

AVP/HIP NEW SOUTH WALES

SYDNEY BASIC MANUAL

PART 2

LEARNING ACTIVITIES

A Continuing Work in Progress

May 2011



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FORWARD

AVP(NSW) Sydney, Australia produces a set of three manuals : -

Sydney Basic Manual Part 1: AVP facilitation

Sydney Basic Manual Part 2: agendas & learning activities (exercises)

Sydney Advanced Manual – agendas & learning activities

Sydney Facilitators Training Manual – agendas & learning activities for T4F workshop

Sydney Basic Manual Part 1: AVP Facilitation

This provides an introduction to the principles and practice of the non-directed restorative experiential circle learning style and facilitation used by AVP in Sydney.

AVP USA Manuals

AVP facilitation worldwide is based on the educational and philosophical principles and practices presented in the manuals produced by AVP USA.

As AVP has spread to different countries around the world different local groups have adapted AVP learning activities/exercises and practices to be more relevant and sensitive to local languages, cultures, faiths and educational practices.

Each group has the opportunity to develop local differences from a range of discretionary decisions, for example - how to present the philosophy of Transforming Power, the mix of content, experience and reflection in each learning activity (exercise) and the use of directed or non-directed learning and processing questions.

Thus each local AVP group can develop their own unique variations of facilitation practices and learning activities within the core essentials of AVP.

AVP Sydney

The four AVP Sydney manuals present the local adaptations and choices made by the AVP group centred in Sydney, Australia.

The non-directed experiential restorative circle learning style used by AVP in Sydney incorporates restorative practices and uses :-

- open non-directed restorative processing and debriefing questions
- restorative listening
- 'holding the space' facilitation
- 'shining a light' on disruptive participant behaviour
- consensus by 'fair process'
- descriptive / acknowledgement feedback.

The learning style used by AVP Sydney is outlined in the Sydney Facilitators Handbook which is designed to accompany each of the workshop manuals of learning activities.

Continuing Work in Progress

The AVP Sydney manuals are being regularly updated with new and revised versions of the learning activities and facilitation ideas being used by AVP Sydney facilitators.

Be mindful that these manuals are not complete in themselves and should be used in conjunction with the AVP USA materials that include important material that is not covered in these local manuals.

Users of these manuals need to ensure that they obtain copies of the new/latest versions of the various learning activities and facilitation material as they are updated. Each learning activity is dated and copies of the latest revisions and the tracking of the updates in each manual will soon be available on the avpmanuals wiki.

Wiki Access

The avpmanuals wiki <http://avpmanuals.wikispaces.com> provides facilitators with the copies of all the AVP/HIP learning activities including the latest revisions. AVP facilitators can either logon with their own username and password or use the generic AVP username and password.

For further information contact avpsydney@avp.org.au.

Contributions

Facilitators are invited to print out the latest revision and/or contribute their own insights, feedback and experience in the 'contributions' section of the wiki. All AVP facilitators are invited to contribute to the development of these manuals. The collaboratively written activities will become part of the future editions of the AVP Sydney manuals.

Copyright

Everyone who receives this information is asked to respect the Alternatives to Violence Project (AVP) copyright for all activities in this manual and on the wiki website.

Anyone engaged in offering training in conflict resolution is hereby granted the right to reproduce this document in small quantities for their own non-commercial use, without prior permission.

Availability

The manuals will be distributed to AVP(NSW) facilitators and is available on request to other AVP facilitators. For PDF copies of these manuals contact avpsydney@avp.org.au and provide your name and the name and contact details of your AVP group.

Acknowledgements

This manual is the work of many dedicated, talented and generous AVP, HIP and other facilitators who have created and contributed to the activities and ideas that it contains. We wish to acknowledge them here with deepest gratitude. I would like to acknowledge and thank Malcolm Smith and Julei Korner, and many other AVP/HIP facilitators for their contributions, creativity and support.

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March 2011

INDEX OF BASIC LEARNING ACTIVITIES & BUILDING BLOCKS

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PREPARTION FOR AN AVP BASIC WORKSHOP

How to craft a Basic workshop agenda
& prepare for a Basic workshop

AVP WORKSHOP BUILDING BLOCKS FOR AGENDA PLANNING



SESSION LAYOUT

1. Welcome
2. Gathering
3. Agenda Review
4. Activity
5. L&L
6. Activity
7. Activity
- break
8. Activity
9. Activity
10. L&L
11. Activity
12. Session Reflection
13. Closing

CORE CONCEPTS COVERED IN AN AVP BASIC WORKSHOP

AIM: Explore the impact of our behaviour on others and others behaviour on us.

- Transforming Power (& the Mandala & the HIP Keys)
- Building blocks
- Safety issues
- AVP philosophy, AVP journey, AVP history
- Restorative listening
- Restorative processing and debriefing
- Creative transformation of conflict
- Listening, speaking and problem solving.

CORE ACTIVITIES OF AN AVP BASIC WORKSHOP

Workshop framework -Welcome, Gathering, Agenda, Light' n' Livelies, Session Reflection, Close

- Affirmation Names
- Affirmation Pairs
- Buddies
- Concentric Circles
- Conflict I Solved Nonviolently
- I-messages
- Restorative Processing
- Restorative Listening
- Safety Circle
- Transforming Power Introduction
- Transforming Power Queries
- Transforming Power Revisited
- Underlying Anger
- Violence/Nonviolence Tree

BASIC WORKSHOP FRAMEWORK

with sample learning activities

2 & ½ DAY WORKSHOPS – 5 Sessions

AFFIRMATION & COMMUNITY BUILDING <ul style="list-style-type: none"> • What is AVP? • Safety Circle • Affirmation Pairs • Buddies 	COMMUNICATON & COMMUNITY BUILDING <ul style="list-style-type: none"> • Concentric Circles • Violence/Nonviolence Trees • Conflict I Solved Nonviolently • Transforming Power Intro 	TRANSFORMING POWER & CONFLICT TRANSFORMATION <ul style="list-style-type: none"> • TP Revisited & Queries • Role-play
	COOPERATION & CONFLICT RESOLUTION <ul style="list-style-type: none"> • Let's Build • Handpushing/Goals Relationship? • Inside/Outside? • Underlying Anger? • Hassle Lines – restorative process • I-messages • Affirmation Envelopes 	REFLECTION & TRUST <ul style="list-style-type: none"> • • • • Ungathering • Where To From Here • Graduation

3 DAY WORKSHOPS – 6 Sessions

AFFIRMATION & COMMUNITY BUILDING <ul style="list-style-type: none"> • What is AVP? • Safety Circle • Affirmation Pairs • Buddies 	COMMUNICATION & COOPERATION <ul style="list-style-type: none"> • Cooperative Construction • Restorative Processing • Handpushing/Goals Relationship? 	TRANSFORMING POWER & CONFLICT TRANSFORMATION <ul style="list-style-type: none"> • TP Revisited & Queries • Role-play
COMMUNITY BUILDING, COMMUNICATION <ul style="list-style-type: none"> • Concentric Circles • Violence/Nonviolence Trees • Conflict I Solved Nonviolently • Transforming Power 	COOPERATION & CONFLICT RESOLUTION <ul style="list-style-type: none"> • Inside/Outside? • Underlying Anger x2? • Affirmation Envelopes 	REFLECTION & TRUST <ul style="list-style-type: none"> • • • • Ungathering • Where To From Here • Graduation

2 DAY WORKSHOPS – 4 Sessions

AFFIRMATION & COMMUNITY BUILDING <ul style="list-style-type: none"> • What is AVP? • Safety Circle • Affirmation Pairs • Concentric Circles • Violence/Nonviolence Trees • Buddies 	TRANSFORMING POWER, CONFLICT RESOLUTION & CONFLICT TRANSFORMATION <ul style="list-style-type: none"> • TP Revisited & Queries • Restorative Processing? • Assertive Statements? • Role-play - brief
COMMUNICATION & COOPERATION <ul style="list-style-type: none"> • Cooperative Construction • Conflict I Solved Nonviolently • Transforming Power Intro • Handpushing/Goals Relationship? • Inside/Outside? • Underlying Anger? • Affirmation Envelopes 	CONFLICT TRANSFORMATION & REFLECTION & TRUST <ul style="list-style-type: none"> • Role-play - brief • • • Ungathering • Where To From Here • Graduation

SAMPLE AGENDA FOR BASIC WORKSHOPS

DAY 1

PRELIMINARY ACTIVITIES

To use before the workshop starts, while waiting for late comers

1 Progressive Pairs

Session 1 AFFIRMATION & COMMUNITY BUILDING

1 Welcome

2 Introduction to Facilitators

3 Pipecleaners

4 Gathering

(An activity I enjoy)

5 Agenda & Introduction to Workshop

(Workshop structure & building blocks)

6 Affirmation Names

7 What is AVP?

(History, Philosophy, Journey, Experiential
Unanswered ?, Housekeeping)

8 L&L

(Big Wind Blows)

9 Safety Circle

Break

10 Affirmation Pairs

(Restorative Listening)

11 L&L

(Pattern Ball)

12 ..

13 ..

14 Buddies

(What's on top?, My journey in this workshop)

15 Session Reflection

16 Closing

Possible activities

- *Assumptions*
- *Baby Puzzles*
- *Broken Squares*
- *Paper Tear*
- *Party Time*
- *Personal Space*
- *Tower Building.*

DAY 2

Session 2 COMMUNICATION & COMMUNITY BUILDING

- 1 Buddies (What's on top? What has drawn me here?)
- 2 Welcome Back & Stretch
- 3 Agenda
- 4 Gathering (What has drawn me here & what I would like to get from the workshop)
- 5 Concentric Circles (Restorative Listening)
- Break
- 6 Violence / Nonviolence Trees
- 7 L&L
- 8 ..
- 9 A Conflict I Solved Nonviolently
- 10 Transforming Power Introduction
- 11 Session Reflection
- 12 Closing

Possible activities

- *Baby Puzzles*

Session 3 COOPERATION & CONFLICT RESOLUTION

- 1 Welcome Back & Agenda
- 2 Gathering
- 3 Let's Build
- 4 L&L
- 5 Handpushing / Goals Relationship / Crossing the Line
- Break
- 6 Inside Outside
- 7 Underlying Anger
- 8 L&L
- 9 ..
- 10 L&L
- 11 Affirmation Envelopes
- 12 Session Reflection
- 13 Closing

Possible activities

- *Back to Back Drawing*
- *Dots*
- *Handpushing / Goals Relationship / Crossing the Line*
- *Hassle Lines*
- *I-messages*
- *Inside / Outside*
- *Partial Knowledge*
- *Power Grab*
- *Underlying Anger*

DAY 3

Session 4 TRANSFORMING POWER & CONFLICT TRANSFORMATION

- 1 Welcome Back & Stretch
- 2 Agenda
- 3 Gathering (A way I deal with conflict)
- 4 Transforming Power Revisited
- 5 Transforming Power Queries
- 6 Activity
- 7 Break
- 8 Role-play
- 9 L&L (Active L&L)
- 10 Role-play
- 11 L&L (Active L&L)
- 12 Session Reflection
- 13 Closing

Possible activities

- *Role-play*
- *Open Chair Role-play*
- *Arm Chair Role-play*
- *Hassle Lines*
- *Quick Decisions*
- *Theatre Players*

Session 5 REFLECTION & TRUST

- 1 Welcome Back & Agenda
- 2 Gathering
- 3 ..
- 4 ..
- 5 L&L
- 6 ..
- 7 Farewell to Buddies
- 8 Break
- 9 Written evaluations & contact details
- 10 Unanswered Questions
- 11 Ungathering (Something I am taking away from this workshop & how I will take care of this)
- 12 Where to From Here
- 13 Pipe-cleaners Returned
- 14 Graduation
- 15 Closing (Yarn Toss & A Gift I Give)
- 16 Energy Hands
- 17 Community Clean Up

Possible activities

- *Blindfold Trust Walk*
- *Choices, Choices*
- *Guided Reflection*
- *Imagine a Community*
- *Personal Reflection*
- *A Letter to Myself*
- *Trust Circle*

LIST OF MINI CONFLICT SCENARIOS

1. You've borrowed your father's car and someone in a carpark has backed into your car
2. While you are having a cup of coffee, a work colleague has turned off all the office equipment before she left work, including your computer. When you return, you find that you cannot access the file that you have been working on for 2 hours as it was corrupted when the computer was incorrectly shut down
3. You've gone to bed early because you have to start work early in the morning. You are kept awake by your neighbour's loud music at 1:00am...
4. You return to your desk to find someone looking for things among your personal files
5. You find that your brother has borrowed your car without asking you ...
6. You are driving and someone backseat drives
7. You have returned to your flat with friends and find it looks a mess because your flatmate has been spring cleaning and has left everything all over the place
8. You have been working on the car, you are called to the phone and when you return you find that someone has borrowed the tools that you were using
9. Someone has borrowed something from you again and has not returned it to you again ...
10. You are walking along a corridor with your arms full of things, a colleague runs down the corridor and bangs into you and you drop everything
11. You have been tidying your files and everything is stacked neatly on your desk, someone passes and scatters things everywhere
12. You are trying to work and someone talks loudly nearby about their weekend ...
13. You have put your car in for service twice and the problem is still not fixed. You tell the service person
14. An angry customer yells at you about your company's lack of service ...
15. You have spent a long time tidying your laboratory and you find someone has come in and been careless and made a big mess
16. You have called in a plumber urgently, he says he'll come in an hour and comes in six hours, and talks down to you when he finally arrives ...
17. You have been trying to say something that is important to you for sometime, but your companion has been talking so much that you haven't had a chance to get a word in

18. You are working on a project with a group, you find that the rest of the group have been to a meeting and you did not know about the meeting
19. You finally get to the shower and find that someone has had a long shower and the water is cold ...
20. You have watched an exciting program on TV, at an exciting part your flatmate races in and switches the TV to their program ...
21. Your supervisor asks you to do something, changes his mind but does not tell you, then blames you when it is not right ...
22. You have been preparing for a dinner party and have your good glasses on the table. A drunken relative knocks the table and a number of the glasses are broken. Next day
23. You have been talking to clients when suddenly your angry supervisor yells at you in front of the clients. After the clients have left
24. You left a letter you have received on the table while you went to the phone. When you return you find someone has cleared the table and thrown everything into the bin, including your letter ...
25. You've just washed the floor and someone walks over it with muddy boots
26. You are speaking to someone on the phone, they are called away and you hear them talking in the background for what seems to be ages ...
27. You are asleep and suddenly a neighbour's loud motorbike starts up at 1:00am. You see him next day ...
28. You have queued for your meal and finally sit down to eat it and someone pushes past to the table and knocks it to the ground ...
29. You have made an appointment for a friend for 5:00 and the friend just casually turns up at 7:00 without contacting you ..
30. You were asked to work late to finish a contract. It was inconvenient but you agreed to do it. You discover that the contract was not given to the client until after midday the next day. You need not have stayed so late the night before
31. Someone backs his car into your car and refuses to give you his driver's licence and name
32. Someone uses a mobile phone loudly near you while you are studying for an exam ...
33. An instructor is giving instructions to a group. One person in the group constantly interrupts the instructor and the whole process
34. Someone starts smoking in a non-smoking area. You don't like the smoke as it aggravates your asthma

35. There is a beautiful privacy tree in your garden on the boundary. Your neighbour wants to chop it down because it puts leaves in his swimming pool ..
36. A neighbour parks her car across your driveway again (or in your car space)
37. Your patient has arrived an hour late for his appointment. He did not call on his mobile even though he had one ..
38. A neighbour's dog barks at night ..
39. Someone has parked in the handicapped car place and you cannot easily get your elderly mother to the doctor ...
40. You have cooked the dinner for tonight's dinner party. You arrive home 30 minutes before the guests arrive and you find that the food has largely been eaten. Your teenagers had friends around for lunch
41. In the shared bin area of a block of units someone constantly leaves rubbish on the ground
42. A window is broken by a ball

INDEX OF RESOURCES FOR BASIC LEARNING ACTIVITIES			
	HANDOUTS	POSTERS	RESOURCES
Affirmation Envelopes		List names	Envelopes Small writing kit Small markers Music (optional)
Affirmation Names		List names	
Affirmation Pairs			Timer
Affirmation Pyramid	----		
Agenda Review		Building Blocks Agenda	
Assertive Responses			Writing set
Back to Back Drawing		2x Drawings Processing questions	Writing set
Big Wind Blows	-----		
Blindfold Trust Walk	-----		
Broken Squares			Envelope of squares
Buddies	-----		
Choices, Choices		Violence Tree Nonviolence Tree Alternatives Tree	Writing set Masking tape
Circuit Breaker		Circuit Breaker	
Concentric Circles			Topics List Timer
Conflict I Solved Nonviolently	-----		
Count to Ten	-----		
Create the Space	-----		
Crossing the Line	-----		
Crossing the River			Masking tape Newspaper
Earthquake	-----		
Energy Hands	-----		
Four Up	-----		
Gatherings		Topic	
Goals Relationship Window		Goals Relationship	
Going Dotty			Dots
Graduation	Transforming Power		Certificates Affirmati.envelopes
Guided Reflection			Script
Hand-pushing	-----		
Hassle Lines			Scenarios
Here I Sit	-----		
Hurricane	-----		
Imagine a Community			Poster kit Writing paper

	HANDOUTS	POSTERS	RESOURCES
I-Message		I-messages	
Inside Outside		Body – 3 panels	
Introduction to Basic		Building blocks	
Introduction to Facilitators	-----		
Jelly Bean Jar		Jelly bean jar High Five	Jelly Bean Jar Small writing kit Markers
Let's Build			Building blocks
Letter to Myself			Writing kit
Paper Tear			Newspaper
Partial Knowledge			Poster kit Fact sheets
Party Time			Timer
Pattern Ball			Koosh balls
Personal Space			Poster kit
Pipe-cleaners			Pipe-cleaners
Power Grab			Newspaper
Role-play Open Chair		Mandala	Processing guide # 2 Chairs
Role-play Structured			Processing guide # 2 Chairs
Safety Circle		Safety circle Safety Issues	
Satellites	-----		
Session Reflection		Agenda	Poster kit
Stand By Your Key			Mandala pieces
Stand-Up	-----		
Stretch	-----		
Tower Building			Newspaper Masking tape
Transforming Power Introduction		Mandala	Mandala pieces
Transforming Power Queries		Mandala	Queries Mandala Pieces
Transforming Power Revisited			Pictures Mandala Pieces
Unanswered Questions		Unanswered ?	
Underlying Anger		Underlying Anger	Writing set
Violence/Nonviolence Trees		Violence Trees Nonviolence Trees	Markers
Welcome	-----		
Well Done	-----		

	HANDOUTS	POSTERS	RESOURCES
What is AVP?		History Philosophy Journey Housekeeping Unanswered ?	
Where to From Here	Evaluation Participants	Where to from Here	
Yarn Toss			Ball of yarn

Standard kits:

For T4F workshop			Poster kit	Writing kit
Poster kit	Mandala		Poster paper	Writing paper
Writing kit	Timer		Markers/markers	Pens
Processing question poster			Masking tape	Boards to write on

TEAM MEETINGS

TEAM BUILDING MEETING	TEAM DEBRIEFING MEETING
<ul style="list-style-type: none"> • What's on Top? • Select meeting chair, agenda scribe & negotiate time constraints <p>ROUND ROBIN</p> <ul style="list-style-type: none"> • Where I am at present in my life? • Where I am at present with AVP and Transforming Power? • What I need to let go of to facilitate this workshop <ul style="list-style-type: none"> • My recent experiential learning experience that might influence me • My personal agendas • My hidden agendas are • Anything/passions in my life that I have to put aside • What I learnt about myself when working with teams • My strengths are • How I can support others in this team • My learning edges are • How I'd like to be supported in this team <p>AGENDA SETTING</p> <p>OTHER RESPONSIBILITIES</p> <p>BRIEFING ABOUT PARTICIPANTS</p>	<ul style="list-style-type: none"> • What's on Top? • Select meeting chair, agenda scribe & negotiate time constraints • Read feedback sheets <p>How did the workshop go?</p> <ul style="list-style-type: none"> • Group process? • Participants? • Highlights? • Problems? • What might we do differently next time? <p>How have we functioned as a group?</p> <ul style="list-style-type: none"> • Group process? • Everyone participate? • Leadership? • Anyone frustrated? Why? • Goals and plans met? • Anything learnt? <p>How did the activities work?</p> <ul style="list-style-type: none"> • Go through agendas • What worked? • What could be done differently? • What have we learnt? <p>Allocate rankings to workshop graduates</p> <ol style="list-style-type: none"> 1. Ready for AVP facilitation training 2. Not yet ready for AVP facilitation training (still on own journey) 3. Not yet ready to think about AVP facilitation training (still on own journey and are so needy that they impede the journeys of others) <p>LEARNING EDGES</p> <p>AFFIRMATION FEEDBACK</p>

OPEN RESTORATIVE QUESTIONS TO DEBRIEF CONFLICT & TRIGGERING

Three Basic Open Questions	Alternatives in Conflict Situations
1 What happened? <div>PAST</div>	How was that for you? What was that like? What was it like when?
2 What was the hardest thing about that for you? <div>PRESENT</div>	How might that have affected others?
3 Is there anything you would do differently next time? <div>FUTURE</div>	What would you like to happen? What might you do to contribute to this happening? Is there anything you need to say to <name>? Are you OK to move on? What do you need to be able to move on? Is there anything that could have made a difference? Is there anything that you could have done to have made a difference?

GUIDELINES FOR PROCESSING OF ACTIVITIES

- Allow time for participants to think and answer. Do not jump in if there is a silence
- What comes up and happens in the processing is an important part of AVP
- The key is to work with the participants' own process
- Participants will come to the insights that are right for them
- If you ask directed questions participants learning will be directed
- If you ask non-directed questions participants will be open to explore their own learning
- Don't ask any closed questions or directed questions that invite analysis.

ROLE-PLAY DEBRIEF PROCESS

"Cut and sit down"

script in bold

DEBRIEF characters

Ask each in turn "**<character name>.What is going on for you right now?"**

Ask each in turn "**<character name>.What happened?"**

Ask each in turn "**<character name>What was the hardest thing about that for you?"**

Ask each in turn "**<character name>.Is there anything you would do differently next time?"**

DEROLE each player in turn (start with the more emotional or distressed players)

"**<character name> Is there anything you would like to say to any other character?"**

"**<player name>. Are you ready to leave the character <character name>?"**

"**Put the name-tag on the chair and step forward and shake off the character"**

"**<player name>.. Tell me 1 way you are the same as ..<character name>.."**

Keep stepping back

"**<player name>.. Tell me 3 ways you are different to..<character name>.."**

"**<player name>.. Is there anything you would like to say to ..<character's name>.. – the character that you have left behind?"**

Return the person to the audience.

PROCESSING – ask the whole group

"**Is there an element of the mandala that could have made a difference?"**

"**Is there anything further that anyone would like to say?"**

"**Is there anything that anyone would like to say before we move on?"**(if needed)

LEARNING ACTIVITIES

**Sorted
alphabetically**

Experiential
Learning Activities
used in
AVP Basic Workshops

INTRODUCTION TO THIS SECTION OF BASIC WORKSHOP LEARNING ACTIVITIES

Some of the learning activities have been rewritten with a script of what can be said to the participants.

Remember that in the Open (Non-directed) Facilitation Style used by AVP/HIP Sydney most of what the facilitator says are the instructions for the experience part of the activity and for the processing part of the activity.

There is a small amount of content and this is included in the script, often with the heading 'explanation'. If you are saying more in your presentation than is in the script, you are likely to be saying too much. If you think you might be saying too much check out with your fellow facilitators for their view.

The activities marked with a tick in the index have been rewritten with the script of what you can say when presenting this activity

- the script is in bold text
- the not bold text are the instructions for the facilitators
- the section headings can be prompts for experienced facilitators.

AFFIRMATION ENVELOPES

Scope

- Workshops – Basic and Advanced
- Used as a quiet activity either at the end of the second to last day or during the last day. The completed affirmation envelopes are used in the Graduation activity
- Building blocks – affirmation, community building and reflection.

Purpose

- Experience and practice giving and receiving a gift, acknowledgement and affirmation
- Provide a gift and a container for participants to take handouts away from the workshop.

Time 15 minutes.

Resources

- White envelopes (size C4 – 324 x 229 cm) for everyone
- Backing boards for everyone
- Markers – with enough for 3 or 4 markers for everyone
- Poster with a list of everyone's first name and affirmation name/s
- (optional)
- Timer
- Background music (optional).

Directions

1 Introduction *(some sample wording)*

- **"In this activity everyone will make an affirmation envelope for their buddy."**

2 Set up

- Invite participants to sit around the room with their buddy
- Distribute an envelope and backing board to each person
- Have the markers available for everyone to select their colours
- Display the names poster.

3 Instructions

- Ask each person to make an affirmation envelope for his or her buddy
- Write the buddy's first name and affirmation names on the envelope in colour
- It is optional to decorate the envelope
- Facilitators also need to make affirmation envelopes for each other to have them for the Graduation activity
- The buddies are invited to chat together quietly during this activity.

4 Completion

- Gather up the backing boards, envelopes and markers
- Invite everyone to return to the circle
- If some envelopes are not completed make the envelopes and markers available during breaks to enable everyone to finish their envelope before the last session when they will be handed out in the Graduation activity.

Variations

- *Affirmation Mini Poster* – have each person sit in a circle, with an A4 piece of paper, and write on it their buddy's name and affirmation name/s (not too large). Then have everyone at the same time write on their paper a positive / acknowledgement message as a gift for their buddy. Then simultaneously everyone will hand on their mini poster to the next person to write on a positive message. This will continue until everyone has written on each poster (except their own) and the posters have arrived back with the original artist
- *Affirmation Poster* – give each person a sheet of poster paper (or A4 paper) to make up an affirmation poster for their buddy, put them on the wall, floor or tables and invite everyone to write a positive message on each poster
- *Affirmation Messages* – provide everyone with enough coloured pieces of paper (eg. size A6 ie. A4 paper cut into 4 quarters) and pens to write or draw a positive or acknowledgement message as a gift for each person in the workshop including the facilitators. The messages must be true and people have the option to sign their name. Each person will then put their messages in the relevant envelopes to be handed out in the Graduation.
- Allow everyone plenty of time to write the messages, as some people take longer to write. For example, provide time at lunchtime, in the morning before the workshop starts, give extra time in breaks and/or start the activity early enough to allow people to take the blank messages home overnight. Provide easy access to the envelopes during the last day to provide everyone time to put their messages in the envelopes.

Facilitation Notes

- This activity works well as a reflection activity at the end of the day, after a tiring or emotional activity like role-play or towards the end of the workshop
- Writing the names in colour can be sufficient as some people can feel uncomfortable about the level of their drawing skill
- Towards the end of the workshop a facilitator will put the workshop handouts into each of the participants' envelopes
- The graduation certificates are matched with the participants' affirmation envelopes and the facilitators envelopes spread through the pile of envelopes with no two facilitators envelopes adjoining this means that no facilitator will give an envelope to another facilitator in the Graduation
- The affirmation envelopes and certificates are handed out during Graduation
- *Affirmation Envelopes* are more private for community participants who do not have room at home to display posters
- *Affirmation Mini Posters* are recommended for inclusion in facilitators' workshops as these workshops can provide sufficient community safety for participants to write or draw quickly in a cooperative situation
- *Affirmation Posters* can be more appropriate to use in prisons where participants could value a poster to display in their rooms. Writing on posters attached to people's backs can be intrusive to people's personal space and their level of comfort with touching, and can feel unsafe for some people, particularly those who have suffered abuse.
- *Affirmation Messages*- do not use these if there is any chance of bullying occurring.

References

- Adapted from *Affirmation Posters* in the AVP Basic Manual, 2002, p.F-20, the HIPP Manual, 2004, p.81 and the Advanced Manual, 2005, p.G-18.

AFFIRMATION NAMES

Scope

- Workshops – all Basic, Advanced, Facilitation or Mini workshops
- Core activity used in the first session of each workshop
- Building blocks – affirmation and community building.

Purpose

- Experience and practice self-affirmation and the affirmation of others
- Experience and practice building community.

Time 20 minutes.

Resources

- List of Names Poster (if people's names are unfamiliar or hard to pronounce)
- Affirmation Names Prompt List
- Instructions with the c
- omplete activity wording.

Directions and script

1 Introduction (sample wording)

- **"In this activity everyone will have the opportunity to learn everyone else's name."**

2 Set up

- Be seated in a circle. Make sure that everyone can see everyone else.

3 Instructions for everyone to think of a positive name (sample wording)

- **"Will each person think of a positive name for yourself that starts with the same sound or letter as your first name"**
- **"The name can be something you like about yourself or something you would like to be able to do (aspire to)"**
- **"For example my affirmation name is -----"**

4 Instructions to repeat the affirmation names around the circle (sample wording)

- Say to the two adjoining neighbours
- **"Which one of you would like to have the first turn?"**
- When one person has nominated themselves, say
- **"In this activity I will start by introducing myself, then my neighbour will greet me and then introduce themselves, then the next person will greet me, my neighbour and then themselves. We will go all around the circle until everyone has greeted everyone before them and then themselves"**
- **"We will start like this 'Hello my name is --- ---- ' (eg Gentle Graeme)**
- Turn to the neighbour who has nominated to be first and say
- **"Will you now say Hello ---- --- (Gentle Graeme), my name is ---- ---- (eg. Adventurous Aletia)**
- Then turn to the next neighbour around the circle and say
- **"You now say 'Hello ---- ---- (Gentle Graeme), and ---- ---- (Adventurous Aletia), my name is ---- ---- (Dancing David)' "**

- You may need to prompt people so that everyone says Hello to the first facilitator and then greets everyone in turn until they get to themselves and then introduces themselves. The repeated pattern is easier for those with memory or learning disabilities to remember
- At the end the first facilitator then greets everyone around the circle
- **"We now invite you to use these affirmation names throughout the workshop. There will be future opportunities for you to change your affirmation name."**

Variations

1. After several sessions leave out a copy of the Prompt List of Affirmation Names so that participants have the opportunity to select another affirmation name for themselves
2. Each person only greets and repeats the names of the three people before him or her
3. In a large circle, ask the participants to think of an affirmation name for themselves and then greet and repeat the names of the two people on either side of them
4. The affirmation names can be replaced with theme affirmation or fun names, for example for the theme Christmas, sport, music, harmony etc, for example Jingle Bells Julie Ann.

Facilitation Tips

- This is not a competition, so gently prompt to ensure that everyone remembers everyone else's name
- The affirmation names can be neutral but must not be negative or a putdown
- Have the Affirmation Names Prompt Sheet available to help you suggest possible positive names if the participant and the group cannot think of a positive name.
- Use affirmation and first names in gatherings (after Session 1) and closing circles, and use them talking to people during the workshop as appropriate
- Facilitators need to model changing their affirmation names during the workshop until the participants feel comfortable choosing and changing their affirmation names. Sometimes a changed affirmation name can be a powerful indicator of a person's shift during the workshop
- If anyone passes during their turn, the following people need to greet the person by using their first name only
- To make it easier for participants to remember people's names
 - Ensure that people use the same sequence to say people's affirmation names by saying the first person's affirmation name first, everyone's in turn and then their own affirmation name last
 - Gently direct anyone who changes the regular sequence to maintain the same repeated pattern makes it much easier for those with memory or learning difficulties to remember and repeat
 - Encourage people to use affirmation names with the same sound or letter as their own names (as these are easier to remember) by having the facilitators always model using same sound affirmation names.

References

- Adapted from *Affirmation Names* in the AVP Basic manual p.F-18
- See also *Affirmation Names* in the HIPP manual p.60.

AFFIRMATION NAMES PROMPT LIST

Able, Abounding, Absolute, Absorbing, Abstract, Abundant, Accepting, Achieving, Accomplished, Acknowledging, Acquainting, Active, Actual, Adaptive, Adjusting, Admirable, Adorable, Adventurous, Affectionate, Affective, Affirming, Alive, Ambitious, Amiable, Angelic, Appealing, Approachable, Assertive, Astute, Athletic, Authoritative, Awesome

Beaut, Beautiful, Beloved, Benevolent, Blessed, Blissful, Bold, Bonny, Brave, Bright, Brilliant, Buoyant

Calm, Can-do, Capable, Carefree, Catalyst, Caring, Centred, Charismatic, Charitable, Charmed, Charming, Cheerful, Clear, Clever, Collaborative, Comfortable, Committed, Communicating, Competent, Confident, Connected, Considerate, Controlled, Cordial, Cosy, Courageous, Creative, Cuddly

Daring, Darling, Dashing, Dear, Debonair, Decent, Decisive, Decorative, Delightful, Dependable, Determined, Developing, Devoted, Devout, Didgeridoo, Dignified, Disciplined, Diversifying, Divine, Dutiful Dynamic

Educated, Effective, Effervescent, Efficient, Elegant, Empathetic, Enchanted, Enchanting, Endearing, Energetic, Enjoyable, Enlightened, Enthusiastic, Even-tempered

Facilitating, Fair, Fantastic, Fast, Favoured, Favourite, Fearless, Fiery, Feisty, Fine, Focused, Fond, Forgiving, Fortunate, Frank, Free, Friendly, Fun, Funk, Fun-loving, Funny

Generous, Genial, Gentle, Genuine, Giving, Glad, Glamorous, Glorious, Good, Good-natured, Gorgeous, Graceful, Gracious, Grand, Groovy, Ground-breaking

Handsome, Happy, Harmonious, Harmony, Healing, Healthy, Hearty, Heavenly, Helpful, Hero, Heroic, High Spirited, Hip, Honourable, Honest, Hopeful, Humane, Humble, Humorous

Ideal, Idealistic, Idyllic, Imaginative, Important, Impressive, Independent, Industrious, Innovative, Insightful, Inspirational, Inspired, Inspiring, Intelligent, Interactive, Interesting, Integrity, Intuitive, Inventive, Iron-man

Jaunty, Jazzy, Jestng, Jolly, Jogging, Joking, Jonquil, Jovial, Joyful, Joyous, Jubilant, Juggernaut, Jumping, Junction, Jurassic, Just, Juxtaposition

Kaleidoscope, Karma, Keen, Kind, Kind-hearted, Kindly, Kindred, Kissable, Kitten, Knowledgeable, Know-how

Larrikin, Laughing, Layback, Leading, Learned, Legend, Legendary, Light-hearted, Likeable, Lively, Logical, Lovable, Lovely, Lucky, Luxurious, Luscious, Luxurious, Lyrical

Magic, Magical, Magnanimous, Magnetic, Magnificent, Majestic, Marvelling, Marvellous, Mature, Meaningful, Meditative, Mellow, Melodious, Memorable, Merry, Mighty, Mindful, Mischievous, Moderate, Modest, Musical, Mystical

Natural, Nature-loving, Neat, Nice, Nifty, Noble, Normal, Notable, Nurturing

Obliging, Observant, Open, Open-minded, Optimistic, Orchestral, Organised, Original, Ornamental, Outspoken

Pacific, Patient, Peaceful, Perceptive, Perfect, Performing, Persuasive, Playful, Pleasant, Pleased, Pleasing, Positive, Precious, Perfect, Precise, Pretty, Progressive, Proud, Prudent, Prudential, Pure

Questioning, Quick, Quiet

Radiant, Radiating, Radical, Rational, Realistic, Reasonable, Reassuring, Receptive, Rechargeable, Reflective, Regal, Reinventing, Rejoicing, Related, Relaxed, Reliable, Religious, Remix, Reserved, Resourceful, Respected, Resplendent, Responsible, Responsive, Restful, Rhythmical, Right, Rocking, Romantic

Satisfied, Scholarly, Scientific, Searching, Self-accepting, Self-assertive, Self-aware, Self-reliant, Sensational, Sensible, Sensitive, Sentimental, Serendipitous, Serene, Serious, Sexy, Shining, Simple, Sincere, Skilled, Skilful, Smart, Smiling, Sociable, Soft, Solid, Soulful, Sparkling, Specific, Spirited, Spiritual, Splendid, Sophisticated, Spontaneous, Sporting, Spunky, Stable, Steady, Strong, Stupendous, Stylish, Successful, Superb, Super, Sweet, Sympathetic

Tactful, Talented, Tasteful, Tender, Terrific, Terrific, Thinking, Thoughtful, Thorough, Tolerant, Tranquil, Tremendous, Thrilling, Triumphant, Trusting, Trustworthy

Ultimate, Unbroken, Understanding, Unique, Urbane, Useful

Valiant, Valuable, Valued, Vibrant, Victor, Victorious, Vigorous, Visionary, Vital, Virtuous, Very Happy

Warm, Welcoming, Well, Wholesome, Winning, Wise, Witty, Wonderful, Wondrous, Worthy

Xanadu

Yachting, Yippee, Yoga, Young, Youthful

Zany, Zealous, Zestful, Zippy

AFFIRMATION PAIRS

Scope

- Workshop - Basic
- Used in the first session
- Building blocks – affirmation, community building and communication.

Purpose

- Experience and practice self-affirmation
- Experience and practice restorative listening and 'holding the space' for their partner
- Experience and practice speaking assertively and reflecting back what they have heard.

Time 15-20 minutes.

Resources - Timer.

Directions

1 Introduction (some sample wording)

- **"This is a listening activity."**

2 Set up

- Divide the participants into pairs
- The pairs can sit anywhere around the room where they can comfortably sit and face each other and be reasonably private
- Ask each pair to decide who will be the first speaker and give time for this.

3 Instructions for the speaker and the listener (sample wording)

- **"The Instructions for the speaker are -**
 - **"The speaker will speak for 3 minutes on a topic that you will be given shortly**
 - **"In the next part of the activity the listeners will repeat to another pair what has been said to them, so each speaker needs to share only the things that they are comfortable with being shared with the whole group"**
- **"The Instructions for the listener are -**
 - **"The listeners are invited to "hold a still and generous space" for the speaker**
 - **"When the speaker has finished the speaker will have thirty seconds to repeat the essence of what they have heard**
 - **"If the speaker stops speaking the listener may gently ask a question to assist the speaker to restart talking. It is OK for the pair to sit in companionable silence until the time is complete."**
- **"Is everyone clear about the instructions?"**

4 Pair share

- The topic for the speakers is "Things I like about myself". Repeat the topic
- Give the speakers 10 seconds to think about what to say before starting
- Be prepared to shorten the 3 minutes timing if someone shows distress
- After three minutes give the listener 30 seconds to reflect back to the speaker the "essence of what they heard"
- Then invite the original speaker to add anything important that was left out.

5 Reverse Roles (some sample wording)

- Ask the pairs to swap roles with the original listener

- Instructions for the listener
 - **The listeners are invited to “hold a still and generous space for the speaker”**
- Instructions for the speaker
 - **“The speakers will now speak for three minutes on the same topic, ‘Things I like about myself’”**
- Give the listener 30 seconds to reflect back to the speaker the ‘essence of what they heard.’

6 Small groups of four

- Combine the pairs with another nearby pair to form groups of 4. One group can have a group of 6
- Ask each person to take a turn to introduce their partner to the small group from the information that their partner shared in the previous segment
- Give the small groups about 5 minutes to introduce each other. After each 2 minutes remind everyone that they should be nearly half way through.

7 Debrief the activity (sample wording)

- **“Will everyone now return to the circle.”**
- If this is the first processing introduce the AVP style of processing, eg. **“Now I will invite people to share their personal responses/reflections. This is a personal sharing to the group not a discussion or debate”**
- Ask the following questions and hold a the space for everyone to speak into

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
“What happened?” PAST	or	“What did you notice here?” (or “What did you notice in this activity?”) PAST
“What was the hardest thing for you?” PRESENT	or	“Is there anything here that challenged you?” PRESENT
“Is there anything that you would do differently next time?” FUTURE	or	“What can you take from this into your life?” FUTURE “How might that relate to Transforming Power?” (optional)

Facilitation Notes

- Use a timer or stopwatch to make it easier to watch that everyone is okay and comfortable speaking
- Do not give the topic of the pair share until the pairs are seated, the instructions for this section are explained, and there are no further questions
- Support facilitators may need to model contributing to the processing, speaking from the I and holding the space until the participants understand the process
- Do not mention Transforming Power until it has been introduced.

References

- Adapted from *Affirmation Exercise* in the AVP Basic, 2002 p. E-5
- See also *Introduction in Pairs* in HIPP manual, 2004 p.83.

AFFIRMATION PYRAMID

Scope

- Workshops – any Basic, Advanced and Training
- Used as a session closing activity
- Building blocks - affirmation.

Purpose

- Experience and practice affirming self or others
- Provides a positive session closing activity.

Time 5 minutes.

Resources -

Directions

1 Introduction (*some sample wording*)

“This is a closing activity for this session.”

2 Set up

- Explain that in this activity there could be some touching and invite people when they stand up to form a circle where each person feels comfortable touching the people on either side of you
- Invite everyone to stand in a circle.

3 Instructions

- Explain that the group is going to make a pyramid of hands in the centre of the circle
- Each person in turn will move into the circle and join the pyramid by putting their hand (palm down) in the centre of the circle and say “Something I like about this group is”
- Invite everyone to respect their neighbours’ privacy and endeavour not to touch without first requesting consent.

4 Circle

- The facilitator models the action while explaining the instructions and starting the pyramid
- As each person says the affirmation to the group they place their hand into the circle either above or below the hands that are already in the centre, without touching anyone else’s hand
- When everyone has joined the pyramid, lower the hands slowly, continuing to be careful not to touch anyone else’s hand
- Then everyone quickly raise the hands together and say “Whoosh”.

Other affirmations

- “A gift I bring the group ...”

Facilitation Notes

- This activity can be done with each person touching other people’s hands as they make the pyramid or each person holding their hands a little apart from the hands above and below so that there is no touching. This activity is a non-touching activity unless all the members of the group are comfortable touching each other. Consider intercultural/interfaith needs around touching.

References

- Adapted from *Affirmation Pyramid* in the AVP Basic manual, 2002, p.F-20
- See also *Affirmation Pyramid* in the Advanced manual, 2005, p.6-18.

AGENDA PREVIEW

Scope

- Workshops – all Basic, Advanced, Training and Mini
- Used as a core activity for the beginning of each session
- Building block – community building.

Purpose

- To enable everyone to know which activities are going to happen in this session. It is read so that participants do not have to be able to read.

Time 5 minutes.

Resources

- Building Blocks Poster
- Agenda poster for each session.

Directions

1. Introduction (*some sample wording*)

- **“These are the activities that will be in this session.”**

2. Set up

- List the activities planned for the session on the session Agenda Poster
- Include the building blocks session themes on the top of the Agenda Poster
- Put the poster up on a wall or whiteboard. Make sure that everyone can see it.

3. Read the agenda

- Clearly read out each of the learning activities, exercises or items on the agenda without explanation.

4. Other agenda previews

- A facilitator needs to read out the first couple of Agenda Previews. After this ask the participants for a volunteer to read out the Agenda Preview.

Variation

- Read out and make general comments about each activity linking the activity to the session building blocks theme, eg.

First agenda preview

The first agenda preview in the basic workshop needs to be more explanatory about agenda previews and why they are included in each session. Also the regular types of activities that are part of the framework of each session need to be introduced and an explanation given, for example - gatherings, light and livelies, feedbacks and closings.

- Gatherings – “There will be a community building gathering activity at the beginning of each session”
- Agenda Preview – “There will also be an agenda review at the beginning of each session to give everyone an overview of what is going to happen in the session and how each activity fits into the whole”
- Light and Livelies (L&L) – “Light and Livelies are short co-operative fun activities that help to change the energy.”
- Activities – “In each of the main activities there will be two parts – the action or ‘experiencing’ part of the activity and then a processing with the opportunity to reflect on personal experiences in the activity and insights gained”

- Feedback – “Provides the opportunity to reflect on how each activity worked for each person or invite suggestions for how the activity could be improved”
- Closing – “Each session also ends with a short circle closing activity.”

Facilitation Notes

- The agenda is read out so that everyone including those with low literacy skills or those without their glasses can understand what is going to happen in the session. Understanding what is going to happen increases feel of empowerment
- The agenda is read out without any explanation. Explanations about the purpose of the activity, the reason for the location of the activity, context or a description of the activity can result in the participants learning becoming directed or analytical and thus damaging the experiential learning process. Unnecessary explanations can get boring and repetitive
- Some facilitators prefer to start each session with an Agenda Preview to provide the framework and a direction for the session learning and others prefer to start with a gathering and increase the sense of community before looking at the framework
- The activities may be marked with the facilitators’ initials to remind them who will be doing each activity. There should not be any reference to which facilitator led the activity either in the agenda review or in the feedback activity. The activities are facilitated/presented by members of a team, they are not ‘owned’ by any one person
- Put the Agenda Poster up on the wall in a position where it can be conveniently referred to throughout the session. This enables a smooth transition from one activity to another without the facilitator having to get up from the circle
- Number each activity and write the words on the poster large enough to be legible to everyone in the group. Colourful posters add to the sense of fun in the group. Use markers with strong colours that can be visible throughout the room. Do not use pale colours like yellow
- The Session Reflection activity based on the session agenda concludes each session
- The agenda is the list of the planned activities. It is important to be flexible enough to change activities as needed and to change the agenda poster so that everyone knows what is happening and why.

References

- Adapted from *Agenda Review* in the AVP Basic manual, 2002, Section D.

POSTER

AVP BASIC BUILDING BLOCKS

		CONFLICT TRANSFORMATION	
	COOPERATION	REFLECTION	
AFFIRMATION	COMMUNITY BUILDING	COMMUNICATION	

SAMPLE AGENDA POSTER

SESSION 1. AFFFIRMAT ION & COMMUNITY BUILDING		
1	M	WELCOME
2	all	INTRODUCTION TO THE FACILITATORS
3	B	GATHERING: MY NAME, A FAVOURITE ACTIVITY IS ...
4	J	INTRODUCTION TO THE WORKSHOP
5	J	AGENDA REVIEW

ARM CHAIR ROLE-PLAY

Scope

- Workshop – Basic, Advanced or Facilitation workshops
- Basic - can be used in the later part of the workshop instead of the full role-play if there is not time or level of safety for a full role-play. Or it can be used in middle of the workshop to practise I-Messages or And-Messages or to practice for the full role-play
- Building blocks - conflict transformation.

Purpose

- Experience and practice the transformation of conflict
- Experience and practice the personal contribution to the escalation and de-escalation of conflict.

Time 20-45 minutes.

Resources

- Blank poster
- 2 extra chairs
- Mandala poster
- Copies of the Processing Questions and Guidelines for the facilitators.

Directions

1 Introduction *(some sample wording)*

- **“This is a role-play activity where there will be two chairs and a small team of players will alternate playing the characters in conflict.”**

2 Set up

- Have everyone seated in a $\frac{3}{4}$ circle facing a blank poster with two chairs nearby.

3 Scenario

- Briefly brainstorm five conflict scenarios and list these on the blank poster.

4 Second set up

- Put the two chairs facing each other in front of the scenario poster
- Ensure that everyone can easily see the chairs.

5 Instructions

- There will be two volunteer teams of three people standing alongside each of the chairs
- The names of the two characters in the role-play will be written on masking tape and placed on the chairs
- Any member of the team can move into the role and play the character
- The name tags stay on the chairs, the actors do not put them on themselves
- When anyone else from the team wishes to swap places he/she will say “Swap” and sit in the chair replacing the previous person
- The facilitator will call out “Cut” to stop the role-play.

6 First teams

- Form the two teams of volunteers
- Ensure that no one is playing themselves, for example if one of the characters is a mother and the other a teenager, then there should not be a mother with a teenage child in the mother character’s group. It is better for people to play

the other character to give them the opportunity to learn empathy and understanding for the other character.

- Allow 5 minutes for each role-play or stop the role-play if the scenario is resolved or one of the players triggers and becomes distressed
- If the role-play is not resolved the action can be stopped, possible alternatives brainstormed, each person can look at the mandala and select an element of the mandala to work on and the role-play restarted.

7 First processing

- Processing each role-play separately
- Use the questions as appropriate from the Processing Questions and Guidelines
- Either processing the teams in the centre of the circle by asking them 'What happened?' and then extend the processing to the whole group including the audience (if one or more of the characters need to be processed)
- Or invite the two teams back into the wider circle and then ask 'What happened?' (if all the team members are OK)
- Check that everyone is OK before moving on to the next armchair role-play.

8 Other role-plays

- There can be 2-5 mini role-plays to enable everyone to have the opportunity to join a team.

9 Debrief the activity (*sample wording*)

- **"Will everyone now return to the circle."**
- Ask the following questions and hold a the space for everyone to speak into

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

Variations

1. Use the scenarios list poster to select scenarios
2. Have the small team members select an element of the mandala to practice in the role-play.

Facilitation Notes

- There needs to be a level of community and trust within the group before doing this mini role-play activity
- It is better to have the role-play chairs at one end of the room with the $\frac{3}{4}$ circle of chairs facing them because if the chairs are in the middle of the circle the role-players will end up with some people behind them and it can be

uncomfortable for some people to have people behind them, specially when they are in a vulnerable place like being in a role-play

- The statements of the different members of the team who play a character do not need to be completely consistent, however do not give permission for this inconsistency in advance.
- Apprentice facilitators should not facilitate this role-play activity.

References

- Adapted from *Open Chair Role-play* in the AVP Second Level Manual, 2005 p.E-6.

BACK TO BACK DRAWING

Scope

- Workshops – Basic and Advanced
- Used in the middle sessions
- Building blocks - communication and co-operation.

Purpose

- Experience and practice using restorative processing
- Experience and practice listening and giving instructions
- Experience different people's perceptions and meanings of words.

Time 20–30 minutes.

Resources

- Two posters with simple drawings on them (keep these hidden from the participants until ready for use)
- Paper – 2 pieces per pair
- Backing board per pair
- Pens or markers – 1 per pair
- Processing Questions Handout & Poster.

Directions and script

1 Introduction (sample wording)

- **"This is a activity where you will be drawing in pairs."**

2 Set up (sample wording)

Divide into pairs

- **"Divide into pairs by counting 1-8 around the circle"** (or ½ the number of people around the circle)
- **"Will the 1s put up your hands, then the 2s put up your arms etc."**

Move into lines

- **"Move so that you are sitting in two lines, with each pair sitting back to back"**
- **"The people in Line 1 are facing this wall, and the people in Line 2 are facing the other direction"**
- **"Try to leave some room between the pairs to reduce the noise from your neighbours."**

Handout resources

- **"The people in Line 1 will each receive two pieces of paper, a pen (or marker) and a backing board."**

Hearing

- **"Please can you let us know if anyone has a hearing disability so that we can make special arrangements so that all listeners can hear their partner speaking to them."**

3 Instructions for the drawing (sample wording)

- **"The people in Line 1 will have five minutes to describe the drawing to your partner"**
- **"The people in Line 2 will draw what your partner is describing to you"**
- **"The artists cannot speak or ask questions"**
- **"The people in Line 1 will not see the drawing poster"**

- **"Neither partner can turn around and see what the other partner is doing or seeing."**

The picture

- **"This is the picture for Line 1 to describe for your partner to draw**
- Place the first drawing poster in front of the people in Line 1

When finished

- **"After you have finished both of you turn to look at the drawing and compare this with the drawing poster."**

4 Instructions for the Partners Processing (sample wording)

Set up

- **"Will each pair now turn and face each other**
- **"Each pair will receive a copy of the Restorative questions handout".**

Debriefing Questions

- **"The pairs will each take turns to ask your partner the first restorative question - 'What happened?' and remember when they reply to 'hold a still and generous space for your partner to speak into' "**
- **"Those in Line 2 (the artists) will go first."**
- **"Then the partners will each take turns to ask the second restorative question 'What was the hardest thing for you?' also starting with those in Line 2"**
- **"Then in turn each person will ask your partner 'Is there anything you would do differently next time?"**

5 Drawing two – geometric shape (sample wording)

- **"Return to sitting back to back**
- **"Now we will repeat the activity with the people in Line 2 describing the drawing to their partner in Line 1**
- **"and the people in Line 1 doing the drawings**
- **"This time the artist can speak or ask questions for clarification**
- **"You will have a short time to compare the two drawings when you have finished."**

6 Partners Processing (sample wording)

- **"Will each pair turn and face each other again**
- **"Each pair will in turn ask their partner the three restorative questions, with the person from Line 1 (the drawers) asking the question first."**

7 Processing the full group (sample wording)

- **"Will everyone now return to the circle"**
- **"Is there anything further that anyone would like to say?"**

Variations

1. Repeat the process with everyone changing partners
2. Have the people in Line 1 draw their own drawings & then describe it to their partners, and then visa versa.

Facilitation Notes

- Simple large bold geometric shapes in work better than a complicated picture.

References

- Adapted from *Back to Back Drawing* in Transforming Conflict manual p.105.
- See also Back to Back Drawing in the HIPP Manual, 2005, p.59.
- Diagrams by Mary Hurst (AVP-Sydney).

PROCESSING QUESTIONS POSTER & HANDOUT

RESTORATIVE QUESTIONS

1. What happened?
2. What was the hardest thing about that for you?
3. Is there anything you would do differently next time?

BIG WIND BLOWS

Scope

- Workshops – any Basic, Advanced, Facilitators or Mini
- Used as a light and lively in the first session of a basic workshop when participants are still learning to trust the group
- Light and lively - active, safe and non-touching
- Building blocks – affirmation, community building and cooperation working together.

Purpose

- Have fun together, change energy and release tension
- Experience having things in common with others.

Time 10 minutes.

Resources --

Directions

1 Introduction (*sample wording*)

- **"This is a light and lively or short, fun activity**
- **"This is like the Musical Chairs Game. There is one chair missing, so when everyone moves the last person left standing is the person who is 'In'."**

2 Set up

- Everyone is seated in a circle
- Remove one chair and the facilitator will stand in the middle of the circle.

3 Instructions (*some sample wording*)

- **"The 'In' person says "The big wind blows on all of us who.....". For example "...all of us who are wearing red", "...had breakfast this morning", "...have an older sibling" etc. The 'In' person chooses a characteristic that applies to them also to increase the inclusiveness and sense of community**
- **"Everyone with the characteristic that is called out moves to another chair**
- **"The person who cannot get to a chair is 'In' and goes into the centre of the circle and calls out the next characteristic for people to move**
- **"When the 'In' person calls out "Hurricane" everyone moves."**
- Invite anyone with a disability that prevents them from running and jumping to either continue sitting in their chair or move carefully to the nearest empty chair.

4 Conclusion

- When the activity is finished the facilitator draws in the extra chair so everyone is now seated.

Variation

1. People cannot move to the adjoining chair and so must move further (more safety is needed for this variation). This can also be difficult for people who find it harder to run and jump.
2. Hurricane - anytime during the workshop one of the facilitators may call out "Hurricane" then everyone will move to another seat and continue with the workshop [See Hurricane]

Facilitation Notes

- This is one of the safest light and livelies, so it is often good for the first session.
- This is an inclusion activity, so it is important for the person who is 'In' to select a characteristic that also applies to them
- This is a good activity to model assisting people with a disability and still be included in the group activity and to model the 'right to pass'.

References

- Adapted from *Big Wind Blows* in the AVP Basic manual, 2002, p.F-8
- See also *Big Wind Blows* in the HIPP manual, 2004, p.61.

BLINDFOLD TRUST WALK

Scope

- Aka - *Blind Walk* and *Blind Man Walking*
- Workshops - Basic and Advanced
- Used at the end of the workshop, if a sufficient level of safety and trust has been built
- Building block – trust.

Purpose

- Experience and practice having trust.

Time 15-30 minutes.

Resources

Preparation

- Decide if this activity will be held inside or outside.

Directions and script

1 Introduction (*sample wording*)

- **"In this activity each person will have the opportunity to walk around the room (or area) blindfolded and be safety guided by your partner."**

2 Set up to select pairs (*sample wording*)

- **"This activity involves some touching. Will each person find a partner of a similar size that you feel comfortable to touch."**

3 Instructions for the blindfolding (*sample wording*)

- **"Will each pair select the person who will be 'blindfolded' first"**
- **"This person will close your eyes and place one hand across your eyes to blindfold yourself."**

4 Instructions for the blindfold walk (*sample wording*)

- **"Your partner will be your guide for 8 minutes"**
- **"Will the guide gently guide your partner around the room ensuring the blindfolded person's safety at all times – not bumping into things, not bumping into other people"**
- **"The guide needs to talk to your partner telling them where they are going, and what they are doing, eg. "there is a small step here" or "move three steps to the right to avoid a chair"**
- **"The guide might like to hold the arm of your partner, just above the elbow, to guide them around the area. Discuss this with your partner and ask for permission to touch"**
- **"The guide could try to give their partner varied experiences (different textures, spaces etc.)."**

5 Guided walk (*sample wording*)

- **"The guides will guide their partners around the room for 5-10 minutes."**
- **"Now the partners will swap places and the new guide will guide your partner for eight minutes."**

6 Debrief the activity (*sample wording*)

- **"Will everyone now return to the circle."**
- Ask the following questions and hold a the space for everyone to speak into –

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

Variations

- Participants can use blindfolds or scarves if hygienic and available
- An obstacle course can be set up in a room before the blindfold walk.

Facilitation Notes

- This activity requires a high level of safety and trust both within the group and for each individual. To increase the level of safety this activity should be used towards the end of the workshop if the team feels the required level of safety has been reached
- Selecting their partner and blindfolding themselves with their hand are ways that individual vulnerable participants can increase their feeling of safety.

References

- Adapted from *Blindfold Trust Walk* in the HIPP Manual 2004, p.113
- *Blind Walk* in the AVP Basic manual, 2002, p.F-10.

BROKEN SQUARES

Scope

- Workshops – Basic and Advanced
- Building blocks – cooperation dealing with power and communication.

Purpose

- Experience and practice cooperating with others in a small group
- Experience and practice nonverbal communication.

Time 20-40 minutes.

Resources

- Envelopes each containing 4 inner envelopes (each of the inner envelopes has the pieces of paper needed to make the squares)
- Poster – conditions (or rules).

Directions

1 Introduction *(some sample wording)*

- **“This is a group activity where each person will be given pieces of paper and asked in silence to make up squares, rather like a puzzle.”**

2 Set up

- Ask participants to indicate who has done this activity before. This activity can only be done once
- Form the participants who have not done this activity before into small groups of 5 by counting the numbers 1-2-3 etc around the circle. Count 1-5 if 5 groups are needed
- Ask the members of each group to sit around a table
- There is an envelope for each group. Hand out one of the inside envelopes to each person in the group. Ask everyone not to open the envelopes until given the instruction to begin.

3 Observers

- Invite the remaining participants and support facilitators to become observers
- Give each observer a copy of the observers instructions
- Invite each observer to sit near one of the groups and observe the activities so that they can report back to the group later
- The support facilitators will also observe the groups and assist in rule enforcement.

4 Instructions *(sample wording)*

- **“Everyone has an envelope**
- **“When the OK is given everyone can open their envelopes**
- **“The task for each person is to make up a square of equal size to all the squares in their group**
- **“Only when the group has five equal squares will the task be completed.”**
- **“The rules or conditions are -**
 - **“Everyone must be silent during the making up of the squares**
 - **“Everyone must make up their own square and not assist anyone else**
 - **“You may give pieces directly to another person and receive pieces directly from another person**
 - **“No one may ask for or take a piece from anyone else**

- **"No one may tell or signal to another person where to put a piece."**
- Show the rules poster.

5 Construction

- When everyone understands the rules and is ready give the instructions to begin
- The facilitators will enforce the rules, observe the activities and vibes watch.
- The observers will observe in silence.
- When one group finishes quietly ask the people to remain sitting in silence. Do not allow finished groups to talk, distract or stand by and watch the remaining groups.
- There can be no talking until all the groups have finished.

6 Small group debriefs (*some sample wording*)

- Ask each group to remain together around their tables but moved so that everyone is roughly sitting in a circle and can see each other
- Process each small group with the processing questions

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

- Leave time within each small group processing to encourage each person to speak at least once.

7 Complete the debrief (*sample wording*)

- **"Will everyone now return to the circle."**
- **"Is there an element of the mandala that could have made a difference?"**

Variations

- If this activity is being repeated the group could do Broken Cubes.

Facilitation Notes

- This is one of the few activities that people cannot do a second time without distorting the outcome
- The people who are left over after the small group numbers have been made up become observers with those who have done the activity before.

References

- Adapted from *Broken Squares* in the AVP Basic manual p.F-10.
- See Also *Affirmation Posters* in the HIP manual p.60 and the AVP Advanced manual p.E-6.

BUDDIES

Scope

- Workshops – any Basic, Advanced or Facilitation
- Used as a core safety activity throughout each workshop
- Building Blocks – communication and community building.

Purpose

- Experience and practice checking in with partner
- Experience and practice sharing a workshop journey with a partner
- Provide a safety activity for both participants and facilitators.

Time 10 minutes.

Resources

- Timer.

Directions

1 Introduction *(sample wording)*

- **“You will be divided into pairs and you will have this buddy throughout this workshop to share your learning and your journey in this workshop.”**

2 Set up

- Divide the participants into pairs
- Invite the pairs to move to somewhere comfortable and reasonably private.

3 Ways to Divide into Pairs

- Facilitators select the buddy pairs - based on their knowledge of the participants and the need for safety within the pairs and within the group
- Mill around – ask the participants to mill around, have them divide into 3s, then 4s, then 2s. Do this until the facilitators are happy with the pairs.
Facilitators do not join buddy pairs
- Count 1-8 etc around the circle – random. (The facilitator could work out in advance who will be partnered together)
- Psychic string or psychic pairs – hold a bunch of pieces of string (half the number of the participants) and ask all the participants to take hold of one end of one piece of string. Then the people who are holding onto the same piece of string are buddy partners
- Participants select their own buddy, for example select someone they do not know well. Do not use this method in a basic workshop as this method needs a higher level of safety with the group and with the AVP process.

4 Instructions

- You will have 10 minutes to talk with your buddy - What is on top? etc.
- Your conversation is private and you will not be reporting back to the group.

5 Topics

Buddies can have no set topic or can be given a topic to discussion (either a general topic or a specific topic), can select from a list of topics. For example

- What is on top?
- Why I came to this workshop?

- What I hope to get from this workshop?
- What is happening for me in this workshop?
- Something I am learning in this workshop?
- My journey in this workshop.

6 Problem

- If a problem occurs in the workshop and the facilitators would like to clinic (and discuss the problem) have a buddy activity so that the participants' can processing themselves while the facilitators are occupied
- Often the problem will be much reduced when participants have some time out, the opportunity to talk on one-to-one with their buddy and to process.

Variation

- This activity is called *Workshop Friends* by AVP-Nepal.

Facilitation Notes

- This is an essential core safety activity to introduce in the first session and have 3 or 4 times, as needed, during the rest of the workshop. Buddies need to have time to farewell each other in session 5
- Provides participants with a buddy during the workshop to share their concerns and their achievements with
- Can be used to give participants a safe place to share their views about a problem that arises for them in the workshop
- Provides facilitators with an activity which can give them time out to clinic and/or discuss a problem or change an agenda
- Can also provide facilitators with a bit more time after a break or at the beginning of the day if the session planning is not complete
- When forming buddies, do not have facilitators, family members or close friends together, and be careful about who vulnerable people are partnered with
- Facilitation teams need to take care to select which method is safe for the participants to divide into pairs
- Participant selection results in better matches for some of the pairs and random selection removes the potential for participants to feel rejected. Facilitator selection can provide more safety in a diverse group, where there are safety issues and there are vulnerable participants
- Selection by milling around with the facilitators quietly influencing the selection provides a balance of safety, good matching and participant choice
- If a group of three buddies is required ensure these people are more mature or experienced with AVP
- One facilitator needs to record the names of the buddies in case a problem arises or a participant forgets
- Check each morning that the buddies are all present so that a impromptu buddies activity can be used if needed

References

- Source unknown.

CHOICES, CHOICES

Scope

- Workshops - Basic and Advanced
- Used for last reflection session
- Building blocks – conflict resolution and reflection.

Purpose

- Explore a range of strategies for nonviolence
- Explore alternatives in escalating and de-escalating violence and nonviolence.

Time 20-30 minutes.

Resources

- Violence and Nonviolence Tree Posters
- Poster paper labelled 'Alternatives to Violence Tree' (divided into 3 parts matching the other tree posters)
- A4 piece of paper and pens – one for each small group
- Markers
- Pieces of masking tape.

Preparation

- Put up the Violence and Nonviolence Tree Posters on the whiteboard or wall
- Put up the blank Alternatives to Violence Tree poster in the middle between the other two tree posters
- Have the pieces of masking tape for each group attached to the side of the whiteboard.

Directions and script

1 Introduction *(sample wording)*

- **"In this activity the Violence and Nonviolence Trees that were created in yesterday's session will be expanded with further exploration of how to move from the Violence Tree to the Nonviolence Tree."**

2 Set up and divide into small groups & hand out the resources

- **"Divide into small groups by counting around the circle 1-2-3-4, 1-2-3-4"**
- **"Will the 1s put up your hands , you will be group 1 ... will the 2s put up your hands etc."**
- **"Will you now move into your small groups**
- **"Each group will be given a pen, paper and backing board."**
- **"Will each group select one person to be a scribe."**
- **"Will each scribe divide your piece of paper into three equal parts like the Alternatives to Violence Tree Poster."**

3 Roots of Violence – select the group feelings

- **"We are aiming for each group to select one of the feelings listed in the Roots to Violence Tree and seeing how these feelings could move to the Fruits of the Alternatives to Violence Tree**
- **"Which of these words in the Roots of the Violence Tree are feelings?**
- Circle the feeling words as they are identified

- eg. anger, fear, frustration, anxiety, devastation, hopeless
 - If there are not enough feeling words for one for each small groups ask
 - **"Can you suggest some more feeling words that are roots of violence"**
 - Write these on the Roots part of the Violence Tree Poster
 - **"Will each group now select a different one of these feelings from the Roots of the Violence Tree Poster"**
 - **"Will the scribe now write their feeling on the bottom line of their poster."**
- 4 Explain that feelings lead to positive and negative outcomes
- **"Each of these feelings can result in either violent or nonviolent outcomes, depending on the circumstances. For example if a fast car is heading towards you as you cross the road the fear you feel could result in you freezing or could result in you speeding up to get out of the way in time. There are alternatives."**
- 5 Instructions for the first Positive Actions section
- **"Label the bottom of the three sections on your piece of paper 'Positive Actions'"**
 - **"Will each group consider your feeling and brainstorm on the bottom section of your piece of paper a list of positive actions that you could do if you felt your groups feeling."**
 - Give the groups 5 minutes for this brainstorm.
- 5 Instructions for the second Time Out section
- **"Label the middle section on your poster 'Actions to Give Time Out'"**
 - **"Will each group now brainstorm on the middle section of your paper what actions you could do that would give you 'time out' "**
 - Give the groups 5 minutes for this brainstorm.
- 6 Instructions for the third Fruits of Positive Action section
- **"Label the top section on your poster 'Fruits of Positive Action'"**
 - **"Will each group now brainstorm on the top section of your paper some fruits of your positive actions and time out"**
 - Give the groups 5 minutes for this brainstorm.
- 7 Group presentations
- **"Will the scribe (or another representative) from group one report to the whole group and read out your group's three brainstorms"**
 - **"Will you now come and tape your tree to the Alternatives to Violence Poster."**
 - **"Will the scribe (or another representative) from group two report to the group and read out your group's three brainstorms"**
 - **"Will you now come and tape your tree to the Alternatives to Violence Poster."**
 - Repeat this with each of the small groups.

8 Debrief the activity

- **"Will everyone now return to the circle."**
- Ask the following processing questions and hold the space for the participants

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

Facilitators Notes

- This activity works well in session 5 to draw together the workshop learning
- This activity builds on the learning of the session 2 activity Violence / Nonviolence Trees.

References

- Adapted from *Choices Choices* by Giri Sequoya (AVP-WA).

THREE TREE POSTERS

VIOLENCE TREE	ALTERNATIVE TO VIOLENCE TREE	NONVIOLENCE TREE
Fruit of violence	Fruits of positive actions and time out	Fruit of nonviolence
What is violence	Actions to give time out	What is nonviolence
Roots of violence	Positive Actions	Roots of nonviolence

Feeling

CIRCUIT BREAKER

Scope

- Aka – *Broken Record* and *Tableau*
- Workshops - Basic and Advanced
- Building block – conflict transformation.

Purpose

- Experience and practice breaking a repetitive or 'broken record' pattern of responses in a conflict situation.

Time 20 minutes.

Resources

- Poster with three character responses

Directions

1 Introduction

- In this activity there is a short role-play.

2 Set up

- Divide the participants into small groups of three people
- Have them move into the small groups around the room.

3 Demonstration Instructions

- Select one of the small groups with a support facilitator in it to demonstrate a circuit breaker role-play
- Invite the members of the demonstration group to each select one of the three characters in the role-play – the daughter, the mother and the father
- Look at the scenario poster. Each character has a sentence to say. Character 1, the daughter "will say "I'm going out now."
- Character 2, the mother will say "Not dressed like that."
- Character 3, the father will say "Listen to your Mum."
- Each character will take it in turn to say their sentence to make their pattern of responses
- They will in turn repeat their sentence, their pattern, over and over and over again.
- One person will change their response and then the other characters can respond in what-ever way is appropriate
- Invite the people in the small group to decide who will be the first person to be the first person to say another response
- The first group will demonstrate their mini role-play.

4 Practice

- Ask the small groups now to practice the mini role-play three times giving each person the opportunity to change the pattern
- Ask the groups to indicate when they are finished all three mini role-plays
- Ask each person in the small groups to select which character they will play, and which character will be one to break the pattern
- Invite the small groups to start their role-plays
- Allow approximately 10 minutes or watch until the small groups have finished.

5 Debrief the activity

- **"Will everyone now return to the circle."**
- Ask the following questions and hold a the space for everyone to speak into

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

Variations

- Can vary the scenarios
- Could have participants develop their own scenarios.

Facilitation Notes

- The aim is to keep the focus of this activity on the experience of the conflict and the shift rather than intellectualising what is happening. So the pace of the activity needs to be maintained with enough instructions to keep the actions clear without moving the focus to the conscious
- If participants where given the opportunity to develop their own scenarios, there could be an increased chance that some participants could move into intellectualising the process.

References

- Source unknown.
- Also known as – *Broken Record* and *Tableau*.

CIRCUIT BREAKER POSTER

Daughter	"I'm going out now"
Mother	"Not dressed like that"
Father	"Listen to your mother"

CONCENTRIC CIRCLES

Scope

- Workshops - any Basic, Advanced, Mini or Facilitators
- An adaptive learning activity that can be used in any workshop with any topic, usually used in the middle sessions
- Building blocks – communication and community building.

Purpose

- Experience and practice the communication skills of listening and speaking
- Experience and practice using restorative listening and 'holding the space'.

Time 20-40 minutes.

Resources

- List of topics
- Timer.

Preparation

- Plan in advance the topics including the number, sequence, times to mention restorative listening and times to have reflection
- Select which facilitators will facilitate this activity, which will participate and when the roles are reversed
- Ensure that all the facilitators who are participating are in the same circle.

Directions and script

1. Introduction (*sample wording*)

- **"This is a listening activity with more opportunity for everyone to listen to and speak with many people in the group."**

2. Set up the circles

- **"Will you number around the circle 1-2-1-2-1-2 until everyone has a number"**
- **"Will those with the number 1 turn and greet the person who has a number 2 on your left hand side. This is your first partner for this activity."**
- Facilitators could demonstrate this
- **"Will the people with the number 1 to pick up your chair and move into the middle of the circle and turn around and face your partner. This is the person with the number 2 who was on your left"**
- **"There are now two circles facing each other, with the people in the outer circle facing inwards towards their partner and the people in the inner circle facing outwards towards their partner."**

3 Instructions

- **"The people in the inner circle are the first speakers"**
- **"The instructions for the speakers are – you will be given a topic and asked to speak for 2 minutes on the topic"**
- **"The people in the outer circle are the first listeners"**
- **"The instructions for the listeners are – For 2 minutes you are invited to 'hold a still and generous space' for your partner to speak into."**
- **"Are there any questions before we continue?"**

SEE THE TABLE ON THE NEXT PAGE

4 First speakers

- When everyone understands the instructions and is ready - give the first topic
- **" 'The topic for the speakers in the inner circle to speak about for 2 minutes is'**
- **"I will give you 10 seconds to think before you start**
- **"The topic for the speakers is"**
- **"Start now."**
- It is optional to give a 10 second warning before the two minutes has finished
- **"You have 10 seconds to finish what you are saying."**
- Let the timer ring and stop the speakers after two minutes
- **"Time to stop ... Will you finish what you are saying thank you."**

5 Second speakers

- **"Everyone will now swap roles**
- **"It is now the turn of the people in the outer circle to be the speakers."**
- **"The instructions for the speakers are – you will be given a topic and asked to speak for 2 minutes on the topic"**
- **"The people in the inner circle will now be the listeners"**
- **"The instructions for the listeners are – For 2 minutes you are invited to 'hold a still and generous space' for your partner to speak into."**
- "The topic for the speakers to speak about for 2 minutes is the same topic"
- **"I will give you 10 seconds to think before you start**
- **"The topic for the speakers is"**
- **"Start now."**
- Optional - to give a 10 second warning before the two minutes has finished
- **"You have 10 seconds to finish what you are saying."**
- Let the timer ring and stop the speakers after two minutes
- **"Time to stop ... will you finish what you are saying thank you."**

6 Moving the circles

- Wait until everyone has finished and are ready to listen to the instructions
- **"Will the people in the inner circle move one place to the left."**
- **"You will now all have a new partner."**
- **" This time the people in the outer circle will be the first speakers and the inner circle will be the listeners**
- **"The instructions for the speakers are the same to speak for two minutes on the topic you will be given."**
- **"The instructions for the listeners are the same, to hold a 'still and generous space' for your partner to speak into"**
- **"This time the listeners will also be asked after the speaker has finished, to reflect back to the speaker the 'essence of what you have heard.' "**
- The first speaker will then add anything important that was missed in the reflection
- **"The topic for the speakers is"**

7 Continue the pattern

- Continue the pattern of having each circle to take it in turns to speak, then to listen.
- See this guide for the pattern of topics, speakers, listeners and moving people.

Concentric Circles - Topic and Sequence Guide
Topic 1. A person I really respect and why <i>Inner circle speak first, remind listener <u>to hold a still and generous space for the speaker to speak into</u>, outer circle 2nd, then inner circle move one place to the right</i>
Topic 2. Some ways I show respect for myself <i>Reflection back --- outer circle speak first, then inner circle speak second Outer circle move one place to the right</i>
Topic 3. A time that I did the right thing even though I felt some fear <i>Inner circle speak first, outer 2nd, inner circle move one place to the right</i>
Topic 4. A way that I take care of myself or am good to myself when I need taking care of <i>Outer circle speak first</i> Topic 4a. A time when I took care of myself and someone else <i>Inner circle has a different topic, outer circle move to the right</i>
Topic 5. Something I've learnt in my life that has been important to me <i>Inner circle speak first, outer 2nd, inner circle move one place to the right 5 and 6 can be combined – one inner and one outer if less than 8 pairs</i>
Topic 6. Something that I have done that I am proud of <i>Reflection back Outer circle speak first, inner 2nd, outer circle move one place to the right</i>
Topic 7. Something that I would like to do in this coming year that I can be proud of <i>Inner circle speak first, outer 2nd, inner circle move one place to the right 7 and 8 can be combined if there are less than 8 pairs</i>
Topic 8. A goal that I have and some things that I'm doing to accomplish it <i>Outer circle speak first & inner circle speak second, then return to circle</i>

8 Debrief the activity with everyone back in the circle

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

Variations

1. Have a different topic for each partner (this can feel unsatisfactory)

Facilitation Notes

- Before asking questions work out how many pairs there are in the circle and so how many pairs of questions can be asked if everyone is to meet everyone in the other circle. Work out in advance which questions will be asked, which questions will be asked to both partners, which ones will be reflected back, which ones will have a reminder to 'hold a still and generous space', when the inner and outer circles will be moved and which circle will speak first each time. See the Topic Guide
- Have the facilitator/s swap and take a turn as participants for at least a couple of topics in the middle, with other facilitators swapping to take their place facilitating the activity and then swapping again to return to the circle as participants
- The topics for reflections need to be positive like "Ways I take care of myself when I need taking care of" and "Something I have done that I am proud of". Do not have reflection on potentially challenging topics like "Something I did even though I felt fear."
- Facilitators need to give the listeners warning before they listen to the speaker that they will need to reflect on the essence of what they have heard, rather than a summary of what they have heard
- Facilitators need to make the transition between topics gentle and not directed. A minute can be allowed for the partners to farewell each other before moving. They can be reminded to thank their partner
- It does not matter if it is the inner circle that moves so long as each circle always moves in the same direction every time eg. to the left
- The instructions for restorative listening are carefully selected to describe the concept without being prescriptive or directed.

References

- Adapted from *Concentric Circles* in the AVP Basic Manual, 2002, p. E.19
- See also *Concentric Circles* in the Advanced Manual, 2005, p. D.38 and in the HIPP Manual, 2005, p.92.

CONFLICT I SOLVED NONVIOLENTLY

Scope

- Workshop – Basic
- Used in the second session immediately before the introduction of Transforming Power
- Building blocks – conflict resolution and affirmation.

Purpose

- Experience and practice resolving conflicts nonviolently
- Contribute to the understanding of the Transforming Power process and conflict transformation.

Time 20 minutes.

Resources

- Timer.

Directions

1 Introduction

- "This activity provides the opportunity to explore the solving of problems nonviolently."

2 Set up

- Divide the group into five small groups (for example by numbering around the circle 1-5).

3 Small groups

- Ask each person to share with their small group 'A time that I solved a conflict nonviolently'
- Allow 9 minutes for the sharing. After 4 minutes remind participants that the should be midway through sharing their stories
- Ask the groups to each select one of their stories to share with the whole group. The original person can tell the story or someone else in the group can tell it
- Give 2 minutes for each group to select their story and who will tell the story.

4 Whole group

- Everyone return to the circle
- Have someone from each group tell one of the stories share in their group.

5 Debrief the activity

- Ask the following questions and hold the space for everyone to speak into –

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

6 Continue with *Transforming Power Introduction*

Variations

- Can not process after this activity and move immediately into *Transforming Power Introduction as two parts of one activity*
- Can have two separate activities and process *A Conflict I Solved Nonviolently*
- Facilitators could model story telling before the participants start their stories
- The participants can name their story.

Facilitation Notes

- This conflict transformation activity is very useful to provide participants with nonviolence stories to assist in the understanding of Transforming Power in the Transforming Power Introduction activity
- The five small groups in this activity can be used again in the Transforming Power Introduction activity when five groups are needed to each receive one part of the Transforming Power Mandala to reflect upon.

References

- Adapted from *Sharing A Conflict I Solved Nonviolently* in the AVP Basic Manual, 2002, p.E-46.

COUNT TO TEN

Scope

- Workshops – any basic, advanced and facilitation, maybe also mini
- Use as an opening or light and lively in the middle or later sessions when there is a sufficient level of community cohesion developed
- Light and lively – not active, no touching
- Building blocks – co-operation and community building

Purpose

- Practice building community cohesion
- Practice cooperation.

Time 10 minutes.

Resources -

Directions

- Sit in a circle of chairs with the participants
- The aim is for the group to reach the count of ten
- Only one person can speak at a time
- One person calls out 'one'
- Then another calls 'two' and so on
- However when two or more people call out the same number, the group has to start numbering again
- The participants cannot just go around the circle counting or signal to each other.

References

- Adapted from *Count to Ten* in the HIPP manual, 2004, p.63.

CREATE THE SPACE

Scope

- Workshop – any basic, advanced, mini and facilitation
- Use at the beginning of each session, especially for the opening of the workshop
- Building blocks – community building.

Purpose

- Gently encourage participants to join the circle, especially at the beginning of the workshop
- Model starting on time
- Symbolically 'open' the space.

Time 5 minutes.

Resources

- Bell (optional)
- Clock.

Directions

1 Set up

Check that everything is ready for the session

- the right number of chairs are placed in a circle
- the agenda and feedback sheets are up
- the facilitators know which activities they are doing and are prepared for them
- the posters needed for the session are up
- the paper, markers and learning resources /materials needed for the session are ready
- the timer and clock are ready
- the whiteboards are ready, complete with pieces of masking tape on the edge
- the workshop box of learning resources and manuals are available.

2 Action

- Facilitators sit in the circle and quietly talk 3-5 minutes before the start
- Wait for the participants to join the group
- Remind participants a minute before the session is due to start, eg. with a small bell or say "We are gathering" and invite participants to join the circle or sit in the circle
- Remind everyone that mobile phones need to be turned off. If someone is on call and needs to have their mobile phone on this needs to be discussed with the facilitators
- Start on time if possible
- Check off the names of the participants as they have arrived
- 5 minutes before the workshop starts have a facilitator, preferably the registrar ring the participants who have not arrived.

Variations

- Can ask a participant to take responsibility for the time during each break
- Could have soft background music playing and turn off the music when the group is ready to start

- Welcome people to the space as they arrive.

Facilitation Notes

- Start each session like this and especially the first session
- Have the workshop Registrar tell the participants that the workshop start is 5:30 pm for a 6:00 pm start. Please be on time as we start on time
- Record each participants mobile number and phone number as part of the booking procedure, and bring this list of numbers to the workshop
- Have support person or registrar to check off the participants as they arrive and collect the workshop fees. This person would also contact anyone who has not arrived as is appropriate.

References

- Adapted from *Create the Space* by Mary Hurst (AVP-NSW-Sydney).

CROSSING THE LINE

Scope

- Workshops - Basic or Advanced
- Used in the middle sessions workshop, often after the *Handpushing* activity
- Building blocks – cooperation with power and conflict resolution.

Purpose

- Experience and practice cooperating with power
- Experience and practice resolving conflict.

Time 10-15 minutes.

Resources -----

Directions and script

1 Introduction (same wording)

- **"This is another activity where you will stand with a partner in a line in the middle of the room."**
- Do not say in advance that this is a COOPERATION activity.

2 Set Up the pairs in a line facing each other

- **"This activity involves some touching."**
- **"Will you find a partner of a similar size that you feel comfortable to touch."**
- **"Imagine that there is a line down the middle of the room and you and your partner are standing on opposite sides of this line facing each other and shaking hands"**
- **"Will you stand in the middle of the room facing each other with one person in one line and the other in the second line"**
- **"Will everyone shake and hold the hand of your partner."**

3 Instructions

- When everyone is ready say
- **"You each have the task to get your partner on the other side of the imaginary line between you"**
- Repeat
- **"The instruction is Your task is to get your partner on the other side of the imaginary line between you."**
- When everyone is ready
- Complete the instructions **"Now begin"**.

4 What happened

- **"Can anyone demonstrate what happened for them."**
- Do not comment on what happened, just say **"Thank you."**
- After several demonstrations including at least two successful demonstrations
- **"Will you now repeat this activity and do the activity in a different way."**

5 Debrief the activity

- **"Will everyone now return to the circle."**
- Ask the following questions and hold the space for everyone to speak into

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

Facilitation Notes

- It is recommended to do this activity with the co-operation sequence of *Handpushing* and *Goals / Relationship*. This activity is better done at the end of the sequence to give the participants the opportunity to practice one or more of the alternative ways to respond to conflict
- This activity works well outdoors.

References

- Adapted from *Territories* in the AVP Basic manual, 2002, p.F-16
***Crossing the Line* in the HIPP manual, 2004, p.13**

CROSSING THE RIVER

Scope

- Workshops - Basic or Advanced
- Used in the middle sessions of a workshop
- Building blocks – cooperation (working together) and community building
- Also called *Stepping Stones* and *River Crossing*.

Purpose

- Practice cooperation
- Can be used as a practical activity to change the group's energy.

Time 20 minutes.

Resources

- Pieces of paper approximately 6"(8x11 or larger) square (1 per participant minus 2)
- Two strips of masking tape to mark the sides of the river (or use chalk or 2 pieces of rope/string).

Directions - BE CAREFUL WITH THIS WORDING

1 Introduction (sample wording)

- **"In this activity two teams will try to cross the river."**

2 Set up

- Put masking tape to mark on the floor the two sides of the river. The river needs to be wide enough for the teams to step onto their pieces of paper as they cross the river
- Divide the participants in two teams
- The teams both stand on the same side of the river
- Give each team pieces of paper representing floatation devices (with one less piece of paper than the number of participants).

3 Instructions (sample wording)

- Tell the participants that **"the aim is to get all the team members across to the other side of the river"**. BE CAREFUL WITH THIS WORDING
- **"The only way to cross the river is to step on floatation devices"**
- **"Once a float is laid down, a participant must be touching the float at all times"**
- **"If you lose contact with the float, it will be 'carried away with the current'. 'In other words it will be removed by the facilitator'"**
- **"You can't slide the floats forward; you can only place them in the water. You may lift them and place them in a new spot"**
- **"More than one person can be on a float at once"**
- **"If anyone falls into the water, that person has to return to the side and begin again."**
- Repeat the instruction that "the aim is to get all the team members across to the other side of the river".

4 Activity

- As the teams try to get themselves across the river the facilitators stand in the river and wait to remove any piece of paper that is left 'unattended'.

5 Debrief the activity

- **"Will everyone now return to the circle."**
- Ask the following questions and hold a the space for everyone to speak into –

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

Facilitation Notes

- One useful sequence of co-operation activities is – *Co-operation Construction, Handpushing, Goals Relationship Window, Crossing the Line* and *Crossing the River*
- The instruction **"the aim is to get all the team members across to the other side of the river"** is carefully worded so that the participants can choose whether to co-operate together without any influence one way or another
- The instructions are minimal to leave the participants the choice of whether to co-operate within each team and/or co-operate together
- Answer questions only about the instruction logistics not about the fact that this is a co-operation activity
- Maybe give the groups time to practice before removing their floatation devices/papers.

References

- Adapted from *River Crossing* in the HIPP manual, 2004, p.111.

DOTS

Scope

- Workshops - Basic and Advanced workshops
- Use in the middle sessions
- Building block - cooperation dealing with power.

Purpose

- Experience and practice cooperation dealing with power
- Experience and practice forming social groups with potential 'insiders' and 'outsiders'.

Time 30 minutes.

Resources

- 5 sets of round stickers in assorted colours.

Directions and script

1 Introduction (*sample wording*)

- **"In this activity we will be using small coloured dots."**

2 Set up - placing the dots of people's foreheads

- **"Will everyone stand up in a circle and close your eyes"**
- **"While you have your eyes closed facilitators will come around and place a coloured dot sticker on each person's forehead"**
- **"We will tell you when to open your eyes."**
- Choose 1-2 people to receive a sticker that's a different colour from anyone else in the group
- Give everyone else a dot that matches the dots of at least two others in the group. The size of the colour groups can vary.

- **"You can open your eyes now."**

3 Instructions – to form groups

- **"Without talking 'form your group'."**
- Be careful NOT to tell the participants to group themselves according to the colour of their dots.

4 Forming the groups

- When the groups have formed

5 Debrief the activity

- **"Will everyone now return to the circle."**
- Ask the following questions and hold the space for everyone to speak into –

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

Facilitation Notes

- Check that neither the facilitators or participants who have done this activity interfere with the process and/or initiate putting anyone into groups.

References

- Adapted from *Dots Activity* in the HIPP Manual, 2004 p.107
- See also *Dots* in the Advanced Manual 2005, p.D.62.

EARTHQUAKE

Scope

- Workshops – Basic, Advanced and Facilitators
- Used only when there is enough safety to be able to accommodate the level of touching
- Light and lively – very active and some touching
- Building blocks – cooperation working together.
- Also known as *Tenants and Houses*.

Purpose

- Experience and practice working together cooperatively
- Active, change the energy and have fun together.

Time 10-15 minutes.

Resources -

Directions and script

1 Introduction (sample wording)

- **"This active light and lively is called *Earthquakes*."**

2 Set Up inside or outside

- **"Will everyone move outside"**
- or **"Will everyone stand up and move back the chairs."**

3 Instructions

- **"In this activity everyone will be either a 'house' or a 'tenant'.**
- Demonstrate with three facilitators as you speak
- **"Two people who are the 'houses' will stand facing each other, like this, with their hands held up with their palms almost joining to form an arch or a 'house'"**
- **"The 'tenant' is the person who goes under the arch (or into the house)."**
- **"The caller can call either**
 - **"Tenants" - then all tenants must move and find another house. Houses stay still**
 - **"Houses" - then all houses must move to another tenant. Tenants stay still**
 - **"Earthquake" - all houses break up and everyone forms new trios. Roles will probably change"**
- **"There is an odd number of people so the person left over becomes the new caller."**
- **"Does anyone have any questions?"**

4 Action

- Let us start slowly
- The caller calls **"Houses"**
- The facilitator checks that the new caller knows what to do.

Facilitation Notes

- Numbers for this activity require multiples of three plus one, eg. 19 (i.e. 18 plus 1) or 13 (i.e. 12 plus 1). Some facilitators may need to stand aside
- This activity requires sufficient safety and cultural sensitivity for participants to be able to touch each other and stand in close proximity. This activity may not be appropriate in some multicultural groups

- If the activity needs to be non-touching ask **"Will everyone be careful about not touching without permission and in this activity being careful with such things as the 'houses' not touching their hands together when they form the arch."**

References

- Adapted from *Earthquakes* in the AVP-Youth manual p.H-9.
- *Earthquakes* in the Advanced Manual 2005, p. G-8
- *Earthquakes* in the HIPP Manual, 2004, p. 64.

ENERGY HANDS

Scope

- Workshops – any Basic, Advanced, Facilitators and Mini workshop
- Used to close a session
- Building blocks – cooperation working together.

Purpose

- Experience and practice working together cooperatively
- Close a session or workshop positively.

Time – 5 minutes.

Resources -

Directions and script

1 Introduction (*sample wording*)

- **“This is an energy closing.”**

2 Set up - everyone stand with their hands in place

- **“Will everyone stand in a circle.”**
- **“Will everyone to put both your arms out in front of you with your hands together with the right hand on top with the palm side facing down to the palm of the left hand**
- **“Keep both hands in the same position and move them apart so that the left hand (with the palm up) is between you and the person on your left and your right hand (palm down) is now between you and the person on your right**
- **“Keep your hands still and match up the neighbours hands with yours. Their palm up hand will match with the palm down hand**
- **“Hold the hands about two inches apart with the palms of hands facing each other.”**

3 Instructions – the energy flows in silence

- **“Stand in silence.”**
- The flow of energy that passes between the hands is powerful.

Facilitation Notes

- This non touching closing activity is suitable for multicultural groups and those with concerns with touching.

References

- Activity developed by members of AVP Sydney.

FOUR UP

Scope

- Workshops – any Basic, Advanced, Facilitation or Mini workshop
- Use as a light and lively, opening or closing
- Light and lively – active, not touching
- Building blocks – cooperation working together.

Purpose

- Experience and practice working together cooperatively
- Provide a fun change of energy and movement.

Time 5 minutes

Resources -

Directions

1 Introduction

- This is a short active cooperative activity.

2 Set up

- Have everyone sit in a circle

3 Instructions

- The aim is for four people to stand up at the same time with no more than four standing and no less than four standing at any one time
- Anyone around the circle can choose to stand up together
- The four stand up for about 3 seconds then sit down again
- Then anyone in the circle can choose to stand up to be part of the next four up.

4 Cooperation

- Let the group sort out doing this activity cooperatively without direction
- Repeat standing up for as long or short as appropriate.

Variations

- Three or five people can stand up together. Which is harder and requires more community more or less standing up at any one time?

Facilitation Notes

- Useful activity to quickly change the energy
- Active, safe, short, no touching
- Use once the community it built sufficiently for the group to be able to cooperate

References

- Adapted from *Four Up* introduced by Heather Millhouse (AVP-Queensland)

GATHERINGS

Scope

- Regular activity to begin all sessions in all Basic, Advanced and Facilitation workshops
- Community building, affirmation and co-operation building blocks.

Purpose

- Assists the forming of the group and the reforming of the group at the beginning of each session
- Assists everyone to focus on the session and possibly the session theme
- Provides an opportunity to get to know more about everyone
- Can be fun.

Time 10-30 minutes.

Resources

- A poster displaying the topic if the topic is long or has multiple parts.

Directions

1 Introduction

- "This is a co-operative activity where each person around the circle will have a turn to share something with the group."

2 Set up

- Everyone sits in a circle
- Have the gathering topic poster displayed if there is one.

3 Directions

- Each person is invited to take a turn as we go around the room to share their ideas and experiences
- Everyone sit in silence while the speaker talks
- In this activity each person will speak about their own experience and not discuss or comment about anyone else's contribution.

4 Model

- The facilitator will model speaking from the 'I' and sharing their own experience and insights
- The facilitator will then invite the two people of either side to have a turn sharing and start the sharing around the circle. Then the sharing will continue either clockwise or anti-clockwise around the circle
- Each person is invited to speak clearly to the centre of the circle so that everyone can more clearly hear them speak
- Each person in turn will share their contribution
- The listeners are invited to listen without interrupting, making comments, discussing what is said or using interrupting nonverbal language like nodding (there will be more opportunities to practice this kind of non-reflective listening later in the workshop)
- If anyone wishes to pass this is fine, at the end come back to them and invite them to contribute at this point.

5 Wrap up

- At the end the facilitator will briefly wrap up the gathering activity. It is important not to summarise what 'everyone has said' as this can be disempowering for the contributors and frustrating if wrong.

Variations

- Word by word group story – each person around the room will contribute one word as the group builds a sentence and a story together eg. I – went – up – the – building – and – the – sky – was – raining. We – went – to – the – beach – together --- etc
- The facilitator clearly indicates which way around the circle the sharing will go, either clockwise or anti-clockwise.

Facilitation Notes

- It is important for the facilitator to model how to speak to the topic. Consider whether to model a brief superficial answer or a deep and meaningful answer before starting the session
- In the planning session plan which topics are appropriate for each session, what purpose the gathering topic has in each session and how long and how superficial/deep to make the model answer
- It is a good idea to have the facilitators scattered around the circle so that if the gathering contributions become too deep or too light they can model a change in direction and hopefully others will follow their lead
- Be careful to select light or minimally revealing topics at the beginning of the workshop and build up to more revealing, challenging, serious or funny and ridiculous gathering topics as the workshop community builds and provides safety
- If participants are not speaking from the 'I' or are not being positive do not interrupt them. Model speaking from the 'I' and being positive. Other facilitators and experienced participants will assist with this modelling
- Interruptions can be very disempowering and laughs, deliberate coughs, exclamations or 'humorous jibes' can be hurtful and destructive
- Model using first names and affirmation names only (after session 1) and stop the use of surnames
- Always have each person start with their name and affirmation name as part of learning names
- It is a good idea to write on the agenda and/or gathering poster. "My name is and" the topic. Participants will have some time to think of their answer when they hear the topic being read out in the Agenda Review
- If the topic is long or has several parts, write up the topic legibly on a separate poster to assist participants remembering the various parts of the topic they are going to speak to.

Examples of gatherings

Beginning

- A book, TV show, film, video (DVD), music, song I like is
- What drew me to this workshop, something I hope to get from the group is (and maybe also something about myself)

Middle

- A way that I handle anger
- The worst food I have ever eaten is...
- My favourite food, colour, holiday etc.
- A relationship I would like to heal.... (before the role-play)
- My weather forecast is (one or two words on how I am feeling right now in terms of weather) eg. sunny, cloudy, stormy, balmy
- Word by word group story.

End

- A gift my culture gives me (can be revealing if there is enough trust).
- Ungathering – My name, one thing I have learnt in the workshop and how I am going to take care of my learning.

References

- Adapted from *Gatherings* in the AVP Basic manual p.F-1
- See also *Gatherings* in the HIP manual p. 40-41, the AVP Youth manual section G and the Advanced manual p.E-1.

GOALS / RELATIONSHIP WINDOW

Scope

- Workshop - Basic
- Use in the middle section. This works as part of a sequence of *Handpushing*, *this activity* and the *Crossing the Line* as a light and lively
- Building blocks - conflict resolution.

Purpose

- Explore personal responses to conflict
- Explore personal role in escalating and de-escalating conflict.

Time - 10 minutes.

Resources

- Goals / Relationship Poster – prepared and not filled in
- Markers.

Directions and script

1 Introduction (sample wording)

- **"This Goals / Relationship Window is one of the ways of explaining what is happening with the 'Flight, fight and flow' responses to conflict."**

2 Set up

- Everyone is seated in a circle so that everyone can see the blank poster on the whiteboard stand.

3 Explanation of the axis

- **"The poster is divided into two axis"**
- **"The top / down axis represents the goal in a conflict. The top is 10 – the goal is very important to you and the bottom is 0 – the goal is unimportant to you"**
- **"The sideways axis represents the relationship in a conflict. The right-hand side represents 10 – the relationship is very important to you and the left-hand side represents 0 – the relationship is unimportant to you."**

4 Top left quadrant

- Talk to each quadrant
- **"The top left quadrant represents a high goal and a low relationship"**
 - **"What things might I do in a conflict when I have a high goal (and it is important for me to win) and a low relationship?"**
 - **"We will brainstorm and the scribe will write a few of the things you might do."**
 - Record the brainstorm words on the lower half of the left top quadrant below the dotted line
 - Repeat some of the words – **"Yes, we might fight, yell, hit, be violent, power over"**
 - **"I will do it my way because the goal is important for me to win and the relationship is low and you do not matter. Aggressive."**

5 Bottom left quadrant

- **"The bottom left quadrant represents low goal and low relationship**
 - **"What are some of the things I might do in a conflict if both the goal and the relationship are low and I do not care about either**
 - **"We will write up some of the things we might do"**
 - **"Yes, walk or run away, withdraw, switch off, take my ball and go home"**
 - **"I am not very interested in engaging and will walk away if there is nothing to engage me. We both lose."**

6 Bottom right quadrant

- **"The bottom right quadrant represents low goal and high relationship**
 - **"What are some of the things that I might do in a conflict if the goal is low and the relationship is high**
 - **"We will write up some of the things we might do**
 - **"Yes, we might flight, give in, be passive**
 - **"I do not care about winning but I care about you."**

7 Top right quadrant

- **"The top right quadrant represents a high goal and high relationship**
 - **"What are some of the things I might do in a conflict if both the goal and the relationship are high**
 - **"We will write down some of the things we might do"**
 - **"Yes, we might flow, work together, listen, transform, cooperate**
 - **"I will work with you to achieve both our goals. We are both important."**

8 The single words

- **"There is a single word that represents each of the quadrants.**
 - **"The scribe will write these in above the dotted line in each square**
 - **"The top left where the goal is high and the relationship low – the word to write in is 'TO'**
 - **"The bottom left where both the goal and the relationship are low – the word to write in is 'FROM'**
 - **"The bottom right where the goal is low and the relationship is high – the word is 'FOR'**
 - **"The top right where both the goal and the relationship is high – the word is 'WITH'."**

5 Context (2 minutes maximum)

- **"All five of these alternative ways of responding can be appropriate in different contexts, for example a ship's captain needs to control the situation by 'doing it his way' to prevent his ship from crashing onto rocks**
 - **"There are times when a passive role is OK when the goal is low**
 - **"Often we have a pattern of alternating between two quadrants for example, we work in the top/left quadrant and push people and feel guilty and move to the bottom right quadrant and give in. After a while I might feel frustrated and disempowered, resentful and suddenly move back to the top left quadrant and push back**
 - **"Everyone moves from one way of responding to another. It is recommended that we know which one we are using and consciously decide which one to use in various situations**
 - **"Problems can occur if someone uses mainly one quadrant."**

Variations

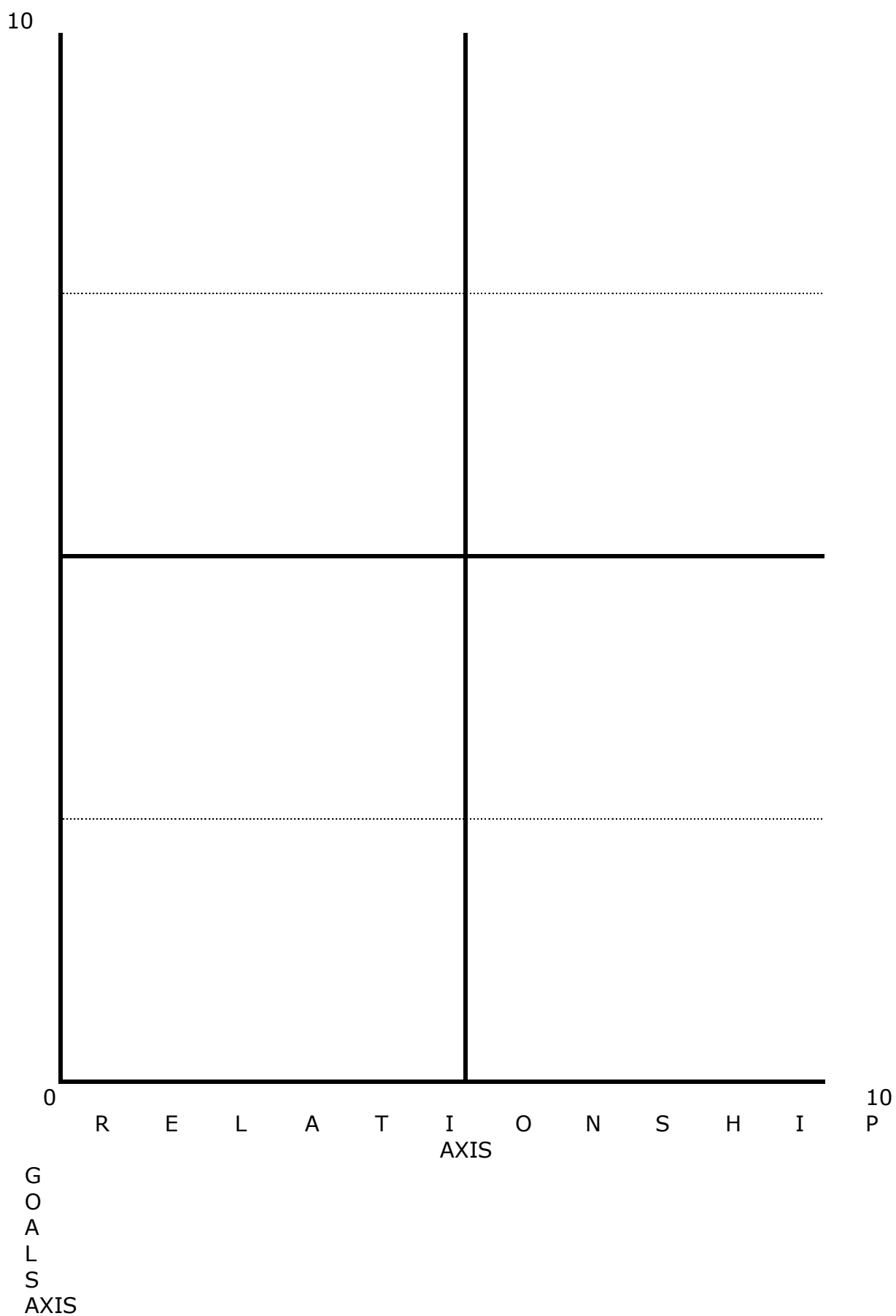
1. Add another small activity after the reflection
 - Ask everyone to fold their arms
 - Then ask everyone to refold their arms in a different way
 - How hard is it to do something differently?

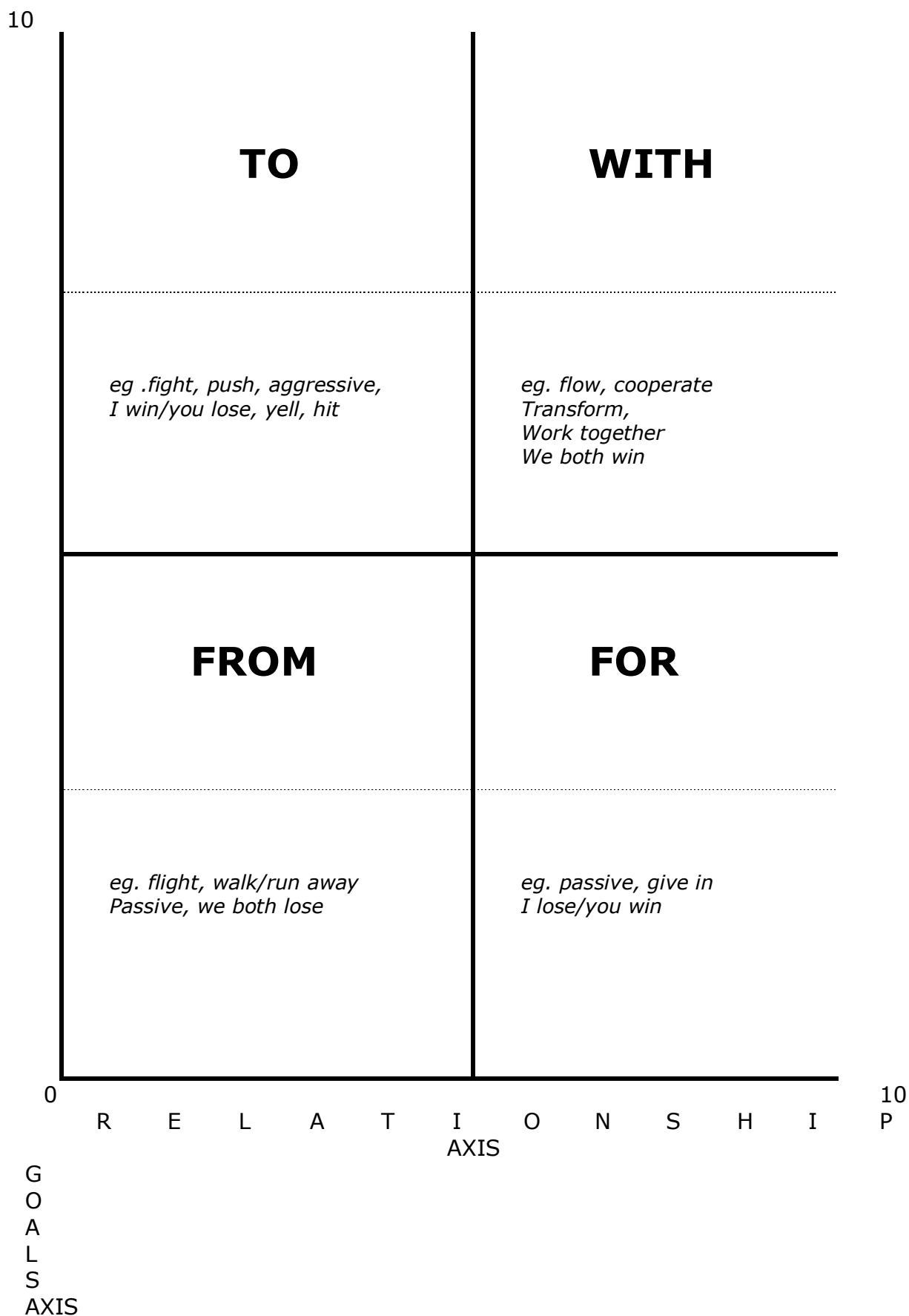
Facilitation Notes

- This activity works well in the co-operation sequence of activities of *Handpushing* and *Crossing the Line*
- One sequence is to do *Handpushing* first so the participants have started to practise and think about the fight-flight-flow alternatives, then the *Goals Relationship Circle* to provide a theoretical context to understand the alternatives, then have *Crossing the Line* to practise the alternatives again
- This activity needs to be done briefly, (in approximately ten minutes) to reduce the chances of the facilitator talking and writing at the poster turning the activity into a chalk and talk teaching style. There must always be one facilitator talking and another scribing.

References

- Original source unknown. There are versions of this in many sources.





GRADUATION

Scope

- Workshops – all Basic, Advanced and Facilitation workshops
- Use this core activity at end of the last session of each workshop where a graduates receive a certificate
- Building blocks – affirmation and community building.

Purpose

- Experience and practice building community
- Provide a happy, positive, feel-good ceremony to mark the conclusion of the workshop.

Time 10-15 minutes.

Resources

- Completed workshop certificates for all participants
- Completed affirmation envelopes for all participants and all facilitators (have these matched together into a set for each person).

Directions and script

1 Introduction (*some sample wording*)

- **"This is the graduation activity for this workshop."**

2 Set up

- Be seated in a circle
- One facilitator will have a pile of the matched certificates and affirmation envelopes.

3 Instructions

- **"The first person will read the top name on the affirmation envelope and present both the affirmation envelope and certificate to that person, congratulate them and also hand them the pile of the remaining envelopes"**
- **"The second person then presents to the third person whose name is on the next affirmation envelope"**
- **"This continues until all envelopes/certificates are handed out."**
- Everyone is seated back in the circle.

Facilitation Notes

- This activity is done in the ungathering activities at the end of the workshop
- If one or more participants have not completed all sessions they could be given a certificate of attendance. The certificates could be handed out in the affirmation envelope so that there is less emphasis drawn to the certificate of attendance
- Model being sensitive about touching, shaking hands or hugging.

References

- Source unknown.

GUIDED REFLECTION

Scope

- Workshops - Basic, Advanced or Facilitation workshops
- Use in the last section of the workshop or at the end of the middle day
- Building block - affirmation.

Purpose

- Experience and practice having a focus for individual nonviolence and individual goals
- Experience and practice relaxing after an emotional activity like role-play
- Experience and practice getting in touch with past experiences and inner feelings that have surfaced during the workshop
- Provide a "powerful preliminary step enabling people to make decisions and to set or change priorities and goals in any area of their lives, and to find more constructive and effective ways of doing things" [Adv. Man. A-11].

Time 15-20 minutes.

Resources

- Guided reflection script.

Directions and script

1 Introduction (*sample wording*)

- **"In this activity there will be the opportunity to relax and reflect on our learning about alternatives to violence."**

2 Set up – relax in the room

- **"Will you find a place in the room to sit or lie comfortably"**
- The facilitator will sit comfortably ready to read the script
- No music as this can be distracting.

3 Script

- In a calm, soft tone of voice, give the following directions
- Be sure to pause to allow people time to focus and reflect.

SAY.

(1) This is a focusing activity - a time for quiet reflection. It is an invitation only. If anyone wishes to leave the room or stop at any time, please do so quietly. —

Settle yourself in a comfortable position so that your body will not demand your direct awareness for about 10 minutes.

Close your eyes. Adjust your position if you are uncomfortable. If you have some feelings that are in your awareness, ask them to wait for a few minutes - you will return to them. If you have thoughts that are absorbing you, ask them to step aside for the time being and you will return to them.

(2) As we focus now on an important memory we have in our own lives, ... a time when finding an alternative to violence would have been important, ... remember that this is your own private time to reflect in

your own way on a memory of your own choosing.... Some of us give ourselves awareness in images, ... some in words, ... some in feelings, ... some in ideas, ... some in sound - ... some even through smell and touch. ... People are different. ... Notice your own style and your own way of being aware of your experience.

(3) Notice your breathing.If thoughts or feelings still come, notice them and return to awareness of your breathing - in - out; in - out. Focus on your breathing ... -I am breathing in, I am breathing out - ... I am breathing in, I am breathing out. - ... I am breathing in, I am breathing out

Ask yourself to remember a time when finding an alternative to violence would have been helpful to you.

You may want to notice: When is this? Where are you? What are your surroundings? What you are doing? Does anyone support you? Did you ask for support? What did you say? What did you do? ... What did the other person do or say? ... How do you feel? What is missing for you? What needs do you have in this situation? What needs do you think the other person or people have?

Now think about – How you could change the situation? What could you say differently? What could you say differently – that would change the conflict? – See yourself saying it..... What could you do differently? see yourself doing it How does the other person respond? How do you feel now?

See yourself walking away from the place Now focus on your breathing ... in – out .. in – out.

**Now gently move your body and stretch
When you are ready - come back to the present moment.**

Open your eyes

- Give people time to come back to the present.

Variation

- Could have a gentle debrief to give participants time to come back to the present.

Facilitators Notes

- The facilitator needs to read through and prepare this guided reflection beforehand
- This is not a guided meditation
- This can be a 'tough' activity - be sensitive.

References

- Adapted from *Guided Reflection* in the AVP Advanced Manual, 2005 p. D-92.

HANDPUSHING

Scope

- Workshop – Basic
- Use in the middle section of the workshop
- Building blocks – conflict resolution.

Purpose

- Experience and practise personal responses to conflict
- Experience and practice escalating and de-escalating conflict.

Time 15 minutes.

Resources

- Timer.

Directions & script

1 Introduction (sample wording)

- **"In this activity everyone will stand in two lines facing a partner"**
- Do NOT say that this is a co-operation activity.

2 Set up

- **"When you stand in the two lines put your hands against your partner's like this."** Demonstrate
- **"Choose a partner of similar size"**
- **"Will everyone now stand in two lines in the centre of the room facing your partner"**
- **"Will the people that have done this activity before to stand in one line – this is Line A"**
- **"Will everyone put your hands up with the palms of your hands touching the palms of your partner (no interlocking of fingers)."**
- **"This line facing is Line A and the other line facing is Line B."**

3 Instructions

- **"Shortly I am going to give the people in Line A an instruction and I would like the people in Line B to respond in whatever way you would like to"**
- **"Please be careful that no one is hurt. This is a nonviolence workshop."**
- This instruction may need to be repeated
- When everyone is ready say
- **"People in Line A with your hands ... Push"**
- Do NOT mention anything about pushing until everyone is ready.

4 Second push

- Give 10 seconds
- **"Will you all put your hands back up with the palms touching"**
- **"Now Line B your instructions are "Push"**
- Give 10 seconds
- **"Thanks you can put your hands down now."**

5 Explanation

- **"There are four ways that you can have reacted when you were pushed"**

- **"Push back, fight, and be aggressive**
- **"Withdraw, flight, and be passive**
- **"Stand and deflect the energy, flow and be assertive**
- **"Freeze and stop still with no movement."**
- **"Now you know how you might naturally react to conflict when you are in this environment, you may react differently in different environments eg when you are at home, when you are at work, when you feel safe and when you are 'on your best behaviour'."**

6 Practise

- **"Now will each pair move to a space in the room where there is room for you to practise**
- **"Put your hands together again and practise responding differently**
- **"Practice and experience what it is like to do each of the four ways of responding – fight, flight, flow and freeze**
- **"While you do this consider how different it feels to use the different ways of responding**
- **"Start now"**
- Give 3 minutes to practise or stop when the energy changes.

7 Demonstration

- Pairs remain standing
- **"Will each pair briefly demonstrate to the group one way they found of 'flowing'**
- **"Which pair would like to start?"**
- Facilitator says 'thanks' after each demonstration and does not comment on each pair's contribution.

8 Debrief the activity

- **"Will everyone now return to the circle"**
- Ask the following question and hold a the space for everyone to speak into –

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

9 Goals Relationship Window

- Follow next with the Goals Relationship Window activity.

Variation

- Introduce the *Goals Relationship Circle* and *Crossing the Line* activities before debriefing

- Use sticks for some 'touch' sensitive communities.

Facilitation Notes

- One useful sequence of co-operation activities is – *Co-operation Construction, Handpushing, Goals Relationship Circle, Stepping Stones* and *Crossing the Line*.
- Explaining that this is a touching activity and inviting participants to choose a partner who is their own height and/or strength can provide touch sensitive participants with the option to choose a same sex partner if they wish
- A significant learning in this activity can come when each participant experiences their own response to being pushed. Arrange for as many people who have not done this activity before to stand in the line that will be pushed to maximise new people's experiencing of the push.

References

- Adapted from *Handpushing Activity* in the AVP Basic manual section E.

HASSLE LINES

Scope

- Basic or Advanced workshops – middle section of workshop
- Building block - conflict transformation.

Purpose

- Practise using conflict resolution skills
- Practise skills leading up to the major role-play activity.

Time 45 minutes.

Resources

- List of scenarios
- At least two facilitators.

Directions and script

1 Introduction (*sample wording*)

- **"This activity uses mini role-plays to practise using the conflict skills you have learnt to resolve conflicts."**

2 Set up

- **"Will everyone find a partner of similar height and weight"**
- **"Stand in two lines facing each other"**
- Check that there is a clear line of vision between the two rows
- **"This line on my left is Line A & the facing line on my right is Line B."**

Set up the facilitators

- Have one facilitator stand and lead the activity from one end of the line
- Have the second facilitator stand and 'vibes' watch from the other end of the line. (Keep an eye on the safety of the group and the individuals within the group)
- Have the other facilitators sit on either side of the lines and vibes watch for anyone triggering or getting distressed
- Have the participants stand in straight lines so that there is a clear line of vision between the two facilitators

3 Instructions

- **"You will be given a conflict scenario and asked to do a mini role-play to use your skills to solve the conflict"**
- **"First look at the mandala and select one element that you would like to practise in this mini conflict"**
- **"When you have resolved your conflict, stand apart from your partner, so that I can see that you have finished."**

4 First Scenario

- **"The people in Line A are watching your favourite TV program and your partner/flat-mate, the people in Line B, comes in and turns the TV to the program that they wish to watch"**
- **"Start now."**
- Watch until you can tell from the body language of the role-players that most or all have resolved their conflicts

- It is optional how tightly you stay within the 5 minute time-frame. The players could be reminded after 3-3 ½ minutes
- It is recommended to use the counting up function of the timer rather than the counting down function.

5 Process the First Scenario Conflict

- Move down between the lines and ask one person from each pair briefly **"How did you resolve/transform your conflict?"**
- Optional - ask the second person from the pair **"What happened?"**
- Say **"Thank you"** and move to the next pair
- Watch for anyone who needs further debriefing and ask them "What was the hardest thing for you?" and "Is there anything that could have made a difference?" and talk with them to ensure they are debriefed before moving to the next pair
- Start with the furthest away pair and move backwards quickly so that people do not get bored
- **"Will the people in Line B now move one place (or two places) to the right."**

6 Second scenario

- **"Will everyone turn towards the mandala poster and select another element of the mandala to practise."**
- **"Line B you have a dog. Your dog has gone next door and damaged your neighbour's garden"**
- **"Line A you are the neighbour. You have prepared your garden for a celebration (family party, barbeque or wedding). You have come out in the morning expecting to see a perfect garden. Instead you find your neighbour's dog amidst the damaged garden. You are angry and begin beating the dog. The dog owner finds the neighbour beating the dog"**
- **"Start now."**

7 Process the Second Scenario

- Move down between the lines and ask one person from each pair briefly **"How did you resolve/transform your conflict?"**
- Optional - ask the second person from the pair **"What happened?"**
- Say **"Thank you"** and move to the next pair
- **"Will the people in Line B now move one place (or two places) to the right."**
- **"Would you like to get a chair and bring it into the two lines so that you can be seated for this third and last scenario."**

8 Third Scenario

- **"Will everyone turn towards the mandala poster and select another element of the mandala to practise in this scenario."**
- **"The people in Line A are students who have been failed by their teacher"**
- **"The people in Line B you are the teacher who has failed this student because you think that they have cheated. The student knows that they are innocent."**

9 Process the Third Scenario

- Move down between the lines and ask one person from each pair briefly **"How did you resolve/transform your conflict?"**
- Optional - ask the second person from the pair **"What happened?"**
- Say **"Thank you"** and move to the next pair.

10 Debrief the activity

- **"Will everyone now return to the circle."**
- Ask the following questions and hold a the space for everyone to speak into

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

Variation

- If the group seems to be 'stuck' and are not resolving their conflict, ask the group to 'Freeze' (and not move). You can ask the participants to look at each other's body language. Ask for some possible solutions from the group and the watching facilitators. When there are enough possible solutions ask them to think of their mandala element and possible solutions. Then restart the role-play and give the pairs enough time to resolve their conflicts.
- Have this activity as a lighter activity done quickly with participants quickly practicing their skills rather than a mini role play, more like *Quick Decisions*
- Give a time limit like 5 minutes to resolve each conflict scenario.

Facilitation Notes

- Use either this or the armchair role-play instead of the full role-play if there is not sufficient community and safety built in the workshop
- Have this activity either in Session 3 as well as a full role-play activity in Session 4, or in Session 4 instead of the full role-play
- It is recommended not to do this role-play activity too close before a full role-play activity as participants could be overwhelmed
- It is recommended that apprentice facilitators do not facilitate this activity
- It is recommended to have a very active fun light and lively after this activity to help the release of tension and change the group's energy.
- It is recommended to have not more than one facilitator participating in this activity (one facilitator may be needed if there is an odd number of participants). The facilitating team can be weakened if any facilitator 'triggers' in a role-play during the workshop
- Have the other facilitators 'vibes' watching seated on either side of the two lines of participants and watching for anyone triggering or getting distressed

- These facilitators need to be able to signal to the two main facilitators if they see any participant upset. They need to walk to the facilitators to communicate if they cannot signal easily
- It works well to have the two main facilitators keeping visual contact so that they can communicate if any of the participants have 'triggered' and are upset
- Stop the scenario role-play as soon as any participant is seen to be upset. Stop and debrief the activity early if necessary.
- Have the second facilitator move the participants along the line between each set of scenarios. This way the 'vibes' watcher can work out when one line needs to be moved one, two or three places to the right to provide more safety for more vulnerable participants.
- Be careful about not getting people too deeply into role so that they need a full debrief and derole. The more build-up of the characters and the scenario the more the characters will get more deeply into role.
- Safety is provided in the full role-play with the debriefing and deroling process
- After each mini role-play the facilitator asks the pairs of participants '**What was your resolution?**'
-
- This is the opportunity to check that each participant is OK
- Debrief the people with the most vulnerable or powerless character first. Before starting the debrief after each scenario consider which Line has the potentially most vulnerable character and check in with these people first as you debrief each pair down the line. For example the student in the student cheating scenario is more likely to be the most vulnerable character
- Check the tone of voice and body language to indicate whether they are in distress before moving to the next person
- If it is suspected that the person is in distress ask the other debriefing questions – 'What was the hardest thing?' and 'Is there anything else you would have done differently?' Come to stand near the person and derole them if necessary
- If someone does not speak (eg. because their partner speaks for them) ask them a direct debriefing question before moving on with the debrief check-in
- It is recommended not to continue with other scenarios if someone has triggered and become distressed enough to require deroling.
- In the debrief after the last scenario check that each person is OK – check the tone of voice and body language
- Often if the facilitator of a debrief looks at someone they feel obligated or given permission to speak. So if the facilitator is concerned that someone has not spoken during the debrief ask them a debriefing question directly by name – "--- What was the hardest thing for you?"
- Sometimes the other facilitators will need to contribute to the debrief speaking from the 'I' to keep the debriefing going long enough for the facilitator to check that everyone is OK
- See also the Facilitation Tips for *Role-play* and *Armchair Role-play*.

References

- Adapted from *Hassle Lines* in the AVP Basic manual p.F-5
- See also *Hassle Lines* in the HIPP manual p.53.

HERE I SIT

Scope

- Workshops – any Basic, Advanced or Facilitators workshop
- Used as a light and lively – active, no need to touch, needs strong community
- Building blocks – cooperation working together and community building.

Purpose

- Experience and practice working together cooperatively
- Have fun together, change energy and release tension.

Time 10 minutes.

Resources

- Extra chair.

Directions

1 Introduction (*some sample wording*)

- **“This is another light and lively or short, fun, cooperation activity**
- **Instead of having one chair short like in *Musical Chairs*, there will be one extra chair.”**

2 Set up

- Be seated in a circle with an extra empty chair to the left or right of the facilitator
- This is a very active activity and if anyone has a disability like a back problem, either sit out or walk instead of running.
- Give instructions as you demonstrate a number of times.

3 Instructions

- Persons on either side of the empty chair can move quickly into the chair saying “Here I sit”
- Next person to the right of the empty chair moves into the chair saying “In this chair”
- Next person to the right of the empty chair moves into the chair saying “With my friend...”
- They call out the name and affirmation name of someone across the circle
- This person then crosses to sit in the empty chair
- Persons on either side of the newly empty chair can move into the chair saying “Here I sit”.
- This sequence continues.....

Facilitation Notes

- Use this light and lively when there is enough community and safety built for everyone to remember each other’s names and be able to sit with the potential discomfort of not being chosen as a ‘friend’
- Facilitators need to choose participants who have not been called out and/or who feel vulnerable when it is his/her turn to choose “With my friend..”.

References

- See Advanced Manual, 2005, p.G-10.

HURRICANE

Scope

- Workshops - any Basic, Advanced, Mini or Facilitation workshop
- Used as a quick activity to change energy, active & no touching
- Co-operation building blocks.

Purpose

- Experience and practice working together cooperatively
- A safety technique to shift energy, move participants and defuse a potential problem.

Time 10 minutes.

Resources -----

Directions

1 Introduction (*some sample wording*)

- **"If you hear any of the facilitators call out "Hurricane" during the workshop move to another chair."**

2 First time

- Call out "Hurricane"
- Do this several times so that everyone is used to this activity.

3 Second and subsequent times

- Any of the facilitators can subsequently call out "Hurricane" to get people to move seats.

Variations

1. For each session give a different participant the responsibility for calling out "Hurricane" whenever the group's energy needs changing
2. Anyone in the group can call out "Hurricane" during the workshop, however each person can only do this once.

Facilitation Notes

- This very brief activity can be done at any time during the workshop to shift energy, move participants and defuse a potential problem
- This activity does not need to be written on the session agendas
- It is recommended that this activity be done only after the group has experienced the *Big Wind Blows*
- It is recommended that at the team planning meeting the facilitators decide whether they are going to use this activity during the workshop. Then decide if they are going to give all facilitators permission to use this activity as a safety technique anytime during the workshop when it is needed, even without having to take the time to consult the other facilitators
- Sometimes a vulnerable participant can be given the responsibility to call out 'Hurricane' whenever he/she feels unsettled. This can empower the person. If they call out in the middle of a small group activity the group members can move within the group. If they call out during a gathering or activity that needs people to stay in their own seats, people can walk around their seat and sit back down in their own seat.

References

- Adapted from *Hurricane* developed by Cathy (Albury, NSW TAFE teacher).

IMAGINE A COMMUNITY

Scope

- Workshops - Basic or Advanced
- Building blocks – cooperation working together & reflection
- Advanced theme – social justice
- Also called *Imagine a Better Community, and Next Steps*; and *Build a Just Community*.

Purpose

- Explore community
- Explore social justice issues.

Time 30 minutes.

Resources

- Poster paper (one per group)
- A4 paper (one per group)
- Markers (one per group).

Directions

1 Introduction (*some sample wording*)

- **"This is a group drawing activity."**

2 Set up

- Divide the participants into groups of three to five
- Have each small group gather around a table
- Provide each group with a poster paper, A4 paper and a range of coloured markers.

3 Instructions

- Invite the participants to discuss within their group what they would like in an ideal community
- Ask them then to draw their ideal community on their poster paper. The A4 paper could be used in the planning.

4 Reflection

- Allow 15 minutes for the drawing
- Have each group select a volunteer to introduce their poster to the whole group.

5 Posters

- Have the participants return to the circle with the posters in the centre of the circle
- Invite everyone to walk around the posters and read them in silence.

6 Debrief the activity

- **"Will everyone now return to the circle."**
- Ask the following questions and hold a the space for everyone to speak into –

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

Variations

- After drawing their community poster give the groups another 5 minutes to consider how social justice issues, work, food, housing, transport, children, education, leisure and handling crime could be organised in their ideal community. They can continue to add to their drawing during their discussion
- After each group has shared, give each group the opportunity to revisit their poster community after the group reports, and then return to share what differences were added
- When this is used with a major issue the groups could revisit their poster communities and report back again their changes at the next facilitators workshop or meeting.

Facilitation Notes

- In a basic workshop this could be a reflective activity. It would be better to keep the activity short and to let the participants design their own community without direction
- In an advanced workshop this activity could be part of a theme where there is time for the groups to go into greater depth with their discussion and have extra time to discuss some of the issues like work, food, housing etc.

References

- Adapted from *Image a Better Community, and Next Steps* in the AVP Basic Manual 2002, p.E-28 and *Build a Just Community* in the HIPP Manual 2004, p.218.

I MESSAGES

AFTER RED AND GREEN

Scope

- Workshops – Basic & Advanced
- Used in the middle sessions
- Building blocks – conflict resolution and communication.

Purpose

- Experience and practice using I-messages.

Time 45 mins

Resources

- Restorative Debriefing poster
- I-messages poster
- Paper, pens and backing boards for each person.

Directions

1 Introduction (*sample wording*)

- **"We will be looking at another conflict resolution skill."**

2 Set up (*sample wording*)

- **"Will everyone move back into the pairs you had in the Red Green activity and ("or count around the circle 1 to 8 to form pairs.")**
- If there are 16 people you need 8 pairs
- **"Reform the circle**
- **"Will everyone take a paper, pen and backing board as these are passed around?"**
- Have the 2 posters on the wall or whiteboard next to each other.

3 Set up a facilitators mini role-play (*sample wording*)

- Two facilitators sit together and turn their chairs towards each other
- One will play the Driver character and the other will play the Passenger character
- **"We will start with a mini role-play by with playing the driver and playing the passenger "**

Possible script:

Passenger: **"Slow down you are going too fast."**

Driver: **"I hate back seat drivers."**

4 An alternative option (*sample wording*)

- **"The Passenger is the person with the problem and she has realised that they have both given red messages and are likely to stop listening to each other**
- **"So the passenger will ask herself the three Restorative Debriefing Questions**
- **"These are the same debriefing questions we have used to debrief most of the activities in this workshop."**
- **"Look at the poster with the three questions**

- The passenger will turn to face the poster and say aloud as though talking to herself.

Sample Script for the passenger

- **"What happened? –**
- **"We are driving in a car in the dark and the wet**
- **"What is the hardest thing for me? –**
- **"I feel frightened**
- **"Is there anything that I need that would make a difference –**
- **"I need the car to go more slowly so that we do not crash like we did five years ago."**

7 I-message (sample wording)

- **"Now the passenger has a better understanding of what is happening for her**
- **"She will now turn her answers from the questions into an I-message using the formula."**
- Talk to the I-messages poster
- **"When --- x ----- happens**
- **"I feel -----**
- **"And what is need is -----**
- **"Can we talk about this?"**

8 Passenger's I-message (sample wording)

"Will you tell us your I-message." to the passenger.

Sample script

"My I-message is ...

- **"When I am driving in a car in the dark and the wet I am reminded of the time I crashed**
- **"I feel frightened**
- **"And what I need is – to be driving slowly enough for me to feel safe**
- **"Can we talk about this?."**

9 Conflict scenario (sample wording)

- **"Now everyone will create an I-message**
- **"I invite each person to choose a small conflict that you are comfortable sharing with your partner and the group**
- **"Write a summary of the conflict on your paper in two or three lines."**

10 Restorative Questions (sample wording)

- **"Like in the Underlying Anger activity**
- **"I will ask you the restorative questions and you write your answer to each question on your paper."**
- Ask the restorative debriefing questions and point to the poster
 - **"What happened?**
 - **"What was the hardest thing for you?**
 - **"Is there anything that you need that could make a difference?"**

11 Writing I-messages (sample wording)

- **"Now I invite you to try to turn your answers into an I message**
- **"Write down your I-message on your paper**

- **"Check out the I-message with your partner, ask them if any of the parts of the I-message feel like a red message instead of a green message"**
- **"Your partner might be able to help you if you have any problems constructing your I-message."**

12 Round Robin *(sample wording)*

- **"We will now go around the room and each person will read out your I-message to the group"**
- **"Who would like to go first?"**
- Give coaching if the message is a you or red message rather than a green I-message

13 Next step *(sample wording)*

- **"The next step is to ask yourself 'Is there anything that I could do to meet my need?'"**
- **"Write you answer on your paper."**
- Allow 1-2 minutes to complete this
- **"For some of you your answer will be that now that you have gone through this process you can meet your own need without anyone else's involvement"**
- **"For some of you the answer will be that you need the cooperation of the driver"**
- **"Your I-message will give you a possible green message to share with the driver about what is happening for you, your feelings and your needs"**
- **"We will not do this now, but you have an extra step if you would like to practice this with the people in your life"**
- **"Start with small conflicts with people you trust and build up as in any new skill you learn."**

14 Optional *(sample wording)*

- **Remember that I messages are more likely to work**
 - **"if there is a relationship between the two people"**
 - **"if neither party is feeling angry or upset."**
- **"If the I message does not work then you might need to think more about your needs, the emotion of the situation and the quality of your relationship with the other person."**
- **"You might do an Underlying Anger exercise on what is happening for you"**
- **"Sometimes it is a good idea to do an I-message and leave it for a day or two and pick the right time before you try again."**

15 Debrief the activity

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

References

- Adapted from many sources of I-message activities.

POSTERS

RESTORATIVE QUESTIONS

4. WHAT HAPPENED?
5. WHAT WAS THE HARDEST THING ABOUT THAT FOR YOU?
6. IS THERE ANYTHING YOU NEED THAT COULD MAKE A DIFFERENCE?

I-MESSAGES

WHENX HAPPENS

I FEEL

AND WHAT I NEED IS

I-MESSAGES IN PAIRS

Scope

- Workshops – Basic or Advanced
- Use in the middle sessions
- Building blocks – conflict resolution and communication.

Purpose

- Experience and practice using I-messages.

Time 20 mins.

Resources

- Writing paper, pens and backing boards for each small group
- List of conflict scenarios on paper & on a poster (optional)
- Restorative questions poster & handout (optional).

Directions and script

1 Introduction

- **"Now we will look at another conflict resolution tool."**

2 Set up pairs

- **"Will everyone number around the circle 1 to 8 (if 16 people)"**
- **"This will give us 8 pairs."**
- **"Will you go and sit with your pair and stay in the circle."**

3 Set up an armchair role-play

- Two facilitators seat themselves in two chairs in the centre of the circle facing each other
- **"..... and will demonstrate a mini role-play"**
- **"The mother is angry that the son has a messy bedroom."**
- The two facilitators will role-play with the mother attacking with a 'you' statement and the son replying rudely.

Possible script

Mother : **"You are a messy person. Look at the state of this bedroom. Your bedroom is an absolute mess. I do not know how you can live in it."**

Son : **"Stop nagging Mum. You're always picking on me."**

4 Conflict explanation

- The facilitator will explain
- **"The mother is upset that the bedroom is not cleaned up"**
- **"She can either attack or she can give her perspective, her feelings and her needs."**
- **"Let us replay this conflict. The mother will now give an I-message instead of attacking."**
- Replay the conflict with first the mother, then the son each giving an I-message.

Possible script:

Mother: **"When part of my home is messy and neighbours come to visit I feel embarrassed and ashamed and what I need is for the house to be tidy."**

Son: **"OK Mum when I am in a hurry to get to soccer training before the session starts I feel anxious and what I need is to be able to get a snack and go straight out."**

5 I-message explanation

- The facilitator will explain again
- **"It is the mother who has the problem, even though she thinks she is in the right and the son is in the wrong."**
- **"If she blames or criticises him, he is likely to feel defensive and uncooperative."**
- **"If the mother wants the son to be cooperative she will need to be cooperative herself and listen"**
- **"A blaming or criticising statement is often called a you-statement because the person usually says "You are..."**
- **"An I-message is when I speak for myself, and explain what is happening for me, my own feelings and my own needs and concerns."**
- **"I do not direct the other person what to do and I do not demand my solution"**
- **"The I-message formula may seem contrived but it is a useful conflict resolution tool to have."**

6 I-message introduction

- Look at the I-message poster and explain
- **"The first part of the I-message is – 'What x happens ...'**
- **"The next part is describing - how I feel"**
- **"And the third part is describing - what I need."**
- **"The restorative questions are helpful in making an I-message"**
- **"My answer to the question – 'What happened?' gives me 'When x happens'**
- **"My answer to the question 'What was the hardest thing for me?' gives me 'I feel'**
- **"My answer to the question 'Is there anything that I need that could make a difference?' gives me 'I need ...' "**

6 Second conflict and I-message practice

- **"Would two people like to volunteer to practice using this I-message tool"**
- **"The conflict situation this time is that you have spent a long time writing a report on your computer, you have almost finished and have left the computer to get a drink. When you come back you find your colleague has tripped over the computer cord, the power has been turned off and you remember that you have not backed up the work that you have spent hours working on."**
- **"First give a rude 'you' reaction to what has happened for you."**
- The role-play is run
- **"Now I would like to you replay the conflict situation with both sides using an I-message. Look at the I-message poster."**

7 Repeated arm chair role-plays

- Keep repeating the armchair role-plays with different conflict scenarios until the group seems to understand the process
- The facilitator will coach the players and ask the restorative questions when required.

8 Pair practice

- **"Now we will practice this in pairs so that everyone has a turn"**
- **"Will you move with your partner to a different place around the room"**
- **"We will give you a pen, paper and backing board each."**
- **"In the next scenario one character is upset that his friend has not returned his tools on time yet again, and he does not have them to do the job he planned to do."**
- **"Will each pair select who will play each character and start giving you-statements"**
- **"Will each character then work out an I-message and write it down on your piece of paper"**
- **"If any character finds this hard their partner can ask them the restorative questions"**
- **"When you have finished put up your hand and a facilitator will check the I-messages with you, then give you the next task."**

9 Facilitators support

- Each pair will practice their I-messages
- When they are finished one of the facilitators will join their pair and check that their I-messages are not disguised you-messages and assist them if they are still learning
- Once a pair understands how to do an I-message invite them each think of a small conflict in their lives and practice doing an I-message with their partner
- If the pair is having problems the facilitator can stay with them while they do another conflict scenario and coach them to do I-messages.
- When the time has finished, debrief the activity.

10 Debrief the activity

- **"Will everyone now return to the circle."**

Ask the following questions and hold the space for everyone to speak into.

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

References

- Adapted from *I-messages* in the AVP Basic manual
- See also *I-messages* in the HIPP manual and the AVP Advanced manual.

INSIDE OUTSIDE

Scope

- Also known as – ‘Facts Feelings’
- Workshop – Basic workshop. This adaptive activity can also be used in any workshop with different topics
- Use - in the middle sessions of the workshop
- Building blocks – communication and conflict resolution.

Purpose

- Experience and practice identifying needs and feelings
- Create a model for I messages.

Time 30 minutes.

Resources

- Large poster made of two pieces of poster paper joined with masking tape
 - Fold the poster into three equal sections or columns
 - In the middle column draw a large figure of a person
- Markers/ felt pens.

Directions

1 Introduction (*sample wording*)

- **“In this next brainstorm activity everyone will have the opportunity to write their ideas on this big poster.”**

2 Set up

- Have everyone seated in a circle
- Place the body poster on the floor in the middle of the circle with plenty of markers.

3 Instructions for experiences (*sample wording*)

- **“This is an AVP brainstorm where you write down your word on this poster**
- **“Think about your experiences that have impacted on your life. These experiences may have been positive, challenging or negative**
- **“Write these experiences in one or two words on the left hand side of the body on the poster and tell us what you have written**
- **“If you cannot easily get down on the floor you could ask someone else to write your experience for you**
- **“Anyone can ask the writer to add ticks (or checks) next to the word if they too have had the experience.”**
- Give coaching to anyone who needs it to ensure that experiences only are written in this section of the poster.
- Allow 5 minutes.

4 Instructions for the feelings (*sample wording*)

- **“The next part of the brainstorm is for you to think of the feelings you had at the time of the experience**
- **“Sometimes the term ‘feeling’ is used to mean a number of different things in the English language, for example**

- **"The word 'feel' can be used to mean 'think' eg. "I feel it is time for you to take a holiday (vacation)" – instead of "I think it is time"**
- **"I can also use the word 'feel' to accuse someone else of doing something wrong, eg. "I feel insulted by what you said."**
- **"The associated feeling might be 'sadness', 'anger' or 'fear' and the accusation or blame has been added to the underlying feeling"**
- **"So write the underlying feeling 'sad', 'anger' or 'fear' to the poster"**
- **"Will you write down your feelings inside the body and tell us what you have written."**
- Sometimes the facilitator might have to identify a word that is not a feeling and ask the participant what is underlying the 'feeling' of feeling insulted to draw out the actual feeling."
- Allow 5 minutes.

5 Instructions for Needs *(sample wording)*

- **"In the next part of the brainstorm you are asked to think about what were your needs when you had that feeling"**
- **"Our feelings can be a clue to our basic needs"**
- **"For example I might say that I need a car, but having a car is not a need. It is a solution to my need. My underlying need might be that I need transport to get me to work or I need mobility or freedom to be able to travel where and when I like. Or the need might be to have status, to have a car that others admire"**
- **"Feelings that we might consider negative such as anger, fear, frustration or sadness are the feelings that we have when our needs are not met"**
- **Feelings such as happiness, joy and satisfaction are feelings that we have when our needs are met.**
- **"Sometimes it is harder to identify our needs than our feelings."**

6 Needs Brainstorm *(sample wording)*

- **"Will you write down your needs on the poster on the right side of the body picture and tell us what you have written."**
- Allow 5 minutes.

7 Links *(sample wording)*

- **"Now I invite everyone to in turn find an experience from the left of the poster, a feeling from the middle and a need from the right that could be linked. The experience is related to a feeling and the feeling is related to a need."**
- **"Use the markers to draw in the links. Tell us the links."**
- Allow 5 minutes.

8 Debrief the activity *(sample wording)*

- **"Will everyone now return to the circle."**
- Ask the following questions and hold a the space for everyone to speak into –

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

Variations

- Continue the activity with an extra step to link the activity with creating an I message
 - **"Think of the information in this poster as an I message"**
 - **"Under the left column with experiences write 'When --- happens' "**
 - **"Under the middle column with feelings write 'I feel -----' "**
 - **"Under the right column with needs write 'and what I need is --- '"**
 - Explain that this is the formula for an I message
 - Either ask the participants to turn their previously linked words into I messages and then create new I messages from the words on the poster or other I messages from conflict scenarios, or
 - Follow up with an I message activity
- Silence - do this activity mostly in silence with the participants writing their responses on the poster without sharing what they have written with everyone. This provides people with more privacy and they may write more private experiences, feelings and needs. The disadvantage could be that when people write words that are not feelings and needs it will be harder for the facilitators to identify these later in the activity
- Have the poster on a large table so that participants can stand around the table and more comfortably write on the poster
- One or two facilitators can sit on the floor with the poster and write in everyone's comments as they make them.

Facilitation Notes

- Sometimes it is necessary for support facilitators to move to sit by the body poster first and write some comments. It can be very empowering for participants to see that facilitators feel similar fears and pains as everyone else
- Watch the depth this activity goes to. If the team wants the workshop to 'deepen' they can take more time for the activity and give people a longer reflection time. It is better in a Basic to maintain the group safety and limit the time taken for this activity
- It is useful for a support facilitator to take a vibes-watching role for this activity.

References

- Adapted from *Facts Feelings Person* in the AVP Basic manual, 2002, p.D-74.

POSTER

INSIDE OUTSIDE

	Drawing of a body	
--	----------------------	--

Experiences

Feelings

Needs

I message - When -- happens I feel ----- and what I need is -----

INTRODUCTION TO THE FACILITATORS

Scope

- Workshops - all Basic, Advanced, Mini and Facilitation workshops
- Core activity – use at the beginning of session one
- Building block - community building.

Purpose

- Introduction to the facilitation team members
- Introduction to shared facilitation.

Time 5 minutes.

Resources -----

Directions and script

- 1 Introduction (some
- 2 sample wording)

- **“The members of the facilitation team for this workshop will introduce themselves.”**

2 Set up

- The group members are seated in a circle
- The members of the facilitation team are spread around the circle.

3 Introduction

- Each member of the team briefly introduces themselves to the group – **“My name is(first name) and something I would like you to know about me is”**
- The level of disclosure of the facilitators sets the ‘tone’ for the workshop bonding and disclosure
- The presenting facilitator ‘passes’ on the next facilitator. This emphasises the team nature of the co-facilitation.

Facilitation Notes

- This is the second activity in the workshop, so that the people are introduced before the workshop structure is discussed. This serves to emphasis the ‘people’ focus of the workshop
- The handover to this activity is smoother if the facilitator who does the welcome is the first facilitator to introduce themselves
- Model tolerance and respect for each other, ourselves and our differences
- Model only using first names
- Model speaking clearly into the centre of the circle with no discussion or interruption and each person waiting for their turn
- Model not coming across’ as an expert.

References

- Adapted from *Sample Agenda*, Basic Manual, 2002, p.D-7.

INTRODUCTION TO BASIC WORKSHOP

Scope

- Workshop – Basic and Mini
- Core activity used in the first session
- Building block - community building.

Purpose

- Provide an overview of the structure of the workshop
- Explain some of the unique characteristics of this nonviolence learning style.

Time 10 minutes.

Resources

- Building blocks poster.

Direction and script

1 Introduction (*sample wording*)

- **"This is an introduction to the workshop, its structure, framework and learning style."**

2 Set up

- Everyone is seated in a circle
- The building blocks poster is displayed on the wall.

3 Explanation – building blocks

- **"This workshop consists of a series of activities"**
- **"It may look as though these activities are selected randomly."**
- **"However this workshop is based on a series of building blocks and the activities are carefully selected to fit with these activities"**
- **"Look at the building blocks poster"**
- **"The building blocks are –**
 - **"self respect or affirmation – 'I need to feel good about myself'**
 - **"respect for others – 'before I can start to feel good about others'**
 - **"community building – 'together we need to build a community'**
 - **"communication – 'before we can communicate together'**
 - **"cooperation – 'and co-operate together'**
 - **"transforming conflict – 'and transform conflict together'**
 - **"negotiation – 'and negotiate win/win resolutions together'."**

4 Explanation – experiential learning

- **"AVP uses experiential learning or learning by doing"**
- **"In experiential learning activities there are two parts – in the first part there is an opportunity to experience the activity and in the second part there is an opportunity to reflect on the learning and insights"**
- **"AVP facilitators do not have the 'answers'**
- **"AVP facilitators facilitate a group learning process that will give us all the opportunity to explore experiences and insights together in a safe group experiential learning process."**

5 Explanation - sessions

- **"We will be together in this workshop for 2 ½ days (or 2 days) – tonight, tomorrow Saturday –all day and the next day Sunday –all day"**
- **"There will be five sessions (or four) for this workshop – one on Friday evening, and two on each of Saturday and Sunday. There will be a mid session break in each session"**
- **"So tomorrow, Saturday, there will be a session in the morning with a morning tea break, and after lunch there will be an afternoon session with an afternoon tea break. There will be the same on Sunday"**
- **"The theme of the first session is the affirmation and community building blocks. Other sessions will have the other building blocks as their theme."**

Facilitation Notes

- This activity is coupled with the first agenda review in the early part of the first session. It comes after the group has been welcomed, the facilitators have been introduced and the participants have been introduced with a gathering
- Having an organised sequenced framework for the workshop helps the participants to understand the process more and provide more safety and credibility to the experiential nature of the workshop exercises
- Being able to refer to a poster is helpful to help participants to see the structure and interrelationship of the parts of the workshop.

Source

- Adapted from the Opening Talk in AVP Basic Manual, 2002, p.A-11.

POSTER

AVP BASIC BUILDING BLOCKS



JELLY BEAN JAR

Scope

- Workshop - Basic and Advanced workshops
- Used in middle sessions.
- Building blocks – cooperation dealing with power.

Purpose

- Experience and practise consensus decision-making
- Experience and practise cooperating and dealing with power.

Time 45-60 minutes.

Resources

- Jar containing jellybeans which have been counted by facilitators
- Poster to record the estimates
- Markers
- Piece of paper – 1 per participant
- Pens – 1 per participant
- Timer.

Directions

1 Introduction

- **“In this activity everyone will have the opportunity to guess how many jellybeans are in the jar.”**

2 Set up

- Set the jar of beans in a place where all participants can see it, or pass it around the circle for everyone to examine.

3 Individual decisions

- Have each person estimate the number of beans
- Write down their estimate on a piece of paper
- Record the estimates in the first column of the poster.

4 Pair decisions

- Form pairs, and ask the pairs to agree on an estimate
- Write down their estimate on a piece of paper
- Encourage people to share their reasoning with each other as they come to a joint decision
- Record the estimates for the pairs in the second column
- Record the reason for their decision, eg. “that is the ‘lucky number’ method”, also in the second column.

5 Small group decisions

- Have the pairs merge into 2 or 3 groups of 4, 5 or 6 people
- Invite each group to repeat the process of coming to a joint decision
- Recording the estimate on a piece of paper
- Record the new estimate and their reason for their decision in the third column.

6 Full group decision-making

- Have the groups merge into one group
- Invite the full group to come to a joint decision

- Record the new estimate and their reasoning.
- Tell the group the actual number of beans in the jar and compare it with the estimates.

7 Debrief the activity

- **"Will everyone now return to the circle."**
- Ask the following questions and hold a the space for everyone to speak into –

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

Variation

- Introduce the High Five decision making technique as a possible decision making method/tool.

Facilitation Notes

- This activity can be used in either session 4 or session 5
- This is a long activity and may need to be done instead of a full role-play if this is right for the particular group of participants
- This activity can also be used in a consensus Advanced workshop.

References

- Adapted from *Bean Jar* in the HIPP manual p.80
- See also *Bean Jar* in the Supplement manual section E
- *Consensus: Bean Jar* in the AVP Advanced Manual, 2005, p.D-42.

POSTER

HIGH FIVE DECISION MAKING

<p style="text-align: center;">HIGH FIVE</p> <p>5 = YES, I agree</p> <p>4 = OK, I accept though I have some reservations</p> <p>3 = OK, I have concern, will stand aside & not block</p> <p>2 = No, I will block/veto</p> <p>1 = Too soon to make a decision</p>
--

JELLY BEAN JAR POSTER

Name - estimate	Estimate reason	Estimate Reason	Estimate Reason

LET'S BUILD

Scope

- Workshop - Basic and Advanced
- Used in middle sessions, particularly in the low energy time after lunch
- Building blocks – cooperation working together and communication.

Purpose

- Experience and practice working together cooperatively towards a common goal
- Experience and practice nonverbal communication and working together without speaking.

Time 40-60 minutes.

Resources

- Knex or lego construction sets for each small group
- Timer.

Directions

1 Introduction

- **"This is a small group construction activity."**

2 Set up

- Divide the participants into small groups of 4-5
- Have each small group sit around a small table
- Give each group a construction set in a clear plastic bag. There are no sets of instructions available.

3 Instructions

- Participants are asked not to open or touch the construction set bags
- Explain that the task for each group is to make something from their construction set
- There will be 5 minutes to plan their construction and then they will build in silence.

4 Building

- Allow 5 minutes for the planning time
- Give a time limit between 10 and 15 minutes to build the structure in silence.

5 Group Feedback

- Invite the groups to walk around in silence and look at the various constructions (optional)
- Ask the members in each group to return to sit with their groups and their constructions and to form a rough circle so that everyone can see the constructions and see each other.

6 Debrief the small groups in turn with

- **"Will everyone remain seated with your group and your construction and form a rough circle so that everyone can see each other now return to the circle."**
- Ask the following questions and hold a the space for everyone to speak into

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

- Leave time within each small group debrief to encourage each person to speak at least once.

7 Full Group Debrief

- **"Will everyone now return to the circle."**
- Ask the following questions and hold a the space for everyone to speak into
- **"Is there an element of the mandala that could have made a difference?"**(optional)

Facilitation Notes

- This activity works well in the potentially low energy time after lunch.

References

- Adapted from *Cooperative Construction* in AVP Basic manual, 2003, p.E-21.
- See also *Cooperative Construction* in the HIPP manual, 2004, p.113.

LETTER TO MYSELF

Scope

- Workshops - Basic, Advanced or Facilitation workshops
- Use at the end sessions
- Building blocks - Reflection.

Purpose

- Experience and practise reflecting on what has been learnt
- Experience and practise individual goal setting.

Time 15 minutes.

Resources

- Pen and paper – 1 per participant.

Directions

1 Introduction

- **“In this reflection activity everyone will write themselves a letter to be opened in one year’s time.”**

2 Set up

- Distribute pen and paper to each person.

3 Instructions

- Ask the everyone to write themselves a letter to be opened in one year’s time
- In the letter list the things that you would like to do in the next year
- Allow 10 minutes
- This letter will be private.

4 Letter

- Everyone write their letter
- Ask the participants to put their letter in their bag.

5 Debrief the activity

- **"Will everyone now return to the circle."**

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

Variation

1. Participants could be given the alternative to draw the things they would like to do
2. Participants could be given the option to give their letter to their buddy to post to them either in one year or sometime that the buddy senses is the right time.

Facilitation Notes

- This is a good reflection activity to have in the session 5.

References

- Adapted from *Letter to Myself*, Advanced Manuals, 2005, p.D-114.

PAPER TEAR

Scope

- Workshops – any Basic, Advanced or Facilitators workshop
- Used in the middle sessions
- Building blocks – cooperation working together and community building.

Purpose

- Experience and practise working together cooperatively
- Become aware of how our own behaviour in a group can help or hinder group co-operation.

Time 20 minutes.

Resources

- Newspaper or poster/butcher's paper – 1 piece per group
- Timer.

Directions

1 Introduction

- **"In this activity everyone will work in small groups to make an animal shape out of paper."**

2 Set up

- Divide everyone into groups of four
- Be seated in groups either around tables or on the floor
- Distribute a sheet of paper to each group.

3 Instructions

- This activity is done in silence
- The aim of the activity is to tear the paper to create the shape of an animal
- Group members do not communicate verbally or nonverbally about what the animal will be
- The paper is to be passed to each member of the group in turn
- Each member of the group will make one tear at each turn
- Then pass the piece of paper to another person to make one further tear
- Continue passing and tearing the paper until the shape of an animal is created.

4 Paper tearing

- Allow approx. 10 minutes to create the animal shape. Use the forward timer function to keep track of the time.

5 Debrief the activity

- **"Will everyone now return to the circle."**
- Ask the following questions and hold a the space for everyone to speak into –

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

Variation

1. Pass the paper around in each group for a finite number of turns for each member of the group, for example, 4 turns, and stopping regardless whether the animal is finished
2. Ask each small group the processing questions before returning to the full group and asking **"Is there an element of the mandala that could have made a difference."**

Facilitation Notes

- Check that the participants do not do any planning before everyone is silent.

References

- Adapted from *Paper Tear* in the AVP Supplement manual section B.

PARTIAL KNOWLEDGE

Scope

- Workshops – Basic and Advanced
- Used in the middle sessions
- Building blocks – communication
- Advanced theme – social justice, stereotypes.

Purpose

- Experience and practice the effects of partial or incomplete knowledge on perception of others.

Resources

- Sets of 4 fact sheets, on paper or index cards
- Poster paper and markers.

Time - 30 minutes.

Preparation

- One of the facilitators should select 15 to 20 facts about themselves
- The facts should be truthful but ambiguous
- Some of the facts should sound positive, some negative, and some neutral, based on common assumptions and stereotypes about what makes a person trustworthy. For example, someone who works in a prison could say, "Is in and out of prison a lot."
- Group the facts to create four profiles of trustworthiness, as in the example below
- Write each profile on a separate sheet of paper or index card

Example A

- Person 1: has been in and out of prison, uses drugs, dropped out of school
- Person 2: hangs in alleys, deals in drugs, works with young people
- Person 3: goes to church twice a week, member of a gang, cares about community
- Person 4: drinks a lot, goes to school occasionally, loves children

Example B

- Person 1: attended an Ivy League College, is a business owner, has travelled overseas
 - Person 2: attended a public university, has a steady job, is close to their family
 - Person 3: doesn't exercise regularly, stays up late, plays guitar
 - Person 4: dropped out of school, moves from job to job, never goes to church
-
- On newsprint, draw a bar or line graph to chart the ratings of the group:
 - Label one axis "Trustworthiness," and write the scale of one to ten.
 - Label the other axis "Profiles," and list Persons 1-4.

Directions

1 Introduction

- In this activity everyone will make judgments about people based on partial knowledge and then compare these judgments with small group decisions as more information is revealed about these people.

- 2 Set up
 - Divide participants into small groups of 3-4
 - Place the trustworthiness graph on the wall and explain the rating system of 1 to 10, from least trustworthy to most trustworthy
 - Give each group one fact sheet.
- 3 Instructions
 - Ask participants to rate the person individually
 - Then use consensus decision-making to agree on a group rating of trustworthiness
 - Ask each group to write down their rating
- 4 Further information
 - Redistribute the fact sheets so that each group has a different one
 - Repeat the process until each group has considered each fact sheet and you have a rating for each Profile from each small group
 - Then ask each small group for their ratings, and record the information on the graph.
- 5 Debrief the activity
 - **"Will everyone now return to the circle."**
 - Ask the following questions and hold a the space for everyone to speak into –

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

Facilitation Notes

- This activity is often used in an Advanced workshop however it can be used in a basic workshop in sessions 3, 4 or 5
- Be careful about how you create the profiles. In Example A, common phrases such as 'drinks a lot' or 'uses drugs', are meant literally, not idiomatically. Some people may feel frustrated or 'tricked' by this play on words.

References

- Adapted from Perceptions of Partial Knowledge Activity in the AVP Advanced manual section D
- *Perceptions of Partial Knowledge Activity* in the HIPP manual p.75.

EXAMPLE 1

Who's Who 1

- Sentences to life imprisonment for violent crimes
- Encouraged violence
- Links with terrorism
- Family members linked with murder.

Who's Who 2

- Grassroots civil rights activist
- Tireless worker for justice
- Loving father
- Willing to suffer persecution

Who's Who 3

- Former president of industrialised country
- Connections with the World Bank
- Many friends in high places
- A world statesperson.

Nelson Mandela.

EXAMPLE 2

Who's Who 1

- Was an influential teacher
- Had a good trade and travelled extensively
- Loved children
- Cared little for worldly possessions.

Who's Who 2

- Was not afraid to fight the establishment
- Had communist leanings
- Had problems with his parents
- Scandalised his community by friendship with a prostitute

Who's Who 3

- Enjoyed counselling and was a Grand Marshall of a parade
- Sided with women's lib and hung out with fishermen
- Was known for his magic act
- Physically demolished a business he disapproved of

Jesus

PARTY TIME

Scope

- Workshops - any Basic, Advanced, Mini or Facilitation workshops
- Used – often in session 1. Works well as the first part of *Assumptions*
- Building blocks - community building and communication.

Purpose

- Experience and practise meeting people and building rapport.

Time 15-30 minutes.

Resources

- Timer.

Directions

1 Introduction

- “In this activity everyone will have the opportunity to practise meeting new people, talking to them and getting to know them.”

2 Set up

- Everyone will walk around the room
- The facilitator will call out ‘Party time’ and everyone will find the nearest partner
- Pairs talk to each other for 2 minutes and then move on.

3 Instructions

- You will have 2 minutes to talk to each person
- Remember the sharing rules
 - Say “Hello my name is”
 - Remember to say your partner’s name 3 times during the 2 minutes
 - 50/50 rule – everyone speaks for half the time
 - Each person will take turns speaking and listening, speaking and listening
 - Think of the conversation like a ball bouncing backwards and forwards from one person to another as they share the voice space
 - At the end of the 2 minutes thank your partner by name before you leave them.

4 Repeat

- Repeat the sequence until either the allocated time is up or everyone has had the opportunity to talk with everyone else.

Variation

- This activity could be debriefed.

Facilitation Notes

- This activity works well in the first session or where-ever community building is needed
- It is recommended that the facilitators swap over so that everyone has the opportunity to be part of the community building.

References

- Adapted from *Party Time* by Wendy Zammit (AVP-Sydney)
- Also known as *Getting To Know You* (AVP Nepal)

PATTERN BALL

Scope

- Workshops – any Basic, Advanced, Mini or Facilitation workshop
- Used in any session. Can also be an opening or closing activity
- Light and lively – active and not touching
- Building blocks – cooperation working together and community building.

Purpose

- Light and lively – very active, no touching necessary
- Have fun together, change energy and release tensions.

Time 10 minutes.

Resources

- Koosh balls – 3-5 middle sized
- Ball – 1 bigger size (for reverse pattern)

Directions

1 Introduction

- **“This is another light and lively or short, fun, cooperation activity
In this activity everyone stands in a circle and throws the ball around
in a pattern.”**

2 Set up

- Stand in a circle with the participants. Make sure that everyone can see everyone else.

3 Instructions

- Ask everyone to remember the pattern in which the ball is thrown, to remember who he or she received the ball from and who he or she threw the ball to
- Ask everyone to put up the hand that he or she does not catch a ball with
- Call out the name of someone on the other side of the circle and then throw the ball to that person
- The receiver will put the hand down to catch the ball
- Ask the receiver to call out the name of someone else, and throw the ball to that person
- The ball is thus thrown backwards and forwards across the circle until everyone has had a turn
- The participants with their hands up are the people who still need to receive the ball.

4 Making the pattern

- Once this pattern has been practiced once or twice and everyone remembers the pattern, the facilitator introduces two, three or four balls
- These balls are also thrown through the same pattern for 5-10 minutes
- Stop the activity by withdrawing the balls from the pattern as they reach the facilitator.

5 Reverse the pattern

- Use a different size ball for the reverse pattern if possible
- **“Will each person remember who threw them the ball and who they threw the balls to**

- **"We will now reverse the pattern"**
- **"You will now catch the balls from the person you previously threw the balls from and you will throw the ball to the person you previously caught the balls from"**
- **"We will go through the new pattern slowly."**
- Repeat this reverse pattern several times until everyone
- e is confident.

6 Both patterns

- **"We will now use both patterns"**
- **"With the smaller balls going on the first pattern and the larger single ball going on the reverse pattern."**
- Repeat this double pattern for 5 minutes.

Variations

1. The balls can also be thrown through one pattern only
2. The activity can be run outdoors
3. Have a competition to see how many balls can be used at one time
4. Vary the size of the balls and ask the participants how the different balls affect the pattern or pace of the activity. For example, basketballs, tennis balls, soft balls and hard balls
5. Each time this activity is played, let the participants select what kind of ball they would like to play this activity with
6. Young participants like to
 - try to improve their time for one circuit of the pattern
 - see if using other sized balls affects the number of balls that can be used at one time
 - work out how they could do this activity to improve their time.

Facilitation Notes

- This light and lively can be used in any session and with variations can be used several times in one workshop
- It can be used as a co-operative group activity or as an light and lively
- This is a good light and lively to have during the first session while participants are getting used to having energisers and different paced activities
- Energetic youngsters can play this and other ball games during their breaks.

References

- Adapted from *Pattern Ball* in the Basic Manual, 2002, p.F-14
- *Name Frisbee* in the Basic Manual, 2002, p. F-18
- *Pattern Ball* in the HIPP Manual, 2004. p.55
- *Pattern Ball* in the Advanced Manual, 2005, p.G-13.

PERSONAL SPACE

Scope

- Workshops - Basic or Advanced workshops
- Use in – early or middle sessions
- Building blocks - communication.

Purpose

- Experience and practice setting and communicating both personal space and cultural sensitivity boundaries
- Experience and practice nonverbal communication.

Time 20 minutes.

Resources

- A space that is big enough for two lines of participants to walk from one side of the room to the other with no furniture in the way.

Directions

1 Introduction

This is an exploration of intercultural sensitivity

“In this activity each pair will have the opportunity to explore space, touch and greeting boundaries.”

2 Brainstorm

Imagine that you are a trainer for Qantas cabin staff. You will be meeting people from every culture and faith and you will not have many cues about what each person thinks is appropriate behaviour and what each person can find offensive. Your role is to interact appropriately with everyone and not to offend anyone.

Consider the areas of interpersonal communication/ boundaries that you would need to be careful with eg. greetings, touch

2.1 Brainstorm these areas of potential boundaries

3 One example of this is personal space between people

3.1 Set up

- Move the furniture to the sides of the room
- Divide the group into two equal groups (Line A and Line B). Have each group line up against a wall facing the other group across the room
- Ensure that each person is matched to a partner on the other side of the room.

3.2 Instructions

- There will be no talking during this activity, communication will be by signalling or gesturing
- Ask the participants in Line A to walk right up to their partner as close as their partner will allow them to come
- Ask the participants in Line B to indicate with their hands when they wish their partner to come closer and when they wish them to stop. For example using ‘Halt’ or beckoning hand signals
- The stationary partner in Line A will indicate to the moving partner in Line B when the space between them is close enough

- Each person will take responsibility for setting and communicating their distance boundary.

3.3 The personal space

- Ask the participants to look at the various distances apart that each pair has stopped at.

3.4 Repeat

- Ask the participants to return to their side of the room
- Repeat the activity with roles reversed. The participants in Line B now walk across the room towards their partners in Line A
- Explain that everyone has a personal space around them that they do not want people to enter or 'invade'
- Ask "what factors might influence how close you can come to someone else?"

3.5 Together

- Change partners again, this time asking the people in Line B to move one place to the left
- Have all the participants walk towards each other meeting in the middle of the room with the same instructions of communicating the space each person requires.

4.1 Greeting instructions

- Ask everyone to mill around the room
- When the facilitator calls out "stop and greet" everyone will stop and partner someone near you
- Each pair will have one minute to greet their partner nonverbally and indicate the space boundary they would like
- Consider the different ways people of different cultures greet
- Consider also cultural ways of communicating and cultural sensitivities for example with touching and eye contact.

4.2 Repeat greeting

- Do this 4 or 5 times – asking participants to greet different people each time.

5 Debrief the activity (optional)

- **"Will everyone now return to the circle."**

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

Facilitation Notes

- This communication activity can be done in any session
- It is recommended to do this activity before the *Hassle Lines* activity
- This is a valuable activity in a multicultural setting
- This activity can be done outside.

References

- Originally adapted from *Personal Space* in the AVP Advanced Manual, 2005, p.D.134.

PIPE-CLEANERS

Scope

- Workshops – any Basic, Advanced and Facilitation
- Used as a core activity at the beginning of the first session, straight after the Welcome
- Building block - community building.

Purpose

- Part of the welcome and opening of the workshop space
- Experience and practice drawing a boundary between what each person leaves behind so that they can be 'present' in the workshop (and not be distracted).

Time 15 minutes.

Resources

- Basket or container
- Pipe-cleaners – two for everyone.

PART 1 – Making the Pipe-cleaner Models

Directions

1.1 Introduction

- "In this activity each person will have the opportunity to express what they have put aside to be able to be here this weekend."

1.2 Acknowledge

- Acknowledge the investment of time people have made to be present in this workshop for a whole weekend
- Invite people to put aside their concerns and preoccupations outside the workshop so that they are able to focus on the activities, processes and learning of the workshop.

1.3 Set Up

Set Up

- Have everyone seated in a circle – following on from the Welcome
- Have a tray of pipe-cleaners.

1.4 Instructions

- Invite everyone to think about something that they have had to set aside to be able to come to this workshop, eg. time with family, read the paper or do gardening
- Invite everyone to take a pipe-cleaner from the basket as it is handed around the circle
- Model it into a shape to represent something you are setting aside
- Everyone will have the opportunity to pick it up again at the end of the workshop.

1.5 First Round

- Hand the basket of pipe-cleaners around the circle so that each person can take one or two pipe-cleaner
- Make a model with the pipe-cleaners of something that has been put aside for this workshop.

1.6 Second Round

- Take out the remaining pipe-cleaners so that the tray or basket is empty
- Hand around the tray/basket again for people to put the pipe-cleaner models in
- As each person puts their model onto the tray they can choose whether they would like to briefly share with the group what the model represents.

1.7 Later

- The models are stored safely during the workshop
- The tray/basket of models is brought out for the last session, so that each person has the option to pick up what-ever they put aside for the workshop.

PART 2 Returning the Pipe-cleaners

Directions

2.1 Introduction

- "Remember as part of the welcome to the workshop you made models of what you have left behind with pipe-cleaners. Now you will have the opportunity to either take it back or set it aside".

2.2 Set Up

- Hand around the basket of pipe-cleaner models.

2.3 Instructions

- Invite everyone to take back their pipe-cleaner models
- What they have put aside can either be picked up again or not
- Each person also has the option to either take away their model or straighten their pipe-cleaners.
- Hand around the basket again for everyone to put in their straightened pipe-cleaner/s.

Variation

1. Use modelling clay or blu-tack instead of pipe-cleaners.

Facilitation Notes

- Part 1 is the opening activity of session 1 and Part 2 is one of the final activities of the last session. This activity works well straight after the *Ungathering* and before *Feedback*
- This activity is part of setting the tone for the workshop, e.g. being welcoming, accepting, inclusive and enthusiastic. It also contributes to opening a safe space for this workshop.

References

- Adapted from *Pipe-cleaners* by Mary Hurst (AVP-Sydney).

POWER GRAB

Scope

- Workshops – Basic & Advanced
- Used in the middle sessions
- Building blocks – cooperation dealing with power.

Purpose

- Experience and practice cooperating and dealing with power.

Time 15 minutes.

Resources

- Piece of poster paper for each small group.

Directions

1 Introduction

- **"This is a small group activity."**

2 Set up

- Divide everyone into small groups of 4-6 by counting around the circle 1-2-3-
- Have each small group sit around a table
- Give each group a piece of poster paper.

3 Instructions

- Ask everyone to put their hands on the paper.

4 Grab

- BE CAREFUL WITH THIS WORDING
- **"The paper represents power"**
- **"Your instruction is – take the power!"**

5 Small Group Debrief

- **"Will everyone now stay in your small group and form a rough circle around the tables."**
- Ask the following questions and hold a the space for everyone to speak into

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

6 Debrief the full activity

- **“Will everyone now return to the circle.”**
- **“Is there any part of the mandala that could have made a difference?”**

Facilitation Notes

- Debriefing, particularly the small group debriefs, need to be thorough as it is possible to trigger in this activity and those who grabbed the most power may feel shame.

References

- Adapted from *Power Grab* in the AVP-USA Advanced Manual p.D-140.

RED AND GREEN

Scope

- Workshops – Basic & Advanced
- Used in the middle sessions
- Building blocks – cooperation dealing with power.

Purpose

- Experience and practice speaking not confrontationally and confrontationally.

Time 15 minutes.

Resources

- Characteristics of Red and Green Messages poster
- Poster listing four scenarios from the List of Mini Conflict Scenarios
- A4 paper, pen and backing board for each pair.

Directions

1 Introduction (*sample wording*)

- **"In this activity we will look at red and green messages."**

2 Set up

- Have everyone seated in a circle
- Divide people into pairs and have them sit with their pairs in a circle
- Handout the paper, pens and backing board to each pair.

3 Introduce the concepts of Red and Green messages (*sample wording*)

- **"Imagine that you are talking to your partner and one of you says something hurtful and the other person does not want to keep listening"**
- **"Think of traffic lights having red lights to stop and green lights to go"**
- **"A red message is when you say something that blocks or discourages the other person and they stop listening"**
- **"A green message is when you say something that invites or encourages and your partner continues listening and talking."**

4 Red and Green posters (*sample wording*)

- **"Look at the Red - Green poster and see some of the things that could make a message red or could make the message green"**
- **"A green message is everything that is not a red message."**
- Look at the Red - Green Poster and read out
- **"Red messages could be blaming, insulting, critical, put downs, judgemental, denigrating, intimidating or power over"**
- **"Green messages will have no expectations."**
- **"Can you give me some examples of 'red' messages."**

5 Construct the conflict plays (*sample wording*)

- **"Look at the list of conflict scenarios on this poster"**
- **"I invite each pair to select one of the scenarios. Each conflict will have two characters"**
- **"Decide which character each partner will play"**
- **"First play the conflict with both characters giving a red message"**
- **"Write both red messages down."**

- **"Then replay the same conflict with both characters giving a green message"**
- **"Write both the green messages down"**
- **"You will get 3 minutes to do this."**

6 Demonstrate the conflict plays

- **"Please will you reform the circle"**
- **"Now each pair will play their conflict for the group first reading the scene with the red statements you have written down, then replay the conflict with the green messages you have written down"**
- **"First tell us which scenario you have chosen and which character each person plays"**
- **"Which pair would like to start first."**
- Go around the circle and give coaching if any pair does not give green messages.

7 Debrief the activity

- Ask the following questions and hold a the space for everyone to speak into

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

Facilitation Notes

- These mini role plays are designed to be light and focused on the techniques. However if anyone triggers during the activity make sure to fully debrief and derole them individually if needed. Then maybe follow the activity with an active light and lively to provide participants the opportunity to work through their triggered feelings.

References

- Adapted from *Red Yellow and Green* in the AVP USA Youth Manual, 2000. p. G 99.

POSTER

CHARACTERISTICS OF RED AND GREEN MESSAGES

RED	GREEN
Blaming Criticising Put down Judgemental Intimidating Denigrating Powering over Demanding Attacking Assuming Expecting Manipulative	Accepting Listening Requesting Acknowledging Speaking from the I Power with Trusting Owning my part No expectations

ROLE-PLAY – STRUCTURED or Structured Role-play

Scope

- Workshops – Basic, Advanced or Facilitators
- When used – in the later sessions of a Basic, or the middle sessions of other workshops
- Building blocks – conflict transformation.

Purpose

- Experience and practice the transformation of conflict.
- Explore the practical transformation of conflict.

Time 45-60 minutes.

Resources

- Poster paper
- Markers
- Masking tape.

Directions

1 Introduction

- **“In this activity we will be exploring the transforming of conflict further.”**

2 Set up

- Arrange the group in a horse-shoe shaped circle facing a stage area
- Have 5 chairs on the side of the stage
- Have a piece of masking tape and marker on each chair
- Have the facilitators sit in different places around the circle so that they can ‘vibes watch’ the role-players and the audience.

3 Brainstorm

- Ask the group to suggest some conflict situations that they might like to explore further
- Write up five conflict scenarios
- Ask the group to expand the scenario with the four or five characters and some detail. **DO NOT PLAN THE RESOLUTION OF THE CONFLICT.**

4 Role-players

- Invite participants to volunteer to play one of the characters
- **“IT IS IMPORTANT THAT YOU DO NOT PLAY YOURSELF. For example if you are a mother with a problem with an adolescent child do not play the character of a mother with an adolescent child.”**
- The characters go and sit on one of the five chairs on the stage
- Each character will give themselves a name and write it on a piece of masking tape
- Then select one of the keys of the mandala to use to try to resolve the conflict.

4 Role-play Instructions

- Each actor will put on the masking tape name tag as they before they start to play the role
- The 'actors' will role-play the characters
- The role-play will stop when the facilitator calls 'Cut'
- Then the actors will be asked to stay in role
- Role-play action
- Say "Cut" when either the conflict is resolved, someone in either the role-play or audience becomes distressed or the conflict becomes 'stuck'.

5 Role-play debrief

- Invite the role-play characters to sit in one of the five chairs on the stage area, stay in role and keep wearing their name tag
- The facilitator will debrief the characters before deroling and bringing each actor back to the semi-circle.

- Have everyone seated in the semi-circle facing the stage.

6 Debrief the players

- Ask each player in turn
 - What is happening for you right now?
- Ask the group the three debriefing questions while they remain in character
 - WHAT HAPPENED?
 - WHAT IS HARD ABOUT THIS FOR YOU?
 - IS THERE ANYTHING YOU WANT TO DO DIFFERENTLY? Or WHAT DO YOU NEED TO MOVE ON?

7 Derole

- Select the person who is most upset or tense and ask them
 - IS THERE IS ANYTHING YOU WOULD LIKE TO SAY TO ANY OTHER CHARACTER.
- Ask the participant using their own name if they are ready to leave the character and return to the AVP group
- Have them place the name-tag on the chair and step forward
- And do a 360 degree turn and a bit of a shake – to shake off the character
- Say: "Tell me three ways you are different to --- (the character they played)
- If they still keep referring to themselves as the character or can not think of any differences, suggest a few that may be possible eg What sort of house does the character live in? Are you a shop owner? How tall is the character? etc
- After each question the facilitator and the player step back towards the audience and away from the role-play character role
- Ask them: "Is there anything you would like to say to (the character they have left behind)" - face the chair as if the character is still seated.
- Then have them return to a chair in the audience U shape
- Seat any person still possibly unhappy next to a facilitator so that they are available to provide support if needed
- Once a character is deroled, be vigilant that the participant does not talk about the character using the pronoun I and that the participants do not point to the participant when talking about the character
- *The character is now the chair.*

8 Full Group Debrief

- Ask the debriefing questions

- "Is there a key that could have made a difference?"
- "Is there anything else anyone wants to say?"

9 Second Role-play

- Repeat the role-play process with another of the five conflict scenarios and another group of players including the debriefing process.

Variations

- Have either one or three role-plays depending on the level of safety in the group and the available time.
- Other role-play activities include -
 - Arm chair role-play
 - Open role-play
 - Structured role-play
 - Full role-play (see Sydney Advanced Manual).

Facilitation Notes

- Each workshop is different and the facilitators will need to decide on the level of community and trust when planning if and when role-plays will be done. Participating in a role-play activity is very beneficial for participants to learn, practice and integrate their conflict transformation skills, however the *safety* of the group is paramount
- After session 3 the facilitators need to decide about the level of community and trust within the group and decide
 - Is the group ready for a role-play activity?
 - If yes, decide are they ready for a full role-play?
 - If yes, plan session 4 for a full role-play with either 2 or 3 groups. Try not to run over into session 5
 - If no, select one of the other role-play activities like *Arm Chair Role-play* or *Hassle Lines*.
- Apprentice facilitators should not facilitate or co-facilitate in this activity. Facilitators need to have completed an AVP role-play workshop before facilitating any role-play activities.
- The facilitators need to decide whether they will have two or three role-plays
- At least two role-plays are needed so that each person has the opportunity to experience a role-play and to watch a role-play.
- Adhere to strict time limits for each section of this activity to reduce the chance of participants getting too deeply into role
- Positioning of facilitators during the role-play - often the facilitator leading the role-play debrief will sit in the middle of the U-shaped circle, with one facilitator on each of the chairs at the ends of the U 'vibes watching' and ready to signal to the main facilitator if they have seen anyone trigger and get distressed.

References

- Adapted from *Role-play* in the AVP Basic Manual, 2002, section G
- See also *Role-play* in the AVP Advanced Manual, 2004, section E.

OPEN RESTORATIVE QUESTIONS TO DEBRIEF CONFLICT & TRIGGERING

Three Basic Open Questions	Alternatives in Conflict Situations
1 What happened? <div>PAST</div>	How was that for you? What was that like? What was it like when?
2 What was the hardest thing about that for you? <div>PRESENT</div>	How might that have affected others?
3 Is there anything you would do differently next time? <div>FUTURE</div>	What would you like to happen? What might you do to contribute to this happening? Is there anything you need to say to <name>? Are you OK to move on? What do you need to be able to move on? Is there anything that could have made a difference? Is there anything that you could have done to have made a difference?

GUIDELINES FOR PROCESSING OF ACTIVITIES

- Allow time for participants to think and answer. Do not jump in if there is a silence
- What comes up and happens in the processing is an important part of AVP
- The key is to work with the participants' own process
- Participants will come to the insights that are right for them
- If you ask directed questions participants learning will be directed
- If you ask non-directed questions participants will be open to explore their own learning
- Don't ask any closed questions or directed questions that invite analysis.

ROLE-PLAY DEBRIEF PROCESS

"Cut and sit down"

script in bold

DEBRIEF characters

Ask each in turn "**<character name>.What is going on for you right now?"**

Ask each in turn "**<character name>.What happened?"**

Ask each in turn "**<character name>What was the hardest thing about that for you?"**

Ask each in turn "**<character name>.Is there anything you would do differently next time?"**

DEROLE each player in turn (start with the more emotional or distressed players)

"**<character name> Is there anything you would like to say to any other character?"**

"**<player name>. Are you ready to leave the character <character name>?"**

"**Put the name-tag on the chair and step forward and shake off the character"**

"**<player name>.. Tell me 1 way you are the same as ..<character name>.."**

Keep stepping back

"**<player name>.. Tell me 3 ways you are different to..<character name>.."**

"**<player name>.. Is there anything you would like to say to ..<character's name>..**

– the character that you have left behind?"

Return the person to the audience.

PROCESSING – ask the whole group

"**Is there an element of the mandala that could have made a difference?"**

"**Is there anything further that anyone would like to say?"**

"**Is there anything that anyone would like to say before we move on?"**(if needed)

SAFETY CIRCLE

Scope

- Workshops - Basic and Advanced
- Core activity used in the first session of every Basic and Advanced workshop
- Building blocks - community building.

Purpose

- Explore the safety issues of a workshop
- Explore the impact of my behaviour on others and others behaviour on me
- Further opportunity to learn names.

Time 20 minutes.

Resources

- Safety Circle Poster
- Safety Issues Poster (AVP Group Agreements or Ground Rules).

Directions and script

1 Introduction (*sample wording*)

- **"This gathering activity will be about safety issues."**

2 Set Up

- Be seated in the circle
- Have the two posters up on the wall - not located together.

3 Instructions

- (Optional) **"Remember in AVP gatherings each person will, in turn, share their ideas and experience without interruption or discussion, then it will be the next person's turn."**

4 First Gathering

- **"The first gathering topic is "My name & what I need to feel safe in a group is"**
- Refer to the Safety Circle poster so that people can be reminded of the topic.

5 Second Gathering

- **"The second gathering topic is 'My name & what I can do to contribute to the safety of others is' "**

Safety Tips

- Briefly introduce the safety issues on the Safety Issues poster
- Read them aloud with a very brief explanation.

Variations

- Introduce the Safety Issues as Group Agreements and briefly brainstorm what each agreement means to the group instead of having the safety circles.

Facilitation Notes

- This activity needs to be included in Session 1. It is important that early in the workshop safety guidelines are introduced to add to the safety of the group

- It is recommended that one or two facilitators start the first debrief by briefly contributing their comments, speaking from the 'I' and modelling how debriefing is done.

References

- Developed by members of AVP-Sydney
- See also - *Ground Rules* in the AVP Basic manual p.A-8.

Posters/Handouts

SAFETY CIRCLE

- 1 MY NAME &
WHAT I NEED TO FEEL SAFE IN A
GROUP IS**
- 2 MY NAME &
SOMETHING I CAN CONTRIBUTE TO
THE SAFETY OF THE GROUP IS**

SAFETY ISSUES

- 1. AFFIRM MYSELF & OTHERS - *no putdowns***
- 2. SHARE VOICE SPACE - *no interruptions***
- 3. VOLUNTEER MYSELF ONLY - *speak from the 'I'***
- 4. RESPECT CULTURAL SENSIVITIES**
- 5. STORIES STAY HERE - *confidentiality***
- 6. RIGHT TO PASS**

SATELLITES

Scope

- Workshops – any Basic, Advanced or Facilitation workshop
- Light and lively
- Building block – cooperation dealing with power and community building.

Purpose

- Experience and practice cooperating dealing with power
- L&L – active, no touching
- Have fun together, change energy and release tension.

Time 5 minutes.

Resources -----

Directions

1 Introduction

- “This is another light and lively or short, fun, cooperation activity.”

2 Set up

- Everyone stands spread around the room.

3 Instructions

- Ask everyone to select two other people in the room without revealing who those people are
- Briefly explain and then demonstrate
- Ask everyone to move around the room making sure that they maintain an equal distance from each of their two selected people
- Be careful to say ‘equidistant from’ rather than ‘equidistant between’ or everyone will end up in the middle of the room.

4 Satellites moving

- Allow the process to continue until the group members arrive at a harmonious stand-still.

Variations

1. Stop the activity and ask what happened for the participants
 - Restart the activity and see if harmony is achieved.

Facilitation Notes

- The main facilitator needs to participate in this activity, to try to move as little as possible and ‘hold the space’ while group members move until harmony is reached
- Leave this activity to go as long as practical to see if the group arrives at a harmonious stand-still.

References

- From Wendy (AVP-Sydney).

SESSION REFLECTION

Scope

- Workshops – all AVP Basic, Advanced, T4F, Facilitation and Mini
- Used as a core activity near the end of every session in every AVP workshop
- Building block - reflection.

Purpose

- Experience and practice reflecting back on the process and the learning
- Experience and practice offering experiences, viewpoints and learning and this being heard, respected and validated
- Provides participants with a safe place to express uncomfortable or confronting viewpoints
- Provides an invaluable opportunity for participants to be able to work through any outstanding issues and concerns left over from any activity
- Part of bringing closure to the session
- Provides facilitators with valuable insight into how each activity has been received and where the individuals and the group is at for future agenda planning.

Time 10 minutes.

Resources

- Agenda Poster
- Blank Feedback Poster
- Markers.

Directions and script

1 Introduction (sample wording)

- **“This reflection activity will give you the opportunity to reflect back on your experiences and insights in this session, and to share these insights with us all.”**

2 Set up

- **“Will everyone sit in a U-shape facing the agenda and feedback posters”**
- Have the two posters side by side on the whiteboard
- Have one seated facilitator presenting with one or two support facilitators scribing.

3 Instructions

- Remind the participants that this activity uses a brainstorm. **“Remember that in AVP brainstorms anyone can give their own idea or experience and the scribe will record the essence of the idea. There are no comments about any one else’s idea and no discussion”**
- **“We invite everyone to contribute their reflections, experience and insights as we go through the agenda and the contributions will be written on the posters.”**

4 Reflection brainstorm

- Read out each activity and give a very brief reminder what it was about. Do not mention the facilitator of the activity, as this could bias the reflection
- Invite participation with **“How was that activity for you?”**
- Then oversee the participants brainstorming their reflections

- Stop any conversation or anyone not speaking from the 'I'
- Move through the activities at the pace set by the participants' needs and energy levels and the time constraint
- When one idea is recorded and someone else agrees then stars or ticks can be added to indicate other agreement. (optional).

5 Posters

- Put the agenda and feedback posters together on the wall around the workshop to remind people what they have done together, to build community, to indicate that the comments are valued and to be available for the filling in of the workshop evaluation form at the end of workshop.

Variations

- Silence – this can be a powerful vehicle for reflection after an emotionally charged activity
- Reflection Continuum – invite participants to stand on an imaginary line or continuum of 1 to 10, with 1 up one end of the room and 10 up the other end. Invite everyone to reflect on the impact of each activity on them and to stand somewhere on the continuum to indicate the level of impact (either positive or negative). Ask one or two people at each end of the continuum "How was that for you?" and have this scribed on the agenda poster
"Stand according to the impact this activity had on you. If the activity had high impact (or 10/10) stand this high end of the line. If it had a low impact (or 1/10) stand this low end of the line"
 - This activity requires a high level of safety and harmony within the group after the group storming period
 - It is important to ensure that there is no sense of judgement of the activities or facilitator leading the activity
- Not good to use the 'thumbs up' 'thumbs down' way of reflecting. This asks for value judgements and is potentially an offense gesture for some cultures.

Facilitation Notes

A Time

- This is probably the most important activity in any session, if time is running short it is more important to have time for everyone to reflect than having another learning activity. It is important for the facilitator who is responsible for the team time-keeping to ensure that this activity is not 'short changed' by running out of time
- It is important to have at least a short reflection activity at the end of each session to provide the opportunity for reflection, debriefing and opportunity to vent if something is wrong. If the break is important then there needs to be a reflection activity at the beginning of the next session. If there is no opportunity to debrief or reflect concerns can grow and sometimes explode. People who trigger may still be in a negative and damaging mind-set
- There needs to be enough time and enough paper for the essence of each person's contribution to be recorded on the poster paper.

B IMPORTANT

- The scribe does not engage in the participants' feedback or become personally involved, they are simply the scribe and let the comments pass by them
- The essence of the content of each person's contribution needs to be recorded publically

- Allow individuals some time to express their negative feelings and carefully write down the essence of what is said. Having feelings written down publicly enables people to feel heard, validated and able to release tension. Feeling listened to can also be healing
- Do not let the reflection activity to go on too long or allow anyone to hijack the process. Stop the process rather than allow anyone to abuse the group. Potential conflicts and damaging behaviour within the group needs to be challenged and used as part of the learning process
- If the contribution is too long to record, the participant could be asked to summarise their contribution.
- The participant contributions need to be not repeated by a facilitator, as there can be the feeling of being powered over and someone else 'taking' their personal contribution.

C Experienced Facilitators

- Experienced facilitators need to do the reflection activities especially for the first session reflection to model the activity and for the second session reflection when the group 'storming' can be expected (for example before lunch on the first full-day).
- After the group's storming has occurred and if there are no major issues, the contributions can be written briefly on the one page agenda
- It is can be useful for other facilitators to gently assist bringing back the brainstorm process by modelling providing feedback and sharing their experience speaking from the 'I'

D Debriefing

- Sometimes someone has not yet fully debriefed from an activity and this may be revealed at the feedback session
- The facilitators can either simply receive the feedback and write it up or The facilitator can then stop and debrief in more detail, any activity as needed – with the usual questions of – "what happened..", "what was the hardest thing ..." etc.
Then proceed with the rest of the feedback
- If anyone is 'stuck' there are other strategies like having a Buddies activity over the break or a facilitator talking with that person during the break.

E Feedback Tips

- One way to move on is for the facilitator to say "Does anyone else wish to say anything else before we move on to the next activity". Sometimes this needs to be said several times
- The learning activities on the agenda need to be numbered so that the numbers can be written on the reflection page and everyone can find the comments that match each activity
- Good idea to write in the number for each activity on the reflection poster only when the comments for one activity have finished and the group is ready to move on. The amount of space allocated to each activity reflection should not be artificially limited by limited space on the poster
- Sometimes the comments for each alternate activity can be recorded in two or three different coloured markers.

F Facilitators' Feedback

- Other facilitators do not provide facilitators-type feedback at this stage. That is for the team debrief. However they may model sharing something that happened for them if the brainstorm needs extra input or if someone starts to

converse or stop speaking from the 'I' and the group needs to be gently bought back 'on track'

- If AVP facilitators are participants for this workshop, they also need to only give participant type reflection during this process. They need to be given the opportunity to provide feedback to the facilitators privately

G Storming Stage

- This activity, well handled, is designed to allow participants to vent in the storming part of the workshop
- Storming is a necessary part of the group building process of forming, storming, norming, performing and mourning
- Negative emotions are not directed at the facilitators and should not be taken personally. Negative feelings are more an indication of the individual participants' journey and struggles with self-awareness and change than an evaluation of the facilitators' performance
- The worst a facilitator can do is make a mistake. It is an invaluable model for participants when a facilitator models being comfortable with making a mistake.

H Evaluation

- Part of the philosophy of AVP is to not judge or blame. This activity should not be a participant evaluation or judgement of the facilitators or learning activities presented
- The workshop evaluation needs to be written using the Workshop Feedback form at the end of the workshop.

References

- Adapted from *HIPP Evaluations* in the HIPP manual, 2004, pp.51-54
- See also Evaluation in the AVP Youth manual, 2000, p. I-9.

STAND BY YOUR KEY

Scope

- Workshops – Basic or Advanced workshops
- Used in the middle or later sessions
- Building blocks – Transforming Power and reflection.

Purpose

- Reflect on the Transforming Power Mandala
- A short activity which can be done before a major activity to focus on the Mandala keys, for example before a role-play.

Time 7 minutes

Resources

Directions

1 Introduction

- In this activity to revisit the Transforming Power Mandala

2 Set up

1. Distribute pieces of the Mandala around the room

3 Instructions

- Invite everyone to look at the Mandala and reflect about which element is important for them at this time
- When you are ready go and stand by the Mandala key that you wish to focus on at present

4 Discussion

- Invite the people at each key to discuss with each other how this key is relevant to your current journey. This will not be shared with the rest of the group
- Allow 5 minutes for this sharing.

6 Debrief the activity

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

Variations

- Activity can be done outside. Check that the Mandala keys do not blow away

- The facilitator can ask participants one by one to share with the group how the Mandala key they have chosen if relevant for them at present
- The activity can be debriefed.

References

- Adapted from *Stand by Your Key* by the Sydney HIP Group.

STAND UP

Scope

- Workshops – any Basic, Advanced, Mini or Facilitation workshop
- Used in any workshop session
- Light and lively – active & no touching
- Building blocks – cooperation working together and community building
- Theme – discrimination.

Purpose

- Experience and practice cooperating and working together
- Have fun together, change energy and release tension
- Discover what the group has in common, as well as ways group members are different from one another.

Time 10 minutes.

Resources -----

Directions and script

1 Introduction

- **“This is another light and lively or short, fun, co-operation activity**
- **“This time we look at the things we have in common.”**

2 Set up

- Have everyone seated in a circle.

3 Instructions

- **“When I say ‘stand up all of us who have an older brother’**
- **“Then those of us who do have an older brother will stand up.**
- **“Step forward into the circle, acknowledge or bow to each other**
- **“And then step back into the circle.”**
- Demonstrate doing this as you say it.
- Other examples could be wearing glasses, have holidayed overseas, have migrated. Etc.

4 Repeat

- Repeat this several times with the facilitator calling out the characteristics
- Then invite anyone in the group to call out a characteristic and continue standing up and repeat as long as is suitable for the group.

Variations

- Can be a longer activity (15-30 minutes) the *Circle Game* where everyone stands in a circle, the facilitator calls out characteristics “Come into the circle those of us who”, those standing in the circle acknowledge or bow to each other then return to a different space in the circle and debrief
- Use a pre-prepared list of characteristics
- Use this activity to introduce the *Scavenger Hunt*. For this, ask people to stand up if they know the meaning of the words called and explain the meaning to the others. Rather than drawing up your own list, use the list from the *Scavenger Hunt* or *Cultural Pursuit*.

Facilitation Notes

- This light and lively assists in the building of community and works well in the first couple of sessions

- This light and lively is better to be used after the *Big Wind Blows*.
- This activity is more inclusive if the person calling out the characteristic also has this characteristic.
- Start with characteristics that are common to the whole group, as well as qualities unique to a subgroup. Include physical characteristics, family backgrounds, things we like to do, things that have happened to us, things we are good at. The goal of the activity is to see what people have in common, so not every statement has to be positive. For example, you might want to include, "Anyone who has ever been sent to the Principal's office", "Anyone who has ever been asked to get into a police car," and "Anyone who has ever witnessed racism."

References

- Developed from many sources by members of AVP-Sydney
- See also *Circle Game* in the HIPP manual p.61.

STRETCH

Scope

- Workshop - any Basic, Advanced and Facilitation workshop
- Use as the first activity on each day after the first session
- Building block – cooperation working together and building community.

Purpose

- Experience and practice cooperation and working together.

Time 10-15 minutes.

Resources -----

Directions

1 Introduction

- **"The first activity this morning provides everyone with the opportunity to have a stretch."**

2 Set up

- **"Will everyone stand in a circle."**

3 Instructions

- "I will go first and say 'Good morning' and you will say 'Good morning' back to me, then I will do a stretch and everyone will join me in doing the stretch. Then we will go around the circle and take it in turns to do a stretch for everyone else to follow."

4 Stretch activity

- The facilitator models the introduction **"Good morning my name this morning is...."** (affirmation name and first name) for example "Jonquil Julie"
- Everyone replies "Good morning Jonquil Julie"
- **"My stretch is"** Demonstrate a stretch
- **"It is now your turn for everyone to do the stretch."**
- Ask your neighbours **"Which one of you will go next?"**
- Then each person around the circle will take a turn to introduce him/herself and do a stretch.

Variations

There are a variety of themes that can be added eg.

- An animal stretch where everyone's affirmation name is an animal that starts with the same sound as their name like Tiger Tom, and the stretch is the kind of movement that animal would make
- Each person can also make the sound of their animal and have everyone else repeat this sound
- Name stretch – have each person create stretch that matches their first name, and or affirmation name
- A building stretch where each person's stretch makes the shape of a building such as Sydney Opera House and a windmill etc
- Each person mime an action they would be doing at this time if you were not at the workshop.

References

- Source unknown.

TOWER BUILDING

Scope

- Workshops - Basic, Advanced or Facilitation
- Used in middle sessions
- Building blocks -cooperation dealing with power, communication and community building.

Purpose

- Experience and practice cooperating and dealing with power
- Experience and practice communicating nonverbally.

Time 40-60 minutes.

Resources

- Newspaper or butchers paper -1 newspaper or 1 piece of paper per group
- Masking tape - one roll per small group
- Timer.

Directions

1 Introduction

- **"In this group activity each small group will make a paper construction."**

2 Set up

- Divide the participants into small groups
- Give each group a newspaper and a roll of masking tape.

3 Instructions

- The task is to make a free-standing tower (as high as they like) out of the newspaper
- Each group has a few minutes to plan how they will build their tower. Once they start to build, they cannot talk.

4 Building

- Allow 5 minutes for the planning time
- Give a time limit between 10 and 40 minutes to build the structure in silence.

5 Small group debrief

- Have each group sit with their tower and form into a rough circle around the towers
- Invite everyone to look at the towers
- Ask each group in turn the debriefing questions

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

6 Debrief the activity

- Move the towers outside the circle
- Reform the circle
- Ask **"Is there an element in the mandala that could have made a difference?"**

Variations

- Make a free standing tower or structure with only 1 large piece of paper and/or limited length of masking tape
- Build a free-standing structure that the whole group can fit under
- You may want to build the scene by telling participants that they are on an island in the sun. Walls are not essential, but you need a roof to keep the sun out
- Build a freestanding bridge with 6 pieces of paper.

Facilitation Notes

- This activity is for the second half of the workshop when building co-operation. It can provide a variety to *Co-operative Construction* with knex blocks and *Broken Squares* with cardboard squares
- If participants struggle for 40 minutes and are unsuccessful in making a shelter they may feel disappointed, frustrated or have a sense of failure. Think ahead of time about how to deal with these feelings.

References

- Adapted from *Shelter from the Storm* in the HIPP manual p.82.

TRANSFORMING POWER INTRODUCTION

Scope

- Workshop – Basic
- Use at the beginning of the middle section
- Building block - Transforming Power.

Purpose

- Introduction to Transforming Power.

Time 30 minutes.

Resources

- Cardboard mandala with 6 parts
- Mandala poster.

Directions

1 Introduction

- **“In this activity we will look further at the elements contributing to some of the conflicts that you have resolved nonviolently.”**

2 Set up

- Divide participants into five groups. These could be the same five groups from the previous activity, *A Conflict I Solved Nonviolently*
- Hand out the 5 elements of the mandala with one piece for each group.

3 Instructions

- Explain that these are human concepts
- Ask each group to consider their human concept and relate it to how it could help transform conflict, for example in the stories they told on how they solved a conflict nonviolently
- Give each group 5 minutes to discuss this
- Ask each group to nominate someone to report back to the whole group.

4 Group circle

- Ask each group reporter to put the human concept piece of cardboard in the middle of the circle (but not in any specific order) just as they begin to report back to the group so that everyone can see the words while they are speaking.

5 The Mandala

- The facilitator then goes into the circle and draws the elements together and constructs a mandala, introducing the mandala and Transforming Power
- Other facilitators could add comments about Transforming Power for them.

7 Handout

- Place a copy of the Transforming Power handout in each Affirmation envelope.

Facilitation Notes

- This activity works well after the activity *A Conflict I Solved Nonviolently* in Session 2, especially if the groups are the same for both activities.

References

- Adapted from *Transforming Power Introduction* by Giri Sequoya (AVP-WA).

TRANSFORMING POWER QUERIES

Scope

- Workshop - Basic and Advanced workshops
- Use in the latter part of the middle sessions, before the Role-play
- This activity works well straight after *Transforming Power Revisited*
- Building block - Transforming Power.

Purpose

- Experience and practice using Transforming Power in everyday life.

Time 30 minutes.

Resources

- Set of Transforming Power queries on strips of cardboard
- Cardboard Mandala
- Mandala poster
- Transforming Power handout.

Directions

1 Introduction

- **"This is a further activity to explore Transforming Power in our lives."**

2 Set up

- Divide the group into pairs
- Or use the pairs from Transforming Power Revisited, if this activity comes immediately before this activity
- Hand out the 12 Transforming Power guides or queries. Some pairs will have two queries.

3 Instructions

- Invite the participants to discuss with their partner how these queries relate to the mandala, Transforming Power and ways of solving problems nonviolently
- Ask each pair to nominate one person for each query to present a brief summary of their discussion to the group.

4 Small groups

- Give the groups 5 minutes to discuss their queries.

5 Presentation

- The nominated people present a summary of their discussion to the group
- As each person speaks they first put the query on the floor – forming the spokes of a wheel radiating out from the mandala in the centre of the floor.

6 Debrief the activity

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

7 Handout

- Place a copy of the Transforming Power handout in each Affirmation envelope.

Facilitation Notes

- This activity works well in Session 4 after the *Transforming Power Revisited* activity. It could also be used in Session 2 after the *Transforming Power Introduction* activity.

References

- Adapted from *Transforming Power Revisited* in Basic Manual, 2002, p. B-8.
- Transforming Power Queries* in AVP Youth Manual, 2000, p. 7-18.

TRANSFORMING POWER QUERIES

1. Do I try to understand the concern of the other person ?
2. Do I ask questions to broaden perspective ?
3. Do I say how I feel and try to resolve a conflict when it arises ?
4. Do I let the other person talk out their anger before seeking reconciliation ?
5. Do I reach out to the other person, and appeal to their reason ?
6. Do I admit when I am wrong ?
7. Do I forgive myself, and others ?
8. Do I give what I can naturally, and accept others as they are ?
9. Do I accept responsibility for my own life ?
10. Do I work for constructive change when there is injustice ?
11. Do I follow my gut reaction on whether to withdraw, or to stand my ground and resist nonviolently ?
12. Do I expect the best ?

SPECIAL HELPS

1. Think before reacting
2. Imagine a variety of solutions
3. Tell the other person where you see that they are right
4. Say or do the unexpected to change the mood
5. Stay calm
6. Be patient



QUERIES

1. Do I try to understand the concern of the other person ?
2. Do I ask questions to broaden perspective ?
3. Do I say how I feel and try to resolve a conflict when it arises ?
4. Do I let the other person talk out their anger before seeking reconciliation ?
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6. Do I admit when I am wrong ?
7. Do I forgive myself, and others ?
8. Do I give what I can naturally, and accept others as they are ?
9. Do I accept responsibility for my own life ?
10. Do I work for constructive change when there is injustice ?
11. Do I follow my gut reaction on whether to withdraw, or to stand my ground and resist nonviolently ?
12. Do I expect the best ?

SPECIAL HELPS

- | | |
|--|---------------|
| 1. Think before reacting | 5. Stay calm |
| 2. Imagine a variety of solutions | 6. Be patient |
| 3. Tell the other person where you see that they are right | |
| 4. Say or do the unexpected to change the mood | |

TRANSFORMING POWER REVISITED

Scope

- Workshops - Basic and Advanced
- Used in middle sessions
- Building block - Transforming Power.

Purpose

- Experience and practice using more aspects of Transforming Power.

Time 30-40 minutes.

Resources

- Set of pictures eg. Photolanguage kit
- Cardboard mandala
- Mandala poster.

Directions and script

1 Introduction

- **"In this activity there will be more exploration of what Transforming Power means for each of us."**

2 Set up

- Be seated in a circle
- Display the Mandala poster on a wall
- Place a small mandala in the centre of the circle
- Display the pictures on the floor around the mandala in the circle.

3 Instructions – choose a picture

- **"You are invited to select a picture that represents Transforming Power in your life and think about how Transforming Power has affected you"**
- **"Select your picture and return to your seat."**

4 Instructions – form pairs

- **"Form into pairs with a person sitting beside you."**
- Facilitators check that everyone has a partner.

4 Describing your picture

- **"Everyone is now invited to show your picture to your partner and discuss how the picture represents Transforming Power in your life and how Transforming Power has affected you"**
- **"It is important in this activity to remember that each person is sharing their own thoughts and partners should respect this and not make comments about their partner's sharing or picture"**

5 Describing to the group

- **"Would anyone like to share their picture and ideas with the group?"**
- This works better if participants volunteer popcorn style rather than taking turns around the circle.

5 Debrief (optional – do not debrief this activity if it is presented as the first part of another activity like *Transforming Power Queries*).

- Ask the following restorative questions and hold the space for the participants

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

Variation

- Have everyone sit in the circle facing outwards with their back to the group, and then describe what the picture means to them
- Have each person select 2 pictures instead of one, and present one picture to the whole group
- Have this as a consensus activity where each person selects one picture, then in pairs discuss their pictures and select one picture, then in fours discuss and select one picture, then in eights discuss and select one picture, and then in the whole group discuss and select one picture.

Facilitation Notes

- This activity works well in Session 4, well after the *Transforming Power Introduction* activity and immediately before the *Transforming Power Queries* activity
- This activity is a good activity to have before the role-plays to increase the focus on using Transforming Power in the role-plays
- Having music in this activity can be a distraction
- Have everyone practice speaking from the 'I'
- Important feedback from participants is that each participant should only talk about their own story and not comment, intrude upon or translate any other person's story. Some partners can feel very vulnerable if anyone interprets their sharing.

References

- Adapted from *Picture Sharing* in Advanced AVP Manual, 2005, D-137.

UNANSWERED QUESTIONS

Scope

- Workshop - any Basic, Advanced and Facilitation
- Core activity with two parts – use pt.1 in the first session and pt.2 in the last session.

Purpose

- Provides participants with a place to record any questions they have during the workshop
- Provides facilitators with a place to refer participants with a question that could disrupt the flow of the workshop.

Time Part 1 – 2 minutes
Part 2 – 1-10 minutes.

Resources

- Unanswered Questions blank poster
- Markers.

Directions – Part 1

1.1 Introduction

- **“As part of building the community in this workshop there is an Unanswered Questions Poster and everyone is invited to write up any question they would like answered. Time will be provided at the end of the workshop to answer questions.”**

1.2 Instructions

- Sometimes during the workshop a participant will have a question Sometimes that question can be asked and answered on the spot
- And sometimes it is better for the workshop flow not to be interrupted, the question can be recorded and there will be a time set aside at the end of the workshop to answer any questions
- Part of the AVP experiential learning style is for everyone to be sharing their personal experience and learning and ‘speaking from the ‘I’, both during activities and the debriefing at the end of many activities
- During these times it is important for other people not to come in and ask questions or make comments
- However it is very important for everyone’s questions to be answered to please do not hang on to any questions, record them and they will not be forgotten before there is the opportunity to answer these questions
- There is a marker next to the poster for anyone to write up their questions as we go through the workshop.

Directions - Part 2

2.1 Introduction

- Part 2 is part of the ungathering in the last session
- Ask if there are any questions on the Unanswered Questions Poster to answer?
- Remind everyone about the unanswered questions poster introduced in the first session
- Look to see if there are any questions

- Read through any questions and talk to them one by one.

Variation

- Could use a version of *What's in a Word* if there is concern about the meaning of a concept covered in the workshop, for example power or stereotyping. Select the word, then everyone writes three words that mean the same to them. Then seated in a circle each person in turn reads their three words to the group. The workshop definition of the word is the sum of the words read out by the group.

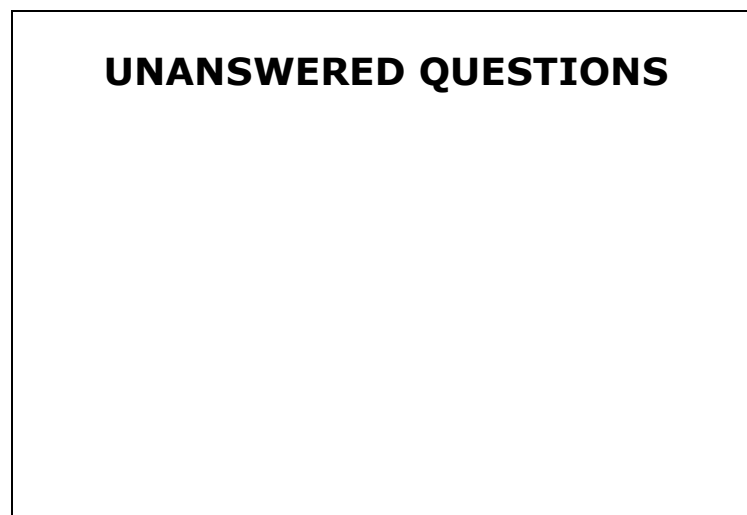
Facilitation Notes

- Part 1 needs to be done in Session 1, usually as part of the *Housekeeping* at the end of *What is AVP?*
- Part 2 needs to be done in the ungathering process in the last Session, usually before the Ungathering Activity
- Recommend not to get 'hooked' into any storming, personal issues, therapy or philosophical discussion. Facilitators speaking from the 'I' will assist in this
- If someone really does want to discuss issues point out the time available for the rest of the workshop closing and invite the person to speak with a nominated facilitator at the end of the session
- One facilitator can answer all the questions or the facilitators can take turns answering the questions.

References

- Adapted from *Unanswered Questions* in the AVP Basic manual p.A-9.

Poster



UNDERLYING ANGER

Scope

- Workshops - Basic and Advanced
- Used in the Basic workshop in the middle sessions with *Inside/Outside* and before *Hassle Lines* or *I-messages*
- Building blocks – conflict resolution.

Purpose

- Experience and practice looking at the feelings, needs and unmet needs that underlie one's anger.

Time 40 minutes.

Resources

- Underlying Anger poster
- Paper or cards to write on – 1 per person
- Pens – 1 per person
- Timer.

Directions

1 Introduction

- "This is a writing activity."

2 Set up

- Give each person a card to write on and a pen
- Suggest that people find a place comfortable to write in private
- Have the poster up and slowly reveal each of the five points as they are introduced.

3 Five questions

- 3.1 Ask the participants to write down (in one sentence) a situation where they felt really angry

Start the sentence with "*I felt angry when*"

eg. "I felt angry when my contribution in a meeting was ignored."

- 3.2 Another emotion very often underlies anger.

Ask them to write a sentence about the feeling behind the anger in their example. Start the sentence with "*I felt because*".

eg "I felt hurt because it seemed that nobody valued my opinion."

- 3.3 The reason for that hurt feeling is often caused by a fear

Think about what fear might have led to that feeling in your example.

Write a sentence about that fear starting with "*I have a fear that*"

eg "I have a fear that I won't be able to win my colleague's respect."

- 3.4 Alongside fears are often unmet needs

Think about what unmet need could go hand in hand with that fear

Write a sentence about that need starting with "*I have a need to*"

eg. "I need to be accepted and valued by my colleagues."

- 3.5 Think about that unmet need and how you could have that need met.

What could you do to meet that need? "*To meet my need I can*".

Write down your ideas.

4 Debrief the activity

- **"Will everyone now return to the circle."**
- Ask the following questions and hold a the space for everyone to speak into –

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
"What happened?" PAST	or	"What did you notice here?" (or "What did you notice in this activity?") PAST
"What was the hardest thing for you?" PRESENT	or	"Is there anything here that challenged you?" PRESENT
"Is there anything that you would do differently next time?" FUTURE	or	"What can you take from this into your life?" FUTURE "How might that relate to Transforming Power?" (optional)

Variation

- Do this activity a second time immediately afterwards. This can deepen the experience and provides extra opportunity for reflection.

Facilitation Notes

- This activity works very well in a sequence coming immediately before *I-Messages*
- Can use the timer silently to measure how long each section has taken.

References

- Adapted from *Underlying Anger* from Playing With Fire by Macbeth and Fin.

POSTER

UNDERLYING ANGER

I FELT ANGRY WHEN

I FELT BECAUSE

I HAVE A FEAR THAT

I HAVE A NEED FOR

TO MEET MY UNMET NEED

I CAN

VIOLENCE / NONVIOLENCE TREES

Scope

- Workshop – Basic
- Core activity used in the second session before Transforming Power is introduced
- Building block – conflict resolution.

Purpose

- Explore a common understanding of the scope and meaning of the words 'violence' and 'nonviolence'
- Explore the causes and consequences of violence and nonviolence
- Explore the personal role in escalating and de-escalating violence and nonviolence.

Time 15-20 minutes.

Resources

- 2 large pieces of poster (butchers) paper with a tree drawn on each poster
- Markers / whiteboard markers – at least two of each of six colours.

Directions

1 Introduction

- **"In this activity we will explore the meaning of the terms 'violence' and 'nonviolence'."**

2 Set up

- Have everyone sit in a circle facing two large posters where the posters are visible for everyone
- Have the two posters either side-by-side or on nearby whiteboards as the posters need to be able to be written on and visible to everyone at the same time
- Have the violence tree poster on the left and the nonviolence tree poster on the right
- Each poster has a drawing of a tree and is divided into three sections
 - Top for the fruits of violence/nonviolence brainstorm
 - Middle for the 'what is violence/nonviolence brainstorm
 - Bottom for the roots of violence/nonviolence brainstorm
- It works well if different coloured markers are used for each of the brainstorm sections and both scribes use the same colour for each of the sections (the colours can be planned in advance).

3 Instructions

- This is a brainstorm
- In an AVP brainstorm everyone is invited to call out their ideas, preferably in one or two words, and these will be recorded on the poster. There are no right or wrong ideas, no value judgments, no comments and no discussion.

4 Brainstorms

- There will be 6 brainstorms – the sequence is -
 - What is violence – scribed on the middle section of the violence tree poster
 - Roots of violence – scribed on the bottom section of the violence tree poster

- Fruits of violence – scribed on the top section of the violence tree poster
- What is nonviolence – scribed on the middle section of the nonviolence tree
- Roots of nonviolence – scribed on the bottom section of the nonviolence tree
- Fruits of nonviolence – scribed on the top section of the nonviolence tree

5 Patterns

- Ask the participants to reflect on whether they can see any patterns in the trees and briefly share insights
- Participants can use markers to visually illustrate the patterns.

6 Debrief the activity

- **“Will everyone now return to the circle.”**
- Ask the following questions and hold a the space for everyone to speak into –

<u>Debriefing conflict or triggering</u>	or	<u>Processing learning</u>
“What happened?” PAST	or	“What did you notice here?” (or “What did you notice in this activity?”) PAST
“What was the hardest thing for you?” PRESENT	or	“Is there anything here that challenged you?” PRESENT
“Is there anything that you would do differently next time?” FUTURE	or	“What can you take from this into your life?” FUTURE “How might that relate to Transforming Power?” (optional)

Variations

- There can be separate brainstorms for what is violence and what is nonviolence
- There can be four section brainstorms with the roots and fruits of each tree only
- The brainstorms can be done without the trees
- Participants can be asked to circle something they are working on or they relate to in the nonviolence trees etc.

Facilitation Notes

- This is a core activity to use in any AVP basic workshop
- Using the session 5 activity *Choices*, *Choices* continues the exploration of the violence/nonviolence trees with the development of a third tree – the Alternatives to Violence Tree
- Three facilitators are needed, one to facilitate the brainstorm and two to scribe
- The main facilitator will sit and facilitate the brainstorm and the one or two scribes will write the ideas and only speak to clarify a word
- It is important for the main facilitator to ensure that everyone’s contribution is written up and that everyone has the opportunity to contribute. If the scribes talk from their standing position it is easy to turn the learning space into a classroom-teacher chalk-talk type space.

- This needs to be a short activity with each brainstorm taking 5 minutes or less
- The patterns and overviews are easier to see if the brainstorms are short, quick and have about 20 words per section
- Short brainstorms also reduce the chances of any participant getting bogged down in the small picture of one or more brainstorm and trigger into distress or therapy.

References

- Adapted from *What is violence?* in the AVP Basic Manual, 2002, p.E.56.
- See also *Tree of Violence*, HIPP Manual, p.130.

Poster

VIOLENCE / NONVIOLENCE TREES

Violence Tree	Nonviolence Tree
Fruits	Fruits
What is	What is
Roots	Roots

Draw a tree in each column with the branches in the fruits section, the trunk in the 'What is' section and the roots in the roots section.

WELCOME

Scope

- Workshops - all Mini, Basic, Advanced and Facilitation
- Used as the core opening activity in the first session of every workshop, after *Create a Space*
- Building block - community building.

Purpose

- Welcome everyone to this circle, this workshop and this space
- Contribute to opening a safe space for this workshop
- Set the tone for the workshop, eg. welcome, accepting, inclusive and enthusiastic.

Time 5 minutes.

Resources --

Directions and script

1 Introduction

- **"I would like to welcome you to this workshop".**

2 Set Up

- Facilitators sit in silence spread around the circle with at least one facilitator 'holding the space' for the group
- One facilitator takes responsibility for reminding the participants that workshop is ready to start
- The registrar, support person or designated facilitator identifies who has not yet come and rings their mobiles.

3 Opening

- **"I would like to welcome you to this workshop and to thank you for coming. I would like to welcome you to this circle. There have been many circles in this place over the years"**
- **"I would like to acknowledge the traditional owners, the traditional custodians of this area of land – the Gad-jig-al people of the Eora Nation."**

4 Welcome

- There are many, many possibilities - for example
**"I would like to welcome you
and welcome all the people who are part of you.
"I welcome your ancestors, those who have come before.
"I welcome your family, friends and loved ones,
those who are here now.
"I welcome your descendents, your future generations,
those who will come after you."**

Variation

- Invite a local indigenous person to 'open' the space.

Facilitation Notes

- Every session needs to start with a brief welcome
- **"I welcome you back after the break to Session 3....."**

References

- Adapted from *Welcome* by Elaine Dyer (AVP-Aotearoa).

-

WELL DONE

Scope

- Workshops - any Basic, Advanced, Facilitators and Mini
- Used as a session closing activity
- Building blocks – community building.

Purpose

- Experience and practice giving and receiving acknowledgement.

Time 5 minutes.

Resources -

Directions and script

1 Introduction

"This is a closing circle activity."

2 Set up

- "Will everyone stand in a circle

3 Instructions

- **"Turn to greet one of your neighbours**
- **"And say 'Well done'**
- **"Then turn to greet your neighbour on the other side**
- **"And say 'Well done' "**

4 Repeat

- **"This can be repeated with you patting your neighbour's shoulder as you say 'Well done.'**
- **"Any touching needs to only be done after permission from both people involved.**

References

- Adapted from *Well Done* by Giri Sequoya (AVP-Western Australia).

WHAT IS AVP

Scope

- Workshops- all Basic, and Mini workshops with a shortened version in Advanced workshops
- Core activity used in the first session
- Building block - community building block.

Purpose

- Explain the framework and process of AVP learning to participants to increase a sense of understanding, safety, credibility and ownership of the workshop and its activities
- Explain the AVP history, philosophy and individual journey in a workshop
- Discuss housekeeping matters.

Time 15 minutes.

Resources

- History of AVP poster
- AVP Philosophy poster
- The Journey Is Mine poster
- Housekeeping poster
- Unanswered Questions poster.

Directions

1 Introduction

- "This introduction to AVP will cover the history, philosophy, journey in a workshop and the housekeeping matters."

2 Set up

- Be seated in a circle
- Display the posters on the wall.

See further notes on –

3 Explanation of the History of AVP

4 Explanation of the AVP Philosophy

5 Explanation of the AVP Workshop Journey – The Journey is Mine

6 Discussion of Workshop Housekeeping Matters.

References

- Adapted from *Opening Talk* in the AVP Basic manual, 2002, p.A-11.

3 Explanation of the History of AVP

- Refer to the History of AVP Poster.

Beginning of AVP

The Alternatives to Violence Program (or AVP) started in Greenhaven Prison, New York in 1975. A group of prisoners wanted to help young offenders avoid ending up in prison. They felt that the youngsters re-offended not because they were immoral but more because they did not have enough conflict management and interpersonal skills to keep themselves out of trouble.

They approached some Quakers (or the Religious Society of Friends) who were visiting in the prison, to help them develop a teaching program. The Quakers had developed nonviolence training programs for marshals for the civil rights and peace marches in the 1960s and for some schools in the 1970s.

Workshops

A series of three, twenty-hour workshops were developed.

- In the Basic workshop participants learn the essential AVP philosophy and personal conflict management skills
- In the Advanced workshop participants have the opportunity to further explore their own development with such issues as power, fear, anger and forgiveness.
- In the Training for Facilitators (or T4F) workshop people learn about facilitation
- Workshops are held in communities, prisons and schools
- Where possible inside and outside facilitators join prison workshop facilitation teams, school students and teachers join HIP school workshop facilitation teams and there is a representative range of community people on community workshop teams.

Worldwide

AVP was initially a prison program however AVP workshops are now being run in community groups and schools as well as prisons in over 40 countries including the United States, Canada, Central and South America, Britain, Russia, South Africa, Rwanda, Croatia, India, Hong Kong and Papua New Guinea.

Australia

- The program started in Australia and New Zealand in 1991-1992 and there are now AVP groups in all Australian states and the Northern Territory.
- In NSW - there are six groups – 4 community groups in Sydney, Newcastle, Canberra, and the Blue Mountains; a prison group holding workshops in 5 prisons and active schools groups running workshops each year in Sydney and Canberra schools
- The schools group is called HIPP or Help Increase the Peace Program
- A related nonviolence module called Transforming Conflict is also run in NSW TAFE colleges. Something like 30,000 students have completed the TAFE module, including many youngsters at risk
- There will be time in the workshop to discuss more about AVP and the workshops.

4 Explanation of the AVP Philosophy

- Refer to the AVP Philosophy poster.

It is **not therapy** but many have found it healing

The program grew out of the desire of Quakers to care for all people. We think that everyone is important and valuable so we look for the **good in everyone**.

Though it was created by the Quakers or Friends it is **not religious** though some find that it connects to the spiritual.

We hope it is **fun!** Each session includes quick, fun, silly activities called Light and Livelies to lighten or change the mood of the group or bring the group closer

The workshop will try to develop a sense of community in the group, based on respect for all the people in it. This is an important basis for developing our own power to find nonviolent ways to deal with conflict. This group is a community and we'll try to build enough trust in one another to feel **safe** and secure together.

AVP is an experiential workshop where we **learn by participating**. We encourage everyone to take part in the activities and then reflect on behaviours in them or how they relate to life.

All team members are **volunteers** as are all participants. This is your workshop and we try to build into it as we go along the things for which the group expresses a need. At the end of each session there will be an evaluation of what was good, what didn't work, and what needs improving in each session. We use that information to plan future sessions, so it is important that you tell us how you are feeling

The first requirement here is to be open to look at and talk about conflicts and our part in them. We try together to find solutions which come from the whole group. The facilitation team does not bring answers but we **all learn from each other**. We expect the group will find creative alternative; that is, choices of good ways to act to solve disagreements, problems or conflicts. To do this we look for behaviour to discover what increases and what decreases violence.

5 Explanation of the AVP workshop journey

- Refer to the Journey is Yours poster.

The Journey is YOURS!

"Each of us is on a journey but no two journeys are the same. Though we are together in this workshop, we are all at different places, learning different things. Since we are together as a community, we need to allow each to learn from their own place and not impose our space in the journey on others. I invite every person to speak for themselves and allow others to be where they are.

In this picture, you can see a number of people involved and interacting with each other and also participating at their own awareness level.

You can see that one of the characters is under the water reflecting on the detail on the sea floor, another is floating in the air and looking down on the scene and another is climbing the cliff etc."

"We need also to be mindful of being aware of, and sensitive to, the needs and sensitivities of others in this workshop. In such a multicultural multi-faith society as we have the privilege to live in, we also need to be mindful of such cultural/faith or personal sensitivities as - not touching across sex (that is men and women not touching), eye contact and different ways of greeting. These and other sensitivities will be explored further in various further activities."

This explanation is particularly important in AVP-Interfaith workshops.

6 Discussion on the workshop housekeeping matters

- Refer to the Workshop Housekeeping Poster.
- Days & times – the workshop will be for 2 ½ days, this evening from 6:00pm to 9:00pm
and from 9:00 am to 6:30 pm for each of Saturday and Sunday
Check that everyone is OK with the times. Negotiate a mutually agreed time if necessary
- Attendance – this workshop requires participants to attend for all five sessions. If you have a problem with attendance please discuss this with a facilitator. If you are delayed or unable to come on either Saturday or Sunday please ring on 041-449-8415. We will be concerned for you
- Meals – are provided as part of your workshop fee. Drinks and snacks are available throughout the workshop and for morning and afternoon tea etc. There will be food provided for both lunches – salad, bread, fruit and Turkish pizzas. If you have special dietary needs and have not mentioned it yet, please see a facilitator about this. Anyone who wishes to bring extra food is welcome to do so
- Toilets – describe where the toilets are located
- Smoking – This is a school and there is a law about no smoking on any school premises. There will be regular breaks during the workshop and smokers are requested to smoke outside the school gate
- Mobile Phones – Everyone is requested to turn off their mobile phones. If you have forgotten you might like to turn them off now. If anyone needs to be on call for any reason please can you tell a facilitator about this. The 041-449-8415 phone will be left on in case anyone needs to get through urgently
- Special Needs – Many participants will have one special need or another. If you feel that you are unable to fully participate in any activity please tell a facilitator to see if provision can be made for you to safely be part of the activity, and of course you have the right choose to pass on any activity
- Unanswered ? – on the back of the door is a blank Unanswered Questions poster to write questions on during the workshop. Any time that you wish to ask a question and do not wish to interrupt the flow of the activity you are welcome to write your question/s on the Unanswered Questions poster. We would like your question not to be lost, and there will be a time set-aside at the end of the workshop to answer any unanswered questions. There is a marker near the poster to write with
- Transport – if anyone in need of transport to get home tonight or get to and fro the workshop during the weekend tell a facilitator and the facilitators may be able to put you in touch with someone who is going your way or at least drive you to a station or bus stop.
It is IMPORTANT to remember not to make this a public invitation to drive someone home – We would not want anyone to be hurt on the way home, quite apart from AVP's possible liability.

Posters

HOUSEKEEPING

Days & times
Attendance 041-449-8415
Meals
Toilets
Smoking
Mobile Phones
Special Needs
Unanswered ?
Transport

UNANSWERED QUESTIONS

AVP History Poster

HISTORY OF THE ALTERNATIVES TO VIOLENCE PROGRAM (AVP) FOR AUSTRALIA

Greenhaven Prison, NY

Quakers & nonviolence

3 levels of workshops

Basic
Advanced
Training for Facilitation

In Communities
Prisons
Schools

Worldwide

US & Canada

40 other countries

Australia

NSW

All other states & territories

Communities

Interfaith

Prisons

Schools

TAFE Colleges

Sydney
Newcastle
Canberra
Canberra
Blue Mountains

Transforming Conflict
Help Increase
Peace Program

more planned

WHERE TO FROM HERE

Scope

- Workshops – all Basic, Advanced, Facilitation and Mini
- This is a core 'ungathering' activity in the last session after the *Ungathering* activity and before the *Feedback* and *Graduation* activities.

Purpose

- Consider some post-workshop safety issues
- Informing about future contact/journey with AVP.

Time 25 minutes.

Resources

- AVP-Sydney Activities handout.

Directions

1 Introduction

- This is another 'ungathering' activity

2 Set up

- Be seated in a circle
- Hand out copies of the AVP-Sydney Activities handout in the affirmation envelopes.

4 Part 1 Leaving the Workshop

- Briefly talk about the 5 subtopics
 - Protective armour and masks
 - Be gentle and caring with others outside the workshop
- See further notes at the Facilitators Background Notes.

6 Part 3 Where to From Here with AVP

- Introduce the Where to From Here With AVP poster
- Cover the five segments – workshops, First Friday Gatherings, keep in touch, support AVP and use AVP in personal and professional life
- Put the handout with the current workshop dates in the affirmation envelopes with the other handouts.

Facilitation Notes

- This is an activity for session 5 after the *Ungathering* activity and before the *Feedback* and *Graduation* activities.

References

- Adapted from *Where to From Here* in the AVP Basic Manual, 2002,p.D-7.

Background information for Where to From Here part 1. Leaving the Workshop

We are now at the end of our journey with this workshop. Like some of you may be in a different place now than when you came into this workshop

Before I came into the workshop I had on all sorts of protective 'armour' and 'masks'. Some of these I have taken off during this workshop in the safety of this community. As I prepare to go back into the world, I need to be mindful of the

fact that the world was not changed during this weekend, even if I have. I may choose to put back on some of my protective 'armour' and 'masks' as I leave this workshop.

Be gentle with family and friends. I need to remember that my family, friends and loved ones have not had the opportunity to take this journey this weekend and may not understand my experience and where I am coming from. I need to be gentle and tolerant of them as I give them the space to continue on their own journey of learning.

WHERE TO FROM HERE WITH AVP - Sydney

1 WORKSHOPS

- Three levels of workshops – Basic, Advanced & Training
- monthly workshops
- avpsydney@avp.org.au * 9449-8415
- www.avp.org.au *wikis
- white pages *pamphlets

2 COMMUNITY - FIRST FRIDAY GATHERINGS

- monthly get-together (mini-workshop & shared meal)

3 KEEP IN TOUCH

- AVP-Sydney News * monthly e-news group

4 SUPPORT AVP

- Spread the word * Become involved
- Facilitate * Donate

5 USE AVP IN PERSONAL & PROFESSIONAL LIFE

- For experiential nonviolence learning
- See *Transforming Conflict manual*
- See learning resources for sale
- See AVP booklet
- Please do not use the AVP or HIP names or Transforming Power, the HIP keys

AVP(NSW) - Workshop Participant Contact Details

Name:.....

Postal Address.....

..... PC

Phone - Home:

Phone - Work:

Phone - Mobile:

Fax (work / home)

Email:

Comments:.....

.....

.....

The most recent AVP workshop I have attended was:-

Date: Level: Basic / Advanced

Venue:

How I heard / learnt about AVP and AVP workshops:

.

.....

Future Contact with AVP:-

- ☐ I would like to attend the next workshop
- ☐ I would like to attend a workshop some time in the future
- ☐ I would like more information about AVP
- ☐ I would like to be kept informed of AVP workshops and activities
- ☐ I would like to promote AVP in my community or workplace
- ☐ I would like to be on the AVP(NSW) mailing list
- ☐ I would like to be removed from the AVP (NSW) mailing list.

Comments

.....

ENQUIRIES: Contact AVP(NSW) on (02) 9449-8415 (phone or fax) or write to AVP(NSW) Registrar, PO Box 471, Turrumurra 2074, or email to avpsydney@avp.org.au

YARN TOSS & A GIFT I GIVE

Scope

- Workshops - any Basic, Advanced and Facilitation workshop
- Core workshop closing activity
- Building blocks - affirmation, community building and co-operation together.

Purpose

- Experience and practice giving and receiving affirmation.

Time 15 minutes.

Resources

- Ball of yarn.

Directions

1 Introduction

- "This is the last activity and an opportunity to say good-bye to everyone."

2 The Web

- Have everyone stand in a circle
- Hold one end of the ball of yarn and throw the ball to someone across the circle saying "-- (name) I give you the gift of -- ", for example 'fulfilling life', 'adventurous holiday' and 'good health'
- Have both people hold part of the yarn, then invite the second person to throw the ball of yarn across the circle to a third person and give them a gift
- Continue this until everyone holds the web of yarn
- Have the last person throw the ball of yarn back to the facilitator and give them a gift.

4 The End

- "These strands are a symbol of the strains that link us now and into the future"
- Slowly everyone lift the linking web and move the connecting web up and down a few times
- Slowly lower the web to the ground
- Everyone stand back and walk away.

Variation

1. This web symbolises the links that have come from sharing this community
2. This can be linked to the philosophy poster picture of 'all teachers and all learners'
3. Let people briefly say something if appropriate
4. Everyone turn around and face outwards, possibly singing while someone inside the circle winds up the yarn
5. Have a short L&L like Koala Hug or Energy Hands if there is enough safety for potential touching.

Facilitation Notes

- The web can easily be rewound without tangling if no one moves it.

References

- Adapted from *A Gift I Give* in the AVP Basic Manual, 2002, p.F-21 and Yarn Web in the AVP Basic Manual, 2002, p.F-23
- See also *A Gift I Give* in the AVP Advanced Manual p.G-18 and *Yarn Toss* in the HIP manual p.46.