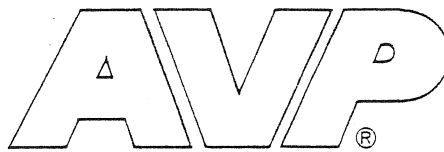


Manual

Training for Trainers

Course



ALTERNATIVES TO VIOLENCE PROJECT

Developed over the years
with the ideas and contributions
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1992

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TRAINING FOR TRAINERS MANUAL

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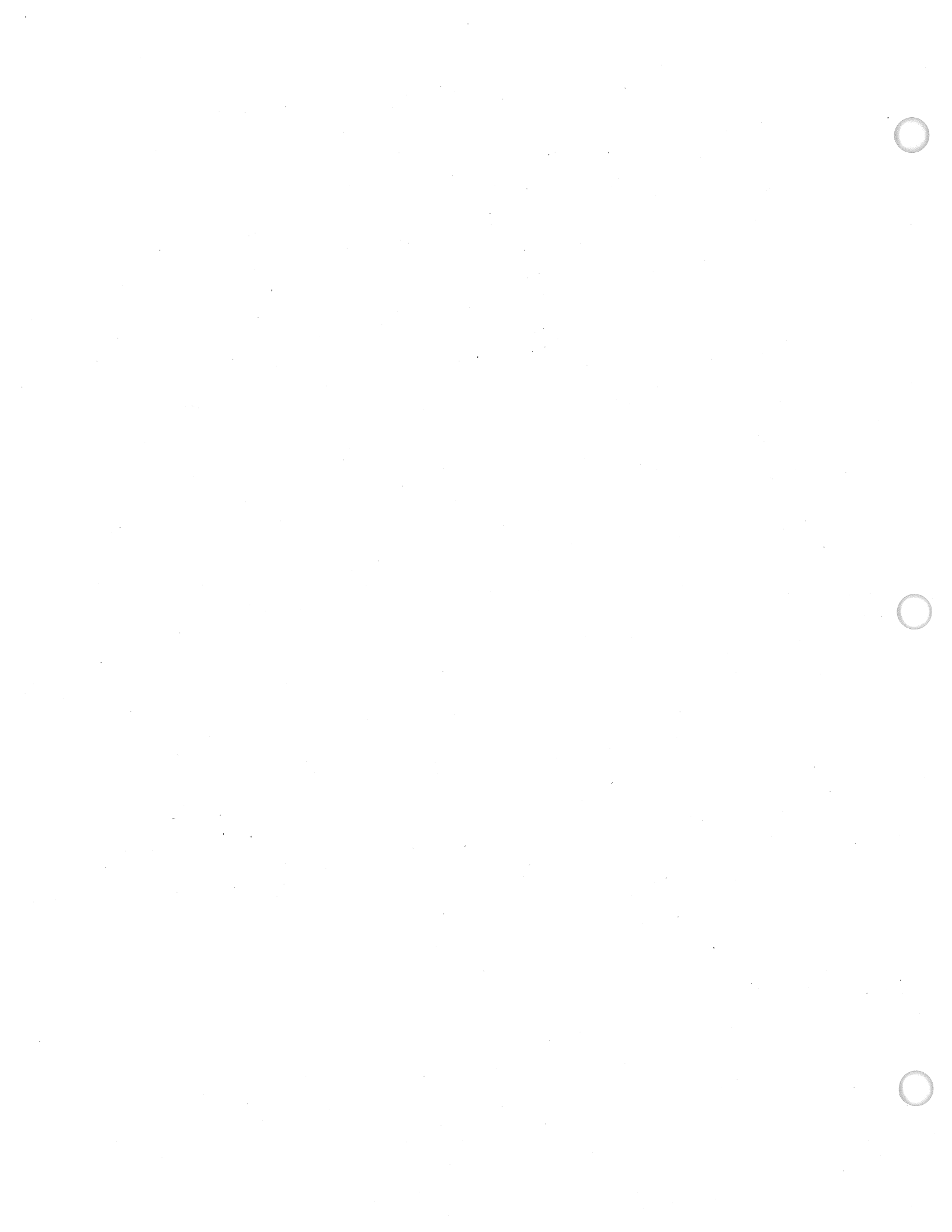
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Section **A**

INTRODUCTION

Before planning a Training for Trainers 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 Trainers, but there are several options that others have found successful. These models are outlined in this session.

FORWARD

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. If people on your great new opening rap, they will help you find ways to improve it. 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. (Some AVPeople disagree on that, saying that not everyone is ready to contribute a TP rap, and that no one should be forced to do it. Maybe — yet perhaps 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 and Livelies? Have a few stories about that, like the time AVP did a workshop for both inmates and COs, and they could not do L & Ls; 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. Feel free to develop your own approach.

When an exercise like Broken Squares comes along, think a long time about the issues that can be addressed in it. And above all, say to them: "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 brainstorms 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 cover some of the talks, the handouts may be used instead.

TRAINING FOR TRAINERS MANUAL

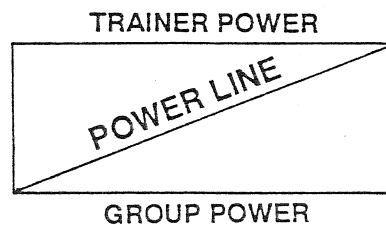
INTRODUCTION

The Strategy and Structure of the Training for Trainers Workshop

STRATEGY

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.

It is also part of the AVP philosophy that “In a successful Training for Trainers 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 facilitators of the Training for Trainers Workshop are asked to become coaches and the participants are asked to play the game.



GOALS

The goals for participants in the Training for Trainers 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

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 leadership 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.

In order to support the participants in their efforts to become trainers, the leaders of the workshop need to provide guidance or coaching in the form of talks or brainstorming 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 are:

1. What it is to be a Trainer – including the attitude of being a trainer, 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 Debrief Roleplays – including an overview of the process and the specific steps in debriefing and removing players from their roles.
6. What to Expect When Going into Prison – for community workshops, discuss material from "Gathering of Women Friends" in Basic Manual and guidelines from the New York Department of Correctional Services regarding volunteers in prison.

In addition to leadership skills talks and brainstorming, 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 and second sessions of the workshop.

STRUCTURE

Because of the team structure, the Training for Trainers Workshop needs to be carefully organized and scheduled beforehand. Since each team is assigned a session, it is difficult to postpone exercises from one session to the next. And each team needs an adequate amount of time for their exercises. It is not a "plan as you go workshop" in the same sense as the Basic and Second Level Workshops. The agenda for the entire Training for Trainers workshop needs to be scheduled in advance. The structure of the workshop will be determined by the number of participants and whether it is a community workshop or a prison workshop.

WORKSHOP SIZE

It is desirable that the number of participants in a Training for Trainers Workshop not be too large. Twelve to fifteen is an optimum size and community workshops should not exceed fifteen participants. A six-session workshop should not have more than three leadership teams but, if necessary, an eight-session prison workshop can have four teams.

A Training for Trainers may be conducted with as few as six or eight participants. In this case, the group can be divided into two teams and each team may lead two workshop sessions using the four team agenda. 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 three-team and four-team workshops.

There are two types of workshop agendas for leaders:

- A. Six-session community workshop leader's agenda
- B. Eight-session prison workshop leader's agenda

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

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

It is recommended that each team should have three to four participants with four as the optimum size.

Participants need to be made aware before the workshop that the Training for Trainers 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.

Where possible, 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.

WORKSHOP MODELS

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 hour for agenda planing, 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.

INTRODUCTION

The time schedule in a Training for Trainers Workshop is very tight and the prepared agendas may help to keep the workshop on schedule.

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. 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. This enables the leaders of the workshop to assess the strengths and weaknesses of the participants and then balance the teams for the workshop at the end of the session. This means that the team building session follows the Transforming Power talk.

STANDARD TRAINING FOR TRAINERS 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 critique the session and conduct a Leadership Skills Brainstorm or Talk. 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.

Another option is to have each team debrief its own role play. That is, one member of the team, perhaps the announcer, is not an actor in the role play, and is selected to debrief the other members of the team.

SELECTION OF LEADERSHIP TEAM

Not every lead trainer is experienced in conducting Training for Trainers workshops. It is recommended that the lead trainer have previously participated in at least two Training for Trainers 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.

SIZE OF LEADERSHIP TEAM

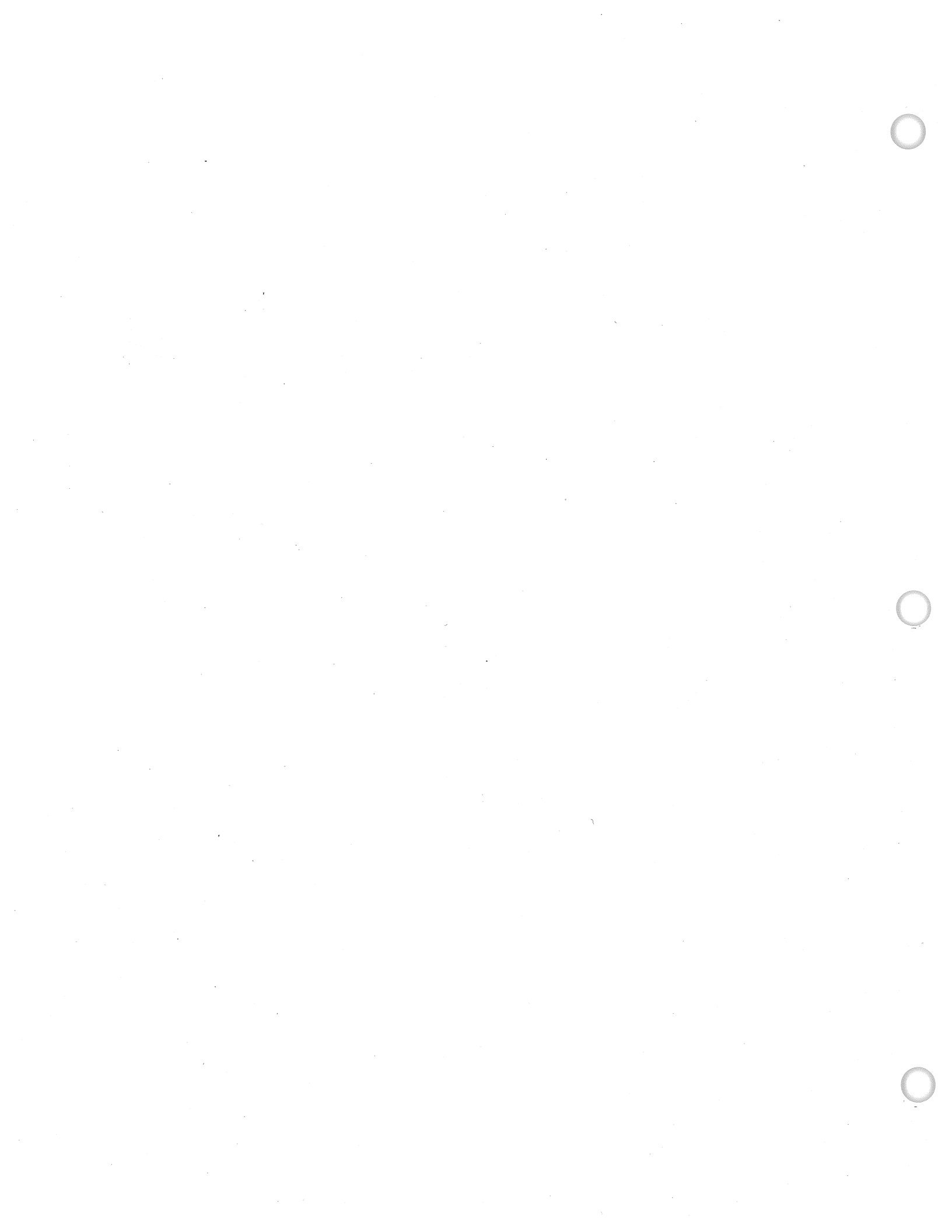
There should be at least as many leaders for the Training for Trainers as there are dress rehearsal teams. It is recommended that one trainer be assigned to each team as a coach to answer any questions and to offer suggestions where necessary. The coaches should avoid telling the team "how to lead their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

Section **B**

LEADER'S AGENDAS

Outlined in the following pages are suggested agendas for the leadership team. This includes agendas for both six session community workshops and eight session prison workshops. The Leader's Agendas are coordinated with the suggested participant's agendas found in the in the handouts in Section E of this manual.

The agendas combine the Mid-Hudson and Westchester-Fairfield Training for Trainers models.



SAMPLE AGENDA

SIX-SESSION COMMUNITY WORKSHOP

With Two Teams

Session 1: Friday Evening (Goal: Community Building)

Agenda Review (Explain and Model)

Introduction of Leadership Team

Introduction of Participants: "My adjective name is... What I want from this workshop is... And why I want to become a trainer is..."

Opening Talk: Outline of workshop:

Practice sessions using exercises from AVP Basic Workshop

Basic Workshop Goals: Affirmation, Community Building, Communication, Cooperation and Creative Conflict Resolution

What it is to be a Trainer: Talk and Brainstorm

Distribution of Basic Course Manuals

Light & Lively (Explain & Model)

Concentric Circles (using topics appropriate for Training for Trainers)

What it is to be a Team Member Talk & Brainstorm

Evaluation (Explain and model)

Closing

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

Session 2: Saturday Morning (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: Absolutely no help or advice from trainers who are assigned to each team except for technical advice.

Brainstorm session objectives: Refer to index in Section J of the Basic Manual

Team Building and Planning Period: Divide into teams A and B. Have each team go through team contract and planning a 120 minute session.

Evaluation

Closing

SIX SESSION COMMUNITY WORKSHOP WITH TWO TEAMS

Session 3: Saturday Afternoon Dress rehearsal/practice session by Team A

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

Open clinic by Team A

Coaching Session by Leadership Team

Design for Experiential Learning: Talk and Brainstorm on the rhythm of the workshop and goals and process of the Basic Workshop

Closing

Session 4: Saturday Evening Dress rehearsal/practice session by Team B

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

Evaluation of Participants: Humorous Handout

Homework: Rhythm of Workshop – Crafting an Agenda (Handout)

Session 5: Sunday Afternoon 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 A

Coaching Sessions by the Leadership Team will follow each role play

Evaluation of session conducted by Team B

Closing

Session 6: Sunday Evening Closure

Post Affirmation Posters

Agenda Review

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

Lifeline Exercise or Reflection Exercise

Trust Exercise

Where Do We Go From Here?

- Apprenticeship

- Workshop teams

- AVP organization

- Unanswered questions

Closing Circle

SAMPLE AGENDA

SIX-SESSION COMMUNITY WORKSHOP

With Three Teams

Session 1: Friday Evening (Goal: Community Building)

Opening Talk: Cover theme (empowerment), goals and schedule for workshop. Post goals and schedule.

Agenda Review (Explain and Model)

Introduction of Leadership Team

Introduction of Participants: "My adjective name is... What I want from this workshop is... And why I want to become a trainer is..."

Adjective Name Game

Three Question Interview

Light & Lively

Team Building Exercise: See Section D of this manual. Divide into groups of three or four people, forming teams A, B and C. These will be the teams for the workshop.

What it is to be a Member of a Team: Talk and Brainstorm

Team Building and Planning Period: Distribution of Basic Course Manuals and Suggested Agendas.

Each team to make team contract and plan the practice session which they have been assigned.

Evaluation (Explain and Model)

Open Clinic by Leadership Team

Closing

Session 2: Saturday Morning Dress rehearsal/practice session by Team A

Agenda Review

Gathering: "One way I would like to transform my life is..."

What it is to be a Trainer: Talk and Brainstorm

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

Open clinic by Team A

Coaching Session by Leadership Team

Session 3: Saturday Afternoon Dress rehearsal by Team B

Design for Experiential Learning: Talk and Brainstorm on the rhythm of the workshop and goals and process of the Basic Workshop

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

SIX SESSION COMMUNITY WORKSHOP WITH THREE TEAMS

Session 4: Saturday Evening 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

Evaluation of Participants: Humorous Handout

Session 5: Sunday Afternoon 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: Sunday Evening 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

Graduation Circle: See Section D of this manual.

SAMPLE AGENDA

EIGHT-SESSION PRISON WORKSHOP

With Three or Four Teams

In Option A, each team does a Transforming Power Talk as part of its dress rehearsal session/practice session. In Option B, participants do Transforming Power Talks in Session 2 before teams are formed.

Session 1: Friday Morning (Goal: Community Building)

Option A

Opening Talk: Cover theme (empowerment), goals and schedule for workshop. Post goals and schedule.

Agenda Review

Introduction of Leadership Team

Introduction of Participants: "My adjective name is... What I want from this workshop is... And why I want to become a trainer is..."

Adjective Name Game

Three Question Interview or In Common

Light & Lively (Explain and Model)

Team Building Exercise: See Section D of this manual. Divide into groups of three or four people, forming teams A, B and C. These will be the teams for the workshop.

Team Planning Period: Distribution of Basic Course Manuals and Suggested Agendas

Evaluation

Open Clinic by Leadership Team

Option B

Agenda Review (Explain and Model)

Introduction of Leadership Team

Introduction of Participants: "My adjective name is... What I want from this workshop is... And why I want to become a trainer is..."

Opening Talk: Outline of workshop:

Practice sessions using exercises from AVP Basic Workshop

Basic Workshop Goals: Affirmation, Community Building, Cooperation, Communication and Creative Conflict Resolution

What it is to be a Trainer: Talk

Distribution of Basic Course Manuals

Light & Lively

Concentric Circles (using topics appropriate for Training for Trainers)

What it is to be a Team Member Talk & Brainstorm

Evaluation (Explain and model)

EIGHT SESSION PRISON WORKSHOP WITH THREE OR FOUR TEAMS

Session 2: Friday Afternoon (Goal: Transforming Power)

Option A

Agenda Review

Gathering: "One way I would like to transform my life is..."

What it is to be a Trainer: Talk and Brainstorm

Light & Lively

Small Group Discussion in Teams: Each member to express "What Transforming Power means to me..." Discuss and then report to large group.

What it is to be a Member of a Team: Talk and Brainstorm

Team Building and Planning Period: Each team to make team contract and plan the dress rehearsal for their assigned session.

Evaluation

Open Clinic by Leadership Team

Option B

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: Absolutely no help or advice from trainers who are assigned to each team except for technical advice.

Brainstorm session objectives: Refer to index in Section J of the Basic Manual

Team Building and Planning Period: Divide into teams A, B and C. Have each team go through team contract and planning a 120 minute session.

Evaluation

Session 3: Friday Evening Dress rehearsal/practice session by Team A

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

Open clinic by Team A

Coaching Session by Leadership Team

Design for Experiential Learning: Talk and Brainstorm on the rhythm of the workshop and goals and process of the Basic Workshop

Session 4: Saturday Morning Dress rehearsal/practice session by Team B

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 5: Saturday Afternoon Dress rehearsal/practice session 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

Evaluation of Participants: Humorous Handout

EIGHT SESSION PRISON WORKSHOP WITH THREE OR FOUR TEAMS

Session 6: Saturday Evening

Use as an overflow session for exercises not completed on previous sessions or...
If there are four teams in the workshop, use Session 6 for Team D

Session 7: Sunday Morning 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 8: Sunday Afternoon Closure

Agenda Review

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

Lifeline Exercise or Reflection Exercise

Where Do We Go From Here?

- Apprenticeship

- Workshop teams

- AVP organization

- Unanswered questions

Graduation Circle: See Section D of this manual.



Section **C**

TALKS, BRAINSTORMS AND DISCUSSION GUIDES

It is not necessary to include all of the following material in the Training for Trainers workshop. In order to involve and empower the participants, it is recommended that the topics and concepts be covered as brainstorming and discussions rather than as lectures. It is important for the workshop leader to be thoroughly familiar with the topic before leading the discussion.



OPENING TALK

For a Training for Trainers Workshop

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 for them, 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 Trainers Workshop does not automatically make participants AVP Trainers. Serving on a workshop team as an Apprentice Trainer for one or more workshops is required as part of the training process. Certificates will be awarded after successfully completing the apprenticeship.

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.

The next three or four 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.

OPENING TALK

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, outcounts, 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 – E-7

The AVP Values Statement – E-11

EMPOWERMENT

This weekend our theme will be "Empowerment."

As a first step in getting participants to open up and getting them 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?"

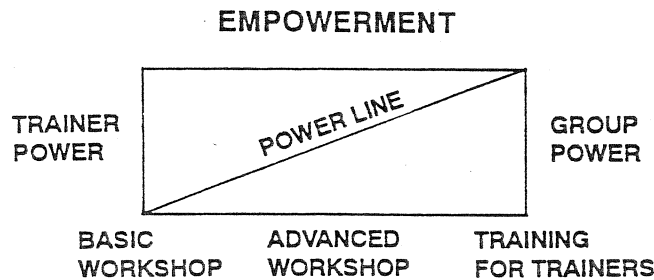
Be prepared to start the discussion by sharing an experience from your own life.

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.)

GOALS OF TRAINING FOR TRAINERS 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.



WHAT IT IS TO BE A TRAINER

Outline of Talk and Brainstorm

BRAINSTORM ON BEING AN EFFECTIVE TRAINER

You may wish to start with a brainstorm on what it is to be a trainer. Post a sheet of newsprint and ask the following questions:

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

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

- A trainer is **concerned about all members of the group**, including those that are shy and reluctant to participate as well as the "stars."
- A trainer is willing to **accept responsibility** and support other members of the team. A trainer does not have the right to "pass" if the going gets tough.
- A trainer **avoids "ego tripping" and personal agendas** in the workshop. The workshop is focused on finding alternatives to violence rather than expressing personal agendas and issues.
- A trainer is willing to **take risks** to learn and try new exercises and new approaches.
- A trainer is willing to **accept feedback** that is both positive and negative so he or she can learn and grow as a leader.
- A trainer needs a **sense of humor**.

Process the brainstorm focusing on the qualities expressed, being sensitive to the participants 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 as:

"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.

WHAT IT IS TO BE A TRAINER

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 our 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.

LEADERSHIP STYLES

AUTOCRATIC (Dictatorial)	INDEPENDENT (Laissez Faire Laid Back)	CONSENSUS (Democratic)
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Effectiveness
in accomplish-
ing task

Results in
feelings of
group members

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 TIPS

Go over some simple leadership tips and provide the participants with a handout on leadership Tips and Pointers for Trainers on page E-13. 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.

WHAT IT IS TO BE A MEMBER OF A TEAM

Outline of Talk and Brainstorm

Being a trainer 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 a level of openness, sharing and mutual acknowledgment that will bring the team together.

Suggested handout... Team Building Process

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

Take some time for general discussion after the brainstorm.

TEAM BUILDING

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?

WHAT IT IS TO BE A MEMBER OF A TEAM

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.

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 trainer have team approval in making a decision for the team?
2. **Participation:** Have the trainers 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 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 trainers 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 can be arranged on the more difficult exercises.

It is also suggested that each team select a lead trainer 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 "on"?
- Who will sit where?
- What signals will we use?
- Can we balance the routine work?
- Who will keep track of time for session?
- Is it OK to add to another trainer's presentation?

In order to avoid confusion, it is important to review explicitly what each trainer will be doing in the session. After you have been assigned an exercise, study your manual and be sure you know the exercise thoroughly. If you have time, become familiar with the exercises being presented by your other team members so you can help them if needed.

Often we do things differently from the Basic Manual. For example, in the Who Am I Exercise, the manual suggests that participants keep a list of the items they have chosen on a separate piece of paper. In practice, this is almost never done. As another example, there are a number of good ways of leading the I Messages exercise. Team members need to check with each other so the whole team is comfortable with the way things are done.

HOW TO DESIGN AN EXPERIENTIAL WORKSHOP

The Basic AVP Workshop is an Experiential Learning Process

Suggested handout... Crafting and Agenda

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

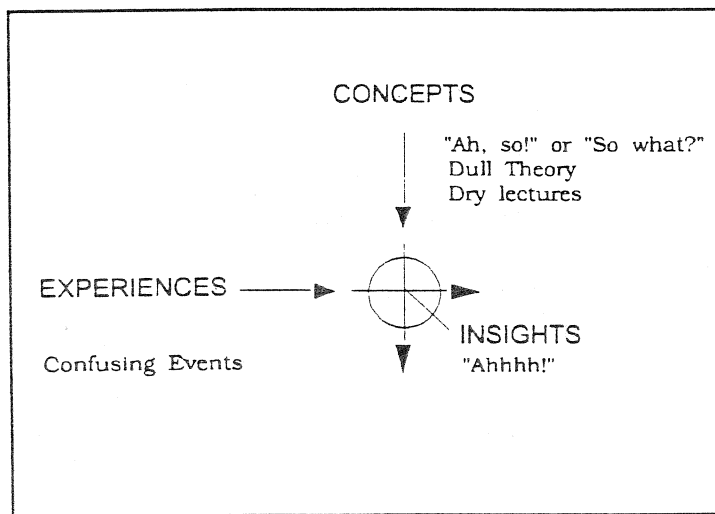
It is important to the learning process to provide an environment where people can make mistakes and correct them without fear of judgment. This workshop is that kind of environment.

Peter Drucker says in *The Concept of the Corporation* that managers need to be allowed to make mistakes at a low level in the organization when they are learning their management skills. If they are not allowed to make mistakes at this level, they will be promoted to the top never having made--or been caught making--a mistake. At the top level, the mistakes they will inevitably make may destroy the corporation.

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

Now I would like to say a few things about the experiential learning process.

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



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

DESIGN FOR EXPERIENTIAL LEARNING

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

Aaaah! + Aaaah! + Aaaah = Ah HA!

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

Experience Should Come First, Concepts Second

[Ask if there are any questions or comments about these ideas.]

Goals for the Basic Workshop

The first step in designing an experiential learning process is to decide on the goal or a sequence of goals for the workshop. The goals for the Basic Workshop have been carefully worked out, and can be outlined as follows:

1. Affirmation/Self Esteem
2. Community Building
3. Communication
4. Cooperation
5. Creative Conflict Resolution
6. Trust
7. Life Values
8. Closure

The workshop is not completed until all these goals have been achieved.

To help you become aware of these goals and focus on the objectives for each exercise, please put your goal at the top of the agenda that you prepare for each session.

HOW TO GIVE AND RECEIVE FEEDBACK

Outline of Discussion Giving and Receiving Help

Giving feedback and learning from it are components of much of what we do in AVP. It's part of our task of helping each other do as good a job as possible. Many exercises require it, and every between-sessions clinicking session should open with a period in which each team member gives feedback to the others and receives it from them. However, neither giving nor receiving feedback is simple. There is an art to both.

Giving Feedback

1. Start with strengths. Specify exactly what was positive. Never forget to praise. Strengthen each other by letting people know that the good things 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 of how hard it 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 the suggestion. Give room to accept, refuse or modify it.
 - * Stick to the basic problem, and do not get involved with complex descriptions of the history of the problem or anticipated negative reactions of the other person.

Receiving Feedback

1. Remember that we all have much to learn and can always improve. It is even possible that we may be wrong. So can our critics be; but even misguided criticism can nonetheless be helpful. At the very least, it can tell us that we were ineffective with that person at that time, and thus lead to a more effective approach.
2. If A gives B hostile or misguided feedback, B should remember that the feedback says at least as much about A's opinion of 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/herself, what cannot be changed and what must not be changed. Criticism directed at what is best in a person must be rejected. On the other hand, some things are just too hard to change. We all have to accept much imperfection in ourselves and others. Let's try to learn to live with it.

Suggested handout... Feedback – A Mirror for Team Members



HOW TO PRESENT & PROCESS EXERCISES

Outline of Discussion

One of the goals of this segment is to teach potential trainers 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-8 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 it is not desirable to explain the purpose are:

Broken Squares	(Tinkertoys)	Power 1,2,3,4
Colored Dots	Hand Pushing	Secret Spot
Construction Cooperation	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. It is important for leaders to be aware of the number of participants in the workshop at all times.

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	(Tinkertoys)	Role Plays
Colored Dots	Hand Pushing	Secret Spot
Construction Cooperation	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.

HOW TO PRESENT AND PROCESS EXERCISES

3. How should instructions be given? 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.

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

Have you checked with your fellow facilitators? Remember to ask "Do 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 that address 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 of the group?"

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 group.
- Bring out learnings in non-threatening ways. When possible, it is better for the trainer to ask questions to bring out learnings from the group rather have the trainer make observations about the behavior of the group.

7. Ways to terminate of the processing or discussion. Sometimes in talking a bout an exercise valuable discussion gets underway. Sometimes not so valuable discussions occur.

- Use the "Unanswered Questions" sheet if the questions are unproductive.
- It may be necessary to limit the number of questions or 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

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:

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 Trainer, 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.

HOW TO CONDUCT AND DEBRIEF ROLE PLAYS

2. Rules for groups planning role plays

Post on newsprint.

- Select scenario with one scene.
- Situation must be open to T.P.
- Pick fictitious names.
- 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:

- Brainstorm scenarios or assign scenarios.
- Decide whether to seek volunteers or put in groups.
- If video is used, ask if anyone does not want to be taped and put them in a special group.
- It is desirable to have a facilitator sit in with each role play group to assist 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 you may 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.

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.

5. Use of Video

If you decide to use video:

- Choose whether the video is seen after each role play or at the end of the session.
- Put video on pause to discuss any meaningful interactions.
- Erase videotape after session.



HIDDEN AGENDAS

Why Talk About Hidden Agendas?

It is vital to understand and remember that AVP facilitators, like all people, have emotional motivations--some open and some hidden--for what they do. We need to understand about ourselves what are our own hidden motivations or agendas for devoting time and energy to AVP. Hidden agendas are based on a combination of feelings that we carry from our life experiences.

A common hidden agenda that many people have is a desire to be needed. We may then find it realistic to assume that by helping others we become an important and needed person in their lives, thus achieving the goal of our hidden agenda.

Hidden agendas need not be unhealthy, as long as we are willing to recognize them and become sensitive to them. It is only by denying them to ourselves and others, or acting on them without regard to the needs of others, that they become unhealthy. We should therefore strive as trainers not to allow our hidden agendas to hinder the group's functioning, or to stifle the growth of participants. To be effective facilitators, we need to be able to set aside personal agendas, hidden or otherwise, when they reduce our effectiveness.

Discussion (in large group):

- * What are hidden agendas?
- * We all have them
- * Why it's important to identify them
- * Do not judge people or try to 'fix' them
- * Trainers should begin discussion by offering their personal hidden agendas, and then ask participants to share their hidden agendas as they are moved to do so.

[An alternative process, that might feel safer to the participants, is for the facilitators to share their own agendas and then have the participants write, on a small piece of paper, one hidden agenda of their own. They should not sign the paper. The slips could then be collected and shuffled as a further hedge against identification, and read aloud by one of the facilitators.]

Processing

- * Point out commonalities
- * Affirm participants' honesty and acknowledge the difficulty of this exercise
- * Reassure them it is only human to have hidden agendas
- * If it seems appropriate, have a discussion or a brainstorm on ways in which hidden agendas might become destructive and how to prevent this from happening

Facilitator's Notes

- * The team leading the workshop needs to be prepared to share their own hidden agendas. This creates a sense of safety for the participants. It affirms that we are all human. Facilitators should try to go first and keep in mind that the depth of what you offer will be a role model for participants in deciding what is safe to offer.
- * This exercise should *not* be used to critique trainer candidates or to try to 'fix' one another. It is only an exploration of and sensitization to our personal hidden agendas, done in a supportive environment. This exercise can deepen community.
- * It is best to wait, before doing this talk and discussion, until the second day of the workshop, after community has been formed.

WHAT TO EXPECT WHEN GOING INTO PRISONS

For Community Workshops

Most of us who have been going into prisons for a long time are likely to forget how momentous the experience may seem to a newcomer. So it seems a good idea to pass on some of our accumulated knowledge.

1. Expect that the prison administration, the prison staff, and the inmates will all have their own perceptions and expectations of us as volunteers.
 - a) The expectations of the *prison administration* revolve primarily around security. They are responsible for the security of the prison itself and everyone within it—prison personnel, volunteers, and inmates, more or less in that order. These expectations are spelled out in the Department of Correctional Services' *Sample Guidelines--Rules and Regulations for Volunteers*, reproduced herein. The current (1992) statewide rules, procedures and benefits directly affecting volunteers are spelled out in the excerpt from DOCS *Directive 4750: Volunteer Services Program*, also reproduced herein. These should be read before first going into prison, and consulted whenever any difficulty arises in the relationship between a volunteer and a prison administration.
 - b) The personal expectations that *inmates have of volunteers* probably are at least as many as there are inmates. They range from very positive to very negative and even destructive. Some specific expectations are described in the report of the Gathering of Women Friends Going Into Prisons (Albany, NY, April 1983), reproduced in the AVP *Basic Workshop Manual*. Men as well as women should read this; much of it applies to all of us.

If there is any one expectation that *volunteers should have of inmates* in general, it is that they tend to be very perceptive. The nature of their prison experience itself teaches them to be so. Anyone who has ever done the exercise *Masks* as a masked participant may have experienced the sharpened perceptions that result from the squelching of free expression.

- c) The expectations that *inmates have of AVP* as a program are less diffuse. AVP has been in the New York prison system for over a decade, and most inmates have at least an idea of what it is. Most of them also see it as a potential point in their favor when they meet the Parole Board. AVP itself does not wish to be, or to be seen as, part of the parole process. We specifically warn that participation in the program will do nothing to heighten chances of parole unless the Board sees evidence of a change for the better in an individual's behavior, and perhaps not even then. Happily, participating inmates who have come to the program to impress the Parole Board usually decide, in the course of the workshop, that it is worthwhile in its own right and go on to involve themselves in it for its own sake.
- d) The expectations that *prison staff* (correctional officers, chaplains and program people) have of volunteers is that the volunteers shall obey the rules and cooperate with them sufficiently to make it possible for them to do their jobs. Beyond that, the attitudes of individual COs and other staff members toward AVP volunteers range from downright surly to enthusiastically cooperative. Most of them at least try to be helpful, within the confines of their authority. We need to remember that these people, particularly the COs who are in effect imprisoned all day, every day, have a difficult job to do. They must do their best to apply the rules conscientiously.

tiously. The job requires them to live with danger, often with boredom, and often with hatred (and contempt from the people they must deal with daily. COs have jobs that are paramilitary, and they are expected both to enforce the rules and to obey their superiors; there is little leeway for their discretion. We give them respect, and we try not to add to their burdens unnecessarily. Examples of important rules: *Do not bring in contraband.* (By definition, "contraband" is anything brought in without being cleared in advance.) *Do not give gifts to individual prisoners or deliver notes or other messages for them.* (There are good security reasons for this that you might not suspect. In one New York City jail, for instance, a volunteer gave a bandanna to an inmate during a visit. The bandanna was used to make a handle for a shiv fashioned from a bedspring sharpened on a concrete floor. Legally, that volunteer might have been held as an accessory for a stabbing.) *Respect confidentiality* with the prison personnel as well as with the inmates. *Do not interfere with prison discipline* (you can always take things up with prison officials later if necessary).

Some prison employees do obstruct and make our task difficult. But they seldom succeed in making it impossible, because there is always someone on the prison staff who does care about the inmates and will help. Two examples:

One AVP lead trainer came to a workshop to find that only half the participants had showed up. The CO claimed that they had all been called, but were not interested in coming. The inmates who were present told her (the lead trainer) that this was not true. She applied to the Watch Commander, who backed the CO. Finally she found the Catholic chaplain, and he made it possible for all the participants to get there. So *keep on trying, and remember that prison staff are not immune to Transforming Power.* We often fail to live up to our best potential by forgetting that.

Another AVP trainer (working on this occasion in a prison outside New York State) was approached by one of the chaplains and asked to report to him any information that might be gleaned from the workshop participants about crimes committed that might be unknown to the authorities. No such information had been revealed by anyone in the workshop (it almost never is), but even if it had been, to reveal it would have been a flagrant breach of the confidentiality we promise the participants and expect from them. So this trainer told the chaplain that she would report to the prison authorities any breach of security that occurred during the workshop, but that the rule of confidentiality would not permit her to reveal any other information of any kind. Then she quietly reported the incident and her response to the other chaplain, who was an enthusiastic AVP supporter. Nothing more was said by anyone on the matter. So *do not allow yourself to be intimidated or persuaded to violate the ground rules of AVP.*

2. Know that *AVP also has expectations of its volunteers, and of the prison systems within which we work.* Our purposes and emphases are different from those of a prison system, and we are bound to have problems with some of their requirements.
 - a) Most notably repugnant to the spirit of AVP is the requirement that in the course of our volunteer work we conduct ourselves "in a professional and impersonal manner." A basic ingredient of a nonviolent lifestyle is the building of community. This cannot be done by remaining professional and impersonal. We do build friendships. They are valuable. However, let us recognize that the prison system has in mind some very real problems. Some prisoners do exploit volunteers. Some prisoners are very dangerous and might also harm a volunteer. The DOCS

has a responsibility to protect us from both, and it takes that responsibility very seriously.

It is incumbent on us to take steps to protect ourselves, each other and the AVP program. Some no-no's:

- Do not carry in unnecessary valuables (among other things, these could be a temptation to someone who is trying to change his life, and we do not wish to add to his or her problems).
- Do not give out personal addresses or phone numbers—your own or anyone else's. Remember that nothing is truly private in a prison, and even if the person you give it to is reliable, it could always be stolen.
- Do not take blank AVP certificates into a prison and leave them around unwatched. Believe it or not, blank certificates can be used as currency on the prison bartering system, with consequences that can only be detrimental to AVP. Bear in mind that many other things—cigarettes for example—that do not serve as currency in the street take on that function in a prison. Try not to contribute to this black market economy. (The prison's rules are set up partly to avoid this—one reason they should be obeyed even when they seem unreasonable.)

- b) *Jailhouse romances* are well covered in the report of the Gathering of Women Friends Going Into Prisons, mentioned above. We do not rule out the possibility of an important love, but volunteers must bear in mind that people who are in prison are not living a normal lifestyle, and if we are meeting them for the first time as prisoners, we cannot come to know them as they will be when released. Experience—that of AVP, other volunteer organizations and individuals, and the Department of Correctional Services—overwhelmingly indicates that most jailhouse romances do not long survive in the community, and many have very negative consequences. It is this experience primarily that has prompted the DOCS rule that a person may not be at the same time a registered volunteer and on an inmate's visiting list. That rule offers the volunteer who forms a personal relationship with an inmate a choice of status—volunteer or visitor. It rests with AVP to remember that people going into prisons, especially those involved in prison-born relationships, need support and counsel from people they can trust. It is up to us all to provide it, and to help people to be clear about the choices they make.

Perhaps the most important of our guidelines is, *trust your own gut feelings*. If you feel you are being exploited, you probably are. If we respect ourselves and others, we will not go far wrong. We are doing an important, valuable task. With respect, caring, and community, we will do it well.

Suggested handout... Guidelines for Volunteers and Directive 4750: Volunteer Services Program



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.



TEAM BUILDING EXERCISE

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

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

Time: 30 to 40 minutes

Materials: None

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.

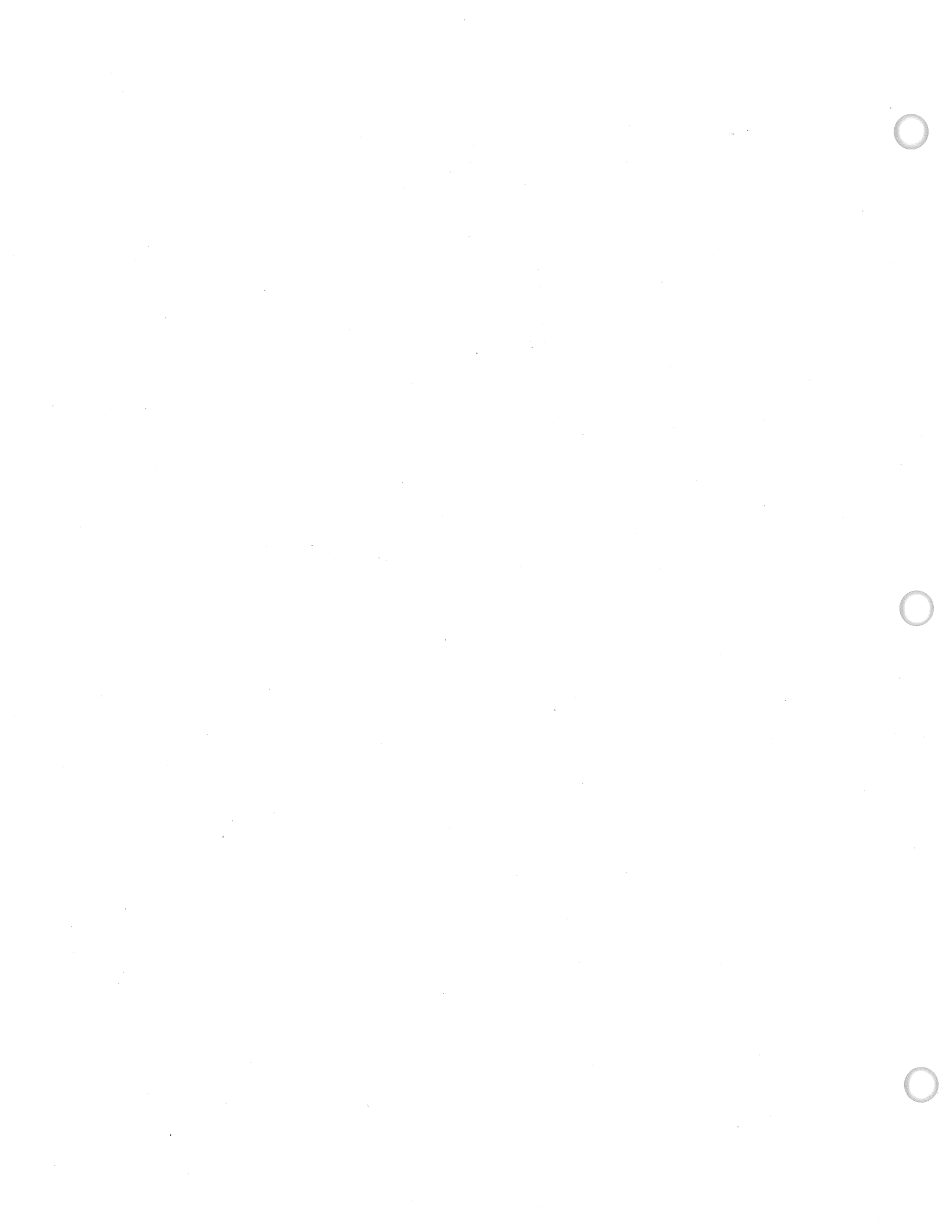
“My strengths as a leader are...”

“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.

Step Three: Name Your Team In order to create a sense of identity for each team, build team spirit and experience decisionmaking 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, gather in the large circle and ask each team to explain how and why they chose their name.



BROKEN CUBES EXERCISE

Exercise to be used as a substitute for Broken Squares
in a Training for Trainers 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.

EXERCISE

BROKEN CUBES EXERCISE

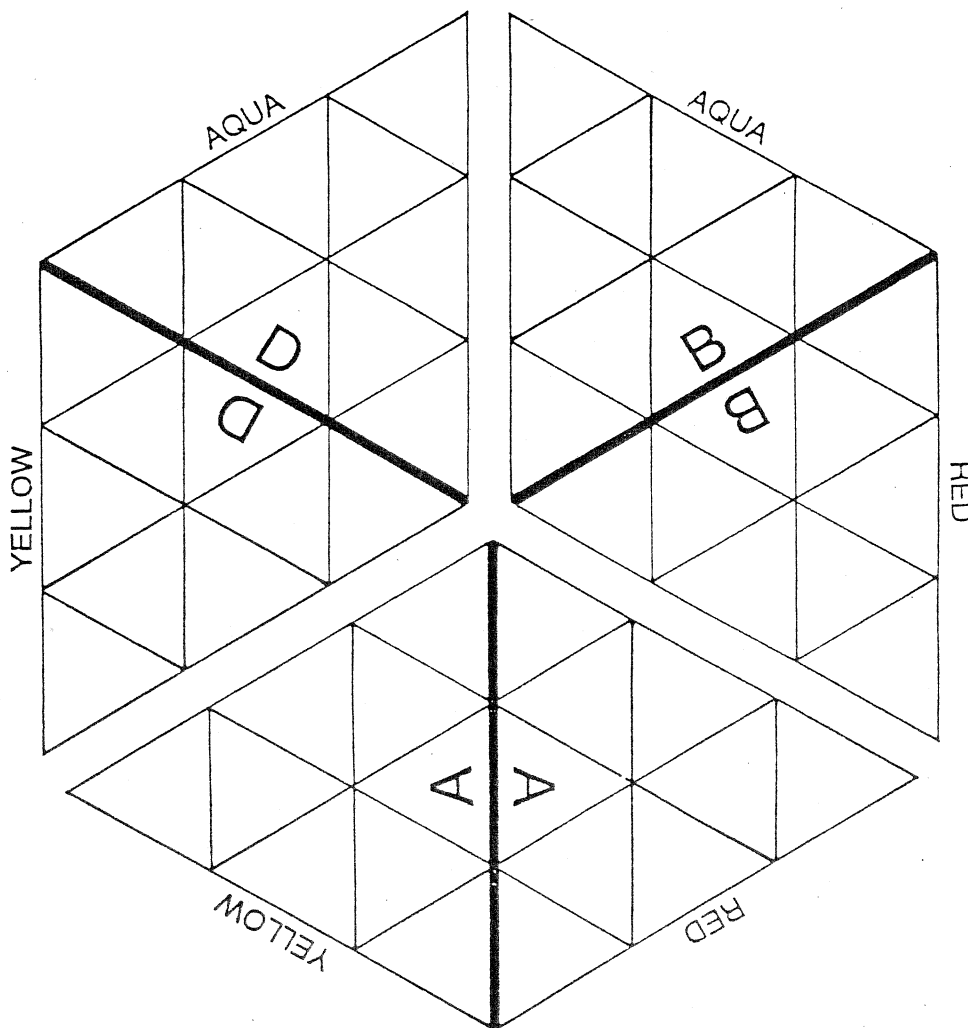
Instructions for preparation of puzzle pieces.

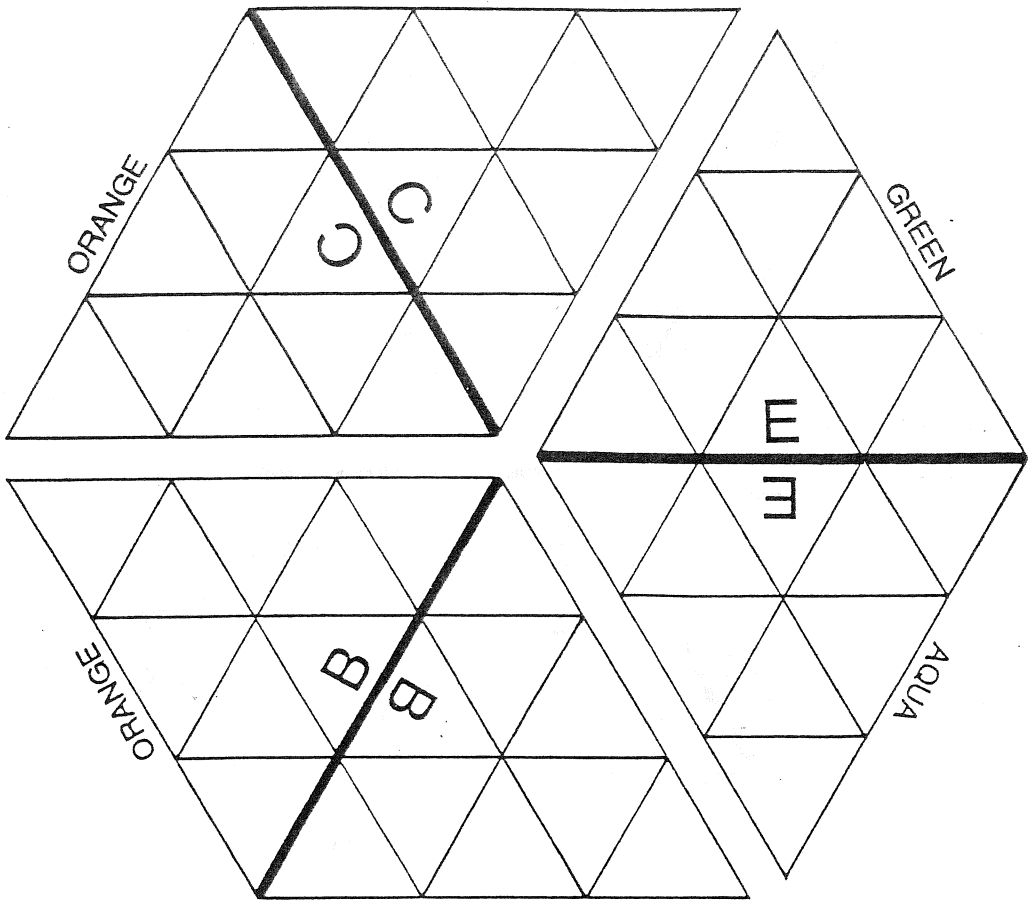
Instructions: Make a photocopy of this sheet and glue the copy to poster board or 1/4 inch foam board using rubber cement, spray mount adhesive or a similar permanent adhesive.

Color in the triangles using water color markers. Spirit markers may smudge the black lines on the photocopy.

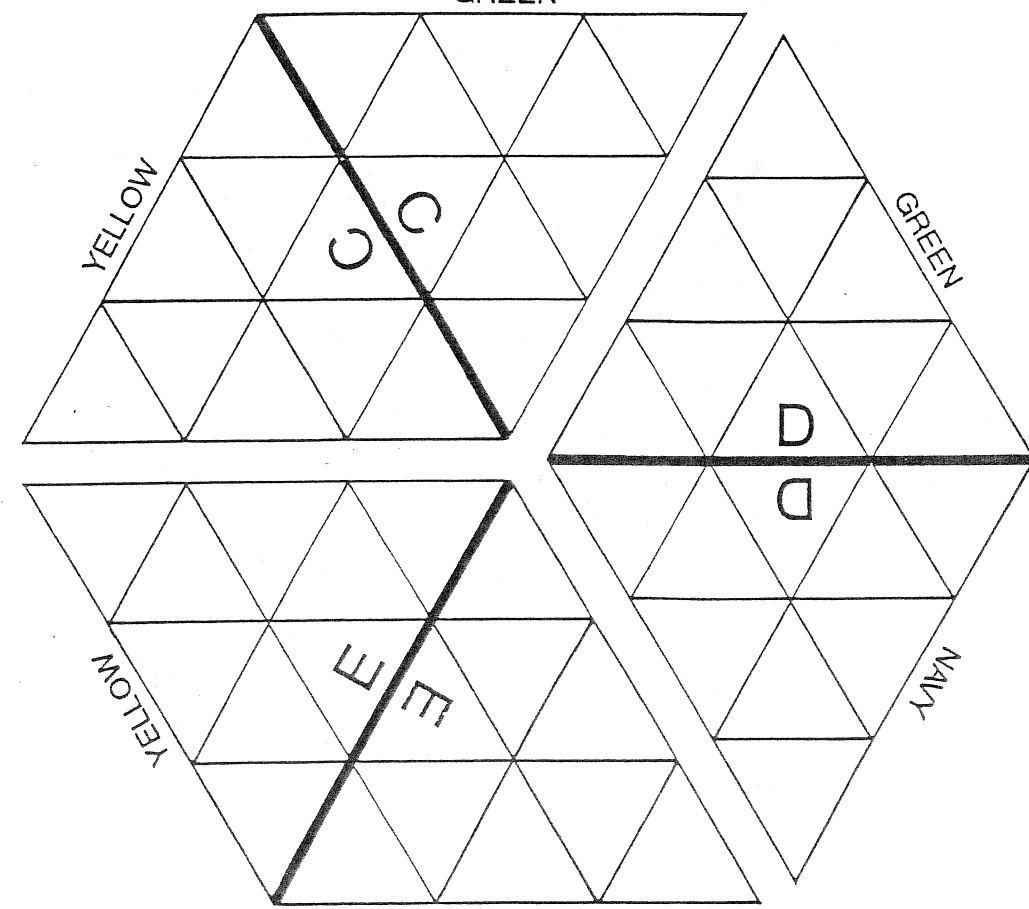
Cut out the diamond shaped pieces carefully with a scissors or matte knife. Trim away the color designations at the edge of the pieces.

Take five 6 x 9 inch envelopes and place code letters on them from "A" to "E". Place the puzzle pieces in the proper envelopes following the code letters on each diamond.

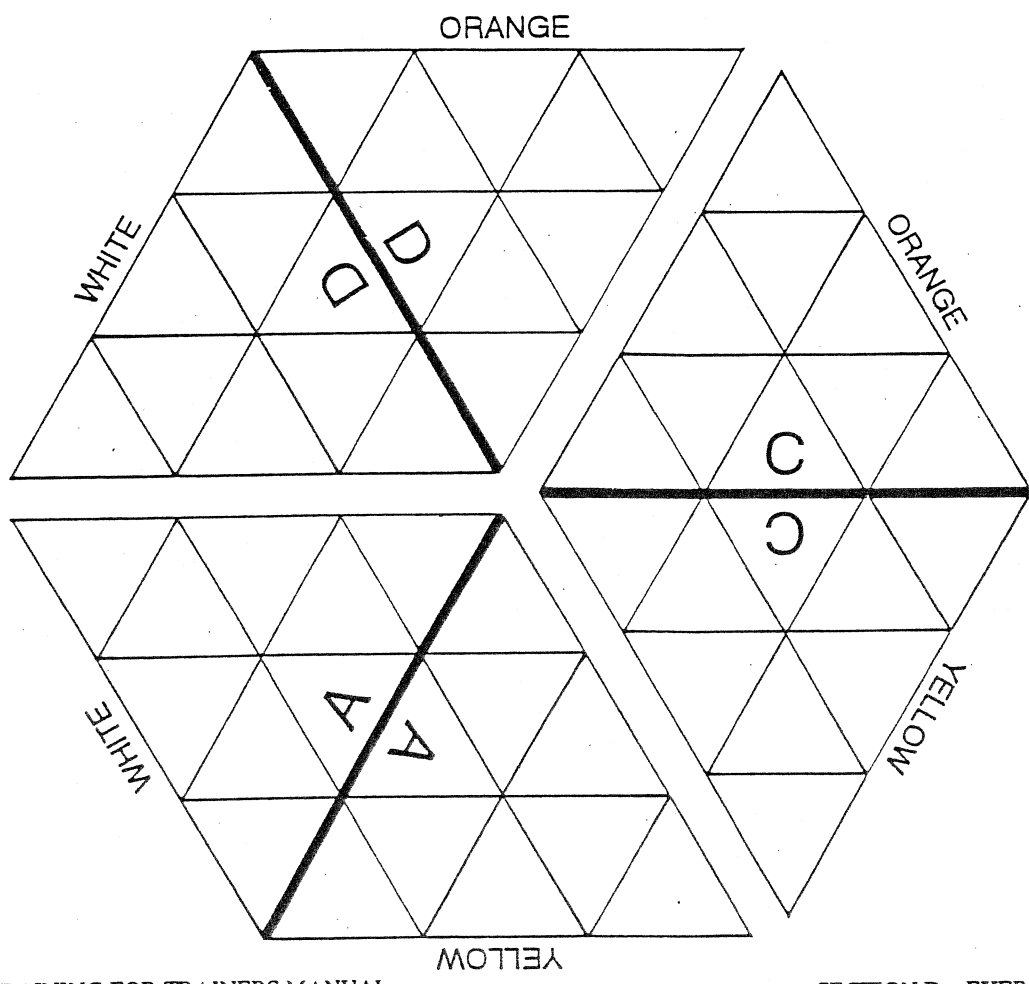
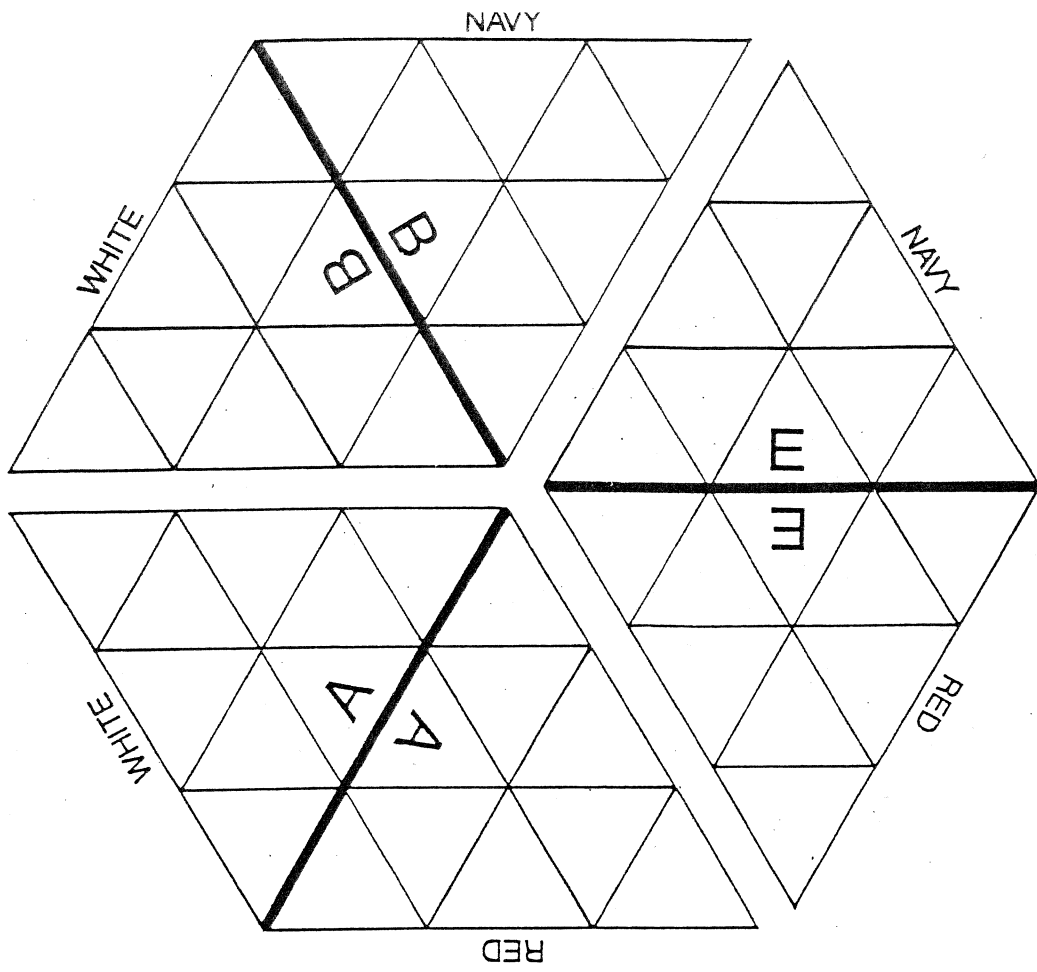




AQUA
GREEN



NAVY



GRADUATION CIRCLE

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

Purpose: The purpose of this exercise is to close the Training for Trainers Workshop in a positive and affirmative way. Since no certificates are given in a Training for Trainers Workshop, a way of 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.

Materials: None

Sequence: Form a circle standing shoulder to shoulder.

Ask one participant to step into the 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 trainers 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.



SUGGESTED DRESS REHEARSAL/PRACTICE SESSION AGENDA

For Participants in AVP Training for Trainers Workshops

Two-Team Workshop

Dress Rehearsal/Practice Session – Team A (Basic Course Session 1)

Goals of session: Affirmation, Community Building and Self-Esteem

Opening Talk: Complete

Agenda Review: Complete

Introduction of Leadership Team: Complete

Introduction of Participants: Setup

Adjective Name Game: Setup (F-3)*

Light & Lively: *(to be selected by team)* Complete (F-4)*

Concentric Circles Exercise: *(two topics only)* (E)*

Sharing a Conflict I Solved Nonviolently: Setup (E)*

Evaluation: Complete

Open Clinic by Team A

Dress Rehearsal/Practice Session – Team B (Basic Course Session 2)

Goals of session: Communication and Cooperation

Agenda Review: Complete

Gathering: *(to be selected by team)* Complete (F-1)*

Broken Cubes Exercise: Complete *(use instructions from Broken Squares Exercise)* (E)*

Light & Lively *(to be selected by team)*: Complete (F-4)*

I Messages Exercise: Setup (E)*

Hassle Lines Exercise: *(two scenarios only)* (E)*

Evaluation: Complete

Open Clinic by Team B

Dress Rehearsal/Practice Session – All Teams (Role Plays)

Goal of session: Creative Conflict Resolution

Agenda Review: Complete. *Led by Team A*

Gathering: *(to be selected and led by Team A)* Complete (F-1)*

How to Debrief Roleplays: *Led by workshop facilitators*

Role Play 1: Complete. *Presented by Team B (G-1)*, debriefed by Team A (G-4)**

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

Role Play 2: Complete. *Presented by Team A (G-1)*, debriefed by Team B (G-4)**

Evaluation: Complete. *Led by Team B*

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

* *Basic Manual page number of exercise. Section E exercises are in alphabetical order.*



SUGGESTED DRESS REHEARSAL/PRACTICE SESSION AGENDA

For Participants in AVP Training for Trainers Workshops

Three-Team Workshop

Dress Rehearsal/Practice Session – Team A (Basic Course Session 1)

Goals of session: Affirmation, Community Building and Self-Esteem

Opening Talk: Complete

Agenda Review: Complete

Introduction of Leadership Team: Complete

Introduction of Participants: Setup

Adjective Name Game: Setup (F-3)*

Light & Lively: *(to be selected by team)* Complete (F-4)*

Affirmation Exercise: Complete (E)*

Evaluation: Complete

Open Clinic by Team A

Dress Rehearsal/Practice Session – Team B (Basic Course Session 2)

Goals of session: Communication and Transforming Power

Agenda Review: Complete

Gathering: *(to be selected by team)* Complete (F-1)*

Concentric Circles Exercise: Complete *(two topics only)* (E)*

What is Violence? II, Brainstorm and Web Chart: Setup (E)*

Light & Lively *(to be selected by team)*: Complete (F-4)*

Transforming Power Talk: Complete (B-1)*

I Messages Exercise: Setup (E)*

Evaluation: Complete

Open Clinic by Team B

Dress Rehearsal/Practice Session – Team C (Basic Course Session 3)

Goals of session: Cooperation and Transforming Power

Agenda Review: Complete

Gathering: *(to be selected by team)* Complete (F-1)*

Sharing a Conflict I Solved Nonviolently: Setup (E)*

Light & Lively *(to be selected by team)*: Complete (F-4)*

Transforming Power Talk: Complete (B-1)*

Broken Cubes Exercise: Complete *(use instructions from Broken Squares Exercise)* (E)*

Evaluation: Complete

Open Clinic by Team C

* *Basic Manual page number of exercise. Section E exercises are in alphabetical order.*

HANDOUT - THREE TEAM WORKSHOP AGENDA

Dress Rehearsal/Practice Session - All Teams (Role Plays)

Goal of session: Creative Conflict Resolution

Agenda Review: Complete. Led by Team A

*Gathering: (to be selected and led by Team A) Complete (F-1)**

How to Debrief Roleplays: Led by workshop facilitators

Role Play 1: Complete. Presented by Team A (G-1), debriefed by Team B (G-4)**

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

Role Play 2: Complete. Presented by Team B (G-1), debriefed by Team C (G-4)**

Role Play 3: Complete. Presented by Team C (G-1), debriefed by Team A (G-4)**

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.)

SUGGESTED DRESS REHEARSAL/PRACTICE SESSION AGENDA

For Participants in AVP Training for Trainers Workshops
Four-Team Workshop

Dress Rehearsal/Practice Session – Team A (Basic Course Session 1)

Goals of session: Affirmation, Community Building and Self-Esteem

Opening Talk: Complete

Agenda Review: Complete

Introduction of Leadership Team: Complete

Introduction of Participants: Setup

Adjective Name Game: Setup (F-3)*

Light & Lively: *(to be selected by team)* Complete (F-4)*

Affirmation Exercise: Complete (E)*

Evaluation: Complete

Open Clinic by Team A

Dress Rehearsal/Practice Session – Team B (Basic Course Session 2)

Goals of session: Communication and Transforming Power

Agenda Review: Complete

Gathering: *(to be selected by team)* Complete (F-1)*

Concentric Circles Exercise: Complete *(two topics only)* (E)*

Light & Lively *(to be selected by team)*: Complete (F-4)*

Transforming Power Talk: Complete (B-1)*

I Messages Exercise: Setup (E)*

Evaluation: Complete

Open Clinic by Team B

Dress Rehearsal/Practice Session – Team C (Basic Course Session 3)

Goals of session: Cooperation and Transforming Power

Agenda Review: Complete

Gathering: *(to be selected by team)* Complete (F-1)*

Sharing a Conflict I Solved Nonviolently: Setup (E)*

Light & Lively *(to be selected by team)*: Complete (F-4)*

Transforming Power Talk: Complete (B-1)*

Broken Cubes Exercise: Complete *(use instructions from Broken Squares Exercise)* (E)*

Evaluation: Complete

Open Clinic by Team C

* *Basic Manual page number of exercise. Section E exercises are in alphabetical order.*

Dress Rehearsal/Practice Session – Team D (Basic Course Session 4)

Goals of session: Cooperation and Transforming Power

Agenda Review: Complete

Gathering: *(to be selected by team)* Complete (F-1)*

What is Violence? II, Brainstorm and Web Chart: Setup (E)*

Transforming Power Talk: Complete (B-1)*

Light & Lively *(to be selected by team)*: Complete (F-4)*

Construction Cooperation Exercise: Setup (E)*

Quick Decisions Exercise: Complete *(two scenarios only)* (E)*

Evaluation: Complete

Open Clinic by Team D

Dress Rehearsal/Practice Session – All Teams (Role Plays)

Goal of session: Creative Conflict Resolution

Agenda Review: Complete. *Led by Team A*

Gathering: *(to be selected and led by Team A)* Complete (F-1)*

How to Debrief Roleplays: *Led by workshop facilitators*

Role Play 1: Complete. *Presented by Team A (G-1)*, debriefed by Team B (G-4)**

Role Play 2: Complete. *Presented by Team B (G-1)*, debriefed by Team C (G-4)**

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

Role Play 3: Complete. *Presented by Team C (G-1)*, debriefed by Team D (G-4)**

Role Play 3: Complete. *Presented by Team D (G-1)*, debriefed by Team A (G-4)**

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.)

THE AVP MISSION, VISION & MODEL

The AVP Mission

The Alternative to Violence Project is a multicultural organization of volunteers offering experiential workshops that empower individuals to liberate themselves and others from the burden of violence.

Our fundamental belief is that there is a power for peace and good in everyone, and that this power has the ability to transform violence.

AVP builds on a spiritual basis of respect and caring for self and others, working both in prisons and with groups in the community.

The AVP Vision

Today, we are a violent society. The homicide rate in the United States is twice that of many developed countries, including Great Britain and the Republic of Ireland. Violence in the home physical and mental, directed against both spouse and child is rampant. Violence knows no geographical boundaries; it exists everywhere. But the citizens of Northern Ireland stand a lower chance of being murdered than those of the United States. Nor can Americans take pride or comfort in the fact that this land of the free has overtaken Russia and the Republic of South Africa and now leads the world in prison population per capita. Prisons, viewed as a solution to violence, in turn spawn violence of their own.

We are working toward the creation of a nonviolent society. Our goal is to reduce the level of violence by reducing the need that people feel to resort to violence as a solution. Our process uses the life experience of participants as a learning resource, drawing on that experience to deal constructively with the violence in themselves and in their lives. We do our training where violence is found: in our prisons, and in our communities.

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 it.”

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.

**“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’ trainers. 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 trainers 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 two weekend workshops: the Basic Workshop, which focuses on affirmation and self-esteem, community, cooperation, basic conflict management skills, and Transforming Power; and the Training for Trainers Workshop, which teaches people how to lead the Basic Workshop. After this, they are prepared to serve as apprentice trainers on workshop teams. They can begin to learn leadership experientially, by being leaders.

We also offer Second Level Workshops, which concentrate on a violence related topic (fear, anger, forgiveness, man-woman relationships and others). The topic is chosen by the workshop participants, and the focus on it goes deeper than is possible in the Basic Workshop. Inmate trainers must take this workshop to be eligible for Training for Trainers. Outside candidates are allowed to postpone it because otherwise most working people would find the three consecutive levels too heavy a demand on their time and may drop out from the training entirely. But anyone, inmate or outsider, who wishes to become a full fledged AVP trainer is required to participate in a Second Level Workshop.

“In a successful Training for Trainers Workshop, the leaders will find that their leadership is much less 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 more than 300 trainers 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 decisionmaking 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.

**“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 religious 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 womanpower 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 trainers 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.

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 the Republic of Ireland. 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 in our society by reducing the need that we feel to resort to violence as a solution. Our process uses the life experience of participants as a learning resource, drawing on that experience to deal constructively with the violence in 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, pneuma, inner light, essence, divine spark, life force etc.) there is, we hold, a motivation to goodness.

TRANSFORMING POWER

This motivation 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 leaders. 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.

ORGANIZATION

AVP is a grassroots organization building from the bottom up. Power seeps up, it does not trickle down. The keystone of AVP operations is local initiative. With a bare minimum of overall mission and policy directives, each area council is free to manage its own program. Multiple area councils support and learn from each other through statewide councils. Further mechanisms for national and international cooperation are under development.

STRAIGHT TALK ABOUT THE TRAINING FOR TRAINERS WORKSHOP

What is the AVP Training for Trainers?

The T for T is a 16 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 Trainer?

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 trainer?

No, you will need to apprentice train on at least one workshop after the Training for Trainers 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 trainers, because of this AVP is facilitated groups of 3-6 people working together as a team. This gives the participants and 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.

TIPS FOR TRAINERS

A few tips to help a workshop run smoothly:

Being a Team Member

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 criticism and feedback.

Affirm your team members, especially at clinics or at planning sessions. Tell them what they have done right, including the lead trainer!

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 T.P.

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.

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!

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 having listened 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 and 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 trainer have team approval in making a decision for the team?
2. Participation: Have the trainers 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 trainers 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?



CRAFTING AN AGENDA

It is essential that an AVP facilitator know how to build an AVP agenda from scratch. Though it is always practiced behind the scenes, if at all, it is one of the most important skills a facilitator can have.

Why bother (you may ask), when the AVP manuals have complete pre-packaged sample agendas to follow, that have been developed over years and are tried and true? Here are some reasons why:

- * *Growth and Life.* The dynamic of nonviolence is a living thing, and like any living thing, it must keep growing, or it will stagnate and die. To rely on "canned" agendas and work by rote in conducting workshops is the best way to mind-numbing boredom and alienation, first for the facilitators and then for the participants. To prevent this, and to stay in touch with the basic values of AVP, we all need to know how to build an agenda that will achieve our goals in whatever environment surrounds us.
- * *Adjusting agendas to participants' needs and concerns as these are expressed in the course of a workshop.*

All AVP workshops are designed to help participants learn *by experience*. Any workshop, may, at any moment, produce or evoke from the past an experience that is highly meaningful or troublesome to some or all of the participants. They will feel a real need to explore and deal with the issue immediately. This is an opportunity. If we take advantage of it, it can cause the workshop to take off, fostering growth and changing attitudes and lives.. But if we ignore it and the workshop proceeds with "business as usual," we run a high risk of losing the participants and ruining the workshop. To seize the opportunity, we need the skill and the confidence to modify our original agenda, or if need be, to scrap it and create a new one. (A decision to modify can be made by the clinicking process, on the spot or between sessions. A decision to scrap requires more. See "Putting It All Together: Playing by Ear," below.)

- * *Research and Development: Exploring New Ways.*

AVP facilitators are creative people. They are constantly inventing new exercises and improving on old ones in order to get points across and make the workshops more meaningful. We need to affirm and cultivate these valuable talents and take advantage of their gifts to enrich our program. They need the skills that go into crafting an agenda in order to create these new materials, and all of us need to be open to new experiments, willing to try them, and skilled enough to insert them where they will be most meaningful to the workshop experience.

Building Blocks and Mortar

Starting from the ground up, the basic AVP agenda is built of four building blocks:

Affirmation and self-esteem
Communication
Community and cooperation
Conflict management

The mortar that bonds to all of these and holds them together is Transforming Power.

One Step at a Time

Human nature seems to require that the nurturing of a fulfilling and nonviolent lifestyle follow a certain logical sequence in order to succeed.:

- * In order to care for others, people must first learn to care for themselves. They need to *build self-esteem and self-respect*. To do this, they need *affirmation, positive feedback and a safe environment*. Crafting an AVP agenda involves, from the very beginning and throughout the workshop, ensuring that these needs are adequately met. (Thus, for instance, the ground rule against putdowns of self or others, and the mandatory positive adjective in the adjective name game.)
- * In order to relate to others, people must learn to *communicate*. Communication can be very primitive; Sigmund Freud once said that "the first person to hurl an insult instead of a stone was the founder of civilization."

Nonviolence is more demanding. It requires that people learn to communicate honestly, clearly, and non-threateningly, enabling others to drop their defenses and really hear what is being said. Just as important, communication requires *active listening*--the giving of full attention to another so that he or she may feel really heard. (To be truly heard is one of the rarest, and one of the most affirming and healing of human experiences.) People who have learned both to talk and to listen to one another begin to feel safe enough to risk sharing.

- * No group of people is perfect, and no collection of individuals sees eye to eye on everything; but once communication and sharing are possible, they can nevertheless begin to *build and experience community*. A community is a group of people who, in spite of differences, trust each other enough to know that, as Rodney King said in Los Angeles, "we can work it out." Knowing that, they feel safe enough to try to work it out, and nonviolent living becomes possible. If a workshop goes well, a sense of community will begin to build on the first day, and that sense will sustain the group in undertaking the later exercises that call for greater psychological risks.
- * But this is still earth and not heaven, and conflicts will still arise. To deal with them, we need to teach practical *conflict management skills*. There are a number of exercises and techniques for this, ranging from "I" messages to role plays, and these will take up most of the rest of the workshop.
- * Not only is this still earth, but it can be a cold, cruel world out there, and the warmth and the learning of a workshop may shrivel in the chill. The last session of an agenda should do everything possible so that *the workshop experience is reinforced for the participants by affirmations* from each other and from the facilitators and by a *reassurance of a future* ("where do we go from here?").

These steps will, if followed, set in motion a positive dynamic which will then work by itself to produce a learning and healing experience drawn from and belonging to the participants themselves.

It remains to point out that the glue that holds it all together is the concept of Transforming Power--a power that can avert violence or transform it into a win/win situation; that can be channelled through any human being who is open to it and reach any human being whose innate desire for good can be engaged. This idea may sound far-fetched and untrustworthy at first, but almost any group of human beings will confirm it to their own satisfaction if asked to share an incident in which they have experienced it. Seldom do we encounter anyone who has never known it, and the more violent and dangerous a person's life, the more likely he or she is to have experienced near-miraculous instances of it. Transforming Power occupies

only a small part of the actual agenda—an explanation and a sharing of people's experiences—but after that it is present for everyone throughout the workshop, and can be called to people's minds whenever it seems appropriate.

Putting It All Together

- * *Play It By Ear.* Start with a planned agenda at least for the first session, or even for the whole workshop. But be prepared to adjust it after every session, or even or scrap it at any point throughout the workshop, based on the feedback from evaluations, group energy levels, major issues that arise, and changes of direction that may be called for by developments in the workshop. A workshop is like a river—it flows on, and you can never step into the same one twice. So be mindful of the basic building blocks and mortar, but be flexible and follow the group's needs and concerns in choosing what is built.

But Don't Break the Piano. Modifying an agenda is relatively easy and non-disruptive, and can be decided upon using the usual process of clinicking. Scrapping an agenda is a much more serious matter. It risks abandoning whatever learning processes have been initiated. It may undermine the stability of the workshop and upset some or all of the participants. It should not be undertaken lightly. It will usually be unnecessary; people's needs can probably be met by a modification of the agenda to cover a burning issue followed by a return to the original plan. If things have reached such a pass that the group is unable to focus on anything but the burning issue, and the issue is complex enough to require a large block of time, it may be necessary to scrap the agenda—but the group should be consulted and their wishes taken into account when making the decision. *The decision should be made by the facilitators present when the issue arose, and by them alone.*

- * *Big Oaks from Little Acorns.* To get across a major concept, start by offering in an early session a small experience of it, sometimes even without identifying it. Self-esteem and affirmation, for instance, starts in the very first exercise—the adjective name game—where, without mentioning either one, we require that people use a positive adjective for themselves. Throughout the rest of the workshop their self-given name will subconsciously raise their self-esteem. In the next session, use an exercise that reinforces this beginning more explicitly and strongly. This might be Concentric Circles with the list of topics designed to raise self-esteem, or it might be another exercise. In still a later session we will build on this by getting people in touch with their own experiences with and capacities for constructive living. The sharing of experiences of Transforming Power can be this kind of exercise; and there are others. The underlying principle is to *lay a foundation of personal experience and then to build on it by offering or evoking more personal experience* of AVP's major building blocks.
- * *All-Purpose Exercises and Processes.* Be aware that many exercises serve, or can be made to serve, subtle underlying purposes in addition to the obvious one. For example, Concentric Circles is on its surface an exercise in active listening—but by varying the topics on which participants are asked to talk, it can also be used to show them from their own experiences where they are and where they are going. The topics might, for instance, be on power or anger, and might ask for a time when they have used it constructively, a time they have misused it and hurt someone, a time when they have admired or disapproved of the way someone else used it, and so on.

Certain *processes* are also multipurpose. An example is the process of dividing the group into pairs or small groups for personal discussions and decisionmaking, then having them report back through a spokesman to the reassembled larger group. This provides a degree of privacy and will help to

involve people who from shyness or whatever would be reluctant to speak up publicly. Similarly, the *Fishbowl* technique allows a burning issue to be discussed publicly and openly but in orderly fashion, where only a few people are inside the fishbowl and allowed to speak, but they can be "cut in on," as at a dance, by people outside the fishbowl who want to make a point or a contribution.

- * *Light, Heavy, and Half-and-Half.* Any AVP session should include an emotionally balanced mixture of experiences and should both begin and end on an upbeat note.

Begin with a Gathering, to bring people together. It should be quick, positive, and designed to show people from their own experience the good things they are capable of. If necessary, it can be used to offset negative attitudes that have been expressed previously.

After the gathering, a session may begin immediately to explore issues raised but not dealt with in the previous session, or it may open with light introductory exercises laying ground for deeper consideration in the following session. Take the group where they are, and do what is most important for them to go on from that point.

Exercises that are emotionally heavy should be scheduled in the middle of a session, allowing time enough to deal immediately with any negative or troubling emotions that may be aroused and to give them some kind of closure. Exploration of underlying issues can be left to a later session, but no one should have to leave a session in a state of emotional turmoil.

No exercise should compel people to sit too long. Small-group exercises followed by debriefing in a larger group are helpful because they make people move around a little. If for any reason people are forced to sit too long for comfort, break it up by interposing a brief physical activity, such as a Group Sigh.

Be aware of time, and do not start an exercise toward the end of a session that you will be unable to complete. Substitute another, shorter exercise that will be appropriate for the group in the emotional space where they are at the moment.

- * *Are We Having Fun Yet???* As anyone knows who has ever taken a Basic Workshop, Light and Livelies are the spice that makes it bearable. They are great energy raisers, and that is important--no one could survive an AVP workshop without the laughs and physical exercise they provide. Be sure to include enough of them so that people can have some fun, and when the going gets too heavy, don't hesitate to throw in an extra one.

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.

GUIDE TO POTENTIAL TRAINER APPRAISAL

PERFORMANCE DEGREES
(Read Across)

	PERFORMANCE FAR EXCEEDS REQUIREMENTS	EXCEEDS REQUIREMENTS	MEETS REQUIREMENTS	NEEDS SOME IMPROVEMENT	DOES NOT MEET MINIMUM REQUIREMENTS
QUALITY	Leaps tall buildings with a single bound	Must take a running start to leap over tall buildings	Can leap over short buildings only	Crashes into buildings when attempting to jump over them	Cannot recognize buildings at all
TIMELINESS	Is faster than a speeding bullet	Is as fast as a speeding bullet	Not quite as fast as a speeding bullet	Would you believe a slow bullet?	Wounds self with bullets when attempting to shoot
INITIATIVE	Is stronger than a locomotive	Is stronger than a bull elephant	Is stronger than a bull	Shoots the bull	Smells like a bull
ADAPTABILITY	Walks on water	Walks on water in emergencies	Washes with water	Drinks water	Passes water in emergencies
COMMUNICATION	Talks with God	Talks with the angels	Talks to himself	Argues with himself	Loses those arguments

THE ART OF PROCESSING EXERCISES

Processing exercises is really the fine art of asking questions rather than making comments or making observation **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 four key areas to cover when processing an exercise are:

- Feelings
- Experiences
- Perceptions
- Relating to life

Some examples of questions which may be appropriate:

FEELINGS

- + General question: "What was that like for you?" to open processing.
- + What primary feelings occurred during the task? How did you express it?
- + Did you feel that you were listened to/heard/understood? Did you do the same to others?
- + Did you feel free to express your ideas/feelings? What behavior/structure facilitated open expression?
- + Did you feel what you had to say was valued? How were you affirmed?
- + How did you let others know you valued what they said/did?
- + Did you feel there was a cohesiveness in the group? What helped or hindered?

EXPERIENCES

- + What behavior/process/structure enabled the group to fulfill its task effectively?
- + How were decisions made?
- + When was the turning point? Who or what caused it?
- + What helped in finding common ground/agreement/consensus?
- + Were you able to hear and respect differences and respond in a caring way?
- + How did you handle your frustration?
- + Did anyone dominate the group? Did you say so?
- + How were you involved in the task? Are you satisfied/dissatisfied with your behavior?
- + Did you take any risks? Were the successful/unsuccessful?

PERCEPTIONS

- + How well did the group work together?
- + How well did the group support individual members?
- + Were you aware of any obstacles to communication?
- + Was there a balance between accomplishing the task and maintaining relationships?
- + Did you feel that you had any influence in the group in getting the task done?
- + How do you deal with and use differences in the group, opinions, age, skills, knowledge, etc?

RELATING TO LIFE

- + What did you learn about yourself? About others?
- + How can you apply what you learned about yourself to another experience?
- + **Was there any Transformation?**
- + **How does this apply to your life?**

GUIDELINES FOR DEBRIEFING ROLE PLAYS

By Chris Malmgreen

For new trainers, just becoming familiar with role plays, simply remember that there are four steps in conducting and debriefing a role play known as the four D's.

- D** – DISCONTINUE role play by saying “cut” when you HEAR it is time.
- D** – DEBRIEF action and become the ADVISOR.
- D** – DE-ROLE players – when players are READY.
- D** – DISCUSS role play looking for VALUE.

DISCONTINUE and say “cut” when you HEAR the clues.

- H** – HARMFUL outcome imminent.
- E** – ENOUGH has been said!
- A** – ACTION is dying, dying dead!
- R** – RESOLUTION has been reached.

DEBRIEF the role play remembering that you are the ADVISOR.

- A** – ADDRESS the players. “How are you feeling?”
- D** – DECIDE who's the angriest.
- V** – VALIDATE feelings of all players.
- I** – IDENTIFY the T.P. which means Turning Point or Transforming Power.
- S** – SATISFACTION level of players? Was the result a win-win?
- O** – OPENNESS at or to T.P.
- R** – REMOVE players from their roles.

DE-ROLE the players when they are READY.

- R** – Begin by asking “Are you READY to step out of your role?”
- E** – END the role by saying “Your name is no longer (Fictitious Name), you are now (Adjective Name).”
- A** – ASK, “Is there ANYTHING that you as (Adjective Name) would like to say to (Fictitious Name).”
- D** – “DO you want to say anything to the group about how you felt playing the role of _____.”
- Y** – Thank YOU!

DISCUSS the role play with the group focusing on the VALUE of each role play.

- V** – VALID resolution — Fair and nonviolent.
- A** – Analogies and applicability to...
- L** – LIFE
- U** – USABILITY – Get out T.P. Guidelines!
- E** – EMPATHY

ROLE PLAY QUESTIONNAIRE

A guide for the spokesperson or announcer for the group

A. BACKGROUND What has gone on before the role play starts?

B. THE CHARACTERS What are the fictitious names for each character?

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

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

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

D. 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.

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?

Is there something you learned in this role play that applies to your life in general?

D. DE-ROLING PLAYERS

Are you ready to step out of your role?

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

(Ask person to move from chair into audience.)

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

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

Thank You!

TEAM EVALUATION CHECKLIST

(This checklist is to serve as a guide and reference when critiquing dress rehearsal/practice sessions and is not to be given to participants.)

Name of Team _____

Overall Team Performance

- Working as a team _____
- Transitions & bridges _____
- Verbal communication _____
- Preparedness _____
- Mutual support _____
- Feedback _____

Team Members:

Comments:

1. _____

2. _____

3. _____

4. _____

5. _____

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 Trainers 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.
4. 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. **You** need to go over all of the exercises also, listen to directions and be ready to help.

TEAM BUILDING

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 livelier and 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.

SELF- AND PEER EVALUATION AS AN AVP TRAINER

Person Evaluated _____ Evaluator: Self Co-Team Member

	<i>Need for Improvement</i>								<i>Definite Strength</i>			
	(low)	1	2	3	4	5	6	7	8	9	10	(high)
											Scale No.	No Data
1. <i>Self-Awareness</i> : of strengths and weaknesses, sexist/racist behaviors and efforts to modify; sexuality and effect on own and others' behavior; own needs and how they influence own and others' behavior; defensive stances that may hinder own and others' learning.											_____	_____
2. <i>Listening Skills</i> . Works at understanding what others are saying. Asks others to repeat or clarify. Tells others what (s)he (the person being evaluated) heard. Seems to understand correctly what others say.											_____	_____
3. <i>Verbal Skills</i> . Says things clearly, using words others can understand. Sepaks directly and to the point. Asks what others have heard and offers to clarify if necessary. Seems to be understood correctly by others.											_____	_____
4. <i>Teamwork</i> . Is prepared and carries own share of responsibilities and, equally important, allows others to carry theirs. Shares leadership functions and invites participation. Has self-awareness of any tendencies or incidents of trying to control others or the group. Uses own resources and those of others effectively. Acts interdependently with other team members. Helps develop and maintain good relationship among team members as a group. Shares feelings and ideas openly and spontaneously.											_____	_____
5. <i>Conflict Management</i> . Manages self well where disagreements arise or in conflict situations. Seeks a win/win situation. Recognizes and expresses own feelings directly and appropriately. Cares about and accepts others' feelings. Makes appropriate responses to observed needs of others.											_____	_____
6. <i>Facilitative Style</i> . Helps others develop and use their own resources and learnings. Appreciates, accepts and utilizes differences among individuals. Seeks and utilizes feedback from others. Deals constructively with corrective negative feedback received. Willing to listen to and try out others' ideas. Enables individuals and groups to deal with their own power constructively.											_____	_____
7. <i>Community/Group Development</i> . Knows and uses group dynamics skills (task and maintenance functions, debriefing, processing, etc.). Makes accurate observations about interpersonal and group process. Uses appropriate exercises to facilitate community and group trust. Creates an atmosphere of openness and trust among team and group.											_____	_____
8. <i>AVP Values</i> . Aware of and embraces to the best of his/her ability AVP values of nonviolence, consensus, equality, team work, experiential learning, respect for all persons, inner strength in all (Transforming Power), community, choice.											_____	_____
9. <i>Overall Effectiveness as a Trainer</i> . All things considered, makes effective contribution to own and others' learning.											_____	_____



GUIDELINES FOR VOLUNTEERS

From the New York State Department of Correctional Services

DOCS has provided to the prisons under its jurisdiction a set of Sample Guidelines: Rules and Regulations for Volunteers, which each prison may modify as necessary for that particular institution and then distribute to its regular volunteers. This is a good general summary of prison rules that a volunteer is likely to encounter, and is reproduced in its entirety here. Bear in mind that individual prisons can and do modify or add to these rules according to institutional needs as perceived by the administration.

High on the list of things to expect when going into prisons is the top priority assigned by the whole prison system to security considerations. Security comes first with prison administrations and personnel, and rules are made to ensure it at almost any cost. Most prison rules are security-related, and those that are, are strictly enforced. Volunteers are considered by DOCS to be unpaid prison employees--however much some of us might dissent from that view--and can be held responsible as prison employees are responsible for obeying the rules. Frequently, the rules do not, to those unfamiliar with prisons, appear to have any obvious bearing on security considerations, and may seem petty, oppressive, senseless or harrassing, or all of the above. They must nevertheless be obeyed. Most new volunteers are required by DOCS to participate in an orientation during which some of the reasons behind the rules are explained. But whether they are explained or not, to violate them may lead to penalties ranging from reprimand to dismissal as a volunteer and even to the arrest of the violator in the most flagrant cases involving, for instance, the smuggling of drugs or weapons.

This is not to say that AVP volunteers should never challenge the rules or the actions of prison personnel. AVP has its own ethics, which differ from those of the prison bureaucracy. One important rule of AVP is that the program is voluntary and that inmates may not be coerced into participation in it. If it should appear that this is happening, the prison administration should be confronted and the coercion stopped, on pain of AVP withdrawing from the prison if it comes to that. This and related issues should be dealt with by the lead facilitator or the outside coordinator for that prison, or by officers of AVP. Less crucial issues involving inconvenience to AVP workshop arising from rules can also be discussed and negotiated with prison officials by the workshop leaders. But in all cases, it is important to obey the rules first, then negotiate.

SAMPLE GUIDELINES--RULES AND REGULATIONS FOR VOLUNTEERS

1. The Rules and Regulations presented herein apply to this facility only and are in keeping with the policies and procedures set forth by the New York State Department of Correctional Services.
2. All volunteers must be approved by the Superintendent or his/her designee and registered by the Volunteer Services Office. This will include a personal interview and a check of references.
3. It is imperative that your car be locked if it is parked on the grounds of the facility. You may be required to turn in your keys before you begin your assignment.
4. Upon entering the facility, you may be asked to pass through a metal detector. You may also be provided with an identification card which you will wear while on the grounds and which will be kept on file at the facility.

5. Do not bring into the facility any items which might be defined as contraband (i.e., weapons, drugs, literature, or anything not authorized by the Superintendent for an inmate to possess). Note that contraband (firearms, in particular) is not allowed on facility grounds, and therefore, cannot be left in automobiles.
6. You will be assigned a staff supervisor to work with while in the facility. You may be escorted by this staff member or a correction officer while in the institution.
7. Volunteers are advised not to carry large sums of money nor wear expensive items of jewelry while participating in programs at the facility. Persons carrying handbags should not leave them lying around. Clothing should be appropriate and in keeping with Departmental requirements for all visitors.
8. If your work requires that you bring special material, clear the items in advance with your staff supervisor. Expenditures should not be made by volunteers for supplies or equipment without prior staff approval.
9. Tape recorders, cassettes or cameras may be brought into the facility only with special permission of the Superintendent.
10. It is expected that volunteers will be dependable, punctual, and perform their duties in an effective manner. If you are unable to meet at the appointed time, contact your staff supervisor or the Volunteer Services Office as early in advance as possible.
11. The exchange of monies and/or gifts with correctional facility inmates is prohibited. You should not, at any time, bring in and give anything directly to an inmate nor take anything from him/her to be carried outside of the institution. As a volunteer, you are not to carry oral messages or written correspondence in or out of the facility for an inmate. Do not bring in literature which has not been approved by the facility staff.
12. Matters of discipline are the responsibility of the correction officers. Under no circumstances should a volunteer become involved in or interfere with these matters. Any questions of judgment should be discussed privately with the officers and/or staff, never in the presence of an inmate.
13. In your contacts outside the correctional facility, use discretion in revealing the information you have acquired in the course of performing your service. Check with the appropriate staff if you are doubtful about what requires confidentiality.
14. While working with inmates on a regular basis, a very close relationship may develop. Care should be taken to maintain a professional, impersonal relationship and to avoid becoming emotionally involved with inmates.
15. Volunteers are not permitted to accept collect phone calls, correspond or visit with inmates. A volunteer who wishes to accept collect phone calls, correspond or visit with an inmate must contact the Volunteer Services Office to arrange to resign as a volunteer. Conversely, an individual who is approved to correspond or visit an inmate cannot be registered as a volunteer while on correspondence/visiting status. Volunteers who serve as spiritual advisors are exempt from the rule.
16. If at any time questions arise about any of these guidelines or anything not covered by them, you should seek clarification from . . . the staff person responsible for the Volunteer Services program.

NYS DEPARTMENT OF CORRECTIONAL SERVICES
DIRECTIVE 4750: VOLUNTEER SERVICES PROGRAM

Directive 4750 is the major DOCS document governing the relationship between the prison system and the volunteers who work within it. It was first issued in July 1981 and has been revised several times, the last time in April 1986. It is currently under revision again, but no final document is expected in the immediate future as this manual goes to press (summer 1992). It is excerpted here to inform AVP volunteers of the expectations of the DOCS vis-a-vis its volunteers, the rules and regulations governing the volunteer status, and the DOCS procedures available to prison staff and volunteers should difficulties or disagreements arise.

V. THE VOLUNTEER

A. Definition

A volunteer is a person who provides a service to the Department and/or inmates without direct compensation as salary from the Department. . . . A volunteer who is duly registered and approved is considered to be an unpaid employee of the Department and is subject to all the rules and regulations applicable to Department employees (see Section XI).

B. Restriction:

A volunteer is not permitted to accept collect phone calls, correspond and/or visit with inmates housed in any facility of the Department. Volunteers who wish to correspond [sic] and/or visit an inmate must contact the Supervisor of Correctional Facility Volunteer Services (SCFVS) or Volunteer Services Assistant (VSA) to resign from the volunteer assignment. Conversely, an individual in correspondence/visiting status cannot be registered as a volunteer. (Note: The above prohibition applies to inmate telephone calls.)

C. Ex-Offenders and Parolees

1. The ex-offender or parolee may be considered for a volunteer assignment in a facility one year following his/her release provided:
 - a. his/her record indicates a relatively conflict-free period within the said facility, and
 - b. there is some evidence that he/she has made a productive reentry into society.
2. Additional Requirements: The Superintendent/designee must approve all ex-offenders and parolees. Parolees must also have the approval of his/her Parole Officer. Once these approvals are granted, the ex-offender or parolee is to be formally processed through the Office of Volunteer Services.

Note: All prior misdemeanor or felony convictions must be indicated in writing when an ex-offender/parolee or an individual with a prior criminal record completes the application process. . . .

VII. QUALIFICATIONS

- A. Maturity is one of the key attributes which contribute to the success of a volunteer in a correctional setting. However, for security reasons, no one under the age of 18 shall be permitted to serve as a volunteer with inmate contact in a correctional facility or camp.

VIII. PREREQUISITES TO ASSIGNMENT

D. Registration

1. Groups: All community agencies, groups or organizations must be registered by the Supervisor of Volunteer Services or [other volunteer services official authorized by the Superintendent. [AVP group registrations are already in place.]]
2. Individuals:
 - a. Individuals who enter a facility as part of a registered community group on a regular basis must also be registered utilizing Form #3080, Individual Volunteer Registration. If the individual will be entering the facility for only a single occasion . . . the group registration will suffice.
 - c. Multiple Locations: Each volunteer, regardless of the number of facilities in which he/she wishes to provide a service, must complete an original registration form for each facility (Form #3080).

Reference checks and fingerprint results may be shared between facilities by telephone. Regardless of multiple facility services, each facility will provide its own orientation.

E. Screening

All volunteers must be screened prior to job assignment using the following procedure:

1. Individual volunteers will complete Individual Volunteer Registration Form 3080. This form is retained at the facility.
2. Community groups will complete Community Groups Registration Form 3083. (*AVP is registered in this manner.*)
7. If a group is accepted, the individual members need to be registered (Form 3080) only if the service is to be provided on a regular basis.

F. Fingerprinting

All Department employees are photographed and fingerprinted prior to employment. Volunteers (except those serving in occasional or single incident programs) shall be provided with an ID card to be kept on file at the facility . . . Volunteers will also be fingerprinted regardless of the security level of the facility to which the volunteer is assigned. Volunteers will not be required to pay for any fingerprinting charges. Since Department employees are required to be fingerprinted, this requirement is waived for staff serving as volunteers.

Note: Individual volunteers or Community Group volunteers providing services on an occasional basis . . . will not be fingerprinted. (Occasional means no more than once every three months.) . . .

G. Orientation/Training of Volunteers

1. Orientation: The Supervisor of Volunteer Services provides general information about the facility and the Department. It is designed to acquaint individuals with the existing situation, to enlighten, inform and familiarize. It should include discussions of confidentiality and discretion in both private and public discussions about the program and inmates, rules and regulations for volunteers . . . and causes and procedures for dismissal of volunteers. Volunteers will be required to participate in a security orientation by the facility training lieutenant or appropriate designee.

H. Emotional Involvement Between Volunteers and Inmates

In working with inmates on a regular basis, a very close relationship may develop. The volunteer, however, should maintain a professional relationship and avoid becoming emotionally involved. If a relationship develops, the Supervisor of Volunteer Services

shall request that the volunteer resign from the volunteer assignment and advise the individual of the procedure to be placed on an inmate's correspondence and/or visiting list.

IX. BENEFITS

A. Insurance Coverage/Indemnification

1. Workman's Compensation for Volunteers

- a. All volunteers who are duly registered *and approved* by the Volunteer Service Program are covered for injuries relating to their volunteer work by Worker's Compensation benefits.
- b. For purposes of computing Workmen's Compensation Benefits for a volunteer who is injured, his/her wages will be the amount of earnings in his/her regular vocation. For any volunteer who has no regular earnings or whose regular earnings are less than \$30 a week, the average weekly wage shall be deemed \$30 for the purpose of computing Worker's Compensation. . . .
- c. It should be noted that a volunteer duly registered and approved, is eligible whether the service is performed in the community, or in a correctional facility, or a parole office.

2. Indemnification Coverage for Volunteers

- a. Correctional Services volunteers have been afforded protection from financial loss arising out of a civil action.
 - b. The law provides that the State would save harmless and indemnify volunteers of the Department from financial loss arising out of a judgment in any civil action by reason of a claim of alleged negligence or other act of such person participating in a volunteer service program provided that the damages were sustained while such person was acting in the discharge of his duties and within the scope of such duties and the claim did not result from the willful and wrongful act or gross negligence of such person.
 - c. The law applies to volunteers authorized to participate in a volunteer services program, provided such volunteer gives notice of such claim upon himself within five days of service of such claim upon himself. . . . Individuals who have insurance policies which would cover them for claims arising pursuant to the volunteer programs must first use such policies before the state will defend and/or indemnify them.
3. Advise volunteers of Benefits 1 and 2. Information regarding the above protection must be communicated in writing to all volunteers prior to their official assignment.

XIII. DISMISSAL OF VOLUNTEERS

Grounds for dismissal of volunteers are based on the violation of facility rules and regulations. If the appropriate processes of registration, screening, orientation, and training are fully adhered to, the dismissal of volunteers should be a rare incident. If dismissal is necessary, the process to be used is set forth below. It is mandatory that a proper documentation be available if dismissal is contemplated.

A. Types of violations

1. Major Violation:

- a. A major violation is an act which threatens the safety and security of the facility.
- b. A volunteer who commits a major violation shall be temporarily suspended immediately by the Superintendent . . . while an investigation is conducted in accordance with the procedure outlined below in steps B-5 through B-9.

2. Minor Violation

- a. A minor violation is an act which does not endanger the safety and security of the facility or incite a disturbance among the inmates.
- b. A volunteer who is charged with committing a minor violation normally will not be suspended and will be allowed to continue service for the period of the investigation.

B. Procedure

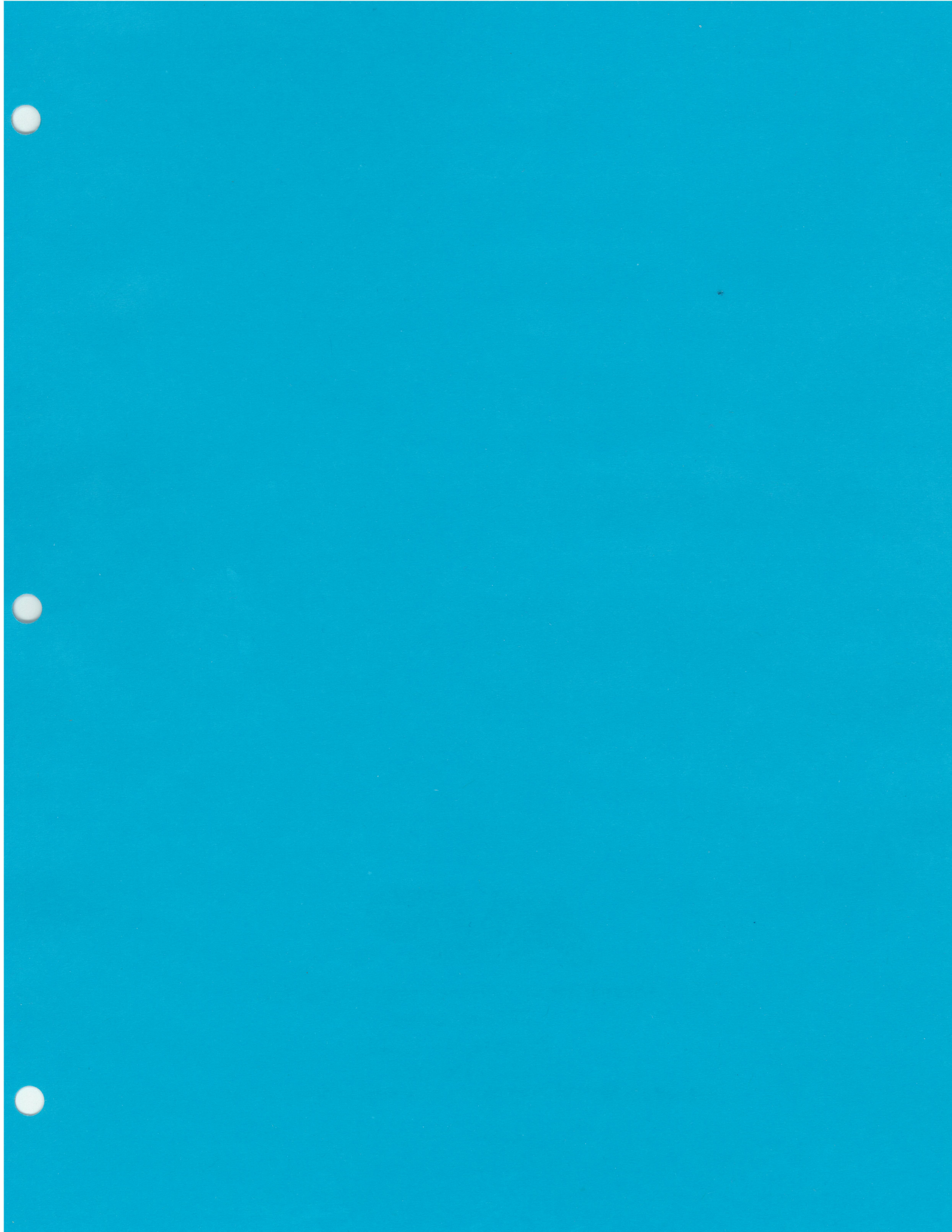
1. When a volunteer commits a violation, the facility employee or volunteer observing it shall document the facts of the incident and report them to the Supervisor of Volunteer Services/Volunteer Services Assistant. In the event of a major violation, the Superintendent or his/her designee is notified immediately by the Supervisor in order to verify the seriousness of the charge and authorize immediate temporary suspension.
2. All documentation is forwarded to the facility Supervisor of Volunteer Services who then reviews the incident.
3. The SVS or VSA interviews the volunteer accused of a minor violation, making every effort to resolve the problem and to suggest possible remedies.
4. If a volunteer repeatedly violates a rule or regulation, the SVS or the VSA shall consult with the Deputy Superintendent for Programs, the facility Superintendent and the Regional Coordinator of Volunteer Services to determine if there is sufficient cause for further action.
5. The facility Superintendent or his/her designee determines the seriousness of the charge, and if necessary temporarily suspends the volunteer pending investigation. Written notification of this temporary suspension is sent by the facility Superintendent to the volunteer with a copy sent to the Regional Coordinator. The letter must inform the volunteer of the allegations and the date of the temporary suspension.
6. The Regional Coordinator then conducts an investigation concerning the charges and informs the facility Superintendent in writing of his/her findings and recommends one of the following:
 - a. Dismiss all charges
 - b. Restrict the volunteer's activities
 - c. Reassign the volunteer to another program within the facility or to a program at another facility.
 - d. Dismiss the volunteer from service in any New York State correctional facility.
7. The facility Superintendent approves the final disposition for each case. If the Superintendent disagrees with the Regional Coordinator's recommendation, he/she will consult with the Director of Volunteer Services.
8. The volunteer must receive written notification of the Superintendent's decision directly from the Regional Coordinator within 30 working days of the beginning of the temporary suspension..
9. The letter must state that the volunteer may appeal, in writing, to the Deputy Commissioner of Program Services within 30 working days of receipt of the letter.

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