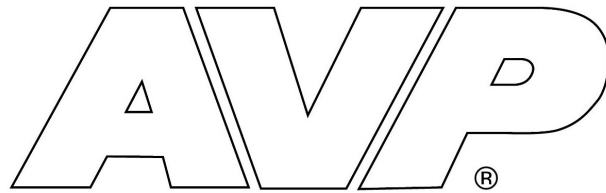




TRAINING FOR FACILITATORS MANUAL

Training for Facilitators Manual



ALTERNATIVES TO VIOLENCE PROJECT

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TRAINING FOR FACILITATORS MANUAL

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Section A

Introduction

Before planning a Training for Facilitators workshop, it is important to read and become familiar with the strategy and structure of the workshop.

There is no one "right" way to conduct a Training for Facilitators, but there are several options that others have found successful. These models are outlined in this session

INTRODUCTION

Forward to the Training for Facilitators Manual

Some ways of using this manual

As we have often said, nothing in AVP is graven on stone. If you don't like something, change it! You will, anyway. One team leader has told us she didn't like the opening rap. So make up a different one! Send it to us; we might even use it, the next time we improve this manual. Remember that no one in AVP is a certified expert or pundit. We work in teams. The one constant in AVP is that we are all learning, all find new ways to improve what we do.

Even the structure is optional. The agendas for leaders and participants are only "suggested" and only represent one way of doing the workshop. Another way is to start the first session with introductory things and then go straight into dividing the group into teams and getting them to do team building. Then assign each team in turn sessions from the Basic Manual standard agenda, starting with Session I and continuing on. Each team does its session in turn, in dress rehearsal format; some things are done completely, that is, the exercise is introduced, experienced and processed afterwards. Others are just set up and cut. When an exercise is cut, it may be helpful to discuss ways that it might have been processed. As issues come up, they are discussed.

At some point, each person is asked to make a contribution to a "Transforming Power rap. However no one should be forced to do it. Maybe it can be presented in a way that will encourage the most reluctant to realize that they have something of value to contribute. If not, well, we all have our failures, and the participants should not be penalized for the team's failure.

Let things come up. Why do we do Light & Livelies? Have a few stories about that, like the time AVP did a workshop for both inmates and COs, and they could not do Light & Livelies; there was no way they could be silly together, at first. And yet they did find ways to have fun together. After we had walked over a lot of eggs and had broken some, it was a good workshop.

Everyone needs to do role plays and especially have a opportunity to debrief a role play. A number of excellent aids to debriefing have been developed and are included in Section E, Handouts. It isn't necessary to follow the enclosed agendas exactly.

When an exercise like Broken Squares comes along, think about the issues that can be addressed with it. "If you don't see the purpose of the exercise, if it doesn't have meaning to you, don't lead it." AVP is not mechanical. To know the technique of leading an exercise is not enough. If the person leading the exercise does not believe in its value, it will bomb. On the other hand, if you begin by seeing that the exercise has value, every time you lead it, you will find more possibilities in it, and AVP will become more meaningful to you. Also, you will become better and better at communicating that meaning to others.

In addition to the practice session/dress rehearsal format, this manual includes many ways of supporting the growth of trainers with talks, discussion guides and brainstorm on leadership skills. Some issues about leadership will come up naturally through questions from participants. Feel free to cover these issues as they come up rather than adhering to a rigid schedule. There are more talks than can possibly be included within one weekend. You will need to be selective and sensitive the needs of participants. Linked with each Talk in Section C, there is at least one related handout for participants in Section E. If you do not have time to some of the talks, the handouts may be used instead.

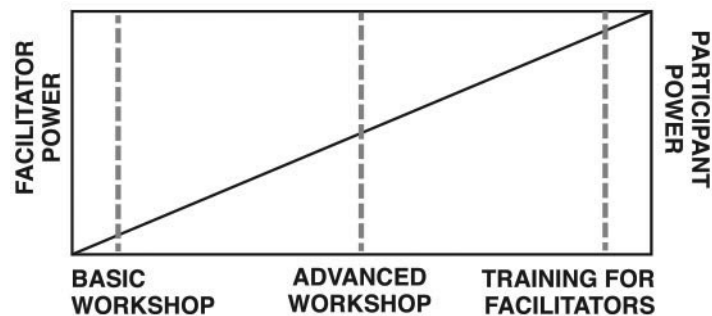
INTRODUCTION

The Strategy of the Training for Facilitators Workshop

The theme of the Training for Trainers Workshop is "Empowerment." Our goal is to empower individuals as leaders or facilitators. Since AVP is an experiential program, it is part of the AVP philosophy that **"We believe that people learn to be leaders by leading."** Thus the workshop should be designed to give participants maximum opportunity to lead exercises and other parts of the Basic Workshop. The workshop should also provide a supportive environment in which participants may develop their own leadership skills.

Coaching

It is also part of the AVP philosophy that "In a successful Training for Facilitators Workshop, the leaders will find that their leadership is hardly necessary by the third day of the workshop." Facilitators do not empower others to become facilitators by staying in control. The workshop facilitators play a different role in the Training for Facilitators than in the Basic and Advanced Workshops. **The facilitators of the Training for Facilitators Workshop are asked to become coaches and the participants are asked to play the game.**



Goals

The goals for participants in the Training for Facilitators Workshop are:

1. Learn to work as part of an effective leadership team.
2. Learn to give and receive feedback.
3. Practice skills as a facilitator: presenting and processing.
4. Develop insight into transforming my own personal potential for violence.
5. Learn to personally communicate the concept of Transforming Power.
6. Develop skills in debriefing role plays.
7. Learn to build a sense of community in a workshop.
8. Develop self-confidence as a leader.

INTRODUCTION

The Practice Session/Dress Rehearsal Model

We believe that the best way to accomplish these goals is to use a practice session or dress rehearsal model. The participants are divided into dress rehearsal teams and each team will lead one or more sessions of the Basic AVP Workshop. Two of the most difficult skills that workshop facilitators need to learn are how to present a Transforming Power talk and how to debrief role plays. Therefore, each team will be asked to present a Transforming Power talk, and each team will both present and debrief a role play. Each team will also complete one exercise including presenting, and processing the exercise.

In order to support the participants in their efforts to become facilitators, the leaders of the workshop need to provide guidance or coaching in the form of talks or brainstorms that deal with the key leadership skills they will need to learn. It is more effective for the leaders to present this material in the form of "brainstorms" rather than talks or "lectures." However the leaders need to be thoroughly familiar with the leadership skills material so they can bring out the necessary points.

Leadership Coaching

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

1. What it is to be a Facilitator - including the attitude of being a facilitator, leadership styles, practical leadership tips and how to use the Basic Manual.
2. What it is to be a Member of a Team - including what facilitators want from their other team members and the "Team Contract."
3. How to Design for Experiential Learning - including a discussion of the role of both concepts and experiences in the learning process, and a discussion of the goals of the Basic Workshop and a brainstorm of which exercises are designed to accomplish each of the goals.
4. How to Give and Receive Feedback - including a discussion of which kinds of feedback are useful and which kinds are destructive.
5. How to Process Exercises – including how to ask the right questions to bring out the meaning and learning experiences of the exercises.
6. How to Debrief Role Plays - including an overview of the process and the specific steps in debriefing and removing players from their roles.

In addition to leadership skills talks and brainstorms, the leaders will provide a critique or coaching on the practice sessions presented by each of the teams. It is vital that this critique or coaching be done gently and sensitively with positive feedback outweighing negative feedback by a significant margin. Remember to use "I messages" when giving corrective feedback.

Also, the leaders can be seen by the participants as taking on the role of critics without exposing their own vulnerability. Therefore, it is important for the workshop leaders to be open and vulnerable about their own leadership problems. One way of doing this is for the leaders to have an open clinic at the end of the first or second sessions of the workshop.

INTRODUCTION

The Structure of the Training for Facilitators Workshop

The structure of the Training for Facilitators workshop will be determined by workshop schedule and the number of participants in the workshop. The agenda for the entire Training for Facilitators workshop needs to be planned in advance. Since each team is assigned a session, if one dress rehearsal session runs over, the next team will not have enough time for their session. It is not a "plan as you go workshop" in the same sense as the Basic and Second Level Workshops.

Workshop Schedule

When planning a Training for Facilitators Workshop, the team needs to decide if this will be a one weekend or a two weekend workshop.

One Weekend Workshop – With this schedule, the workshop will begin on Friday and the group needs to be divided into teams by Friday evening. However, this does not give much time for the dress rehearsal teams to plan their sessions since the first team needs to be ready to present their session on Saturday morning. With a one-weekend workshop it is desirable to get manuals to participants a week or so before the workshop so they can study the sections on team building and Transforming Power.

Two Weekend Workshop – With this schedule, the first session may be held on a Saturday and the next sessions will be on the following Saturday and Sunday. The group can be divided into teams on the first Saturday and the dress rehearsal sessions will be held on the next Saturday and Sunday. This will give each team a week to study their manuals and prepare for their dress rehearsal sessions,

Number of Participants

It is desirable that the number of participants in a Training for Facilitators Workshop not be too large. Twelve to fifteen is an maximum size and workshops should not exceed fifteen participants. Each team should have three to four participants with four as the optimum size.

A Training for Facilitators may be conducted with as few as six or eight participants. The participants are divided into teams of three or four in the first session of the workshop. The leadership team should be prepared with materials for both two-team and three-team workshops.

There are two types of team structures with coordinated agendas for participants:

- A. Two-team participant's agenda
- B. Three-team participant's agenda

Participants need to be made aware before the workshop that the Training for Facilitators involves a great deal of work on their part. They will be expected to do preparation and homework during the workshop. It is important to give participants their copies of the Basic Manual and practice session agendas in the first session of the workshop so they have adequate time for preparation.

Workshop Agendas

There are at least two ways of handling agendas. Some prefer to let each team select their own objectives for the session and develop their own agendas. Although this will take at least an extra hour for agenda planning, the learning process can be valuable, creative and empowering.

Others find it is helpful to give participants a prepared agenda for each session so they can plan ahead and study the exercises they are scheduled to present. The suggested agendas from the Basic Manual may be used or the prepared agendas included in this manual. The time schedule in is very tight and the prepared agendas may help to keep the workshop on schedule.

INTRODUCTION

There are also several ways of handling the Transforming Power Talk. One way is to divide the participants into teams in the first session and focus on team-building before the Transforming Power talk. Then each team gives a Transforming Power talk as part of their practice session agenda. (Sing Sing Model) This gives each team more time to prepare (at least overnight) and helps to make the talk a team effort.

Another way is to divide into groups and ask each group to give a Transforming Power talk in session two. (Green Haven Model) This enables the leaders of the workshop to assess the strengths and weaknesses of the participants and balance the teams for the workshop. This means that the dress rehearsal sessions follow the Transforming Power talk.

Standard Training for Facilitators Session

Each of the sessions are set up so that they contain a complete Gathering, a complete Light & Lively, a complete Transforming Power Talk and at least two major exercises which are done by the participant teams. Each team does an evaluation of the session and holds an open clinic.

The leaders for the workshop then coach the participants on their leadership of the session including strengths and weaknesses. This is followed by a leadership skills brainstorm or talk if there is time. The process of the workshop goes better and participants learn more when they complete as many exercises as possible and process the exercise rather than merely setting up the exercise and then cutting.

Role Plays

Following the practice sessions for each team, one session is devoted to role plays. Each team will be given the opportunity to present a role play and debrief the role play of another team. Each team can either brainstorm its own role play scenario, or, some trainers prefer to hand out prepared role play scenarios since the purpose of the session is debriefing rather than creating role plays.

Selection of Leadership Team

Not every lead trainer is experienced in conducting Training for Facilitators workshops. It is recommended that the lead facilitator have previously participated in at least two Training for Facilitators and the other team members should have been on leadership teams for at least three or four Basic Workshops. Since the role models presented by the workshop leaders will be the one followed by the participants as they begin to lead workshops, it is important to have only the most experienced and effective leaders on the team.

There should be at least as many facilitators for the Training for Facilitators as there are dress rehearsal teams. It is recommended that one facilitator be assigned to each team as a coach to answer any questions and to offer suggestions where necessary. The coaches should avoid telling the team "how to lead their session" but should give participants a chance to learn for themselves.

Keeping on Schedule

The Training for Facilitators workshop each team need its own session and if the session from one team runs over it will take time away from the next team. Avoid long discussions. It may be necessary to cut exercises or cut out leadership talks to keep the schedule on time.

Section B

Facilitator's Agendas

Outlined in the following pages are suggested agendas for the Facilitating Team. The Facilitator's Agendas include the Green Haven and Sing Sing Training for Facilitators models. The Facilitator's Agendas are coordinated with the suggested participant's agendas found in the in the handouts in Section E of this manual.

The Facilitator's Agendas can be used with either the two team or three team participant's agendas in Section E

Facilitator's Agenda – Sing Sing Model

Session 1: (Goal: Community Building)

Introduction of Leadership Team

Opening Talk – Page 21

Introduction of Participants: "My adjective name is... And why I want to become a facilitator is..."

Adjective Name Game

Light & Lively: Car & Driver (Debrief: How are the roles of "car" and "driver" similar to the roles of workshop "participants" and "facilitators"?)

Empowerment Talk – Page 23

What it is to be a Team Member Talk & Brainstorm – Page 26

Team Building Exercise – On Page 37. Use Handout – Team Building Process – Page 58

Divide into groups of three or four people, forming two or three teams. These will be the teams for the workshop.

Team Building and Planning Period: Distribution of Basic Course Manuals and Suggested Agendas. Each team will make a team contract and plan their practice session

Evaluation

Open Clinic by the Leadership Team

Homework: Prepare a personal rap on what Transforming Power means to me>

Session 2

Dress rehearsal/practice session by Team A

Agenda Review

Gathering: Selected by the leadership team

What it is to be a Facilitator: Talk and Brainstorm by facilitators (Section C)

Tips for Facilitators Handout

Practice session led by Team A - See dress rehearsal agendas in Handouts

Open clinic by Team A

Coaching Session by Leadership Team

Session 3

Dress rehearsal by Team B

Giving and Receiving Feedback: Talk by the leadership team

Feedback Handout

Practice session led by Team B - See dress rehearsal agendas in Handouts

Open clinic by Team B

Coaching Session by Leadership Team

Clinicing and Feedback: Talk and Brainstorm

Session 4

Dress rehearsal by Team C (If this is a three team workshop)

Practice session led by Team C - See dress rehearsal agendas in Handouts

Open clinic by Team c

Coaching Session by Leadership Team

Session 5: Role Plays

Role Plays - All Teams

Agenda Review led by Team A

Gathering: Selected and led by Team A

Debriefing Role Plays: Talk and Discussion

- Focus on role play activity

- Guidelines for Debriefing

- Importance of debriefing characters

- Conduct of discussion following role plays

Role Play Planning Period: Hand out Role Play Questionnaires and Debriefing Questionnaires

Practice Role Play presented by Team A and debriefed by Team B

Light & Lively: 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 A

Coaching Sessions by the Leadership Team will follow each role play

Evaluation of session conducted by Team C

Session 6: Closing

Closure

Agenda Review

Gathering: "What I have learned about being a facilitator is..."

Lifeline Exercise or Reflection Exercise

Trust Exercise (If there is time)

Where Do We Go From Here?

- Apprenticeship

- Workshop teams

- AVP organization

- Unanswered questions

- Letter of Completion

Graduation Circle: See page 45.

Facilitator's Agenda – Green Haven Model

Session 1: (Goal: Community Building)

Introduction of Leadership Team

Opening Talk – Page 21

Introduction of Participants: "My adjective name is... And why I want to become a facilitator is..."

Adjective Name Game

Light & Lively: Car & Driver (Debrief: How are the roles of "car" and "driver" similar to the roles of workshop "participants" and "facilitators"?)

Empowerment Talk – Ppg3 23

What it is to be a Team Member Talk & Brainstorm Page 26

Team Building Exercise – On Page 37. Use Handout – Team Building Process – Page 58

Divide into groups of three or four people, forming two or three teams. These will be the teams for the workshop.

Team Building and Planning Period: Distribution of Basic Course Manuals and Suggested Agendas. Each team will make a team contract and plan their practice session

Evaluation

Open Clinic by the Leadership Team

Session 2: (Goal: Transforming Power)

Agenda Review

Gathering: "A time I used what I learned in the AVP workshops was..."

Transforming Power: Each group to prepare its own T.P. Rap for a Basic Workshop

Transforming Power Talks: Each group to present its own talk.

Light & Lively

Explanation of practice sessions:

Procedure for practice sessions: No help or advice from facilitators who are assigned to each team unless it is asked for.

Brainstorm session objectives: Handout: Crafting and Agenda Handout on page 60

Team Building and Planning Period: Divide into teams A and B. Have each team plan a 120 minute session.

Evaluation

Closing

Session 3

Dress rehearsal/practice session by Team A

Agenda Review

Gathering: Selected by the leadership team

What it is to be a Facilitator: Talk and Brainstorm by facilitators (Section C)

Tips for Facilitators Handout

Practice session led by Team A - See dress rehearsal agendas in Handouts

Open clinic by Team A

Coaching Session by Leadership Team

Session 4

Dress rehearsal by Team B

Giving and Receiving Feedback: Talk by the leadership team

Feedback Handout

Practice session led by Team B - See dress rehearsal agendas in Handouts

Open clinic by Team B

Coaching Session by Leadership Team

Clinicing and Feedback: Talk and Brainstorm

If this is a three-team workshop you may need to add an extra session

Dress rehearsal by Team C

Practice session led by Team C - See dress rehearsal agendas in Handouts

Open clinic by Team c

Coaching Session by Leadership Team

Session 5: Role Plays

Role Plays - All Teams

Agenda Review led by Team A

Gathering: Selected and led by Team A

Debriefing Role Plays: Talk and Discussion

- Focus on role play activity

- Guidelines for Debriefing

- Importance of debriefing characters

- Conduct of discussion following role plays

Role Play Planning Period: Hand out Role Play Questionnaires and Debriefing Questionnaires

Practice Role Play presented by Team A and debriefed by Team B

Light & Lively: 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 A

Coaching Sessions by the Leadership Team will follow each role play

Evaluation of session conducted by Team C

Session 6: Closing

Closure

Agenda Review

Gathering: "What I have learned about being a facilitator is..."

Lifeline Exercise or Reflection Exercise

Trust Exercise (If there is time)

Where Do We Go From Here?

- Apprenticeship

- Workshop teams

- AVP organization

- Unanswered questions

- Letter of Completion

Graduation Circle: See page 45.

Section C

Talks, Brainstorms and Discussion Guides

It is not necessary to include all of the following material in the Training for Facilitators workshop.

In order to involve the participants, it is recommended that the topics and concepts be covered as brainstorms and discussions rather than as lectures.

If there is not enough time in the workshop to do a brainstorm or a discussion, please distribute the handouts to the participants.

TALKS & BRAINSTORMS

Opening Talk

Introduction

It is important to start the workshop on a positive note and recognize that the way that the opening talk you use for this workshop will be the model for the opening talk for all participants in the workshop. Outlined below are the topics that need to be covered in the introduction:

1. An affirmative opening that lets the participants know that who you are and that you are glad to be leading the workshop. You might say something such as:
 - You are glad to be here.
 - You enjoy leading workshops
 - You believe that they will enjoy the workshop also.
2. That this workshop will be different from the Basic or Advanced workshop that participants took previously. In AVP we believe "that people learn to be leaders by leading." In this workshop, the participants will help to lead the workshop.
3. Since the participants will be leading part of the workshop this will involve work, including homework.
4. This workshop will focus on developing leadership skills and working together as a team. Participants will receive feedback on their leadership during the workshop.
5. Being open to the concept of "Transforming Power" is vital to becoming an effective trainer. In this workshop, participants will focus on what Transforming Power means to them and how to communicate this concept to others.
6. That participants don't need to be "born leaders" to be effective AVP facilitators. What it takes is willingness and a commitment to the process. To a great extent, the AVP process works by itself.
7. Completing the Training for Facilitators Workshop does not automatically make participants AVP facilitators. Serving on a workshop team as an Apprentice Facilitator for one or more workshops is required as part of the training process. Certificates will be awarded after successfully completing the apprenticeship.

Goals for the Training for Facilitators Workshop

There are eight goals for this workshop. (Place the list below on newsprint and post.) These are the things we expect to achieve in the next three days:

1. Learn to work as an effective leadership team.
2. Learn to give and receive feedback.
3. Conduct a practice session of a Basic AVP Workshop.
4. Practice skills as a facilitator: presenting and processing.
5. Learn to personally communicate the concept of Transforming Power.
6. Develop skills in debriefing role plays.
7. Build a sense of community in a workshop.
8. Develop self-confidence as a leader.

TALKS & BRAINSTORMS

Opening Talk (continued)

Workshop Schedule

The workshop will have six (or eight) sessions. (Post schedule of sessions.)

The first session will focus on team building.

The second session will focus on Transforming Power. (for Green Haven Model)

The next three sessions will focus on practice sessions for a Basic AVP workshop.

You, the participants will have the experience of leading a complete session of a workshop.

In each session we will have a discussion or brainstorm on a different aspect of leadership skills.

Each team in the workshop will have the opportunity to present and debrief a role play.

The final session will be an evaluation of the workshop.

Then cover the standard ground rules for AVP workshops except that when we are serving as leaders "the right to pass" is not included. Explain that, as members of a leadership team, we have made a commitment to participate and carry our share of the team responsibility. Therefore we do not have a right to pass just because we find an exercise new or difficult to lead. To become good leaders 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.

For Prison Workshops...

Cover housekeeping rules, meals, out counts, smoking and attendance.

For Community Workshops...

Cover meals, including help in setup and cleanup for meals. Check to see if everyone has had something to eat before arriving at the workshop on Friday evening.

Cover hospitality and make sure that everyone in the workshop has a place to sleep for the night.

Suggested handouts are...

The AVP Mission, Vision and Model – page 53

The AVP Values Statement – page 56

TALKS & BRAINSTORMS

Empowerment Talk

This weekend our theme will be "Empowerment."

As a first step in getting participants involved in the workshop, ask them:

"What does empowerment mean to you?"

Then ask them:

"In what situations have you felt empowered?"

"In what situations have you felt disempowered?"

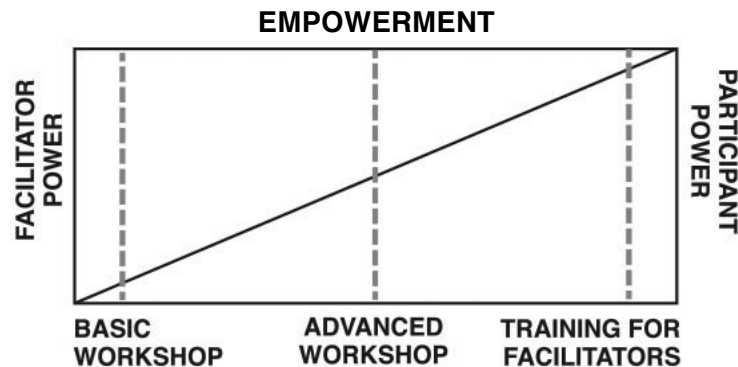
Be prepared to start the discussion by sharing an experience from your own life.

After the discussion summarize and relate empowerment to this workshop.

Empowerment means that we are helping people to see that 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 actions we empower ourselves.

Our objectives on this workshop are quite simple:

1. Our objective is to empower you as workshop facilitators.
2. Your objective as workshop facilitators is to empower the participants of your workshop.



(Prepare the chart above on newsprint ahead of time and post.)

In a successful Training for Facilitators Workshop, the leaders will find that their leadership is hardly needed by the third day of the workshop." The goal of this workshop is empowerment and the leaders do not empower others by exercising tight control. For the purpose of training facilitators, the workshop leaders 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.

TALKS & BRAINSTORMS

What it is to be a Facilitator

Brainstorm on Being an Effective Facilitator

You may wish to start with a brainstorm on what it is to be a facilitator.

Post a sheet of newsprint and ask the following questions:

1. Things that empowered me about facilitators I have known.
2. Things I didn't like about facilitators I have known.
3. What qualities and skills make an effective facilitator.

Some of the qualities that you may want to be sure to include are:

A facilitator is concerned about all members of the group, including those that are shy and reluctant to participate as well as the "stars."

A facilitator is willing to accept responsibility and support other members of the team. A facilitator does not have the right to "pass" if the going gets tough.

A facilitator avoids "ego tripping" and personal agendas in the workshop. The workshop is focused on finding alternatives to violence rather than expressing personal agendas.

A facilitator is willing to learn and try new exercises and new approaches.

A facilitator is willing to accept feedback that is both positive and negative so he or she can learn and grow as a leader.

A facilitator needs a sense of humor

Process the brainstorm focusing on the qualities expressed, being sensitive to the participant's feelings about their own leadership skills.

Some other points to cover are:

Content and Process

A facilitator has a different way of looking at things. In most of our lives, we usually focus on the content of a communication. But a facilitator needs to be aware of both content and process at the same time.

For example, the content of what is happening right now is that I am "communicating information on what it takes to be a trainer." The process that we are engaged in right now is a lecture rather than a brainstorm or group discussion. I need to be aware of your body language to see if you find this material interesting or boring. I need to be aware of my own eye contact, body language and style in presenting the information.

Check with participants to see if they understand the difference between content and process, or if they have questions.

Setting the Mood

It is important to start the workshop with a positive image and a positive experience. For example, in the opening talk for this workshop, the facilitator may have expressed a positive image by saying something such

"I'm glad to be here. I love to lead workshops. I think you will enjoy this workshop."

If the facilitator had started the workshop by telling you about getting into a traffic jam on the way to the workshop or had talked about a hassle with a C.O. at the gate, I would have set an entirely different tone for the workshop.

TALKS & BRAINSTORMS

What it is to be a Facilitator (continued)

Be very aware of the feelings that you communicate verbally and nonverbally at the beginning of the workshop. Close the door on other problems of the day and be totally present as a facilitator of the workshop. You set the tone for the workshop.

Modeling Desired Behavior

It has been said that actions speak louder than words. Therefore, it is very important that facilitators model the desired behavior in the workshop. You set the pattern for exercises in the workshop. For example, one of the goals of the Basic Workshop is to teach cooperation skills. Be aware of how your team functions as a role model of cooperation in group process. A team where one member dominates or where there is open conflict will send a stronger negative message than all the positive cooperation exercises such as Tinkertoys or Broken Squares.

Concepts of Leadership

This topic may also be covered as a brainstorm. Explain that we all have different styles and personalities. It is important that we each develop own style, rather than trying to imitate someone else's, no matter how much we admire it. Post the following chart and explain the concepts. These three leadership styles are types of leadership we have all experienced. How well does each style work? Are there situations where one leadership style is more effective than others? Ask for feedback from participants.

Ask for participants to fill in blanks concerning the results of each leadership style. Explain that there is no leadership style that is best for all situations. An autocratic style may be best in certain emergency situations, for example, a fireman's instructions when a house is on fire or those of an ambulance driver at an auto accident. Discuss advantages and disadvantages of each style.

		LEADERSHIP STYLES		
		AUTOCRATIC (Dictatorial)	LAISZ FAIRE (Do your own thing)	CONSENSUS (Agreement)
Effectiveness in accomplishing the task				
	Feelings of group members			

Leadership Tips

Go over some simple leadership tips and provide the participants with a handout on leadership Tips for Facilitators on page 57. Some of the tips to be covered are: One person is to have the primary responsibility for each exercise.

Explain the purpose before the exercise (except in a few cases).

Make a smooth transition as you pass the leadership on to the next facilitator.

Remember to ask, "Do any other facilitators have anything to add?"

Don't forget to ask participants "Are there any questions?" before doing an exercise.

Encourage discussion of the leadership tips and be sure to ask if anyone has any questions and see if your fellow facilitators have anything to add.

TALKS & BRAINSTORMS

What it is to be a Member of a Team

Outline of Talk and Brainstorm

Being a facilitator is different from being a member of a team. Working together effectively not only requires leadership skills, but also trust and cooperation skills. It is important to let other team members know what you want and need from them.

The behavior pattern of an AVP group begins with the team building. The team is the nucleus around which the group will coalesce. The Basic Course Manual provides a guide to team building on pages C-4 to C-7. If this guide is closely followed, will be an excellent first step toward building a strong nucleus.

Unstated, but implied in the manual, is that the team itself must take "risks" with each other -- to make themselves vulnerable to each other in order to understand one other better. One good beginning in the team building session is to talk about ourselves, perhaps about our family of origin, or something of the pressures, pains or expectations we bring into the workshop. These are things that will only rarely, if ever, be shared with the larger group, but which if shared among the team members can bring the team together.

Suggested Handout...Team Building Process (Page 58)

Brainstorm

WHAT DO I WANT FROM MY TEAM MEMBERS?

Post a newsprint sheet and invite participants to brainstorm about their needs and expectations from other team members. Some of the items you may wish to include on the list are:

Trust	Agreement about goals	No criticism in public
Respect	Unity	Willingness to share the load
Honest feedback	Help when I run into a	Caring about me as a person
Mutual support	problem	Commitment to quality

Take some time for general discussion after the brainstorm.

Team Building Talk

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

- Set and achieve shared goals.
- Divide up 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 and it is important that all members attend. They need to take some time to get to know each other on a personal level and learn about each others feelings and leadership styles. The team building session will also include a time to set the agenda for the workshop and discuss any special problems that may arise. Some of the questions that need to be discussed in the team building session are:

- How do we view leadership?
- Are we prepared to accept decision-making by consensus?
- Are we harboring hidden feelings from the past that could affect this workshop?

Clearing the air on these and similar issues may not resolve all problems, but will go a long way toward building a team that can work effectively together.

TALKS & BRAINSTORMS

Team Contract

After the members of the team have developed a level of trust, it is important to establish a team contract. The team should agree on the following points:

1. Decision making: Will all decisions to be made by consensus? If no consensus is possible, does the lead facilitator have approval in making a decision for the team?
2. Participation: Have the facilitators let other members of the team know which exercises they are comfortable with and which they are uncomfortable with?
3. Attendance: Will all team members to be present for all sessions? If an absence by a team member is unavoidable, do other team members consent?
4. Support: Do team members agree that no team disagreements will be expressed in the presence of participants?
5. Commitment: Do facilitators leading exercises agree not to deviate from the team's plan without first calling a clinic for consensus.
6. Feedback: Have team members made an agreement to be willing to both give and receive feedback including suggestions for change?

Ask each team member to express their feelings about "Exercises I like to lead" and "Exercises I do not like to lead." No team member should lead an exercise with which he or she is truly uncomfortable. However, inexperienced team members are encouraged to get their feet wet with progressively more difficult exercises. Co-facilitation may help on the more difficult exercises.

It is also suggested that each team select a lead facilitator to facilitate team building and clinicing sessions as well as to make decisions in emergencies.

Planning the Session

After the Team Contract is completed, the team needs to plan the upcoming session. What are our goals for the session? Do our plans and our agenda match the group's needs? Explicit decisions need to be made about how the session will be run:

- Who will do each exercise?
- How will transitions be made?
- What will others do while one is leading an exercise?
- Who will sit where?
- What signals will we use?
- Can we balance the routine work?
- Who will keep track of time for the session?
- Is it OK to add to another trainer's presentation?

In order to avoid confusion, it is important to review explicitly what each facilitator will be doing in the session. After you have been assigned an exercise, study your manual and be sure you know the exercise thoroughly. There are often several ways to do things in the Basic Manual. As an example, there are a number of ways of leading the I Messages exercise. Team members need to check with each other so the team is comfortable with the way you plan to lead the exercise.

In the beginning, you may need to read the exercise from the manual. One way to avoid reading from the manual is to put the key points of the exercise on newsprint and post them on the wall. That way you can read from the newsprint and all the participants will be able to see the key points of the exercise.

TALKS & BRAINSTORMS

Design for Experiential Learning

The Basic Workshop is an Experiential Learning Process

Most people do not learn well from textbooks and lectures... and they may have trouble applying things that they have learned in their own real lives. We all learn from experience.. from what we feel in our gut... We learn from our emotions. Sometimes we learn from our mistakes.

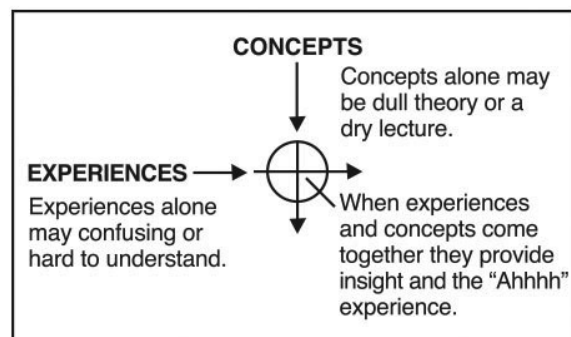
It is important to the learning process to provide an environment where people can make mistakes and correct them without fear of judgment. This workshop is that kind of an environment.

Peter Drucker, the founder of the field of organizational development, says in *The Concept of the Corporation* that managers need to be allowed to make mistakes at a low level of the organization when they are learning their management skills. If they are not allowed to make mistakes and learn from them, they will be promoted to the top without having made a mistake and their first mistake may be the end of the organization

There will be plenty of opportunities for all of us to make mistakes in this workshop.

I would like to make a few key points about the Experiential Learning Process. We learn from both concepts and experience and an effective workshop includes both kinds of learning.

Post the diagram below:



EXPERIENCES BEFORE CONCEPTS

Concepts alone, without experience often seem like so much theory and lecture. Experience alone, without concepts, may seem to be confusing or meaningless events. When the experience and concepts come together, the results can be a new insight or the “Aaaah” feeling. The workshop (and life in general) will be a series of small insights that will lead to a larger “Aah HA” insight.

Aaaah + Aaaah + Aaaah = Aaah HA!!

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

Experience First... Concept Second

TALKS & BRAINSTORMS

How to Give and Receive Feedback

Outline of Discussion Giving and Receiving Help

Giving feedback and learning from it are components of much that we do in AVP. It's part of our task of helping each other do as good a job as possible. Every between session clinicing session should be open to team members giving feedback to others and receiving feedback from them. However, neither giving nor receiving feedback is simple. Here is the art of doing both

Giving Feedback

1. Start with strengths. Specify exactly what was positive. Never forget the praise. Strengthen each other by letting people know ta the good things that they do are recognized.
2. Then move to things needing improvement. Again, be specific. Remember:
Speak only with awareness of the value of the person addressed and how hard is is to respond constructively to criticism.
Describe behavior rather than labeling it. Be objective rather than judgmental.
Offer a possible way of improvement, a concrete suggestion. Speak in a tentative rather than a dogmatic manner. Do not impose a suggestion.
Ask for reactions to th suggestions. Give room to accept, refuse or modify it.
Stick to the basic problem. Do not get involved in the complex history of the problem or the anticipated negative reaction of the other person.

Receiving Feedback

1. Remember that we have much to learn and can always improve. It is even possible that we may be wrong. Our critics can be wrong also, but even misguided criticism can nevertheless be helpful. At the very least it can tell us that we were ineffective with the person at that time, and thus lead to a more effective approach.
2. If A gives B misguided or hostile feedback, B should remember that feedback says at least a much about A's opinion as himself as it does about his opinion of B. If you are B, try not to take it personally.
3. Each person is the final judge of what is valuable in him or herself, what cannot be changes and what must not be changed. Criticism directed to what is best in a person should be rejected. On the other hand, some things are just too hard to change. We all have to accept imperfections in ourselves and others, Let's try to learn to live with it.

Suggested Handout... Feedback - A Mirror for Team Members – page 59

TALKS & BRAINSTORMS

How to Present and Process Exercises

One of the goals of this segment is to teach potential facilitators how to draw insights from the group by asking questions rather than lecturing. Thus, the process of this segment is best if a question and answer format is used rather than a lecture.

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, learnings and applications to life.

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

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. Remember, draw the learning from participants through the experience of the exercise. Do not tell them what they should be experiencing. Avoid programming the behavior of the participants.

Some exercises where explaining the purpose may spoil the experience are:

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

Instructions

- It is important to present the instructions as clearly and concisely as possible. Some general guidelines are:

1. When do you give instructions for the exercise? 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. How do you divide into groups? When dividing into groups, count off by the number of groups you wish to form rather than the number of participants you want in each group. Leaders need to be aware of the number of participants in the workshop at all times.
3. Should facilitators be included in the exercise? 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	Cooperation (Tinkertoys)	Role Plays
Dots	Hand Pushing	Secret Spot
Construction	Masks	

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.

TALKS & BRAINSTORMS

How to Present and Process Exercises (continued)

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.

Remember to ask: "Do you have any questions?" or "Do you understand the instructions?"

Remember to ask: "Do the facilitators have anything to add?"

Processing Exercises

1. Why process an exercise? What does it accomplish? Processing helps to integrate experience with concepts. It also broadens learnings by having others hear what individuals in the group have learned.
2. How to prepare for processing an exercise:
 - Consider the objectives of the exercise and then formulate questions about these objectives.
 - Pay attention to the actual experience of the exercise, and modify the questions according to that experience.
3. Avoid confusing processing with evaluating.
 - Focus on feelings.
 - Instead of asking "How did you like that exercise?" ask "How did that exercise feel?" Then follow up on the feelings.
 - Use open-ended questions. Start with general questions and go on to more specific questions.
4. Relate the processing to the broad view of the workshop. For example "What does this exercise have to do with Alternatives to Violence?"
5. Ways to avoid stage fright in processing. For example:
 - Write processing questions on a card in advance. Ask team members ahead of time for ideas.
 - If stuck, ask team members for help "Would any team members like to ask any questions?"
 - As a further aid in processing exercises, make copies of the handout "The Art of Processing Exercises" on page E-14 of this manual and distribute to participants.
6. Things to remember in processing an exercise:
 - Avoid embarrassing participants by focusing on their unproductive actions (like in the Broken Squares or Cooperative Construction Exercises.)
 - Avoid singling out individuals when asking for a response rather than addressing questions to the whole group.
 - Bring out learnings in non-threatening ways. When possible, it is better for the facilitator to ask questions to bring out learnings from the group rather have the facilitator make observations about the behavior of the group.
7. Ways to terminate of the processing or discussion. Sometimes in talking about an exercise valuable discussion gets underway. Sometimes not so valuable discussions also occur.
 - Use the "Unanswered Questions" sheet if the questions are unproductive.
 - It may be necessary to limit the number of comments to "one more" or "two more."
8. If the exercise has been a difficult or bad experience, it is the task of the facilitator to get something valuable from it. Often the most worst experience can lead to the best learnings.

Suggested Handout... The Art of Processing Exercises – page 62

TALKS & BRAINSTORMS

How to Conduct and Debrief Role Plays

Conducting and debriefing role plays is one of the most difficult and sensitive tasks that a new facilitator will be required to handle. However, a number of tools have been developed to make this process as simple and foolproof as possible. The three tools that should be given to each trainee are:

Role plays and Role play Debriefing Section G of the Basic Manual

Guidelines for Debriefing Role plays Handout from this manual

Debriefing Questionnaire Handout from this manual

You may wish to introduce the subject by reading Chris Malmgreen's poem on what it is to be a facilitator. We have found that this makes the good introduction for a gathering.

What does it Mean to be a Facilitator?

Think of yourself as a musician;

This guide as well as the manual are instruments that you play.

The agendas are the score,

The participants the choir.

Practice is important and how well you listen and play

Determines the type and quality of the music

Made through the participants.

Think of yourself as an artisan;

This guide for running role plays as well as the manual are tools.

The agendas are blueprints,

The participants the building blocks to a great cathedral.

Attention to detail,

Creativity and concentration on the task at hand

Determine the quality and long life of the structure built.

Think of yourself as an important and unique person...

And think also, of every person in the room the same way."

AVP Facilitator, Chris Malmgreen

How to Conduct Role Plays

1. Why use role plays?

You may want to do this as a brainstorm. Some of the following points should be covered:

- Develop skills in empathy
- Provide examples for use in conflict resolution and T.P.
- Learn new ways of dealing with experiences and old situations.
- Provide insight into self and situation.
- Master skills in "on the spot" communication.
- Focus on experiencing conflict resolution.
- Help to anchor learning experiences (eg. the use of I Messages or humor).
- Share ideas and contributions made by larger group in debriefing.

Suggested Handout... Role Play Questionnaire – page 64

TALKS & BRAINSTORMS

How to Conduct and Debrief Role Plays (continued)

2. Guidelines for groups planning role plays

Post on newsprint.

- Brainstorm Scenarios
- Select a scenario with one scene.
- Situation must be open to Transforming Power
- Decide on characters
- Pick fictitious names for characters.
- Do not decide on outcome in advance.
- Don't play a role you have played in real life.
- Select an announcer to introduce the role play.
- Make a poster with adjective name, fictitious name and role for each player.
- Facilitator will "cut" role play.

3. Suggestions for facilitators supervising Role Plays

Some options for facilitators to consider are:

- Decide whether to seek volunteers or put in groups.
- Brainstorm scenarios or assign scenarios.
- It is desirable to have a facilitator sit in with each role play group to assist in planning.

Debriefing Role Plays

Refer to the Guidelines for Debriefing Role Plays in this section.

1. Discontinuing and cutting the Role Play

Cut the role play when:

- The role play is escalating toward a harmful or violent outcome.
- The climax of the role play has been reached and enough has been said.
- The role play is going nowhere and the action is dying dead.
- Resolution has been reached.

If the role play is going nowhere, you may cut it and then ask "How are you feeling about where you're headed right now." Then restart the role play if the group is willing.

2. Debriefing the Characters

The goal of the debriefing is to focus on the personal experience of Transforming Power.

Begin the debriefing as follows:

- Address the players and ask "How are you feeling right now."
- Decide who is angriest or most emotionally involved and debrief this person first.
- Validate the feelings of players.
- Explore what caused the conflict to escalate and what helped to de-escalate.
- Identify the turning point or Transforming Power.
- Explore the satisfaction level of players. Was the result a win-win solution?
- If the conflict was **not** resolved, explore whether there was an openness to T.P.
- Learnings from the opportunities missed can be as important as a positive resolution.
- It is always important to be prepared to debrief a role play with a negative outcome.
- Remove players from their role.

It is helpful to discuss the pace and balance of the debriefing process. The pace should be careful but brisk. Do not drag it out. Do not spend a long time on minor characters with little emotional involvement. Be aware of the level of boredom of the audience.

TALKS & BRAINSTORMS

How to Conduct and Debrief Role Plays (continued)

3. De-Roling the Characters

Remove the characters from their roles and 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:

- Ask "Are you ready to step out of your role?"
 - Your name is no longer (fictitious name), you are now (adjective name).
 - Is there anything that you as (adjective name) would like to say to (fictitious name)?
- If possible, establish physical contact when reconnecting to the real (adjective name) self. Have person say goodbye to character as they leave the chair. If person is having difficulty coming out of character, more sensitive questioning is indicated.

Ask the players to be seated in chairs on stage as you debrief them. After you remove them from their roles, ask them to move from their chairs on stage to a chair in the audience. This symbolically reinforces leaving their roles behind. After this point, the empty chairs must be addressed when someone is speaking about the fictitious character

4. Discussing in the large group

In the discussion, apply the role play experience to life and provide tools for participants to deal with future conflicts. Focus on value and learnings with questions such as:

- Was the resolution valid?
- Was it fair and nonviolent?
- Where there analogies and application to life?
- What were the principles of Transforming Power used? Get out the T.P. Guidelines.
- Was there empathy for the players?

In the discussion, it is important that the group does not put the players back into their roles.

Suggested Handouts... Guidelines for Debriefing Role Plays – page 63
Debriefing Questionnaire – page 65

Section D

Exercises

The exercises included in this session are only for the beginning and ending sessions of the workshop (with the exception of the Broken Cubes exercise, which is a substitute for Broken Squares).

All other exercises for the workshop will be found in the AVP Basic Manual.

EXERCISES

Team Building Exercise

Exercise to be used to form teams in the first session of the Training for Facilitators Workshop

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

Time: 30 to 40 minutes

Materials: Team Building Handout

Sequence: **Step One: 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.

Step Two: Sharing of Leadership Skills

Before an effective team can be formed, members need to know about the strengths and weaknesses of the other members of the group and they need to know how each approaches leadership. Ask each participant to share their feelings so that strengths and fears are out in the open. Each participant is given three minutes to answer the two questions below. It may be helpful to put post the questions on a sheet of newsprint.

"My strengths as a leader are..."

"My fears as a leader are..."

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 Three: 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. Ask each group to brainstorm names for their team. 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.

After each team has selected a name post the team names on newsprint. Then gather in the large circle and ask each team to explain how and why they chose their name.

EXERCISES

Broken Cubes Exercise

Since the participants have already done the Broken Squares exercise, this exercise may be used as a substitute for Broken Squares in a Training for Facilitator Workshop

Purpose: The purpose of this exercise is to give participants experience in setting up and processing an exercise such as Broken Squares. Since the participants are all familiar with Broken Squares, this exercise has been designed to follow the same rules and dynamics as Broken Squares. Formation of a false cube by one participant will prevent other participants from completing their cubes.

Time: 20 to 30 minutes

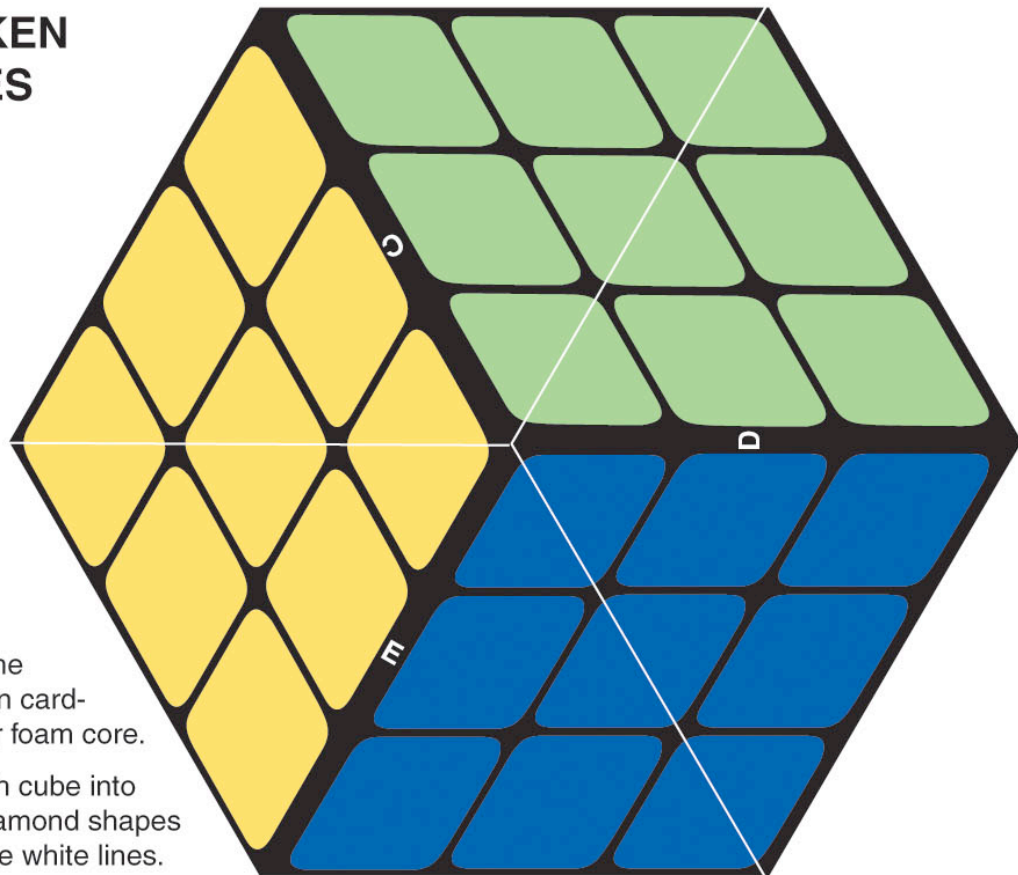
Materials: Envelopes with puzzle pieces. See next page for instructions on how to prepare puzzle pieces
One table for each group.

Sequence: Divide the participants into groups of five.
Ask each group to sit around a table.
Appoint an observer (a sixth person) to monitor each group.
Explain that the puzzle pieces will form a design like three faces of a "Rubik's Cube" and that each completed cube will have only three colors. The colors of adjoining pieces must match. Draw a diagram of the cube on newsprint.

Read the instructions for participants and observers from the Broken Squares Exercise in the Basic Manual.

Process the exercise in the same manner as Broken Squares.

BROKEN CUBES

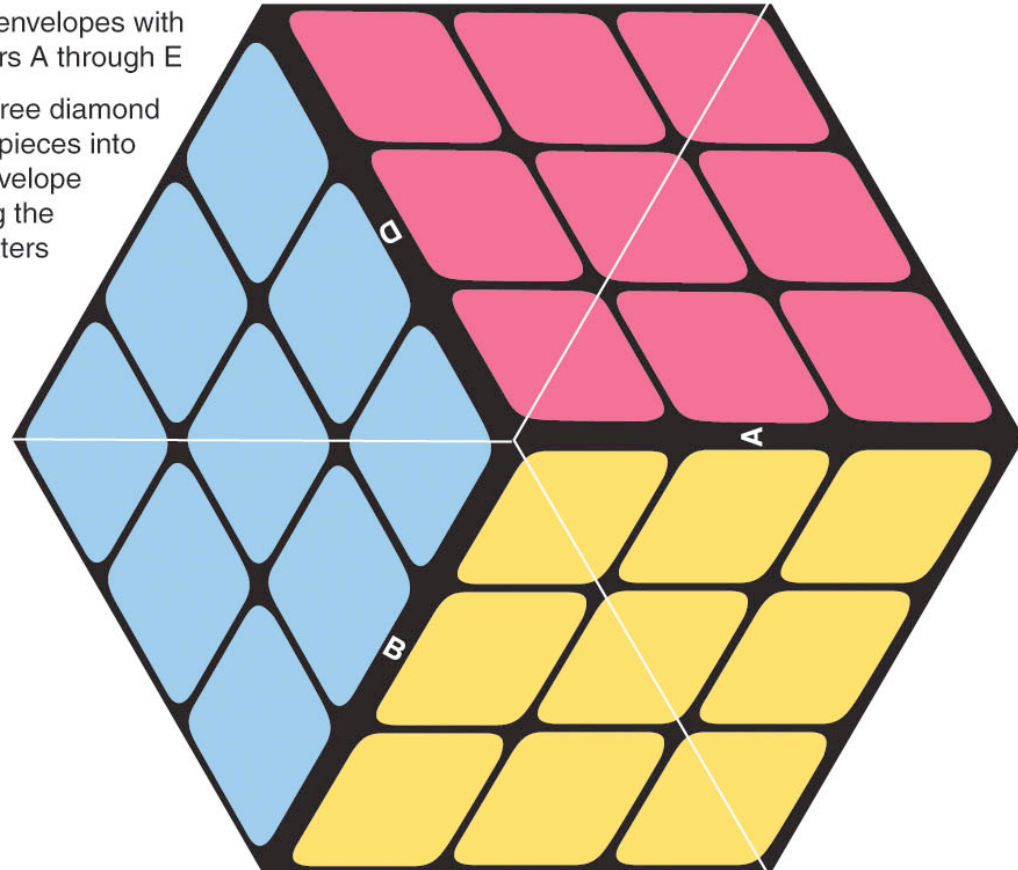


Mount the cubes on cardboard or foam core.

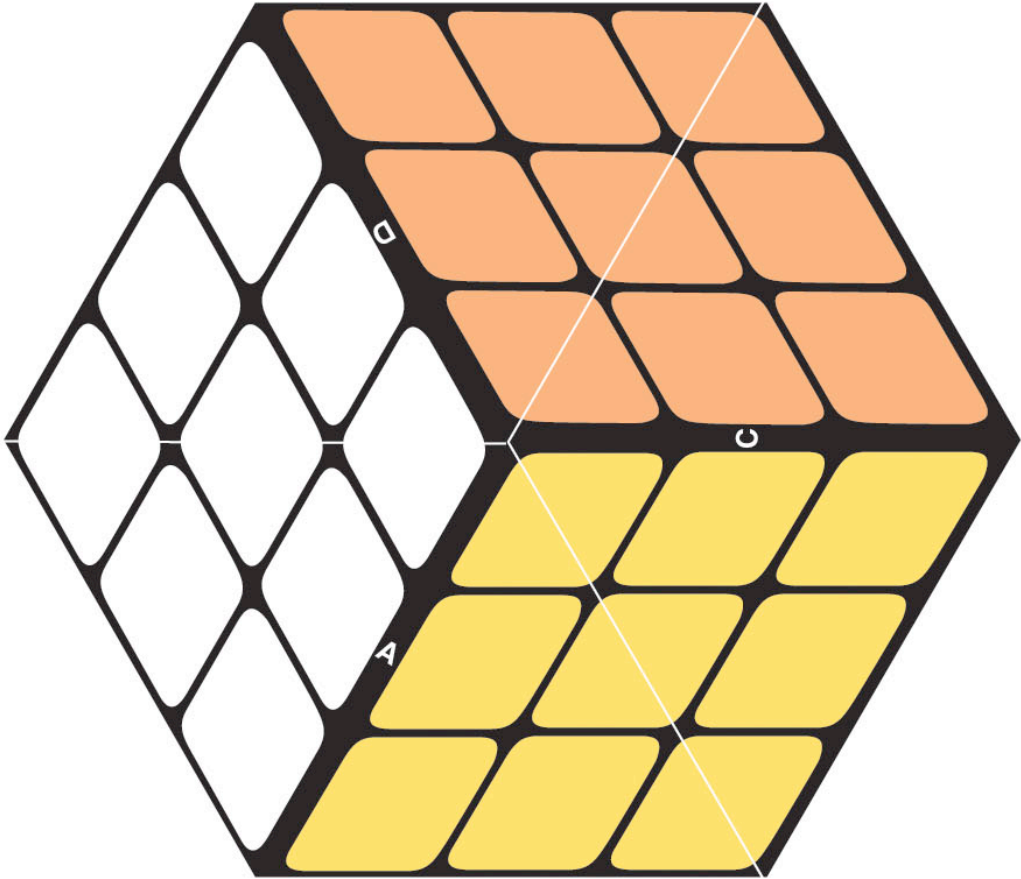
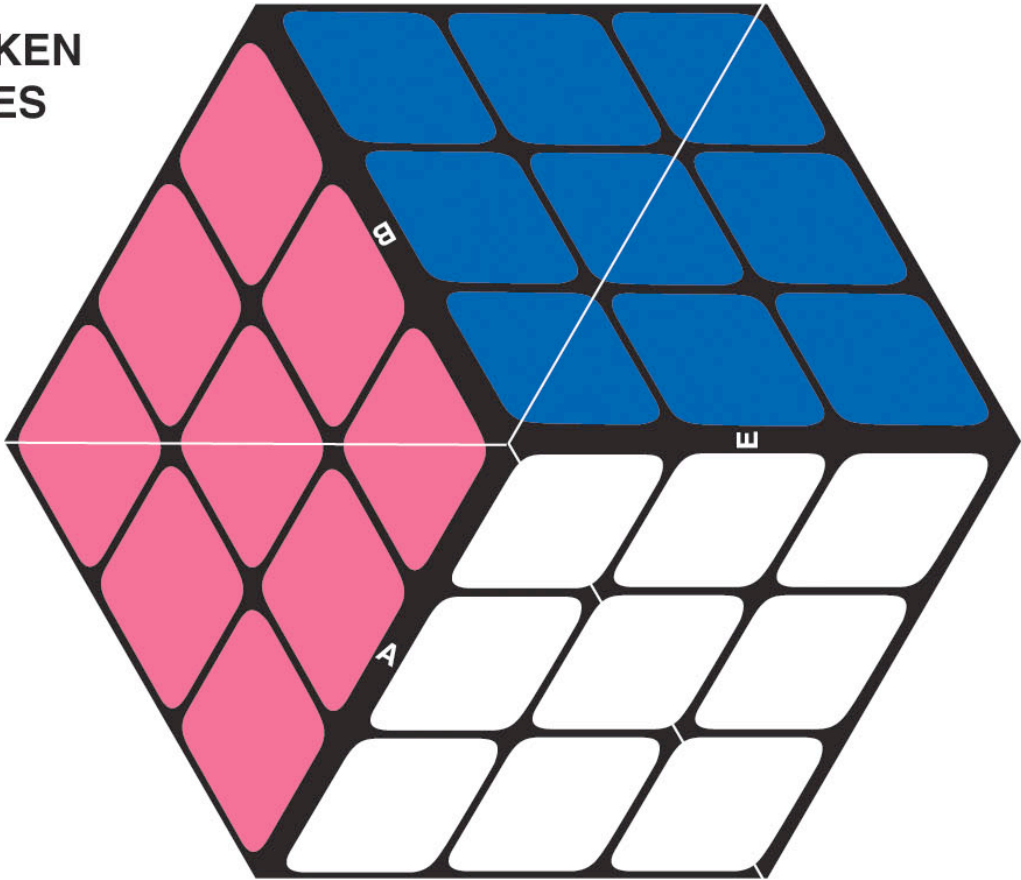
Cut each cube into three diamond shapes along the white lines.

Label five 6.5 x 9.5 manilla envelopes with the letters A through E

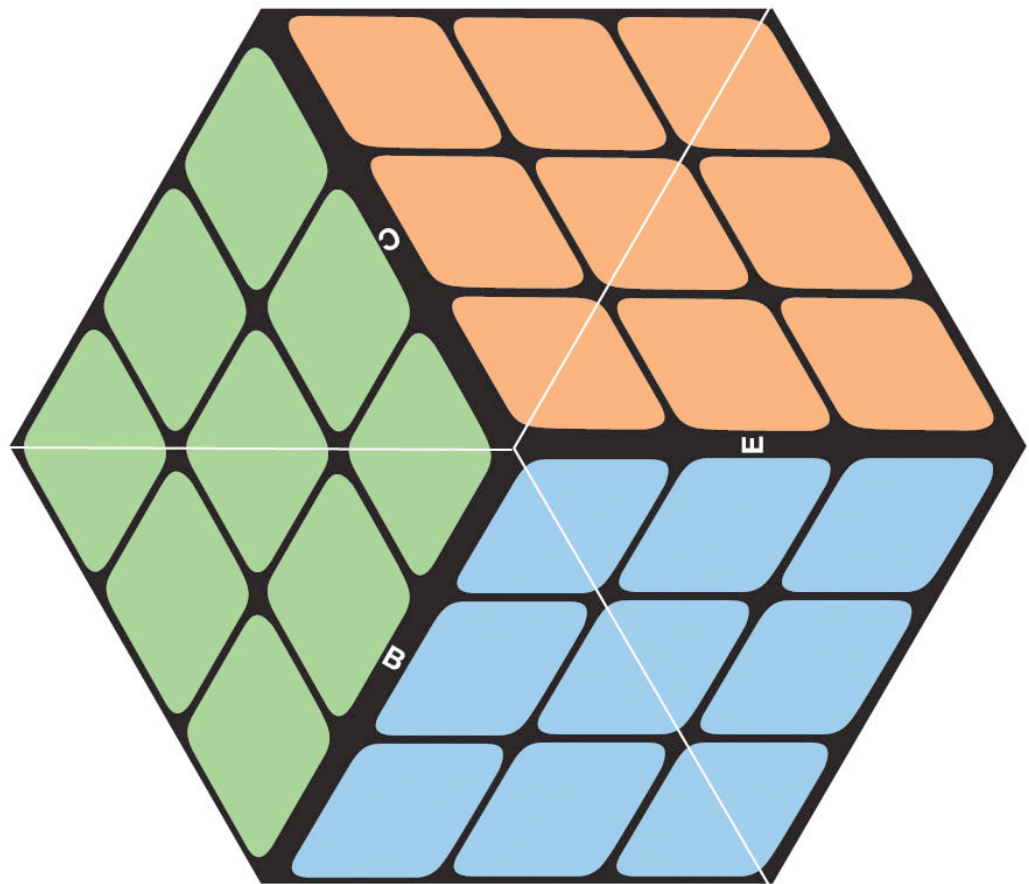
Place three diamond shaped pieces into each envelope following the white letters on the pieces.



**BROKEN
CUBES**



BROKEN CUBES



EXERCISES

Graduation Circle

Exercise to be used as a closing for the Training for Facilitators Workshop

Purpose: The purpose of this exercise is to close the Training for Facilitators Workshop in a positive and affirmative way. Since no certificates are reaching closure on the workshop and providing a sense of accomplishment and affirmation is important.

Time: 15 to 20 minutes depending on the size of the group.

Time: None

Sequence: Form a circle standing shoulder to shoulder.

Ask one participant to step into the center of the circle. Each participant then receives three affirmations in the form of the statement: "One reason I would like to do a workshop with you is.... " After the person in the center has received three affirmations, those in the outer circle applaud. Then 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.

Then the next person is asked to step into the center of the circle and receive affirmation. Continue until all participants have been affirmed.

Section E

Handouts

Handouts have been developed to provide key information that facilitators will need as workshop leaders. In cases where there is not enough time for a group discussion or brainstorm on the topic, the handout may be used as a substitute. It is not necessary to use all handouts for each workshop.

HANDOUT

Participant's Agenda

For a two team workshop

Practice Session 1 – Team A

Goal of Session: *Affirmation, Self-Esteem and Community Building*

Introduction of Leaders: *Complete*

Opening Talk: **A-11** *Complete*

Agenda Review: *Complete*

Introduction of Participants: *Setup only*

Adjective Name Game: **F-18** *Setup only*

Concentric Circles Exercise: **E-19** *2 or 3 topics only*

Light & Lively: *to be selected by team*

Sharing a Conflict I Solved Non-Violently: **E-46** *Setup Only*

Transforming Power Talk: **B-2** *Complete*

Evaluation: *Complete*

Open Clinic by Team A

Practice Session 2 – Team B

Goal of Session: *Communication and Cooperation*

Agenda Review: *Complete*

Gathering: *to be selected by the team*

What is Violence Brainstorm II: **E-57**

Transforming Power Talk: **B-2** *Complete*

Light & Lively: *to be selected by team*

Broken Cubes Exercise: *Complete – Use Broken Squares instructions (E-9)*

I Messages Exercise: **E-31-34** *Setup only*

Hassle Lines: **E-26** *One scenario only)*

Evaluation: *Complete*

Open Clinic by Team B

Practice Session 4 – Both Teams

Goal of Session: *Creative Conflict Resolution*

Agenda Review: *Complete Led by Team A*

Gathering: *to be selected and led by Team A*

How to Debrief Role Plays: *Led by workshop facilitators*

Handouts: *Role Play Questionnaire and Debriefing Questionnaire*

Role Play Planning Period

Role Play 1: *Complete – Presented by Team B and Debriefed by Team A*

Light & Lively: *to be selected B and led by Team B*

Role Play 2: *Complete – Presented by Team A and Debriefed by Team B*

Evaluation: *Complete – Led by Team B*

(After each Dress Rehearsal Session and after each Role Play, there will be a brief coaching session by the workshop Facilitators)

HANDOUT

Participant's Agenda

For a three team workshop

Practice Session 1 – Team A

Goal of Session: *Affirmation, Self-Esteem and Community Building*

Introduction of Leaders: *Complete*

Opening Talk: **A-11** *Complete*

Agenda Review: *Complete*

Introduction of Participants: *Setup only*

Adjective Name Game: **F-18** *Setup only*

Light & Lively: to be selected by team

Affirmation Exercise: **E-5** *complete*

Transforming Power Talk: **B-2** *Complete*

Evaluation: *Complete*

Open Clinic by Team A

Practice Session 2 – Team B

Goal of Session: *Communication and Cooperation*

Agenda Review: *Complete*

Gathering: *to be selected by the team*

Concentric Circles Exercise: **E-19** *2 or 3 topics only*

What is Violence Brainstorm II: **E-57**

Transforming Power Talk: **B-2** *Complete*

Light & Lively: *to be selected by team*

Broken Cubes Exercise: *Complete – Use Broken Squares instructions (E-9)*

I Messages Exercise: **E-31-34** *Setup only*

Evaluation: *Complete*

Open Clinic by Team B

Practice Session 3 – Team C

Goals of session: Empathy and Transforming Power

Agenda Review: *Complete*

Gathering: (to be selected by team) *Complete*

Sharing a Conflict I Solved Non-Violently: **E-46** *Setup Only*

Light & Lively (to be selected by team): *Complete*

Transforming Power Talk: **B-2** *Complete*

Hassle Lines: **E-26** *One scenario only*

Empathy Exercise: *Complete E-22*

Evaluation: *Complete*

Open Clinic by Team C

HANDOUT

Participant's Agenda Continued

Practice Session 4 – All Three Teams

Agenda Review: Complete. Led by Team A

Gathering: (to be selected and led by Team A) Complete

How to Debrief Role Plays: Led by workshop facilitators

Handouts: Role Play Questionnaire and Debriefing Questionnaire

Role Play Planning Period

Role Play 1: Complete.

Presented by Team A, debriefed by Team B

Light & Lively or Trust Exercise: To be selected and led by Team B (F-4)*

Role Play 2: Complete.

Presented by Team B, debriefed by Team C

Role Play 3: Complete.

Presented by Team C. debriefed by Team A

Evaluation: Complete.

Led by Team C

(After each role play the team will have an Open Clinic followed by a brief coaching session by the workshop facilitators.)

HANDOUT

The AVP Mission, Model and Values

The AVP Mission

The Alternative to Violence Project is a multicultural organization of volunteers that is dedicated to reducing interpersonal violence in our society.

AVP Workshops present conflict management skills that can enable individuals to build successful interpersonal interactions, gain insight into themselves and find new and positive approaches to their lives.

The AVP program offers experiential workshops that empower people to lead nonviolent lives through affirmation, respect for all, community building, cooperation and trust.

The AVP Model

“We learn by experience.”

The AVP program teaches through experiential learning with a minimum of lecture. The AVP workshops consist of a series of structured experiences, or ‘exercises.’ Intellectual knowledge is generally not very helpful in the midst of conflict, but repeating nonviolent behavior that has been previously practiced is helpful. Role plays are a key focus of AVP workshops. They help participants discover new ways to deal with conflict nonviolently and give them an opportunity to practice new behavior.

“The best way to kill the program is to require people to attend.”

A fundamental requirement is voluntary participation in the program on both an individual and an 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. All our workshop leaders are volunteers, and we expect all 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 of parole. Should this motive prevail throughout, most of our prison workshops would be ruined. We find, however, that it does not prevail for long. 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, and from that point on they become volunteers in earnest.

“The process works by itself.”

Over a period of years, AVP has evolved a structure and a process and a set of exercises for workshops that really work. If the leaders stick to the process, the process will work with good leadership and with ordinary leadership, and even sometimes with bad leadership. It has been said that any organization can prosper with great and charismatic leadership, but only a great organization can prosper with ordinary leadership. AVP seeks to develop great leaders, but it is not dependent on them.

HANDOUT

The AVP Model (Continued)

“The way for the program to grow is to train new leaders. 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 leaders. We believe that anyone who really wants to be a leader can learn to be one. We do not have 'star' facilitators. We have a team leadership 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 leadership that we consider essential for teaching cooperative behavior patterns. One of the key functions of our lead facilitators is to help other members of the team become better leaders.

“We believe that people learn to be leaders by leading.”

Our basic training program consists of just three weekend workshops: the Basic Workshop, which focuses on affirmation and self-esteem, community, cooperation, basic conflict management skills, and Transforming Power; the Second Level Workshop which concentrate on a violence related topic selected by the participants such as (fear, anger, forgiveness, stereotyping, trauma and others), and the Training for Facilitators Workshop, where participants lead sessions of the Basic Workshop. After this, they are prepared to serve as apprentice facilitators on workshop teams. They can begin to learn leadership experientially, by being leaders.

“In a successful Training for Facilitators Workshop, the leaders will find that their leadership is hardly necessary by the third day of the workshop.” The goal of this workshop is empowerment, the leaders do not empower others by constantly exercising tight control. For the purpose of training trainers, the workshop leaders 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 we had little structure and 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 our own ongoing experience, we wrote our own training materials using the creativity of our own volunteers. Developed in this way, the manuals have become an organic part of the AVP experience. Every leader now has a clear, well-written training manual that he or she can rely on, and may even have contributed to. The manuals are in a constant state of evolution and updating with creative ideas. Every one of our facilitators may contribute to this process as he or she strives to produce high quality workshops.

“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 that 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, about acknowledging and encouraging the potential of all of us to grow and develop, and about 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.

HANDOUT

The AVP Model (Continued)

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

AVP leaders recognize that it takes more than mere techniques and skits to defuse violence. This power is found in all religious beliefs including Christian, Islamic, Jewish, Native American, and Buddhist, and we have leaders who follow all of these spiritual paths. We avoid promoting any religious doctrine in our workshops. However, this does not prevent individuals from sharing about their own spiritual experience. Leaders seek to stay in touch with their spiritual power as an important power in their lives.

``Local coordinators are the personnel managers that put our woman and manpower to work."

Our system of workshop coordinators for each institution or community is essential to making the system 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 who lead by example. They conduct many workshops themselves and invite others to do the same.

``The AVP program is a `win-win-win' model."

The participants, whether in prison or in the community, win because they get the training 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, 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 build community.

HANDOUT

The AVP Values Statement

A Non-Violent Society

Today, we are a violent society. The homicide rate in the United States is twice that of many developed countries such as England or Canada. Violence in the home, physical and mental, including spouse and child abuse, is rampant.

The violence of societies is only the projection of the personal and institutional violence perpetrated by their people or in their name. Our goal is to reduce the level of violence by providing options to resolve conflicts. Our process uses the life experience of participants as a learning resource, drawing on that experience to deal constructively with the violence in ourselves and in our lives.

It is our objective to empower men, women and youth to manage conflict in nonviolent ways. We started with one group that has a history of violence -- prison inmates -- and from there we reached out to community groups and made the training available to everyone.

Personal Value

It is a principle of AVP that each and every person is of great value and, accordingly, deserving of understanding and respect. At the deepest level of human being, which various traditions refer to by different names (including spirit, inner light, essence, divine spark, life force etc.) there is, we hold, a motivation to goodness.

Transforming Power

Transforming Power is available to all of us, however this spiritual power is all too often blocked or forgotten. When allowed to work through us, it can manifest as the power to transform violent situations into peaceful ones. AVP works to reveal the Transforming Power that each person has to promote peace and justice.

Nondiscrimination

AVP does not discriminate in any of its policies, area council appointments, workshops or other activities on the basis of race, gender, sexual orientation, age, disabilities or religious conviction.

Decisions by Consensus

All decisions by the different bodies and committees of AVP shall be made by consensus, with full opportunity for all persons to be heard and respected.

Experiential Learning

The AVP program facilitates experiential learning with a minimum of lecture. Group discussions draw heavily on the wisdom of all participants, not just that of the facilitators. The role of the AVP team is to model and facilitate this self-learning process.

Volunteerism

A fundamental requirement is voluntary participation in the workshop program on an individual and institutional level. AVP workshops are about personal growth, and people can only choose to grow for themselves. All workshop facilitators are volunteers and we expect all our participants to be volunteers also.

Team Leadership and Community

AVP uses a team leadership model, with individuals working together as equals and by mutual agreement, both in workshops and committees. AVP is about community and not hierarchy.

HANDOUT

Tips for Facilitators

A few tips to help a workshop run smoothly:

Being a Team

- Be a team worker - present a united front, support other team members, facilitate even when not leading an exercise.
- Be a communicator - clinic, talk between sessions, share problems or behavior witnessed.
- Be a clock watcher - keep team members aware of the time schedule.
- Be prepared - be familiar with the exercise, be aware of suggested time in manual, have needed materials ready, rehearse, ask for help.
- Be able to give and take constructive criticism and feedback. Affirm your team members, especially at clinics or at planning sessions. Tell them what they have done right, including the lead facilitator!

Leading Exercises

- Take charge when leading an exercise.
- Share with participants rather than dictate.
- Keep eye contact - sit across from each other.
- Be conscious of participant's needs.
- Value others' opinions - don't debate.
- State the purpose of an exercise, give the directions, repeat the directions, ask for questions, model (give an example), and debrief.
- Practice what you preach - Smoking, talking too long, interrupting, using Transforming Power.
- Don't be long winded. Let participants have most of the air time.
- Be courteous; do not cut people off unless time is short, and then explain about time and apologize. If time is short say, "Just one more question."
- Use "Re-entries" or "Gatherings" to tie up loose ends from previous sessions.
- Reinforce the positive behavior you want from participants. Applause at the right time can be a powerful affirmation.
- Make participants feel safe - Never tell a participant that he or she is wrong or what he or she has shared is wrong. Never laugh at what a participant shares.
- Do exercises you feel comfortable with. Don't do hard exercises until you feel ready.

If there are Problems

- If an exercise is totally blown, let it go. Don't try to rescue it. Go on to the next. However, exercises with problems can often lead to the best learnings.
- If discussions get heated, call for a minute of silence. This automatically cools things down. It may be necessary to leave the issue and come back to it later in the workshop. Another option is to use a Fishbowl Exercise.
- If the minute of silence doesn't work, call for a clinic and you may let the participants have a break. Be attentive to group interaction, however, if you decide to call a break.

RESPECT EVERYONE - LISTEN & LOVE - TRUST THE PROCESS!

HANDOUT

Team Building Process

We need to work as a team. We model what we are and what we stand for. Our behavior is a more influential lesson than our words. That is why it is important to spend time building the team's dynamic before the workshop.

Getting to know one another can be done in a series of gatherings.

1. A little bit of my personal life...
2. How much experience I have had leading AVP workshops...
3. A good/bad experience that taught me something was...
4. What I am confident or not confident doing is... (Writing, reading, giving directions, light & livelies, etc.)
5. Specific concepts I have difficulty with... (I Messages, Transforming Power, etc.)

Developing a working relationship comes out of listening to each other.

1. How can we help each other to strengthen areas in which we feel less confident? For example, if someone lacks confidence because of inexperience, difficulty in reading or being able to put instructions for an exercise into his/her own words, is there someone else who can "walk through" an exercise with that person until he/she knows it cold?
2. In what areas do we want to substitute for each other? There is no time to learn to spell perfectly, so if someone is hung up about his/her spelling, others should take over the writing.
3. In addition to clinicing, what other "signals" can we give each other to indicate that we are either confused or concerned about the directions being given by another facilitator. What signals will we use for time keeping and scheduling?
4. In reviewing the Guides to Transforming Power before the workshop (and you should do this as a group), which one(s) do you want to be conscious of as you work as a team?

The team contract is important to successful team work.

After the members of the team have developed a level of trust, it is important to establish a team contract. The team should agree on the following points:

1. Decision making: Will all decisions to be made by consensus? If no consensus is possible, does the lead facilitator have team approval in making a decision for the team?
2. Participation: Have the trainers to let other members of the team know which exercises they are comfortable with and which they are uncomfortable with?
3. Attendance: Will all team members to be present for all sessions? If an absence by a team member is unavoidable, do other team members consent?
4. Support: Do team members agree that no team disagreements will be expressed in the presence of participants?
5. Commitment: Do facilitators leading exercises agree not to deviate from the team's plan without first calling a clinic for consensus.
6. Feedback: Have team members made an agreement to be willing to both give and receive feedback including suggestions for change?

HANDOUT

Feedback: A Mirror for Team Members

"Feedback" is a communication which helps people consider changing their behavior. A person or group gives a person the information about how he or she affects others. Feedback helps us as individuals to be aware if our behavior is "on target" and thus 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 boss." will probably not be as useful as, "Just now you interrupted four times, and I felt forced to accept your arguments or face attack from you."
3. Does it take into account the needs of both the receiver and the giver of feedback? Feedback can 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 that the receiver can do something about? Frustration is only 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 try to 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 terribly important.
10. Is positive feedback included? Positive feedback is an essential part of the process - it reinforces positive behavior.

HANDOUT

The Art of Crafting an Agenda

For Basic and Advanced Workshops

Standard agendas for the Basic Workshop are outlined on the Basic Manual but sometimes the agenda for a Basic Workshop needs to be revised to meet the needs of the group.

In the Advanced Workshop the theme or topic of the workshop is selected by the group, so the workshop facilitators need to create an agenda based on the topic that has been selected.

Sometimes in a Training for Facilitators Workshop, the leaders may ask the participants to develop their own agendas rather than providing them with a prepared agenda. This handout is designed to help with the process of crafting an agenda.

Crafting an Agenda is a Multi-Step Process

1. Start with the goals of the workshop. In a Basic Workshop the goals are

Affirmation and Self Esteem

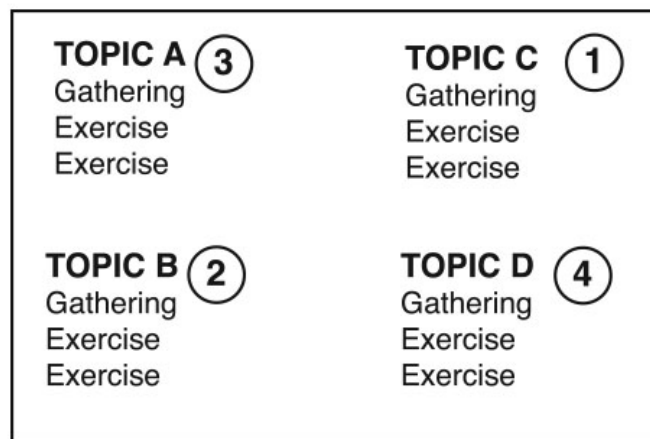
Cooperation and Teamwork

Communication Skills

Creative Conflict Resolution.

Be sure to include Transforming Power as one of your goals.

3. **Brainstorm exercises and a gathering for each of your goals.** Make a chart on newsprint with each of the goals for the workshop. Then select the order for each of the goals in the workshop, which comes first, which comes second etc. They should build on each other. Then try to devote a session of the workshop to each one of the goals.



3. Build the individual sessions of the workshop. Experience before the concept.

- A. Gathering on the goal or topic of the session
- B. Brainstorm on the topic – What do the participants know and feel about the topic?
- C. Exercise on the topic – To help the participants experience the topic
- D. Light & Lively to break up the session
- E. Talk about the topic that may include concepts and diagrams
- F. Evaluation – Was the goal accomplished?

4. Build a complete agenda for the workshop. Put together each session for the workshop in the order decided in the brainstorm. But be ready to change the agenda in response to the needs of the group

HANDOUT

Straight Talk

About the Training for Facilitators Workshop

May be used for people who are interested in taking the Training for Facilitators Workshop

What is the AVP Training for Facilitators?

The T for F is a 18 to 22 hour workshop set up to teach the fundamental concepts of facilitating a first or second level workshop. There are, however, as many right ways to facilitate an exercise as there are people to facilitate them.

Do I have to be really smart to be an AVP Facilitator?

No. There are many qualities that make a good trainer, none of us possess all of these qualities. Some qualities are a must such as: a commitment to try AVP techniques, a willingness to be honest, and a commitment to respecting yourself and others.

How does a T for T differ from other workshops?

At times in this workshop you will be functioning as a member of a team leading the exercises of an assigned session (2-3 hours). This session is a rehearsal. At other times you will be functioning as a participant. We ask you to pay attention and learn from others. Some of the workshop will be spent in a lecture type setting. There will be homework. You will receive feedback on your participation in this workshop.

Does this automatically make me an AVP Facilitator?

No, you will need to train as an apprentice on at least three workshops after the Training for Facilitators with the help and supervision of seasoned trainers. After you have successfully completed your apprenticeship, you will be awarded a gold facilitator's certificate.

I have given all this time; what is in it for me?

What is in it for you is that this workshop will build on previous workshops with thinking about and working with concepts of AVP. In a supportive environment it is a safe place to continue to explore your experience with and beliefs about nonviolence. Here you can find ways to change your life.

What do you mean by empowerment?

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

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

All people bring qualities that are unique to themselves as AVP facilitators, because of this AVP is facilitated by groups of 3-6 people working together as a team. This gives the participants and the team a chance to explore a variety of ideas on Transforming Power from more than one person's perspective.

What does the team do?

The team creates an agenda of exercises that will best meet the needs of participants. To be able to do this the team must meet before each session to set the agenda. These meetings are called clinics. In a clinic the team will then chose exercises for the next agenda to further the participant's exploration into the use of nonviolent solutions.

HANDOUT

The Art of Processing Exercises

Processing is not the same as debriefing

Processing exercises is about finding the meaning in the exercise.

Processing exercises is about leading a general discussion about the exercise.

The role of the facilitator is the art to ask the right questions about the exercise.

The role of the facilitator is not to make comments or observations about the exercise\

When processing an exercise, it is only necessary to have one or two questions prepared beforehand. Other questions will naturally flow from the discussion.

The questions may cover four key areas:

Feelings

Experiences

Learning and Insights

Relationship to Alternatives to Violence and Transforming Power

Questions that may be appropriate for most exercises are:

What did you like about this exercise?

What did you find difficult about this exercise?

What did you learn in this exercise?

What do you think this exercise has to do with Transforming Power”

What does this exercise have to do with Alternatives to Violence?

Relate the processing questions to the goals or topic of the exercise.

When processing an experiential exercise such as some of the following, a discussion of the group process involved in the exercise may be important.

Broken Squares

Cooperation (Tinkertoys)

Power 1,2,3,4

Dots

Hand Pushing

Secret Spot

Construction

Masks

How did the group work together?

Was communication a problem?

How were decisions made in the group?

Did anyone take leadership in the group?

Did anyone feel left out in the group?

When processing exercises it is important to...

Keep the focus on the exercise

Look for meaning

Avoid sidetracks

Do not drag out the discussion

Keep it crisp

If you want to add a comment about the meaning of the exercise keep it until last.

HANDOUT

Guidelines for Debriefing Role Plays

These guidelines were developed by Chris Malmgreen, as a tool for debriefing role plays using easy-to-remember acronyms.

For new facilitators, just becoming familiar with role plays, simply remember the four “**D**’s”

Discontinue the role play and say “cut” when you **Hear** that it is time.

Debrief actions and become the **Advisor**.

De-Role when the players are **Ready**

Discuss the role play looking for **Value**

Discontinue and cut when you **Hear** the clues.

Harmful outcome is imminent.

Enough has been said

Action is dying, dying dead!

Resolution has been reached.

Debrief the role play, I only need to remember that I am the **Advisor**

Address players. "How are you feeling?"

Decide who's the angriest.

Validate feelings of all players.

Identify T.P. which means Turning Point or Transforming Power.

Satisfaction level of players? Was the result a win-win?

Openness at or to Transforming Power

Remove players from their roles.

De-Role the players when they are **Ready**

Readiness: Ask, are you ready to step out of your role

End role play by saying: “Your name is no longer (Fictitious name)

You are now (Adjective Name.)”

Ask “Is there anything that you as (Adjective Name) would like to say to

(Fictitious Name.)

Do you want to say anything to the group about playing the role of _____

Y – Thank You

Discuss the role play with the group focusing on the **Value** of the role play

Valid -- Fair and nonviolent.

Analogies and applicability to...

Life situations

Usability- Get out the T.P. Guidelines!

Empathy

Good Luck, Chris Malmgreen

HANDOUT

Role Play Questionnaire

A guide for the spokesperson or announcer for the group

The Background

What has gone on before the role play starts?

The Characters

What are the fictitious names for each character?

Fictitious Name	Adjective Name	Role
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

The Feelings

How is each character feeling at the beginning of the role play?

1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

The Scene

What is the place, scene and time of day when the action takes place?

The location of furniture and other properties are:

After the spokesperson or announcer has introduced the role play, the following instructions should be added:

1. The Facilitator will end the role play with the word "cut."
2. The players are to remain on stage until debriefed and removed from their roles.
3. The facilitator will then lead the general discussion and call for comments from the group.

NOTE: Transforming Power does not work when people seek to use it to hurt or harm others. Avoid these situations when setting up a role play scenario.

HANDOUT

Debriefing Questionnaire

A. CHARACTERS

Fictitious Name	Adjective Name	Role
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

B. NOTES

1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

C. DEBRIEFING QUESTIONS (Debrief player in chair.)

How are you feeling right now?

What was running through your mind when _____ did _____ ?

Was there a turning point for you? What was it?

Are you satisfied with what happened?

I heard " _____ ." What did you feel then?

Ask about non-verbals, body language and tone of expression _____

At what point did you see Transforming Power as an element in the role play?

Did you see any opportunities for Transforming Power that were missed in the role play?

D. DE-ROLING PLAYERS

Are you ready to step out of your role?

Your name is no longer _____, you are now _____.

Fictitious name

Adjective name

(Ask person to put the name tag on the back of the chair and address the chair.)

Is there anything that you as _____ would like to say to _____ ?

Adjective name

Fictitious name

Is there anything you would like to say to the group about how you felt playing the role of _____ ?

Fictitious name

(Ask person to move into audience.)

Thank You!

This will be followed by an open discussion of the role play by the group.

HANDOUT

Guidelines for Facilitators

Attendance

1. It is very important for facilitators to attend the team building session before the workshop and to be present throughout the workshop. If a problem comes up, tell the coordinator as soon as you know. When facilitators are not committed to being with the group for three days, they send a message to the participants that building a trusting community is not important.
2. If you are called out unexpectedly, explain to the group, and then try to return as soon as possible.
3. Facilitators should be on time for each session.
4. Outside facilitators should notify the front desk if an emergency comes up and they will not be on time for the workshop or team building.
5. If monthly Facilitator Training Sessions are held at the institution, it is especially important for facilitators to attend these sessions before a workshop to prepare for exercises and afterwards to report the results to the group.

Preparation

1. In most prisons there are experienced inmate trainers as well as lead trainers within your area council. After your Training for Facilitators workshop, make it your goal to learn a new exercise per week. Ask an experienced trainer to share his manual and go over exercises with you.
2. In the team building meeting you will be developing an agenda (new facilitators should receive your manuals before then: if not, they will be available at the meeting). Expect to go over the exercises you have volunteered for later that evening. There is information on agendas in the manual.
3. Don't sign up for too much until you have some experience.
 1. Don't think you can forget about the exercises that someone else is leading. You never know when even the most experienced facilitator will forget something important and confuse the participants. Facilitators need to go over all of the exercises also, listen to directions and be ready to

Teamwork

1. Each of us has strengths and weaknesses. As a team, we are to help each other. One facilitator may be a poor speller and another pretty good. One may feel uncomfortable leading light and livelies ant the other may love to lead them. Outside facilitators are volunteers, just as inside facilitators are, with strengths and weaknesses. Be honest and supportive of each other.
2. If for some reason the team cannot have a team building session prior to the weekend, take an hour from your first session (usually Friday morning) to team build and plan. Hopefully you will know of a cancellation of the scheduled team building session in time to notify the participants that the workshop will begin an hour late, but if not, explain to the participants as they arrive.

