawing with Restorative Debriefing	188	Exercise: Assertive Communication . . . . .	113
Background Reading for Facilitators - Role Plays	107	Exercise: Back to Back Drawing . . . . .	188
Basic Manual . . . . .	67-68	Exercise: Building Strengths/Building Teams . . . .	62
Basic Workshop Agenda Worksheet . . . . .	75	Exercise: Building Teams/Forming Teams . . . . .	61
Bibliography . . . . .	240	Exercise: Conduct & Debrief Role Plays . . . . .	203
Brainstorm: Needs vs Wants . . . . .	112	Exercise: Difficult/Disruptive Behavior . . . . .	210
Brainstorms . . . . .	55	Exercise: Empowerment Discussion . . . . .	51
Brainstorms: Facilitating: Teaching/Leading . . . . .	55	Exercise: Exploring Group Dynamics . . . . .	173
Buddies . . . . .	177, 234	Exercise: Facilitated Role Play Process . . . . .	105
Building Blocks . . . . .	176, 234	Exercise: Facilitators' Skills & Qualities . . . . .	57
Building Community . . . . .	45	Exercise: Facilitation and Listening Pair Share . . .	58
Building Strengths . . . . .	60	Exercise: Fair Process . . . . .	159
Building Strengths/Building Teams . . . . .	62	Exercise: Four Stages of Teamwork . . . . .	65
Building Teams/Forming Teams . . . . .	61	Exercise: Green & Red Messages . . . . .	114
Challenges . . . . .	205	Exercise: Group Sculpture . . . . .	57
Closed Questions . . . . .	186	Exercise: Hidden & Personal Agendas . . . . .	150
Closing: Graduation Circle . . . . .	138	Exercise: How to Conduct & Debrief Role Plays . .	203
Closing: Yurt Circle . . . . .	137	Exercise: How to Introduce Session One Agenda	50
Closings . . . . .	137, 138	Exercise: Introduction to the AVP Basic Manual . .	67
Coach & Mentor Workshop . . . . .	218	Exercise: Keys to Transforming Power . . . . .	131
Coaching . . . . .	219	Exercise: Positions of Observation . . . . .	212
Coaching Workshops . . . . .	180, 182	Exercise: Practice Team Planning #1 . . . . .	80
Community Building . . . . .	45	Exercise: Practice Team Planning #2 . . . . .	82

Exercise: Praise vs Acknowledgment Feedback . . .	162	Handout: Dealing with Difficult Situations . . . . .	207
Exercise: Puzzling . . . . .	133, 134	Handout: Developing Agendas . . . . .	77
Exercise: Reflection . . . . .	135	Handout: Difficult Situations . . . . .	207
Exercise: Responding to Difficult Behavior . . . . .	206	Handout: Eight Stages of Teamwork . . . . .	157
Exercise: Revisiting TP—Intro. to Keys . . . . .	98	Handout: Explain Transforming Power . . . . .	96,97
Exercise: Role Play Debriefing & Deroling Practice	102	Handout: Feedback - A Mirror for Team Members .	92
Exercise: Role Plays — All-In-One . . . . .	199	Handout: Feedback Guide Teams . . . . .	91
Exercise: Shelter from the Storm . . . . .	185	Handout: Guide to Processing Questions . . . . .	71
Exercise: Speaking from the "I" . . . . .	115	Handout: Guidelines for Feedback . . . . .	91, 93
Exercise: Stages of Group Development . . . . .	170	Handout: Giving & Receiving Feedback . . . . .	93
Exercise: Team Debrief in a Fishbowl . . . . .	89	Handout: How to Coach . . . . .	219
Exercise: Thought Sculpture . . . . .	206	Handout: How to Count Off & Move People . . . . .	72
Exercise: Team Presentations & Feedback . . . . .	90	Handout: How to Mentor . . . . .	220
Exercise: U Choose . . . . .	136	Handout: How to Present & Process Exercises . . . . .	69
Exercise: Underlying Anger . . . . .	168	Handout: Keys to Transforming Power . . . . .	98-100, 131
Exercise: Using the Building Blocks . . . . .	176	Handout: How to Explain Transforming Power . . . . .	97
Exercise: What's in a Word . . . . .	175	Handout: Light & Livelies for the F4F . . . . .	130
Exercise: Where Do We Go from Here? . . . . .	117	Handout: Overview of the T4F Workshop . . . . .	52
Exercise: Workshop Feedback . . . . .	123	Handout: Personal & Hidden Agendas . . . . .	151
Experiential Workshop . . . . .	9	Handout: Present & Process Exercises . . . . .	69
Exploring Being a Lead Facilitator . . . . .	217	Handout: Processing Questions . . . . .	185-187
Exploring Group Dynamics . . . . .	173	Handout: Role Plays in AVP Workshops . . . . .	190
Extra Activities . . . . .	129	Handout: Session Preparation Tasks . . . . .	84
Facilitated Role Play Process for Three Groups . .	105	Handout: Stages of Group Development . . . . .	171
Facilitating by Teams . . . . .	59	Handout: Styles of Feedback . . . . .	163
Facilitating Rather Than Teaching . . . . .	54	Handout: T4F Feedback Forms . . . . .	124,127
Facilitation and Listening Pair Share . . . . .	58	Handout: Talking Stick . . . . .	178
Facilitation Learning Framework . . . . .	233	Handout: The Keys to Transforming Power . . . . .	100
Facilitation Learning Guide . . . . .	142	Handout: Themes & Exercises . . . . .	87
Facilitation Process . . . . .	1	Handout: Tips for Facilitators . . . . .	73
Facilitation Skills . . . . .	174	Handout: Open, Closed & Directed Questions . . .	186
Fair Process . . . . .	159, 161	Handout: Use of Restorative Questions in AVP . .	187
Feedback Form . . . . .	124, 127, 128	Handout: Working as a Team . . . . .	63
Feedback Styles . . . . .	163	Handout: Workshop Feedback Form #1 . . . . .	124
Feedback-A Mirror for Team Members . . . . .	92	Handout: Workshop Feedback Form #2 . . . . .	127
Feedback Guide-Feedback to Practice Teams . . . .	91	Hidden & Personal Agendas . . . . .	150,151
For Individual Practice Team Member Planning . . .	86	Hi Five Hand Poster . . . . .	160
Four Coaching Workshops . . . . .	182	How to Coach & Mentor Workshop . . . . .	218
Four Stages of Teamwork . . . . .	65	How to Conduct & Debrief Role Plays . . . . .	203
Glossary of Terms in Training Workshops . . . . .	234	How to Design an Experiential Workshop . . . . .	9
Goals for the Training for Facilitators Workshop . .	20	How to Introduce the Agenda for Session One . . .	50
Graduation Circle . . . . .	138	How to Mentor . . . . .	220
Green & Red Messages . . . . .	114	How to Present & Process Exercises . . . . .	69
Grounding Techniques for Trauma . . . . .	229	How to Count Off & Move People . . . . .	72
Group Development . . . . .	170, 171	"I" Messages . . . . .	111
Group Dynamics . . . . .	169, 173	Introducing Transforming Power . . . . .	94
Group Sculpture of Facilitators' Skills & Qualities . .	57	Introduction to AVP Facilitation Process . . . . .	1
Guide to Learning the AVP Basic Manual . . . . .	68	Introduction to Chapter 3 . . . . .	43
Guidelines for Feedback . . . . .	91	Introduction to Keys . . . . .	98
Guidelines for Giving & Receiving Feedback . . . . .	93	Introduction to the AVP Basic Manual . . . . .	67-68
Guide to Processing Questions . . . . .	71	Introduction: Training for Facilitators Workshop . .	17
Handout: Acknowledgment Feedback . . . . .	164	Keys to Transforming Power . . . . .	98-100, 131
Handout: Agenda Worksheet . . . . .	31	Lead Facilitator . . . . .	216, 217
Handout: AVP Facilitator . . . . .	118, 119	Leadership . . . . .	211
Handout: AVP T4F Feedback Form . . . . .	128	Learning Activities . . . . .	41, 43
Handout: AVP Workshop Feedback . . . . .	127	Learning Framework . . . . .	233
Handout: Basic Workshop Agenda Worksheet . . . .	75	Learning Guide . . . . .	68,142
Handout: Buddies in an AVP Workshop . . . . .	177	Learning How to Explain Transforming Power . . . .	97
Handout: Congratulations You're a Facilitator. 118,119		Light & Livelies for the T4F . . . . .	130
Handout: Consensus Decision Making . . . . .	161	Meeting Special Needs in a Workshop . . . . .	221
Handout: Count Off & Move People . . . . .	72	Mentors . . . . .	180, 220

Mentors Gathering Workshop	180	Support Groups	179
Mission	3	T4F Elements	25
Model	3	T4F Feedback Form	124, 127
Needs vs Wants	112	T4F Goals	20
Observation	212	T4F Exercises for each Element	41
Open, Closed & Directed Questions	186	T4F Strategies	22
Opening Talk 1	46	Taking AVP to Different Cultures	14
Opening Talk 2	48	Talking Stick	178
Overview of the T4F Workshop	52	Team-building in a Workshop	154
Pair Share	58	Team Debrief in a Fishbowl	89
Participant Challenges	205, 207, 210	Team Leader Workshop	214, 216, 217
Peer Appraisal	166	Team Member Planning	86
Personal & Hidden Agendas	150, 151	Team Presentations & Feedback	90
Personal Development	152	Team Work	153
Philosophy of AVP Facilitation	8	Team-building	60, 61, 154
Philosophy of AVP - Poster	49	Teamwork	65, 157
Physical Needs	225	Techniques for Trauma	229
Positions of Observation	212	Template for Workshop Report	126
Practice Team Planning	79	Terms in Training Workshops	234
Practice Team Planning #1	80	The Keys to Transforming Power	98-100, 131
Practice Team Planning #2	82	Themes & Exercises for the AVP Basic Workshop	87
Practice Team Presentations	88	Thought Sculpture	206
Praise vs Acknowledgment Feedback	162	Tips for Facilitators	73
Present & Process Exercises	69	Training for Lead Facilitators	216
Presentation Transforming Power	95	Transforming Power- Explain	96
Process Exercises	69	Transforming Power - An Introduction to the Keys	98
Processing Questions	185-187	Transforming Power Presentation	95
Putting into Teams & Team-building	60	Transforming Power Talk	96
Puzzling	133	Trauma	228, 229
Reflection	135	U Choose	136
Responding to Trauma in AVP Workshops	228	Underlying Anger	168
Responsible Messages ("I" Messages)	111	Unit One: Values & Skills	149
Restorative Debriefing	187, 188	Unit Two: Personal Development	152
Restorative Questions	187	Unit Three: Team Work	153
Role Play	101	Unit Four: Group Dynamics	169
Role Play Debriefing & Deroling Practice	102	Unit Five Part 1: Facilitation Skills	174
Role Play Process	105	Unit Five Part 2: Coaching Workshops	180
Role Play Scenarios	202	Unit Five Part 3: Processing Questions	185
Role Play Training Workshop	192	Unit Five Part 4: Role Plays	189
Role Play Workshop with L&L Practice	197	Unit Five Part 5: Participant Challenges	205
Role Plays	189	Unit Six — Leadership	211
Role Plays —All-In-One	199	Use of Open, Closed & Directed Questions	186
Role Plays in AVP Workshops	190	Use of Restorative Questions	187
Sample Agendas	27	Using the Building Blocks	176
Sample Agendas for Team Members	156	Values & Skills	149
Sample Template for Workshop Report	126	Vision	3
Sample Agenda: Training for Team Leading	213	Weekend Agenda	213
Sculpture	57, 206	What's in a Word	175
Self-Appraisal	165	Where Do We Go from Here?	116-118
Session Agenda for Practice Team Planning	85	Working as a Team	63
Session Preparation Tasks	84	Worksheet: AVP Facilitators Peer Appraisal	166
Shelter from the Storm	185	Worksheet: Team Member Planning	86
Speaking from the "I"	115	Worksheet: Guide AVP Basic	68
Special Needs	221	Worksheet: Practice Team Planning	85
Special Physical Needs	225	Worksheet: Effective Transforming Power Talk	96
Stages of Group Development	170, 171	Workshop Feedback	123
Stages of Teamwork	65, 157	Workshop Feedback Form #1	124
Steps to an Effective Transforming Power Talk	96	Workshop Feedback Form #2	127
Strategies for the T4F Workshop	22	Workshop Report Template	126
Styles of Feedback	163		
Suggestions for Facilitation Teams	39		

# NOTES



## **GUIDES TO TRANSFORMING POWER**

- 1. Seek to resolve conflicts by reaching common ground.**
- 2. Reach for that something in others that seeks to do good for self and others.**
- 3. Listen. Everyone has made a journey. Try to understand where the other person is coming from before you make up your mind.**
- 4. Base your position on truth. Since people tend to seek truth, no position based on falsehood can long prevail.**
- 5. Be ready to revise your position if you discover it is not fair.**
- 6. When you are clear about your position, expect to experience great inward power to act on it. A response that relies on this power will be courageous and without hostility.**
- 7. Do not expect that this response will automatically ward off danger. If you cannot avoid risk, risk being creative rather than violent.**
- 8. Surprise and humor may help transform.**
- 9. Learn to trust your inner sense of when to act and when to withdraw.**
- 10. Work towards new ways of overcoming injustice. Be willing to suffer suspicion, hostility, rejection, even persecution if necessary.**
- 11. Be patient and persistent in the continuing search for justice.**
- 12. Help build “community” based on honesty, respect and caring.**