

AVP/HIP NEW SOUTH WALES

SYDNEY ADVANCED MANUAL

A Continuing Work in Progress

May 2011



CONTENTS

1	Introduction	
	• Introduction – Sydney Advanced Manual	
	• Index of Advanced Learning Activities	
2	General Workshop Notes	
	• Session Layout	1
	• Advanced Workshop Themes	1
	• Core Concepts Covered in an AVP Advanced Workshop	2
	• Core Learning Activities for an AVP Advanced Workshop	2
	• Adaptive Learning Activities for Different Workshop Themes	2
	• Topics for Advanced Workshop Themes	3
	• Advanced Workshop Framework	9
	• Sample Agenda for Advanced Workshop	10
	• Team Meeting Guide	13
	• Processing Questions & Guidelines	14
3	Learning Activities for Advanced Workshops – <i>alphabetical</i>	
4	Table of Learning Activities by Building Block & By Workshop Theme	back

FORWARD

AVP(NSW) Sydney, Australia produces a set of three manuals : -
Sydney Basic Manual Part A: AVP facilitation
Sydney Basic Manual Part B: 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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AVP(NSW) Sydney, Australia
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INDEX OF ADVANCED LEARNING ACTIVITIES

	A Adaptive	B Core-Open-Close	C Light' n' livelies	D omunity Build	E Coop Power	F Consensus	G Transform Power	H Theme	I Conflict Transfor	J orgiveness	K efection		
	A	B	C	D	E	F	G	H	I	J	K		
Affirmation Shower		B	C	D									
Alphaville								H					
Celebration Song			C										
Consensus Decision Making <i>see Fair Process</i>													
Environment Sculpture	A							H					
Fair Process						F							
Flagpole					E								
Forgiveness Circle <i>see Three Wishes</i>													
Global Specific								H					
Let's Swim <i>see Testers, Waders etc</i>													
Masks					E								
My Bonnie Lies Over the Ocean			C										
Pattern Ball Challenge			C										
Power 1-2-3-4					E								
Role-play	A								I				
Singing			C										
Testers, Waders and Plungers								H					
Theatre Players				D									
Transforming Power Revisited							G						
Three Question Interview				D									
Three Questions													
Three Wishes				D						J			
Weaving		B	C										
Whispered Affirmation <i>see Three Wishes</i>													

PREPARATION FOR AN ADVANCED WORKSHOP

How to craft an Advanced workshop agenda
& prepare for an Advanced workshop

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

THEMES FOR ADVANCED WORKSHOPS CAN BE EITHER THE AVP WORKSHOP BUILDING BLOCKS OR OTHER THEMES

See the Index of Learning Activities By Building Block and By Theme at the back of this manual.

BUILDING BLOCKS	OTHER ADVANCED WORKSHOP THEMES
<ul style="list-style-type: none"> • Affirmation • Community Building • Communication • Cooperation Together • Cooperation With Power • Transforming Power • Conflict Resolution • Conflict Transformation • Reflection • Trust 	<ul style="list-style-type: none"> • Anger • Communication • Fear • Forgiveness • Multi-faith/Interfaith • Multicultural • Power • Relationships • Restorative Practices • Social Justice • Stereotype

CORE CONCEPTS COVERED IN AN AVP ADVANCED WORKSHOP

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

- Consensus Decision Making
- High Five Decision Making
- Cooperation Dealing With Power
- Forgiveness

CORE LEARNING ACTIVITIES FOR AN AVP ADVANCED WORKSHOP

- Fair Process - consensus decision making with High Five
- Power 1-2-3-4
- Flagpole
- Transforming Power Remembered

It is recommended to use power activities before the Fair Process consensus activity as the main blocker to consensus decision making is often power.

ADAPTIVE LEARNING ACTIVITIES FOR DIFFERENT WORKSHOP THEMES

- Concentric Circles
- Gatherings
- Inside Outside
- Drawing
- Sculpture
- Pictures – Photo Stories
- Pair Shares
- Masks
- Role-play activities
- Brainstorm
- Journaling
- Time Line
- Guided Reflection
- Environment Sculpture
- Line Ups
- Web Chart

ADVANCED WORKSHOP THEMES, TOPICS & LEARNING ACTIVITIES

GENERAL

TOPICS

- Something I remember from my Basic workshop that has made a difference to my life
- Something I learned from an AVP workshop & something that is important in my life right now
- Something about me that does not often come up in conversation
- Something from my journey since the basic that I'm committed to exploring in this workshop
- What my name means to me.

ANGER

WORKSHOP THEMES

- Anger and the involvement of relationship, forgiveness, fear and communication
- Exploring anger in relation to building and maintaining healthy relationships with self and others.

TOPICS

- A time I was angry & what were my needs
- A time someone was angry with me
- A time I felt excluded
- A time I was treated unfairly – what were my needs?
- A time when I treated someone else badly – what were my needs?
- For me, the things that have to happen before I can forgive are
- A time that someone treated me fairly and firmly and challenged sometime I had done
- The one thing I would not want to change about myself
- Something I've learned in my life that has been important to me
- A way I can safely express my anger without hurting myself or others
- A relationship that I respect as a role model and why
- An experience in my childhood when I was angry
- A time I was in control of my anger and managed to channel it into constructive action
- A time when transforming power helped me to deal with my anger.

LEARNING ACTIVITIES

- Anger getting in touch with – quadrants
- My moccasins your thongs
- Shaping the anger – drawing anger
- Three shapes – drawing of anger
- What anger means to me – web chart & then with pictures
- Body imaging – postures of anger and assertion
- Triggers to anger
- Anger and respect questions
- Draw an image of your adolescence – pair share
- Look at the mandala and how could you change your image
- Underlying Needs
- Steps to forgiveness.

COMMUNICATION

WORKSHOP THEME

- Anger and the involvement of relationship, forgiveness, fear and communication.

FEAR

WORKSHOP THEME

- Anger and the involvement of relationship, forgiveness, fear and communication.

FORGIVENESS

WORKSHOP THEME

- Anger and the involvement of relationship, forgiveness, fear and communication.

TOPIC

- How do I connect forgiveness to the mandala?
- Consequences of not forgiving
- What people gain from forgiving?
- Forgiveness is ...
- Forgiveness is not ...
- Barriers to forgiving.

LEARNING ACTIVITIES

- Transforming Power Revisited – How do I connect forgiveness to the mandala – pair share
- Stages of Forgiveness – When I was successful at forgiveness
- Sculpture forgiveness and non-forgiveness
- Steps to forgiveness.

Forgiveness Sharing 1

- When were you successful in forgiving someone?
- What did you do to forgive them?
- What made it easy or hard to forgive them?
- What did you get from forgiving them?
- How did you know that you had forgiven them?

Forgiveness sharing 2

- When did someone not forgive you?
- How did you know you were not forgiven?
- How did you feel about being not forgiven?
- What might they gain by withholding forgiveness?

GRIEF & LOSS

WORKSHOP THEMES

- How loss is affecting my life today
- A way I have of dealing with personal hurts
- A time an aspect of the mandala helped me in letting go of something
- Someone I admire who has been able to deal with loss
- A time an aspect of Transforming Power helped me be creative.

MULTI-FAITH / INTERFAITH

WORKSHOP THEME

- Exploring similarities and differences in a multi-faith community.

TOPICS

- A gift my culture/faith has given me
- A gift I value from my culture/faith
- How my faith deals with difference
- How my faith encourages peacemaking, forgiveness and reconciliation
- What comes up for me when I meet people from different faiths
- A challenge for me living in an interfaith/intercultural community
- A time when my faith was really important to me
- What my faith means to me
- Something I like (or appreciate, or is important to me) about my culture
- A time I overcame a strong challenge to my faith
- A time I overcame discrimination because of my faith
- A time I supported my faith even though I felt some fear
- How my faith deals with forgiveness / suffering.
- What my name means to me and why
- A faith person I respect and why
- A time that I did the right thing even though I felt some fear in a faith-based conflict
- A fear I have/had in relation to faith
- Something I have learnt about myself when I witnessed a faith-based conflict
- A time I felt welcomed into a faith-based community
- A time I felt welcomed into a community.

LEARNING ACTIVITIES

- Concentric Circles (interfaith topics)
- Gatherings (interfaith topics)
- Let's Build – a spiritual/sacred space
- Inside / Outside – outside faith symbols, rituals or experiences
- Personal Space – added brainstorm of areas of cultural sensitivity
- Alphaville
- Party Time & Assumptions
- Global Specific
- Eucalypt
- Blindfold Trust
- Partial Knowledge
- Going Dotty.

POWER

WORKSHOP THEMES

- Transforming Conflict through love and forgiveness and the positive use of power
- Transforming Powerlessness within self and between others (see Power)
- Personal Power in Relationships
- Power, Transforming Power and Relationships.

TOPICS

- A time I felt powerless was
- How feeling powerlessness affects me
- Who held the power in my family when I was a child?
- A time I used my power over another person was
- Ways I am able to empower myself
- How power was held in my family when I was at home (eg. Sculpture)
- A time I used my power and surprised myself.

LEARNING ACTIVITIES

- Power Inversion
- Picture Puzzles
- Three Symbols of Power.

RELATIONSHIPS

WORKSHOP THEMES

- Personal Power in Relationships
- Power, Transforming Power and Relationships
- Anger and the involvement of relationship, forgiveness, fear and communication.

TOPICS

- A way I behave when someone holds a different point of view
- A strength that I have that I bring to a relationship
- A time I used my power and surprised myself
- A relationship I want to impact positively is
- A time I impacted someone in a way I didn't mean to ..
- A time I felt excluded
- A time I was treated unfairly – what were my needs?
- A time when I treated someone else badly – what were my needs?
- For me, the things that have to happen before I can forgive are
- A time that someone treated me fairly and firmly and challenged sometime I had done
- A relationship that I respect as a role model and why.

LEARNING ACTIVITIES

- It starts with me!
- Deep water
- Line ups
- Where do I step next?
- Testers, Waders and Plungers
- 20 years hence
- Breakthrough
- Lets Get Physical
- What's important to me!
- Judgment
- Global Specific.

TRANSFORMATION

WORKSHOP THEME

- Transforming Power and Transformation.

TOPICS

- Someone I admire who has transformed their life
- Situations where my buttons can be pushed
- What are my barriers to growth
- Something about myself that I would like to change in the near future
- Think of someone you really enjoy being with, someone who makes you feel good about yourself. Now when you have that person clearly in your mind, tell your partner how you think that person would describe you
- Something I like about myself and how I am growing
- Something I would like to do if I had the courage
- One area I would like to explore to help myself be more peaceful
- What resistance is in me that stops me from changing and what will help me to move through this resistance?
- A quality I would like in my life
- My journey since the basic, I'm committed to exploring in this workshop
- Something that blocks me from having Transforming Power in my life
- The one thing I would not want to change about myself
- Something I've learned in my life that has been important to me
- A way I can safely express my anger without hurting myself or others.

LEARNING ACTIVITIES

- Time Line & Time Line link to Mandala
- Photo stories – Visions of change & A quality you would like in your life
- Setting goals
- Secret spot
- Draw an image of your adolescence – pair share.

PAIR SHARE

- If everything about me had to change and I could keep only one thing, what would I change?
- If Martians came down to Earth and each person was given a gift of being able to change one thing about themselves, what would I choose to change about myself?

TRANSFORMING POWER

WORKSHOP THEMES

- Transforming Powerlessness within self and between others
- Transforming Power through love and forgiveness and the positive use of power
- Transforming Power and Transformation
- Transforming Loss with Transforming Power
- Power, Transforming Power and Relationships

TOPICS

- I know when Transforming Power is present and working within me when
- A time an aspect of the mandala helped me
- A way Transforming Power has impacted on my life since my first basic workshop
- A time an aspect of Transforming Power helped me be creative
- Something that blocks me from having Transforming Power in my life
- A time I noticed an aspect of Transforming Power working
- A time when transforming power helped me to deal with my anger

LEARNING ACTIVITIES

- Son of Transforming Power and the Son of Transforming Power sequel
- Time Line link to Mandala
- Share stories of Transforming Power and ways Transforming Power has impacted on your life since your first basic workshop
- Transforming Power Revisited - with pictures
- Transforming Power Remembered – with drawing

ADVANCED 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 • Buddies 	COOPERATION DEALING WITH POWER & CONSENSUS <ul style="list-style-type: none"> • Transforming Power Remembered • Flagpole • Power 1-2-3-4 • Consensus Decision Making 	THEME ACTIVITIES <ul style="list-style-type: none"> • Role-play?
	THEME & ADAPTIVE ACTIVITIES <ul style="list-style-type: none"> • Concentric Circles • Masks • Affirmation Envelopes 	FORGIVENESS, 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 • Buddies 	THEME & ADAPTIVE ACTIVITIES <ul style="list-style-type: none"> • Concentric Circles • Masks 	THEME ACTIVITIES <ul style="list-style-type: none"> • Role-play?
COOPERATION DEALING WITH POWER & CONSENSUS <ul style="list-style-type: none"> • Transforming Power Remembered • Flagpole • Power 1-2-3-4 • Fair Process (Consensus Decision Making) 	THEME ACTIVITIES <ul style="list-style-type: none"> • Affirmation Envelopes 	FORGIVENESS, REFLECTION & TRUST <ul style="list-style-type: none"> • • • • Ungathering • Where To From Here • Graduation

2 DAY WORKSHOPS – 4 Sessions

AFFIRMATION, COMMUNITY BUILDING, COOPERATION DEALING WITH POWER & CONSENSUS <ul style="list-style-type: none"> • What is AVP? • Safety Circle • Flagpole • Power 1-2-3-4 • Fair Process (Consensus Decision Making) 	THEME ACTIVITIES <ul style="list-style-type: none"> • • • • • • • .Role-play?
THEME & ADAPTIVE ACTIVITIES <ul style="list-style-type: none"> • Buddies • Concentric Circles • Transforming Power Remembered • Masks • • • • Affirmation Envelope 	FORGIVENESS, REFLECTION & TRUST <ul style="list-style-type: none"> • • • Three Wishes • Ungathering • Where To From Here • Graduation

SAMPLE AGENDAS FOR ADVANCED WORKSHOPS

DAY 1

Session 1 AFFIRMATION & COMMUNITY BUILDING

- | | | |
|-------|-----------------------------------|---|
| 1 | Welcome | |
| 2 | Introduction to Facilitators | |
| 3 | Pipecleaners | |
| 4 | Gathering | (A Time when Transforming Power has impacted on my life since my last AVP workshop) |
| 5 | Agenda & Introduction to Workshop | (Workshop structure & Advanced themes) |
| 6 | Affirmation Names | |
| 7 | What is AVP? | (History, Philosophy, Journey, Experiential Unanswered ?, Housekeeping) |
| 8 | L&L | (Big Wind Blows) |
| 9 | Safety Circle | |
| Break | | |
| 10 | Three Question Interview | (Restorative Listening) |
| 11 | L&L | |
| 12 | .. | |
| 13 | .. | |
| 14 | Buddies | |
| 15 | Session Reflection | |
| 16 | Closing | |

Possible activities

- *Personal Space*
- *Party Time*
- *Assumptions*

DAY 2

Session 2 COOPERATION DEALING WITH POWER & CONSENSUS

- 1 Welcome Back & Stretch
 - 2 Agenda
 - 3 Gathering (What has drawn me here & what I would like to get from the workshop)
 - 4 Transforming Power Remembered
- Break
- 5 Power 1-2-3-4
 - 6 L&L
 - 7 Flagpole
 - 8 Fair Process
 - 9 Session Reflection
 - 10 Closing

Possible activities

-

Session 3 THEME & ADAPTIVE ACTIVITIES

- 1 Buddies
 - 2 Welcome Back & Agenda
 - 3 Gathering
 - 4 Concentric Circles (Restorative Listening)
 - 5 ..
 - 6 L&L
 - 7 ..
 - 8 ..
- Break
- 9 ..
 - 10 ..
 - 11 L&L
 - 12 ..
 - 13 L&L
 - 14 Affirmation Envelopes
 - 15 Session Reflection
 - 16 Closing

Possible activities

- *Masks*
- *Journaling*
- *Environmental Sculpture*

DAY 3

Session 4 THEME ACTIVITIES

- 1 Welcome Back & Stretch
- 2 Agenda
- 3 Gathering
- 4 ..
- 5 ..
- 6 ..
- 7 Break
- 8 ..
- 9 L&L
- 10 Role-play??
- 11 L&L (Active L&L)
- 12 Session Reflection
- 13 Closing

Possible activities

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

Session 5 REFLECTION & TRUST

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

Possible activities

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

INDEX - RESOURCES ADVANCED LEARNING ACTIVITIES

	HANDOUTS	POSTERS	RESOURCES
Affirmation Shower			Timer
Alphaville			
Celebration Song			
Environmental Sculpture			Outdoor area
Fair Process		Fair Process Steps Advanced themes High 5 decisions	Small writing kits Poster set
Flagpole			Pole
Global Specific			Picture postcards
Masks	Masks		
My Bonnie Lies Over the Ocean		Words of song	
Pattern Ball Challenge			Koosh balls
Power 1-2-3-4			Voting papers Writing kits
Role-play		Role-play	Debriefing questions
Singing		Song	
Testers, Waders and Plungers	Testers Waders		Pens
Theatre Players		Theatre Group	Poster set
Three Question Interview			Small writing kits
Three Questions		Three Questions	
Three Wishes			Small writing kits
Transforming Power Revisited			Writing kits Felt pens/markers
Weaving		Weaving	

Standard kits:

For Advanced workshop			Poster kit	Writing kit
Poster kit	Mandala		Poster paper	Paper-A4 / small cards
Writing kit	Timer		Felt pens/Markers	Pens, felt pens or paint
Processing question poster	Clock		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 Advanced Workshops

INTRODUCTION TO THIS SECTION OF ADVANCED 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 SHOWER

Scope

- Workshops – Advanced and Facilitators
- Used as one of the closing activities in the last session of the workshop
- Building block – Affirmation.

Purpose

- Experience and practice giving and receiving affirmation
- Positive finish for a workshop.

Time 20 minutes.

Resources

- Timer or stop watch.

Directions

1 Introduction (*sample wording*)

- **“In this activity everyone will have the opportunity to give and receive affirmation.”**

2 Set up

- Have everyone stand in a circle
- One of the support facilitators is the timekeeper with a timer or stop watch. Decide how long each person will stand in the middle eg. 1 minute.

3 Instructions

- Each person will take turns to stand in the middle of the circle while everyone else calls out to them short affirmations or positive feedback, usually one word.

4 Circle

- Invite a volunteer to start the process by standing in the middle of the circle
- The group can either take turns with each person around the circle taking their turn to be the receiver in the middle of the circle or people will volunteer to stand in the middle when they are ready.

Facilitation Notes

- The time keeper will stop the timer when the affirmations for a person finishes early so that the early finish is not obvious
- Good idea for one of the support facilitators to model going in the middle first if there is not a volunteer to start the process
- This activity cannot be done until there is enough goodwill and safety in the group to ensure that only affirming words will be used
- Having the ‘right to pass’ is important in this activity to ensure everyone who participates is a volunteer.

References

- Source unknown.

ALPHAVILLE

Scope

- Workshops – Advanced and Facilitators
- Used in the middle sessions
- Building blocks – cooperation with power and communication
- Themes – multicultural, relationships.

Purpose

- Experience exclusion, inclusion and discrimination
- Experience and practice communication between people and cultures/subcultures.

Time 40-60 minutes.

Resources -

Directions

1 Introduction (*sample wording*)

- “In this activity we will visit the imaginary community of Alphaville with its distinct culture and rules of communication.”

2 Set up

- Set up three empty chairs together in the circle for the anthropologists
- Ask for three volunteers to be the visiting anthropologists. Their task is to gather anthropological information about the culture of Alphaville
- Have the three anthropologists leave the room with a facilitator to be briefed.

3 Briefings (3-5 minutes maximum)

- Anthropologists briefing - explain that when they go back into the room, they will sit together and ask the residents of Alphaville questions to find out about their culture.
- Alphaville residents briefing – explain to the residents that the communication rule for their culture is that they will only answer “yes” or “no” to the anthropologists questions. They are to answer “yes” when the questioner is smiling and “no” when the questioner is not smiling.

4 Question Time

- Invite the anthropologists to return and be seated together in the circle
- The anthropologists ask questions and the residents reply.
- Sometimes the questioning needs to be paused and the anthropologists invited to consider the nonverbal cues to assist them in understanding what is going on.
- Finish when either the anthropologists guess the communication code, too much tension builds up or when enough learning has occurred.

5 Debrief the anthropologists

- Ask
 - **“What happened?”**
 - **“What was the hardest thing about this for you?”**
 - **“Is there anything you would do differently next time?”**

6 Derole the anthropologists

- Invite each anthropologist in turn to -
 - shake off their role
 - say 1-3 ways they are different from the character they have played
 - return to audience and be seated in a different seat.

7 Debrief the activity with the full group

<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 two anthropologists
- Use the *Flower Power* activity if there is a high level of trust.

Facilitation Notes

- There needs community safety before doing this activity
- Be careful with a vulnerable participant who volunteers for this activity.
- Be careful that the anthropologists are out of the room for only 3-5 minutes so that they do not get time to start developing strategies. If they do they are more likely to get into role and be less likely to be able to understand what is happening
- Ensure that one or more of the support facilitators is seated near the empty chairs that the anthropologists will return to. They can look after any distressed ex-anthropologists when they return to the circle.

Background Concepts

- This activity can show that we tend to look for causes and factors outside of ourselves rather than in ourselves or in the relationships among us and others. In any conflict interaction we encounter layered challenges. One challenge is to maintain a spirit of enquiry about the other – who they might be, what they want, and what it means to them. We may find it difficult to perceive our role in the conflict and what it means to us. [Baron, p.92-92]

References

- Adapted from the *Alphaville Exercise* in LeBaron, Michelle, *Bridging cultural conflicts*, pgs. 92-93.

CELEBRATION SONG

Scope

- Workshops – Advanced or Facilitators
- Used as a closing or light 'n' lively activity
- Building blocks – affirmation and community building and cooperation together.

Purpose

- Experience and practice giving and receiving affirmation
- Experience and practice cooperating together and building community
- Provides a positive closing activity.

Time 10 minutes.

Resources –

Directions

1 Introduction (*sample wording*)

"This is a singing activity"

2 Set Up

- Have everyone mill around or seated in a circle.

3 Instructions

- Explain that this is a touching activity which will involve touching the people on either side.
- Invite everyone to look after their own safety needs by standing between two people that they feel safe to touch.
- Invite everyone to form a circle
- old hands with the people on either side.

4 Singing

- Everyone stands in a circle
- Hold hands and swing the hands while singing (optional)
- Start with a facilitator
- Greet and everyone sing the song to celebrate them
- Continue around the circle singing and celebrating each person in turn.

Song

"Greet Wendy, Celebrate Wendy
Sing it with a joyful and an open heart
Greet Wendy, Celebrate Wendy
Sing it with an open heart."

"Greet Julie, Celebrate Julie"

"Greet Samantha, Celebrate Samantha"

References

- Adapted from *Celebration Song* by Wendy Zammit (AVP-Sydney).

ENVIRONMENT SCULPTURE

Scope

- Workshops - for advanced or facilitation
- Building blocks – affirmation, co-operation, trust?
- Themes – any theme, multicultural.

Purpose

- Build a co-operative community
- Gather individual people's journeys into part of a community building process.

Time 40 minutes.

Resources

- An outdoor area to be able to wander and pick up things for the sculpture.

Directions

1 Introduction (*sample wording*)

- **"In this activity we will create a sculpture together and will explore" (the selected theme eg. of loss, relationships, memories).**

2 Set up

- Start seated in the circle.

3 Instructions (*sample wording*)

- **"There are four parts to this activity**
- **"1 Move the chairs back to create a large space in the middle of the room (optional to go outside)**
- **"2 Everyone to move around the room (or outside) randomly creating chaos, moving around increasingly faster and more chaotically until the facilitator calls stop**
- **"3 There will be a short guided reflection or meditation**
- **"4 Then everyone is invited to wander around outside picking up objects of interest to contribute to a group art sculpture. Do not censor or judge what you pick up**
- **"When we have gathered what we can (*or want*) we return to the room and sit in silence with our found objects."**
- Then urge everyone to move 'quicker' and 'quicker' having the group moving faster and more chaotically
- Ask everyone to stop.

4 Meditation (*sample wording*)

- **"I invite everyone to close your eyes**
- **"Focus on breathing and your body**
- **"Go into a meditative state**
- **"Focus on deep slow breathing**
- **"Reflect on the relationship between your body and the earth**
- **"Connection with above and below".**

5 Meditative walk (*some sample wording*)

- Introduce the concept of meditative walks that are experienced in a number of cultures like indigenous Australia, the American Indian medicine walk, various Buddhist walks, Japanese noh(?) theatre

- "We don't have 50 years to do this walk however we do have this time
- "The invitation is for you to touch this experience as we walk around the room slowly being aware of our breath and our place in harmony and examine small objects (loss, grief, memories)
- "We will move outside slowly, picking up objects that attract or call to us.
- "No censorship, no judgment is required here
- "Any object that appears to you to want to be picked up. Pick it up
- "We tend to make so many judgments that we cannot pick up this and we cannot pick up that. Whereas a beautiful leaf for example may be deemed worthy
- "When we have gathered what we can (or want) we return to the room and sit in silence with our found objects."

6 Walk

- Allow everyone to wander around outside picking up objects of interest
- Have one facilitator model returning to their seat in the circle with their objects on the floor in front of them
- Wait while everyone regathers in the circle with their objects in front of them
- One facilitator can quietly watch the activity outside and gently draw back any late comer to the circle.

7 The sculpture

- Invite everyone to in turn speak about their experience as they place their objects in the centre of the circle
- Thus the group sculpture is formed.

8 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

- There can be a variation of themes like – loss, grief, relationship, memories, visioning for a local group.

Facilitation Notes

- This meditative activity needs community safety and trust
- This activity works well in the afternoon
- It can also work well before a discussion topic like – Where to for a local AVP group

- This activity can result in a deepening of the AVP process.

References

- Martin Moore AVP/HIP-Sydney.

FAIR PROCESS

Scope

- Fair Process: decision making process
- Workshop – Advanced
- Used as the core consensus decision making activity where the theme is chosen for the second part of the workshop
- This activity follows several activities like 'Flagpole' and 'Power 1-2-3-4' which explore the cooperation dealing with power building block
- Building block – cooperation dealing with power.

Purpose

- Experience and practice using a consensus decision making process where everyone's needs are heard and considered and a decision is reached which is acceptable to everyone
 - Select a theme for the second part of the workshop.
- e 30-130 minutes

Resources

- Fair Process Steps Poster
- High Five Poster
- Advanced Workshop Themes Poster
- A4 or Letterhead paper – two per participant
- Pen and backing boards – one per participant
- Poster paper and textas.

Directions and script

1 Introduction (*sample wording*)

- **"In this activity the group will make the decision about which theme the group will focus on for the rest of the workshop."**

2 Set up

- Have everyone sit in a circle
- Hand out the A4/letter size paper to everyone with pens and backing boards.

3 Instructions (*sample wording*)

- **"You will have 5 minutes to reflect on what drew you here and what you hope to get from the workshop, and to decide what theme you would like to chose to focus on for the rest of the workshop"**
- **"Write your choice on your paper"**
- **"You may use the other side of the paper to brainstorm or what-ever will assist with your decision making."**

4 Personal decisions (*some sample wording*)

- Show the poster with the list of some possible Advanced workshop themes
- **"To assist you here are possible topics that you could consider"**
- Go through the themes and answer questions so that everyone understands what is involved with each theme
- Allow 5 minutes for the personal decision making process.

5 Pairs (*sample wording*)

- Invite everyone to form pairs
- **"The pairs can sit where-ever they would like to in the room"**
- Hand out another piece of paper to each pair.

- **"Will each pair discuss each person's choices and the similarities and differences in their choices**
- **"Will each pair to come to a decision acceptable to both partners about their choice for a theme**
- **"If the pairs fail to agree they can agree to put both their choices on their paper."**

6 Report back to the group (sample wording)

- **"Will everyone return to the circle**
- **"Now the group will make a decision about the theme for the rest of the workshop that is acceptable to everyone in the group using a fair process and 'high five' decision making."**
- **"Will each pair report their decision/s to the group**
- **"These decisions will be recorded on the poster"**
- One of the support facilitators will record these options on the poster.

7 Introduce the High Five

- Describe the decision making process
- Introduce the High Five and how it works, refer to the High Five poster
- **"High Five is a tool to aid discussion, a way of bringing out people's concerns, to enable group to achieve consensus. It is not a way of voting."**
- **"Hold up one hand and show 5 fingers if you agree, 4 fingers if you accept with reservations, 3 fingers if you accept with concerns, 2 fingers if you will block or veto the decision and 1 finger if you think it is too soon to make a decision."**

8 Introduce the 'fair' process (sample wording)

- Show the poster and briefly explain the steps
- **"Anyone can make a proposal to the group, but they cannot be involved in the discussion or high five about the proposal.**
- **"Once a proposal is put forward it is recorded on the poster. Then everyone is invited to put up their hands to indicate their position about the proposal 1-5. The facilitator will then ask those who indicated 1 first, then 2 second and 3 third to share their views**
- **"After these people have shared their view another High Five is taken to see where everyone is at in relation to this decision**
- **"At the end of this step the person who made the process rejoins the discussion."**

9 The process continues

- If there is no agreement
- Another person will make a proposal and the next step will occur.
- The group continues the process of someone making a proposal, this proposal being recorded on a poster, a High Five indication of everyone's viewpoint being taken, those with concerns about the proposal having the opportunity to speak and be heard and then a further High Five indication of everyone's viewpoint
- This process continues as long as is needed until a decision is made that everyone is in agreement with.

- Once the group indicates that they accept the decision by indicating 3-5 the theme is recorded on a poster as the decision.
- This can take more than an hour
- If there are problems maybe a support facilitator can make a proposal that includes the commonalities for those who speak and make proposals which include merged ideas. For example if there are two topics requested – anger and relationships the final theme could be “anger in relationship”.

10 Debrief the activity

- After the decision is agreed to everyone will return to the circle ask

<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

- The group can be divided into groups of four to arrive at an agreed topic between the pairs decision and the group starting to work as a whole group.

Facilitation Notes

- The facilitators role in this activity as in all AVP process is to facilitate the process and ‘hold the space’ for the participants to participate in the process until the outcome is reached.
- The facilitators need to be flexible enough to allow as much time as participants need to complete this process and reach consensus
- Although the support facilitators will participate in this activity they should not try to influence the outcome, except possibly by modeling making proposals
- It is important for everyone who has concerns to be heard and everyone to speak for themselves and ‘Speak from the I’
- No attacking or put-downs of others will be accepted The safety issues or group agreements need to be enforced during this activity as in all parts of AVP workshops
- Facilitators do not get involved directly in making what is a participants decision. However the facilitators can ‘facilitate’ the process, e.g. if the group gets ‘stuck’ then facilitators can propose themes
- Sometimes one or more people who feel the need to be heard can spend a long time revelling in speaking. Eventually their need will be met and they will be able to agree to a theme
- Often after many people need to be heard the finally agreed theme will be multi-part with aspects from all those who need to be heard
- Those participants who are content to express their views and then allow their ideas to be set aside for the benefit of the whole group can be useful in making proposals that met the needs of those who need to be heard.

- The purpose of this activity is for the participants to experience and practice making decisions when everyone is heard and the final decision is not made until it can be accepted by everyone. There is no need to talk about the process of unanimous or consensus decision making. The facilitator will ensure that the process occurs and the participants learn much more by experiencing the process than by discussing the concepts.

Background Concepts

- Using the High Five process to indicate how everyone feels about the proposal focuses the listening on those who have concerns about the decision. Everyone with concerns is listened to fully and those without concerns do not take up voice space unnecessarily.

References

- Adapted from various consensus activities in the AVP-USA Advanced Manual, 2005.

POSTERS

POSSIBLE ADVANCED WORKSHOP THEMES

ADVANCED TOPICS	BUILDING BLOCKS
<ul style="list-style-type: none"> • Anger • Communication • Fear • Forgiveness • Multi-faith/Interfaith • Multicultural • Power • Relationships • Restorative Practices • Social Justice • Stereotypes 	<ul style="list-style-type: none"> • Affirmation • Community Building • Communication • Cooperation Together • Cooperation With Power • Transforming Power • Conflict Resolution • Conflict Transformation • Reflection • Trust

HIGH FIVE

5 = YES, I agree

4 = OK, I accept though I have some reservations

3 = OK, I have concern, will stand aside & not block

2 = No, I will block/veto

1 = Too soon to make a decision

FAIR PROCESS STEPS

1 One person makes proposal & stands aside

2 Proposal recorded on poster

3 High Five taken

4 People with 1, 2 or 3 speak

5 2nd High Five taken

6 Person who made proposal returns to participate

If no agreement

Another person makes a proposal

Continue til agreement

FLAGPOLE

Scope

- Workshop – Advanced
- When used - core activity used during the consensus session shortly before the Decision making activity
- Building block – cooperation dealing with power.

Purpose

- Experience and practice group decision making.

Time 15-20 minutes.

Resources

- Pole.

Directions and script

1 Introduction *(sample wording)*

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

2 Divide into groups *(sample wording)*

- **"Divide into 4 groups by counting 1-2-3-4-1 around the circle"**
- **"'1s' put up your hands, go and sit together"**
- **"'2s' put up your hands, go and sit together, also the 3s and the 4s sit with your groups".**

3 Plant the flag instructions *(sample wording)*

- **"Group one come and stand in the middle of the room in a circle around the pole"**
- **"Everyone put both hands on the pole."**
- **"This is a flagpole"**
- **"Group 1 you are invited to move your flagpole to anywhere in the room"**
- **"When your group has chosen a place you can put the flagpole down on the ground and 'plant the flag'"**
- **"You must do this in silence."**
- **"When you have planted the flag you can return to sit in the circle with your group."**

4 Next groups *(sample wording)*

- **"Now it is group 2s turn to get up, put both your hands on the pole or flagpole"**
- **"In silence move the pole to where the group would like to 'plant the flag'"**
- **"Then it is group 3s turn – put your hands on the pole and 'plant the flag'"**
- **"Then it is group 4s turn – put your hands on the pole and 'plant the flag'"**

5 Process the small groups

- When everyone is seated back in the circle

5 Debrief the small groups each in term

<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 Process the activity with the full group

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

Facilitators Notes

- If power is a main blocker for consensus decision making the activities immediately before the Fair Process or consensus activity need to focus on exploring power.

References

- Adapted from *Flagpole* in the AVP Advanced Manual.

GLOBAL SPECIFIC

Scope

- Workshops – advanced and facilitators
- Building blocks -
- Advanced themes -

Purpose

- To understand more about how each person sees the world
- To understand more about how different people have different perspectives.

Time 40 minutes.

Resources

- Postcards - with pairs of the same postcards with one per person.

Directions

1 Introduction *(sample wording)*

- **“In this activity each person will have the opportunity to select a postcard and share what it means to them with a partner.”**

2 Set up

- Put out on the floor in the middle of the circle the postcards
- The postcards need to be in pairs with just enough postcards for one per person
- Ask each person to select one postcard each and return to their seat.

3 Pairs

- Divide the participants into pairs
- Give each person two minutes to describe to their partner why they choose this postcard
- Ask each person then to tell their partner whether they choose the postcard from a global (big picture) reason or specific (detailed or small picture) reason.

4 Groups

- Ask everyone to form into two groups with those who choose using global perspective in one group and those who choose specific perspective in the other group
- Give the two groups 10 minutes to discuss amongst themselves what it is like having this perspective. They could cover - what they have in common, what challenges they have working in this perspective, how do they work with people from the other perspective etc.
- Have one person list some of the characteristics and perspectives from the group so that this can be presented to the other group

5 Circle

- Have a representative from each group report back to the whole group some of the characteristics and perspectives their group discussed.

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)

References

- Written by Julei Korner (AVP/HIP-Sydney).

MASKS

Scope

- Workshop –Advanced
- Used in the middle sessions
- Building block – cooperation with power
- Advanced workshop theme – can be used for any theme.

Purpose

- Experience and practice dealing with social discrimination and stereotyping.

Time 60-90 minutes.

Resources

- Instruction handout for each participant
- Timer.

Directions

1 Introduction *(some sample wording)*

- **"Some of the group will be wearing masks during this activity."**

2 Set up

- Divide everyone into two groups by counting 1-2-1-2 around the circle
- The '1's will remain in the room and the '2's will leave the room without any prior discussion.
- Have a support facilitator accompany the '2's out of the room
- Ask all the participants in this group to use one hand to cover most of their face to create a mask.
- Hand everyone, both inside and outside the list of instructions
- Do not answer any questions, say that all the information needed is on the list of instructions.
- Have the Unmasks seated in a big circle before the Masks come into the room
- When the Masks come in they are invited to sit anywhere they would like.

3 Discussion

- The Unmasks begin the discussion
- Facilitators carefully watch the discussion.
- After 10-15 minutes the Masks remove their 'masks' and ask those previously 'Unmasked' to each cover most of their face with their hand to create a mask.
- The discussion continues for a further 10-15 minutes.

4 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

- Have the Masks sit on the floor
- Have the two groups build a construction like building a free standing tower at least 5 feet high. Make this task complicated enough that it cannot be easily completed in a few minutes.

Facilitation Notes

- Watch for participant 'triggering' or distress. Be careful of a thorough processing as many people may still be feeling vulnerable
- Follow the activity with an active Light' n 'Lively, like *Jail Break* to assist to dissipate tension.

References

- Adapted from *Masks in the AVP-USA Advanced Manual, 2005, p.D-124.*

MASKS

Instructions to the group

You are all a problem solving group. Half of your group are wearing masks. As a group, your task is outlined below. The following rules are in effect:

1. Masks may only speak to an Unmask by asking permission from an Unmask
2. Unmasks may speak without asking permission from anyone
3. Masks must address all masks formally, i.e. by the title of Mr. or Ms. plus the Unmask's Affirmation name
4. At any time, Masks may address other Masks informally
5. Unmasks may address everyone informally
6. Violation of the rules on a repeated basis may result in a participant being asked to remain silent.

The Task

- You have been asked to create an agenda for a community meeting.
- Your group has just completed a brainstorming session and has created the following list of issues.

--- Low productivity standards
--- Pollution and the environment
--- Disease & poor health
--- Labour-management disputes
--- Racial tensions
--- Inadequate housing
--- Low educational standards
--- Unemployment

--- Overpopulation
--- Drug traffic
--- Addictions
--- Crime – no respect for law
--- Government reform
--- Inflation
--- Sexual stereotyping
--- AIDS

- You are now entering the evaluation phase and your task is to rank each of the problems you have identified, numbering the most important as 1 and the next most important as 2 and so on until you reach least important which is marked as 16.

MASKS

Instructions to the group

You are all representatives of an inmate council selected to improve conditions within the institution. Half of your group are wearing masks. As a group, your task is outlined below. The following rules are in effect:

1. Masks may only speak to an Unmask by asking permission from an Unmask
2. Unmasks may speak without asking permission from anyone
3. Masks must address all masks formally, i.e. by the title of Mr. or Ms. plus the Unmask's Affirmation name
4. At any time, Masks may address other Masks informally
5. Unmasks may address everyone informally
6. Violation of the rules on a repeated basis may result in a participant being asked to remain silent.

The Task

- You have been asked to create an agenda for a meeting with the administration
- Your group has just completed a brainstorming session and has created the following list of issues.

--- Laundry service
--- Food service
--- Accommodation for visitors
--- Telephone service
--- Racial tensions
--- Overcrowding
--- Educational programs
--- Religious services

--- Availability of jobs
--- Payment for employment
--- Treatment for addictions
--- Noise in housing units
--- Library services
--- Medical care
--- Mail & packages
--- Communicable disease

- You are now entering the evaluation phase and your task is to rank each of the problems you have identified, numbering the most important as 1 and the next most important as 2 and so on until you reach least important which is marked as 16.

MY BONNIE LIES OVER THE OCEAN - SONG

Scope

- Light and lively – can be used in any basis, advanced or facilitation workshop
- Community building and co-operation building blocks.

Purpose

- Song – closing
- Have fun together, change energy and release tension
- Happy session closing.

Time 10 minutes.

Resources

- Song Poster with the words.

Song

My Bonnie lies over the ocean
My Bonnie lies over the sea
My Bonnie lies over the ocean
Oh bring back my Bonnie to me to me
Oh bring back, bring back
Oh bring back my bonnie to me.

Directions

1 Introduction (*sample wording*)

- **“The closing for this session will be another fun co-operative activity This time it will be a Scottish song called ‘My Bonnie Lies Over the Ocean’.”**

2 Set up

- Everyone either sits or stands in a circle
- Have the poster up on the wall
- Find out who knows the tune for this song.

3 Instructions

- Each time the letter B is sung everyone moves – either standing up or sitting down
- Remain in that position until the next time B is sung
- Go through the song slowly the first couple of times then can speed up.

Variations

- Everyone stands throughout and alternates between raising arms in the air and touching toes
- Everyone stands in concentric circles with a partner. Those in the outer circle start with their arms raised and those in the inner circle start touching their toes. Alternate positions with each B
- This can be done as a round.

References

- Scottish folk song.

PATTERN BALL CHALLENGE

Scope

- Workshop - advanced or facilitators'
- Use this light and lively in the later part of the workshop when community has been strongly formed
- Building blocks – cooperation and community building.

Purpose

- Light and lively – very active, no touching necessary
- Explore the impact on the group of one person coming, going and rejoining the group.
- Have fun together, change energy and release tensions.

Time 10-15 mins.

Resources

- Four Koosh balls – preferably the same size.

Directions

1 Introduction *(some sample wording)*

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

1 Set up

- Everyone stand in a circle as for Pattern Ball
- Explain that the facilitator will move in and out of the circle
- Everyone needs to continue to throw the ball to the second person (not next person) on their right hand side regardless of who the person is who is located on their right.

2 Moving in and out

- Establish the rhythm of throwing the ball around the circle
- The facilitator move out of the circle
- Allow the new pattern to become a rhythm before re-entering the circle
- Repeat the process.

3 Move around (optional – if there is enough safety)

- The facilitator move around the circle and move in and out of the circle
- Allowing the new patterns to become a rhythm before re-entering the circle each time.

4 Poster (optional)

- Show the Pattern Ball Challenge poster
- Ask the impact on the group of the facilitator moving in and out of the group.

5 Debrief the activity (optional)

<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

- There needs to be a level of safety before doing this activity, and a lot of safety to do the option with the facilitator moving in and out of the group
- Facilitator stand in the circle with a strong and confident person on their left as this person will find it stressful to have a different person to throw the ball to
- Be careful of the impact on individuals on the left having to change who they throw the ball to when the facilitator move around the circle. Do not stand on the right of vulnerable people.

Possible learning

- There is a big impact on the group of one member moving in or out of the group.

References

- Adapted from *Pattern Ball* in the HIPP manual p.55 by David Owen, AVP-Sydney.

POWER 1-2-3-4

Scope

- Workshop – Advanced
- Used in the consensus session after *Flagpole* and before the Fair Process consensus decision making activity
- Building block – cooperation dealing with power.

Purpose

- Experience and practice making fair process decisions in a group
- Experience and practice cooperating and dealing with power.

Time 45 minutes.

Resources

- Pen and paper for each small group of four
- Voting papers for each participant - preparation
 - Have small pieces of coloured paper represent the voting power of each member of the group eg. green for 4, red for 3, purple for 2 & yellow for 1
 - In advance work out how many groups of 4 there will be and so how many sets of each colour are need. Put all voting papers in an envelope.

Directions and script

1 Introduction (sample wording)

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

2 Set up (sample wording)

- **"Can I have permission to be an autocrat (dominant) for this activity?"**
- The participants need to give this permission for the activity to be effective.
- **"Pieces of coloured paper will be handed out**
- **"Each person chose their piece of paper and do not show it to other people".**
- **"Form into groups of 4 where each person has a different coloured piece of paper**
- **"Sit down in your groups of 4**
- **"Keep the coloured pieces of paper without showing them to anyone."**

3 First Condition (sample wording)

- **"Each group is to imagine that they have \$100,000 to use in some way**
- **"The first condition is that the group's decision will be made by the group members voting"**
- **"Talk about the decision for 5 minutes."**

4 Second condition (sample wording)

- **"Look at your piece of paper without showing it to anyone**
- **"The second condition is that Green has 4 votes, Red - 3 votes, Purple -2 votes, Yellow - 1 vote**
- **"Continue with your decision making for 5 more minutes."**

5 Short processing (sample wording)

- **"Remain in the groups and turn and face into the centre of the room so that everyone can see each other"**
- Ask **"How was that for you to have different levels of voting power?"**
 - **"How was that for you people with one vote?"**
 - **"How was that for you people with two votes?"**
 - **"How was that for you people with three votes?"**
 - **"How was that for you people with four votes?"**

6 Third Condition (sample wording)

- **"The third Condition is - Decisions must be made by 6 votes no more and no less"**
- **"Finish decision making in 10 minutes"**

7 Debrief each group (sample wording)

- Ask each group in turn eg. **"Group 1 etc.**
 - **"What decision did you come to?"**

<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)

8 Process full group (sample wording)

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

Facilitators Notes

- Either the term 'condition' or 'rule' can be used
- The facilitator acting autocratically, with directions etc. is part of creating the power structure needed for the effectiveness of this activity
- It is important to read and prepare for facilitating this activity carefully to make the directions and power structure most effective.
- As power is a main blocker for consensus decision making, the activities immediately before the Fair Process or consensus activity need to focus on exploring power.

References

- Adapted from *Power 1-2-3-4* in the AVP Basic manual.

ROLE-PLAY

Scope

- Basic and advanced workshops – end of the middle sessions
- Co-operation, conflict transformation and Transforming Power building blocks.

Purpose

- Practise using alternative nonviolence techniques and skills to transform conflict.

Time 40-120 minutes.

Resources

- Enough extra chairs for the members of the troupe of players
- Role-play poster
- Role-play Processing Summary for each processing facilitator
- Timer.

Directions

1 Introduction (*sample wording*)

- **“Each troupe of players will have the opportunity to practise using their conflict transformation skills in the role-play.”**

2 Set up

- Have the troupes of players sit together for the instructions
- They can go further away for their planning session – even outside if suitable.

3 Role-play explanations

- There are a number of ways of doing role-plays and participants may have experienced some of these
- There can be role-plays that are like a play or TV show, there can be role-plays to practise learning something like doing job interviews and there can be role-plays where you play yourself and a counsellor assists you with therapy
- AVP role-plays are the practicing type of role-play where participants have the opportunity to play a scenario and to practise the skills and techniques learnt in this workshop
- However it is very important that no one plays themselves as this is definitely NOT therapy
- The role-plays that AVP does are safe, learning activities NOT therapy.

4 Instructions

- First there will be a planning session before the role-plays
- Instruct the participants that in their theatre groups they are to choose a conflict, preferably a real life conflict that could be solved, or at least transformed (not a war)
- They are not to solve the conflict prior to the role-play
- Show the group the Role-play poster
- Invite the participants to play a character very different from themselves eg males playing females, children playing adults, an outgoing person playing a shy person and such like
- *Tell the participants NOT to play themselves.*

- Have them choose names for the characters that do not have any similarity to anyone in the workshop group
- Have them make up name tags, however do not let them put the name tags on until they take to the stage to perform. This reduces the chance of participants being in character while watching the other groups
- Ask each troupe to make a playbill or poster with the list of characters and the name of each player next to their character's name.

5 Planning

- Have one co-facilitator with each troupe to be available to assist in the preparation of the role-play
- Have a strict 10 minute timeframe to prepare the role-play (never more than 15 minutes)
- Prepare the room while participants are preparing for the role-play
- Arrange chairs for the whole group in a U shape facing a 'stage space'
- At the back of the stage place 5 or 6 empty chairs according to troupe group numbers.

6 Preparation

- Decide where the co-facilitators will sit
- Invite the participants to sit in the audience U shape of chairs
- Explain that when the facilitator calls out 'cut' the role-players will stop and stay in character
- Explain that the players will stay in role and the facilitator will go through a processing and deroling process
- Request that the participants do not interrupt the players either during the role-play or during the troupe processing process.

7 Role-play

- Invite the first troupe to go onto the stage
- Give the facilitator the playbill or list of the players and their characters
- Ask the troupe players to put on their name tags and begin the role-play
- Once the role-play is in full swing, at a point of flatness or high drama, call 'cut'.

8 Process the troupe

- Have the students sit in the empty chairs at the back of the stage staying in character
- Ask each member of the troupe in turn
 - **What is happening for you right now?**
- Ask the group the three processing questions while in character
 - **WHAT HAPPENED?**
 - **WHAT IS HARD ABOUT THIS FOR YOU?**
 - **IS THERE ANYTHING YOU WANT TO DO DIFFERENTLY?**

9 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.*

10 Repeat Derole

- Derole each character in turn using this process, starting with the most upset to the least upset.

11 Whole group processing

- Once all participants are deroled and back in the U shape
- Ask the processing questions – **"What happened..?"** etc
- During this processing process check that everyone in the group is OK, including the members of the role-play audience as they too may have triggered
- Check that everyone has spoken in the processing
- Watch for anyone who seems to be withdrawn and has not spoken
- Maybe ask them directly – **"What was the hardest thing?"**
- Look at the mandala and ask the group and ask
- **"Is there a element of the mandala that could have made a difference?"**
- Acknowledge group and follow with an active light and lively.

Variations

- There are many ways of doing role-plays, see other AVP manuals for more ideas.

Facilitation Notes

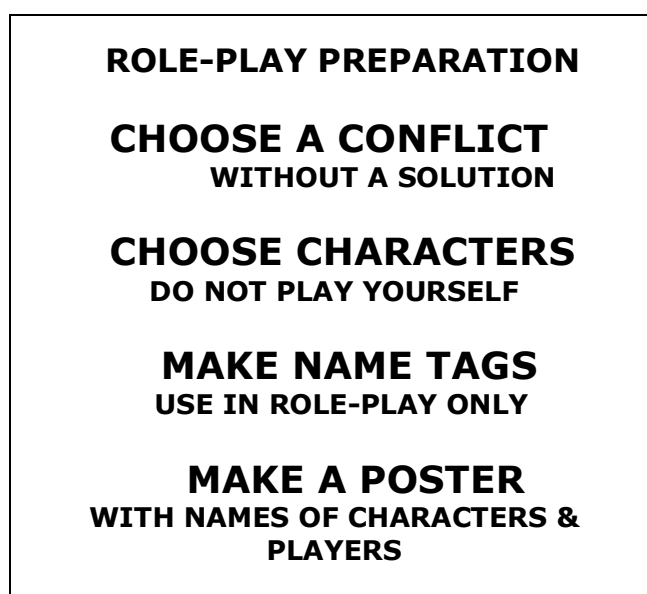
- Each workshop is different and the facilitators will need to decide on the level of community and trust when planning if and when role-plays will be done. Participating in a role-play activity is very beneficial for participants to learn, practise and integrate their conflict transformation skills, 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-play groups
- At least two role-play groups are needed so that each person has the opportunity to experience a role-play and to watch a role-play
- The facilitators need to work out how they will divide the participants into the required number of role-play groups
 - select the teams in advance for safety
 - have the participants mill around and form small groups of 4 or 5 (then have the facilitators check that the group combinations are safe for any vulnerable participants) if not, restart the milling process
 - number 1-2-3 around the room – checking to see the combination of participants in each troupe.
- 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 processing 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 section G
- Restorative Practices processing questions.

Poster



OPEN RESTORATIVE QUESTIONS TO DEBRIEF CONFLICT AND TRIGGERING

Three Basic Open Questions	Alternatives in Conflict Situations
1 What happened? <div style="text-align: right;">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 style="text-align: right;">PRESENT</div>	How might that have affected others?
3 Is there anything you would do differently next time? <div style="text-align: right;">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)

SINGING

BLACK SOCKS - SONG

Black socks, they never get dirty
The longer you wear them, the stronger they get.
Sometimes I think that I should launder them;
Something keeps telling me, 'don't wash them yet – not yet – not yet – not yet'.

CELEBRATION SONG

"Greet Wendy, Celebrate Wendy
Sing it with a joyful and an open heart
Greet Wendy, Celebrate Wendy
Sing it with an open heart."

"Greet Julie, Celebrate Julie"'
"Greet Samantha, Celebrate Samantha"

MY BONNIE LIES OVER THE OCEAN - SONG

My Bonnie lies over the ocean
My Bonnie lies over the sea
My Bonnie lies over the ocean
Oh bring back my Bonnie to me to me
Oh bring back, bring back
Oh bring back my bonnie to me.

TESTERS, WADERS AND PLUNGERS

Scope

- Workshops – advanced and facilitation
- Building blocks – affirmation, community building and communication
- Themes - .

Purpose

- Develop perception skills.

Time 30 minutes.

Resources

- Testers, waders, plungers handout – 1 per small group
- Pens – 1 per small group
- Timer.

Directions

1 Introduction (*sample wording*)

- **“In this activity everyone will think about how they enter the water when they go for a swim.”**

2 Categories

- Explain that people fall into 3 categories in their approaches to life. This is illustrated by the way we enter a pool of cool water
 - The *tester* dips a toe in first
 - The *wader* moves steadily in from the shore
 - The *plunger* dives straight in.

3 Set up

- Ask everyone to form into groups according to which category they feel they fit into
- Distribute the Testers, waders and plungers handouts

4 Small groups

- Firstly the small groups discuss and record their discussion on questions 1 to 4 on the form
- Allow 8 minutes
- Then a spokesperson for each group will report back to the full group on questions 1 and 4.

5 Small groups second round

- Groups are then given 5 minutes to consider if they wish to modify or add to their answers to questions 1 and 2
- Spokespersons from each group report back on the changes to answers 1 and 2.

5 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)

Reference

- Adapted from *The South African Handbook for Peace* 1992, Quaker Peace Centre, Cape Town.

TESTERS, WADERS AND PLUNGERS

1. How does your group describe itself?.....

.....

.....

.....

.....

2. How does your group describe each of the other groups?

.....

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.....

.....

3. How does your group think each of the other groups would describe themselves?

.....

.....

.....

.....

4. How does your group think each of the other groups would describe your group?

.....

.....

.....

.....

.....

AVP/HIP Sydney NSW

THEATRE PLAYERS

Scope

- Basic and advanced workshops – middle sessions. This is the first part of the full role-play activity
- Co-operation and conflict transformation building blocks.

Purpose

- Team building to increase the safety for the role-play.

Time 15-20 minutes

Resources

- Theatre Group Poster
- Blank poster paper – 1 per small group
- Textas
- Music – eg. DVD player and DVDs
- Timer.

Directions

1 Introduction *(sample wording)*

- **“This is a team building activity for the role-plays.”**

2 Set up

- Divide the participants into two or three groups
- Have the groups sit together around the room.

3 Instructions *(sample wording)*

- **“There are three activities you need to do in 10-15 minutes**
- **“First – find three things in common between the players in your troupe of players**
- **“Second – find a name for your troupe of players**
- **“Third – plan a presentation of your name to the group.”**
- **“You are a troupe of touring actors who have just come to town. You need to design a way of introducing yourselves to the town at the marketplace so people will want to come to your shows. Choose a name for your troupe and design a poster to advertise yourselves. You may want to introduce yourselves through song, dance, poetry etc.”**

4 Group planning

- Provide textas and butchers paper tape etc.
- This team building exercise is done under time pressure between 10-15 minutes.

5 Presentation

- Each troupe do their presentation in turn
- Applaud the troupe as they take the stage
- Applaud again after they have finished.

6 Role-play

- This activity is not processed
- Keep the troupes together and introduce the role-play activity.

7 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)

Variation

- The preparation for this activity can be combined with a tea break.

Facilitation Notes

- This preliminary role-play activity is only done when there is enough community and trust within the group to do a role-play
- It is recommended not to do start the role-play in session 5 unless there is enough time to process the activity and ungather the group safely before the end of the workshop
- Read the Facilitation Notes for the Role-play activity before starting this activity and before deciding if there will be a role-play activity in this workshop and if so, which one.
- This team building exercise is done under time pressure of about 10-15 minutes. The aim is to bond the troupe to increase the safety of the role-activity, not to replace the role-play. The extra time is needed for the role-plays
- Before starting this activity the facilitators need to decide how many role-play teams there will be and how they will select the role-play teams either randomly or by assigning participants
- The facilitators need to decide whether they will have two or three role-play groups before starting this activity – see the Facilitation Notes for *Role-play*.

References

- Developed by Julei (AVP/HIPP Sydney) & Rowe (AVP-Blue Mountains, NSW).

POSTER

<p style="text-align: center;">THEATRE GROUP</p> <p>1. FIND 3 THINGS YOUR GROUP HAS IN COMMON</p> <p>2. GROUP NAME</p> <p>3. PRESENT YOUR GROUP</p>

THREE QUESTION INTERVIEW

Scope

- Workshops – Advanced and Facilitation
- Used in the first session
- Building block – community building.

Purpose

- Experience and practice building community
- Experience and practice getting to know people in a social setting.

Time 30 minutes.

Resources

- Cards – one per person
- Pens and backing board – one per person.

Directions and script

1 Introduction *(sample wording)*

- **"In this activity everyone will have the opportunity to get to know others better."**

2 Set up

- Distribute a card, pen and backing board to each person.

3 Instructions *(sample wording)*

- **"You are going to have the opportunity to ask someone three questions only. The aim is to get to know your partner quickly. Ask 'open' questions that lead the partner to talk about themselves, like – 'What are some of the holidays you have enjoyed?'. Do not ask 'closed' questions that might only require a one word answer, like – 'Have you had a holiday in Queensland?'"**
- **"Write down your three questions on your card."**
- Give everyone 5 minutes to write their three questions on their card
- Check when everyone is finished.

4 Asking questions instructions *(sample wording)*

- **"Will everyone choose a partner that you do not know well and sit down together"**
- Check that everyone is seated in pairs.
- **"Select one person to ask the questions first"**
- **"You will have 3 minutes to ask your partner your questions and listen to their answers. You will be asked to repeat some of this information later"**
- **"Remember that this information will be shared with the whole group at a later time, so do not say anything that you would not like shared with the whole group."**
- **"After 3 minutes the listener and speaker will swap roles and the former listener will now ask their questions and listen to the answers."**
- Give the group 6 minutes for this activity and remind them after 3 minutes

- **"You have 3 minutes more and should have started with the second speaker"**

5 Ask the questions

- After both partners have completed the role of speaker and listener invite people to change partners and choose someone you would like to know better
- Repeat the process of one person asking the other their questions and listening to the answers
- Then swap roles so that the second person asks their questions.
- Repeat the process for a third time.

6 Full Circle

- Invite everyone to return to the full circle
- Each person will be introduced
- Take turns around the circle with each person being introduced to the group by their three partners. Each person will share one thing they heard their partner say
- A facilitator should start and model this introduction.

7 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

- Have each person ask only one partner their three questions then introduce them to the full circle.

References

- Adapted from *Three Question Interview* in the AVP-USA Advanced Manual, 2005, p.D-156.

THREE QUESTIONS

Scope

- Workshop – Advanced
- When used – an adaptive activity that is used in the theme section of many different AVP theme workshops.

Purpose

- Experience and practice
- Explore the theme.

Time

Resources

Three questions poster.

Directions

1 Introduction (*sample wording*)

- **“This is a small group activity.”**

2 Set up

- Divide everyone into small groups of 3
- Have list of the three questions on a poster
- Each person take turns to speak for 3 minutes on the first question
- Then on the second and third questions
- The timer is set to ring after 3 minutes to warn people that their time had finished
- Facilitator regularly check-in with each group to see that they are still keeping up.

3 Debrief the activity with the full group

<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)

Topics

A. Oppression

Definition – Oppression is the unjust or cruel exercise of authority or power.

1. A time when I was oppressed.
2. A time when I oppressed someone else
3. A time when I stood up to challenge oppression.

Variations

- Give a brief (no more than 6-8 sentences introduction to the topic to help focus participants on the topic

References

- Adapted from "*Three Questions on Oppression*" in the AVP Advanced Manual.

THREE WISHES

Scope

- Workshops – Advanced
- Used in the last session of the workshop. Useful in the forgiveness section of the last session of any Advanced workshop
- Building blocks – affirmation
- Topic – forgiveness.

Purpose

- Experience and practices giving and receiving gifts
- Experience and practice forgiveness
- Provide a positive closing for a workshop.

Time 30 minutes.

Resources

- Three 3x5" cards for each person
- Pens and backing board for each person.

Directions

1 Introduction (*sample wording*)

- **"In this activity everyone will have the opportunity to share affirmations."**

2 Set up

- Have everyone seated in a circle
- Distribute the cards, pens and backing boards to everyone.

3 Instructions

- Invite everyone to think of three positive wishes that you would like to give yourself – eg. inspiration, creative energy, happy life, good health, lots of love
- Write these three wishes on your card as gifts -
 - I wish for you lots of love
 - I wish for you
 - I wish for you

4 Circle

- Collect the cards and shuffle them
- Divide everyone into two groups by counting '1' – '2' around the circle
- The '1's will sit in a smaller circle with their eyes closed. Now too close together so that the partners do not disturb the neighbouring pair
- Ask the '2's to each stand behind a seated person
- Hand out two cards to each of the members of the '2's group.

5 Whispers

- Invite the '2's to lean forward and to quietly read the affirming statements on one card into their partners left ear and then read the affirming statements on the second card into their partners right ear
- Request that everyone do this non-touching activity in a quiet respectful way so everyone can hear their own affirmation
- It is optional to play soft background music during this activity.

- When everyone has finished each person in the outer circle moves one person to the right and reads the affirming messages to their new partner
- Continue around the circle until they reach the first person again.
- Ask the standing circle in silence to change places with the seated circle and hand over their cards to their partners
- Invite the new standing circle to read out their two affirmation cards to the seated people, in turn around the circle.

6 Debrief the activity with the full group

<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 *Whispered Affirmation – Forgiveness Circle* in the AVP-USA Advanced Manual, 2005, p.D-171.

TRANSFORMING POWER REVISITED

Scope

Workshop – Advanced

Used in the early sessions

Building Block – Transforming Power.

Purpose

- Experience and explore Transforming Power as remembered from the Basic workshop
- Anchors experience and practice of Transforming Power for the Advanced workshop.

Time 20 mins.

Resources

- Paper & backing boards for each person
- Coloured pens / textas for everyone.

Directions and script

1 Introduction *(sample wording)*

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

2 Set up

- Divide everyone into pairs
- Handout paper and textas (or paint) to everyone.

3 Draw *(sample wording)*

- **"Draw what Transforming Power means to you"**
- **"You may talk with your partner during the drawing".**

4 Pair Share *(sample wording)*

- **"Share your picture and what it means to you with your partner".**

5 Group Sharing *(sample wording)*

- **"Will everyone put their pictures on the ground in silence"**
- **"Walk around and look at all the pictures in silence."**

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)

References

- Adapted from the Advanced Manual, 2005.

WEAVING

Scope

- Any basic, advanced and facilitation workshop – need to be careful about touching
- Community building and co-operation building blocks.

Purpose

- Happy closing.

Time 5-10 minutes.

Resources

- Song Poster with words of the song.

Directions

1 Introduction (*sample wording*)

- "This is a closing activity where everyone stands in a circle, sings and weaves their arms together."

2 Set up

- Stand in a circle facing inwards
- Each person ask their neighbour's permission to put their hands in front of the neighbour's tummy
- Ask each person to put their left hand in front of the tummy of their neighbour on their left
- Then ask each person to put their right arm over the right-hand neighbour's left arm
- Then hold the left hand of their right-hand neighbour's other neighbour
- Then the person will also be holding the right hand of their left-hand neighbour's other neighbour
- The facilitator has both their left arm and their right arm over their two neighbours' arms. This will enable them to lead the moving of the arms.

3 Singing

Song

Weave, weave, weaving together

Weaving together in harmony and love. (see the full words below)

- Introduce the words of the song
- Everyone sing the song over and over again while the weaving proceeds.

4 Action

Slowly start the action

- The facilitator lifts their left arm and they and the person they are holding with their left hand lift their joined arms over the neighbour who is standing between them
- And leave their joined arms behind the middle neighbour
- Then the person on the left of the facilitator does the same – lifts their left arm and they and the person they are holding with their left hand lift their joined arms over the neighbour who is standing between them
- Do this weaving all the way around the circle coming back to the facilitator

- The facilitator then starts the same weaving process going to their right all the way around the circle.

5 Repeat

- Weave around the circle again first to the facilitator's left then back again to the facilitator's right singing the song over and over again while the weaving proceeds
- Repeat several times.

Facilitators Notes

- This is a good closing and can also be used as a light and lively
- This activity requires a community, safety and trust to allow for the level of touching.

References

D F#m Em D (bar up 1 fret)
Weave, weave, weave us together.
Em D Em A
Weave us together in unity and love.
D F#m Em D
Weave, weave, weave us together.
Em D A D
Weave us together, together in love.

//this is just the chorus. to hear the music on a midi file, go to
<http://rockhay.tripod.com/worship/orders/01-08-26.htm//>
or try <http://songs-with-music.freesevers.com/weave.html>
[From AVP-California 5/05]

Weave by Rosemary Crow

Weave, weave, weave us together,
Weave us together in unity and love.
Weave, weave, weave us together,
Weave us together, together in love.

We are many textures, we are many colours,
Each one different from the other.
But we are entwined in one another in one great tapestry -

Weave, weave, weave us together,
Weave us together in unity and love.
Weave, weave, weave us together,
Weave us together, together in love.

We are different instruments playing our own melodies,
Each one tuning to a different key,
But we are all playing in harmony in one great symphony.

Weave, weave, weave us together,
Weave us together in unity and love.
Weave, weave, weave us together,
Weave us together, together in love.

A moment ago still we did not know
Our unity, only diversity.
Now the Spirit in me greets the Spirit in thee in one great family.

Weave, weave, weave us together,
Weave us together in unity and love.
Weave, weave, weave us together,
Weave us together, together in love.

The song is included in the 1997 Sangam GIT/Sangam Songbook, published by the Girl Scouts of the U.S.A. for the Sangam World Centre for the World Association of Girl Guides and Girl Scouts. The song is attributed to Rosemary Crow, Copyright 1979. "Weave" was the theme song sung by delegates at the 1984 (Girl Scout/Girl Guide) World Conference in New York. The songbook says the lyrics reflect the "spirit of Guiding."

<p>INDEX OF LEARNING ACTIVITIES BY BUILDING BLOCK & BY WORKSHOP THEME</p>	Manuals
	Core
	Adaptive
	Open-Closing
	Light'n'Livelihoods
	Affirmation
	Anger
	Community Build
	Communication
	Conflict Resolutn
	Conflict Transfor
	Consensus
	Coop Power
	Coop Together
	Fear
	Forgiveness
	Interfaith
	Reflection
Relationships	
Restorative Prac	
Social Justice	
Steretypes	
Transform Power	
Trust	

[illegible]

INDEX OF LEARNING ACTIVITIES BY BUILDING BLOCK & BY WORKSHOP THEME	Manuals	Core	Adaptive	Open-Closing	Light'n'Liveliess	Affirmation	Anger	Community Build	Communication	Conflict Resolutn	Conflict Transfor	Consensus	Coop Power	Coop Together	Fear	Forgiveness	Interfaith	Reflection	Relationships	Restorative Prac	Social Justice	Steretypes	Transform Power	Trust																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						</
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Jelly Bean Jar	B												P															
Journaling	A								C																			
Koala Hug	B							B																				
Letter to Myself	B					A																						
My Bonnie Lies Over Ocean	A				L																							
Noah's Ark	B				L																							
Open-chair Role-play	B										T																	
Paper Tear	B													W														
Partial Knowledge	B								C				P									S						
Party Time	B							B	C																			
Pattern Ball	B							B						W														
Pattern Ball Challenge	A				L																							
Personal Reflection	B																	R										
Personal Space	B								C																			
Pictures Puzzles see Baby Puzzles																												
Pipe-cleaners	B							B																				
Power 1-2-3-4	A												P															
Power Grab	B												P															
Quick Decisions											T																	
Role-play - Full	A										T																	
Safety Circle	B	C						B																				
Satellites	B				L			B						W														
Session Reflection	B	C						B										R										
Singing	A				L																							
Stand By Your Key	B																						P					
Stand Up	B				L			B						W														
Stepping Stones see Crossing the River																												
Stretch	B							B																				

INDEX OF LEARNING ACTIVITIES BY BUILDING BLOCK & BY WORKSHOP THEME	Manuals	Core	Adaptive	Open-Closing	Light'n'Livelihoods	Affirmation	Anger	Community Build	Communication	Conflict Resolutn	Conflict Transfor	Consensus	Coop Power	Coop Together	Fear	Forgiveness	Interfaith	Reflection	Relationships	Restorative Prac	Social Justice	Stereotypes	Transform Power	Trust			
Tenants & Houses see Earthquake																											
Testers Waders & Plungers	A																	R									
Theatre Players	A							B																			
Things in Common see Stand Up																											
Tinkertoy Construction see Cooperative Construction																											
Tower Building	B							B						W													
Transforming Power Introduction	B	C																					T				
Transforming Power Queries	B	C																					T				
Transforming Power Remembered	A	C																					T				
Transforming Power Revisited	B	C																					T				
Tree of Violence see Violence/Nonviolence Trees																											
Unanswered Questions	B	C																									
Underlying Anger	B						A			R																	
Violence/Nonviolence Trees	B	C								R																	
Weaving	A			C	L																						
Welcome	B	C		O				B																			
Well Done	B			C				B																			
What is AVP? History, Philosophy, Journey, Experiential & Housekeeping	B	C																									
What's in a Word	A								C																		
Where To From Here	B	C																									
Yarn Toss	B			C		A		B						W													