Supplement to the Basic and Second Level Manuals

AVP®

Alternatives to Violence Project

AVP-USA
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Supplement to the Basic and Second Level Manuals

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ALTERNATIVES TO VIOLENCE PROJECT

Developed by the AVP-USA Education Committee with the ideas and contributions of many AVP Facilitators from around the world.

Edited by the
AVP-USA Education Committee
1996

Hal Brody, Fred Feucht, Lynn Fitz-Hugh, Gini Floyd, Sheila Kelly, Candace LaRue, Mary Gray Legg, Janet Lugo, Grace McGrath

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ACKNOWLEDGMENTS

This supplement is the work of many dedicated, talented and generous AVP people who have created and contributed the exercises, variations, handouts and ideas that it contains, and others who have done the organizing, typesetting, copy reading and editorial work that it takes to get it to press. Every one of their contributions counts, not only for its intrinsic value (and theirs are quality contributions of which we can be proud) but for the love of AVP which led them to contribute. We wish to acknowledge them here, with deepest gratitude.

CONTRIBUTORS OF EXERCISES

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We are especially indebted to two volunteers who came to fill the breech when they were most needed. They are Ruth Barenbaum and Naomi Mayer, both of Vermont, who stepped in at the last moment to complete some urgent and substantial last-minute tasks.

INTRODUCTION

A Little Bit of History

Twenty years ago, when the first Alternatives to Violence program (AVP New York) was in its infancy, we patched together and offered our first two prison workshops, first in Green Haven and then in Auburn prisons. Then, as demand for the program began to rise, we suddenly realized that we could not pull a workshop out of thin air. *We needed a manual.* As so often happens with AVP since its very beginnings, when the need was there, just the right person came forward to meet it. He was Steve Levinsky, then a Professor of Education at the State University of NY at New Paltz, and he had at his fingertips, or knew the sources of, the experiential learning materials that we needed. And he volunteered to put together a manual for us. Working at top speed, within less than a month he amassed, wrote, adapted and rewrote, and single-handedly produced our first basic manual. From a publishing standpoint it was no beauty. It was never printed, but badly typed and Xeroxed. But it was exactly what we needed, and we used it until we were able, a few years later, to publish what is still in use as the Basic Manual we all know so well.

Steve moved away shortly thereafter, and has lost contact with AVP. But he is a founding father nonetheless, and his humble but invaluable little manual was a historic landmark: the first AVP publication.

Where Do We Go from Here?

This supplement, also a humble beginning, is a second landmark: the first manual to be produced by AVP USA. The Education Committee that existed in AVP New York has been reconstituted on a national level and will henceforth be the source of future manuals published in this country. Our priority list includes:

- A Spanish-language Basic Manual already in use in Colombia, which is being adapted for use with Hispanics in the U.S. and will be published shortly.
- Revision and updating of both the current Basic and Second Course Manuals.
- A manual for use in AVP workshops for youth.

Though these will be American publications, AVP is now more than an organization: it is a worldwide movement. An organization is no more than a structure. It is people who create movements and are inspired and motivated and carried forward by them. Creativity, insight, the potential for growth and change, and especially Transforming Power, know no national or organizational boundaries. All these belong to all people, though different cultures may have different ways of expressing them. We want to celebrate both the commonalities and the differences.

Therefore, this Supplement includes contributions from facilitators in the U.S. and several other countries. We hope and expect that foreign AVP organizations will ultimately produce their own training manuals, in their own languages (including un-American versions of English!) and using original and adapted exercises tailored to fit their own cultures. But we also hope that they will continue to share with us, both by sending us copies of their manuals and by continuing to contribute to ours. The AVP USA Education Committee therefore has created two levels of membership:

- **Editorial members** are a small working group of people (ideally representing the nine regions of AVP USA) with experience, skills and resources both in publishing and in AVP. They do the mundane chores of organizing, typesetting, copy editing and preparing for publication. They also decide, by consensus, what to include, what to hold over for further testing and improvement, and what to reject as redundant or inconsistent with AVP values and process. The Editorial members meet twice a year at meetings of the Board of AVP USA, and at other times collaborate by mail, phone and e-mail.

- **Corresponding members** are potentially a much larger group and can be from anywhere. All they need is AVP experience, creativity and the willingness to share their exercises and ideas through our manuals. Since they are scattered throughout the U.S. and the world, they can seldom or never meet as a group. But their contributions and suggestions will be no less welcome for that, and they will always be very welcome at Editorial Committee meetings whenever these are held in places accessible to them. And in this day and age, physical proximity is no longer necessary for community.

  Those with access to e-mail and world-wide web will know that the sharing that is made possible by them can create a close-knit, caring community among people who have never met and probably never will. All AVP people worldwide can tap this miraculous resource by registering for the AVP-L, an electronic forum for AVP facilitators operated free of charge from Cornell University, Ithaca, N.Y. by AVP facilitator Peter Hoover. To register, e-mail a request to prh4@cornell.edu, giving name, e-mail address and affiliation with an AVP group anywhere. The service is free of charge.

Arrangement of this Supplement

This manual is to be used in conjunction with the Alternatives to Violence Basic and Second Level Manuals published by AVP-USA. Exercises are listed in sections in alphabetical order so that AVP facilitators may easily include them to supplement their current AVP manuals.

While AVP does not copyright individual exercises, we respectfully request that both AVP groups and other organizations *refrain from reproducing this entire supplement for any reason.* This takes needed funds from the national organization, which supports and develops these manuals. If you need a complete copy of this or any subsequent manual, please purchase one from AVP USA in Houston, TX *(see address on page 3.)*

Submission and Testing of New Exercises and Materials

In closing, a word about the process of submission and testing of new exercises submitted for inclusion in our manuals.

Submissions: Any facilitator anywhere who has developed new exercises or new ways of doing things, or variations on old ones and who would like to share them through our manuals, may submit them to the Education Committee for consideration. Submissions and other communications to the Committee should be sent to the AVP USA national office *(see address, page 3.)* From there it will be distributed as necessary.

The following are types of materials that cannot be accepted by the Committee for obvious reasons:

- Copyrighted material, other than brief quotations and attributed to the source.
- Material that by its nature may, inadvertently or otherwise, cross the boundary between AVP community building and healing, and professional therapy. Only professional therapists are licensed to attempt healing of therapeutic depth, and it is not within the competence of AVP to attempt it.

Testing: Our policy is that all exercises included be tested beforehand by competent facilitators, dispersed over a reasonably wide geographic area, and found at least adequate.

Ideally, this testing would be done by several different people, who would evaluate exercises using criteria specified in standard reporting forms. No such forms have been developed yet, but all of the exercises in the present Supplement have been tested by at least one facilitator other than the author(s), and all have been approved by the tester(s) and by consensus of the Education Committee members. Both the Committee itself and the facilitators who have tested these materials, are widely scattered across the United

States, Canada and other countries. Some exercises have been approved as received, and others with additions and revisions ranging from minor to substantial. Some, not included here, have been put on hold pending adequate testing or for further revision and improvement that the Committee deemed necessary.

Our priority as a Committee has been to produce this Supplement in time for the International Conference in Hamilton, Ontario, Canada in July 1996, and we have worked hard to do so. It is time now, before we undertake another major publishing project, to organize ourselves and to set up a process that will work for the far-flung AVP community, to produce quality materials using the AVP consensus process. First steps include expanding our body of Editorial Members, reaching creative and innovative AVP people and inviting them to join us as Corresponding Members, and developing efficient processes for gathering, editing and testing of new and revised material. Before we undertake another major publishing project, we will have these processes in place. Any facilitator or local group wishing to participate in the testing process may contact the AVP USA office in Houston. Volunteers will be very welcome!

Janet L. Lugo
Co-Chair, AVP USA Education Committee
June 1996

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BASIC EXERCISES

RAISIN-EATING EXERCISE

Contributed by Ed Sweeney, AVP-Ohio

Purpose: A stress-control exercise, to give participants the experience and a technique for staying in the moment and thus avoiding the stress of worrying about the future and feeling guilty about the past. Practicing a technique to fully concentrate on what one is doing will help in all one's activities.

Time: Twenty to 30 minutes.

Materials: Raisins—at least three for each participant; a bowl or plate to put them in and a plastic spoon to serve them to each participant.

Procedure: **Setup:**

1. Explain why we do this exercise:
   a) Practice of this technique will help us to stay in the moment and thus avoid the stress of worrying about the future.
   b) Learning and practicing a technique to fully concentrate on what we are doing will help us in all our activities. The ability to concentrate more effectively will improve our performance, whether it be at work, studies or sports.
2. Explain the process: "Our first exercise will be an eating meditation. I will pass out three raisins to each of you. Do not eat them until everyone has their raisins."
3. Hand out three raisins to each participant. Instruct them to "look at one of them as if you have never seen a raisin before. Feel its texture between your fingers and notice its color and surfaces."
4. When everyone has raisins, instruct them to "put one raisin in your mouth, being aware of the arm moving the hand to position it correctly, and of the mouth watering as the mind and body anticipate eating. Chew *very* slowly and mindfully, experiencing the actual taste of one raisin."
5. After they have eaten all three raisins, instruct them to "now taste your breath in the same way you tasted the raisin. Be in touch with the breath; feel the breath move into your body and out of your body. Do this silently with your eyes closed." *(For about ten minutes.)*

Processing:

6. Tell them to open their eyes, and ask "How did it go?" Invite them to express how it felt and what they learned.

REFLECTION EXERCISE: NEW QUESTIONS

Contributed by Pablo Stanfield, Peace Between People, Seattle, WA

1. What are my strong points?
2. What kind of person am I becoming? How am I growing?
3. What things in life/relationships/conflicts have been hard for me? What's going to be hard now? What will be hard about tuning into the Transforming Power within me?
4. How can I get help? Whom can I ask? How can I ask them?
5. What can I promise myself to do so that I grow, use my strengths, become who I want to be?

TUG OF PEACE

("A Light & Lively–sort of!")

Contributed by James Lehman, AVP Maryland

Materials: Fifty to 100 feet of heavy rope. 5/8" Manila is not too small.

Procedure:

1. Seat your group in a circle on the floor, not quite shoulder to shoulder, facing in. Ask them to stand up, *without using their hands,* and without touching anyone else.
2. Next, have them sit down again, as before. Pass the rope around the circle, in their laps, and tie it in a *square knot* (right over left, then left over right) or other secure knot (contact your local Boy Scout to be sure!) so rope is in a complete circle and knot cannot slip.
3. Now, ask your group to grasp the rope in front of them and gradually pull back evenly on the rope and . . . *stand up!*
4. Process questions: Which method of getting up was easier? How is this different from the "regular" Tug-game?

Note: So long as the pull on the rope is evenly distributed, the strain on the rope is the same, regardless of the size of the group. The size of the rope is important, for both strength and ease of grip.

Variation: If group is sufficiently physically fit, try standing up in the circle without the rope: link elbows, or grasp hands behind each others' backs.

Facilitator's Note: Most prisons do not permit rope to be brought into the institution, for obvious security reasons. This does not, however, prevent us from using this light and lively in community settings.

SECOND LEVEL EXERCISES

CREATIVE REFLECTION EXERCISE

An Alternative to the Reflection Exercise

Contributed by Ruth Dahlke, AVP Virginia

Purpose: To give an opportunity to creatively express what the growth and change process has been like for the individual, or where it leaves them at this point. The basic task is to show how it felt by creating a writing, a drawing or a color-embellished word picture about the experience. Because creative activity is innately self-affirming, this exercise is best done near the end of the workshop.

Time: 60 to 90 minutes depending on the size of the group.

Materials: Scratch paper, "good paper," pencils, color markers, list of questions as in Reflection Exercise or modified.

Equipment: Tables and chairs.

Procedure: **Setup:**

1. Explain that this is a creative process. It is important to state convincingly that we are all creative. Post the questions, read them aloud, and give time for reflection. Now ask for single words to be jotted down on scratch paper, to help people remember their responses, as they thought about themselves. It is important to get away from sentences and grammar to free up imagination.
2. Next, ask them to make either a drawing or a "poetic statement" about themselves. Don't ask for a poem. Emphasize that any thing they do on the paper that is a statement about themselves will be OK. They may or may not want to share this later. They may want to revise, change and then make a final draft. Make good paper available for their final statement or drawing.

Processing: Ask people to bring their chairs away from the tables after they finish and sit down with one or two others. It is fine for them to sit with buddies at this point. They are to share how they felt about this exercise and — only if they want to — what they have done.

Finally, make one circle and provide a chance for those who desire to share with the whole group. Having done this in an intimate way first, people are more likely to share openly.

THREE QUESTIONS ON OPPRESSION

Contributed by Leeann Irwin, AVP-New York

Purpose: To make oppression real and tangible. To help each person see their past in each role so as to move into liberation.

Time: 40 to 60 minutes

Procedure: **Setup:**

Explain that this is a small group sharing of three people and divide group.

Tell the participants that there are three questions on oppression. Then define oppression: i.e. the systematic violation of the humanness of a visibly different group of people. Name some oppressors, pointing out that the oppression by adults is one that we all share in this culture, no matter what sex, color or clan we are. All children in our society have been oppressed.

QUESTIONS:

1. When was I oppressed?
2. When did I oppress someone else?
3. When did I stand up to challenge oppression?

Encourage participants to go to their earliest memory of childhood. (Going to the earliest memory has the most profound effect.)

Have all the people in each small group answer each question. Then move on to the next question. Give three minutes for each person to answer each question.

Then conduct a brief general discussion about how it felt and what was learned.

ROLE PLAYS

ROLE PLAYS FOR TRAINING WORKSHOPS

Contributed by Lynn Fitz-Hugh, AVP, Washington (Peace Between People)

This way of teaching role play facilitation allows participants not only to learn about setting up and debriefing role plays, but also to role play resolving conflicts that may arise in a workshop setting.

1. The leadership team first facilitates one regular role play as a model for participants in techniques of set up and debriefing role plays.

2. The practice team then asks the whole group to vote on which of the following scenarios they wish to see role played.

   a. Two participants get into a conflict during an exercise.
   b. A participant talks too much and is dominating all group discussions.
   c. A participant challenges the facilitator leading the exercise in front of the group is generally disruptive.
   d. An inmate participant "comes on" to one of the outside facilitators during a break.

3. The practice team works out how to set up the chosen conflict, asking for volunteers for the roles from the rest of the participants, just as they would help a role play group to set up a chosen conflict in a Basic workshop. The practice team does not volunteer for any roles, but facilitates the role play, just as a team does in a Basic. The "audience" is the rest of the participants and the leadership team for the workshop. *The leadership team should not volunteer for any roles. If absolutely necessary to volunteer for roles in a very small workshop, do not volunteer for "facilitator" role as it cheats someone else out of a valuable learning experience.*

Note: Make sure there are more than two designated roles in each role play, i.e., not just the "facilitator" role and one "participant" role. It expands the learning to have the conflict be in the group rather than a one to one conflict. (The exception to this would be scenario "d" since it is a one on one conflict)

4. The practice team then runs the role play, cuts the action, de-roles the players and debriefs the role play. The debrief discussion is often very rich as everyone is concerned about how to deal with these real life situations as facilitators.

5. If a role play does not have a positive outcome, it may heighten some participants anxiety about how they are going to do in "real" situations. It is helpful in all cases to do the Empathy Exercise late in the workshop with the instruction that each write on the card a concern about being a facilitator.

6. Time frame for this method is as follows:
    a. Twenty minutes for set up and running of role play.
    b. Twenty minutes for practice team to debrief role play.
    c. Twenty minutes for leadership team to give feedback to practice team.

If the practice team has not adequately debriefed, the leadership team will need to add time to do this. If a roleplay was resolved badly, the whole group may need some time to discuss how to handle such situations well.

TALKS

BRAINSTORMS, GATHERINGS, LIGHT AND LIVELIES, ETC.

SPECIALIZED WORKSHOPS

RED ROAD TO PEACE
WORKSHOP FOR NATIVE AMERICANS

Contributed by Rich Herrin, formerly of AVP NY

Rich Herrin, an AVP facilitator who is a Native American, has adapted the AVP exercises to a program especially for Native Americans which he calls the "Red Road to Peace Workshop." Exercises have been modified to reflect the Native American worldview. Circles and cycles are very important forms to Native Americans. Each session begins in a circle with an "Open Cuncil" and ends in the center of the circle with "Walking in Balance."

Perhaps the concept of the workshop is expressed most clearly by the way that the AVP exercises have been renamed for Native Americans:

AVP Exercise	Native American
Adjective Name	Peacemaker Name
Affirmation	Giveaway
Affirmation Poster	Strength Shield
Big Wind Blows	Great Spirit Tickles
Brainstorms	Thunderbolts
Concentric Circles	Talking Circles
Cooperation	Broken Arrows
Fishbowl	Council of Four
Goal Setting	Seven Generations
I-You Messages	Forked Tongue
Listening	Drumbeats
Pass the Putty	Pass the Frybread
Power	Red Power
Transforming Power	Real Mind
Trust Circle	Circle of Friends
Trust Lift	Eagle`s Gift
Vegetable Cart	Potlatch!

For further information, contact Rich Herrin, POB 481, Socorro, NM 87801

SUGGESTED SCENARIOS FOR ALL-WOMEN GROUPS

Concentric Circles Topics

Contributed by a group of women facilitators, AVP Ontario, Canada

A time I was glad to be a woman.

A time I wished I was not a woman.

Contributed by Lynn Fitz-Hugh, Peace Between People, Seattle, WA

One thing that is hard about being a woman.

A woman I admire.

One thing I wish men understood about women.

SUGGESTED SCENARIOS FOR ALL-WOMEN GROUPS

Hassle Lines

Contributed by a group of women facilitators, AVP Canada

1. Another resident in your apartment house has put laundry into all the unbroken machines. You only have a short time to spare to get your children's clothes ready for school tomorrow.
2. You have been working for weeks, in your few spare moments, on a sweater you are going to enter in a handicrafts exhibition. The night before you are to deliver it, your daughter borrowed it and spilled ketchup on the front.
3. You have taken your child to his/her hockey practice. The coach seems to have spent the whole time helping the other children. You reproach him with this.
4. All the girls in a grade two class have been invited to a birthdy party for one of the girls. These little girls have been together for three years. Your daughter is the only one not to receive an invitation, and she is heartbroken. You decide to talk to the birthday girl's mother.
5. Guard/inmate confrontation over the inconsistency in applying "The Rules."
6. A friend/relative and her pre-school child are visiting you in prison. As the child gets bored, s/he is starting to whine. The parent gets angry and slaps the child hard.

SUGGESTED SCENARIOS FOR ALL-WOMEN GROUPS

Role Plays

Contributed by a group of women facilitators, AVP Ontario, Canada

1. Rescuing sister from pimp who has employed her for some time.
2. An unreasonable landlord demands generous rent but does not maintain building well.
3. Fellow worker continually arrives late and expects others to cover for her.
4. Teenage daughter rebels at being expected to do most of the housework while mother is working.
5. Wife is employed; husband is unemployed and doesn't seem interested in looking for work. He spends all day watching television and drinking beer, and not even being helpful around the house.
6. Your child comes home from school and announces that he/she has promised to take a chocolate cake to school tomorrow for the class Christmas party. You don't have the ingredients nor the money to buy them, and you are tired after a hard day at work.
7. Your child has come home from school with a bloody nose and torn clothes. You suspect that he/she has been fighting, but s/he runs straight to his/her room and locks the door.
8. Your child has come running through the house and is probably hiding in the garden. A police car is just pulling up outside.
9. Just after you have arrived home after a weekend away, the police arrive with complaints about a noisy party held by your teenager in your absence.
10. Wife finds her husband has raided her purse and used the grocery money to buy some new clothes.
11. It is your son's firsts year at high school. He is associating with kids who are not interested in learning. They are skipping school and hanging out at the Mall. You receive a note from school asking you to come in for an interview with teachers and principal.
12. Another woman cuts in on your turf by becoming too friendly with your friend and/or lover.
13. Cigarettes are missing from the room of an inmate, and several people who don't like you are spreading the rumor that you took it.

HANDOUTS

REVISED BASIC MANUAL EXERCISES

Developed by AVP facilitators

Sing Sing Prison
Ossining, New York

We offer these revised exercises developed by the inside facilitators at a long established AVP prison program as an example of the thoughtful, creative and dedicated work been done by AVP communities all over the world. In some cases the exercises are written in simpler language; in others, new methods of facilitating the exercise are presented.

All AVP communities are encouraged to develop new exercises and improved ways of presenting old ones. We caution facilitators who work in different AVP communities to discuss variations of exercises in team planning so as to make sure that all facilitators are working with the same version of the exercise. Some of what is different in variations on exercises accomplishes different learning goals. We encourage teams to compare and discuss different goals and agree on what goals they find desirable for their workshop.

We have presented these exercises in a different type face so they will easily be recognized as variations.

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