

# AVP/CA Team Coordinator Workshop – 2017

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# *Section A*

## *So, you Want to be a Team Coordinator*

## What we look for in a Team Coordinator:

- a) Ability to see the group and the process as experienced by all
- b) Understanding of core AVP values: Trusting the process, believing all people have the possibility of growth into peacemakers and even facilitators
- c) Commitment to team building with the facilitator team prior to the first session
- d) Experience in the setting where the Team Coordinator will be functioning, sufficiently enough that the individual is able to handle the changes and challenges of either the prison or the community or working with youth
- e) Level of personal maturity and skill to guide rather than "lead" a team to make decisions
- f) Able to bring together diverse personalities and encourage them to be a team
- g) Positive attitude toward participants, facilitators and the setting in which functioning
- h) Working for the common good rather than for personal gain – making use of clinics to handle problems in the workshop.
- i) Very comfortable with the concept of Transforming Power
- j) Competence sufficient to lead most exercises without assistance.
- k) Ability to work with Apprentice Trainers to develop their training skills and self- confidence.
- l) A deepening acceptance of nonviolence as a philosophy and a commitment to live a nonviolent lifestyle to the best of one's ability.
- m) Appreciation of the fact that experience is the most powerful teacher and willingness to help people to learn by their own experience rather than preaching to them.
- n) An understanding of the consensus process and the willingness and ability to work with a team that operates by consensus.
- o) Sensitivity to group process and dynamics, the ability to trust these processes as essential to experiential learning, and the discipline and humility to be content with helping the process rather than trying to lead it.
- p) Awareness of the potential for personal growth of oneself and others and a commitment to encouraging such growth as fully as possible.
- q) A successful training style—one that is acceptable to other team members and helpful to workshop participants in reaching their goals.
- r) *Unacceptable* training styles include:
  - Authoritarian attitudes or leadership styles; power trips.
  - Disrespect
  - Interrupting people unnecessarily.
  - Snatching leadership or hostilely confronting other team members during a workshop.
  - Devaluing the experiences and feelings of others.
  - Imposing a personal agenda on the workshop to a point where it skews the AVP message.
  - Sexually provocative behavior.

## Preparing to be a Team Coordinator

**Check the AVP Basic Manual:** Review pages C-6 through C-9 on “Team Building” “Team Building/Planning First Session” and “Notes for Lead Facilitators.”

**Become familiar with the Facilitators Only section of [www.AVPCalifornia.org](http://www.AVPCalifornia.org)**

**Begin collecting agendas:** Samples are in your manual, and on the AVPCalifornia.org website. Sample agendas are also included in Section B of this workbook. With experience, you may decide to use these as a starting point for developing your own. Sticking to the AVP/USA model works the best, tweaking it as you learn new ways of handling an exercise. Providing other members of your team an agenda prior to the workshop is crucial and helps new facilitators to feel comfortable, but not a requirement especially if you have a team of inside facilitators to whom you cannot get an agenda. Everyone receiving the agenda at the same time creates equality among the team members.

**Develop your kit to take with you:**

**Supplies:** A list of supplies for your kit can be found on the AVPCalifornia.org website under Facilitator Resources Materials for Team Coordinators, and in Section C of the workbook; you can be reimbursed for the cost for your kit. The AVP/CA Expense Claim is included in Section D and can be found on the AVP/CA website.

**Posters** - Make “Community Agreements” and “Guide to Transforming Power” posters. Sample Community Agreements and Guides to Transforming Power posters can be found on the AVP/California website under Facilitator Resources.

**Evaluation Forms:** At the end of the workshop, you are responsible for completing the “Overall Workshop Evaluation” form for entry into QWER. Facilitator and Participant evaluations should also be completed. (All these are on the AVPCalifornia.org website under Facilitators Only Materials for Lead Facilitators, and are found in Section D of this workbook.) Copies of the forms should be included in your kit.

**Extra materials: Certificates, pins and cards:** Blank certificates can be purchased from Staples and can be kept in your kit. (When you go into a prison, we keep them separate from the kit and take in only what we need with the names on them.) Materials for Certificates and Graduation are available on the AVP California website.

Order pins and cards Gary Wolff at [distribution@avpcalifornia.org](mailto:distribution@avpcalifornia.org). You will need to get permission from prison administration the first time you give out pins in a prison.

**Become familiar with the AVP California Database:** All outside workshop participants are recorded in AVP California Database. Access to the AVP California Database is found in the Facilitator Resources section of the AVP California website. If they are already on the site, update it or let [AVPpat@earthlink.net](mailto:AVPpat@earthlink.net) know so their info can be updated. If no computer access, then mail to P.O. Box 3294, Santa Barbara, CA 93130

# Responsibilities of a Team Coordinator

**Basic Chores:** Review page C-9 in the Basic Manual

**Sign in sheets:** Individual prisons may provide sign-in sheets. A sample sign in sheet is found on the AVP/CA website. Sign in sheets for the prison should include their adjective name, certificate name and their prison number.

**Workshop Logistics:** For community workshops, you will want to recruit someone to be responsible for providing and setting up food and drinks.

For prison workshops, you will want to be sure that all details are handled with the prison liaisons, inside and outside. Usually the Prison Coordinator (if there is one) does this.

Arrangements for you and the teams lodging and food should be made by the local host. Be sure to clarify this when you set up the workshop. You will need to make arrangements for lodging if there is not a local host.

**New facilitators and those going into prison for the first time:** Check the AVP/California website under Facilitator Resources for information to be provided. [www.avpcalifornia.org](http://www.avpcalifornia.org)

**AVP CA Database:** Record all outside workshop participants in the AVP California Database. Access to the AVP California Database is found in the Facilitator Resources section of the AVP California website, click on Keeping Records (on the right-hand side).

**Team Coordinator Evaluation Form-QEWR:** Complete the “Overall Workshop Evaluation Form” (Section E, Page 4) \*.

Enter information from the workshop report into QEWR database.

**For Help with Databases:** Contact Diana Couch at 661-942-3025 or [avpav@aol.com](mailto:avpav@aol.com) or George Ramos (for QEWR at [GURamos@aol.com](mailto:GURamos@aol.com)

**Participant Evaluation Forms:** Ensure facilitators and participants have evaluation forms. Collect them when finished and share them with the facilitators at the Team Meeting.

## **T4F Workshops should additionally include these follow-up steps:**

1. Hand out the Expectations of an AVP Facilitator (Section A, Page 6) \*
2. Hand out AVP/California Guidelines for AVP Facilitator Qualification (Section A, Page 7) \*
3. Handout Special Benefits from AVP USA (Section A, Page 8) \*
4. Give each participant the AVP Facilitator’s Workshop Log to track their AVP experience (Section A, Page 9) \*

## Responsibilities of a Team Coordinator

5. **T4F Workshop new facilitator reporting:** For every T4F workshop send data outlined below to: [data@avpusa.org](mailto:data@avpusa.org).

### Community workshop

- ✓ Full name
- ✓ Mailing address
- ✓ Email address
- ✓ Phone (optional)
- ✓ Name of Local Group they will join

### Prison workshop

- ✓ Full Name
- ✓ DOC #
- ✓ Prison name (we have addresses for all prisons unless it's a new program)
  - If individualized mail addressing is necessary (e.g.: cell block, tier, bed #, etc.) enclose that too.

*Each person registered will receive a "Welcome to AVP-USA" email that outlines some of the services, available from AVP-USA, one of which is an automatic one-year introductory subscription to The Transformer. New community facilitators receive issues via email; inside facilitators via USPS.*

### **Transformer Subscription Renewals** (three options from our online store)

1. Personal Subscription - Options: Electronic or paper; several duration lengths. Subscriptions for inmates and parolees are \$5/year for paper.
2. Multiple Inmate Subscriptions - As a convenience, you can subscribe and pay for multiple personal inmate subscriptions all at the same time instead of individually. (\$5 each person) Each group of subscriptions is for a single prison, but issues are mailed individually to the subscribers. If the prison has problems getting mail to their inmates, you can elect to have all issues mailed in bulk to a specified community person to hand deliver into the prison.
3. Share-A-Transformer - These issues may be shared with others (Personal subscriptions cannot be shared.) Example: AVP-Michigan receives one email copy for each issue, sent to whomever they want. That person then either forwards the issue to everyone in their group, and/or prints it out for local delivery. \$20/year for unlimited sharing inside &/or outside prison.

**Contact addresses:** For general data issues (i.e.: address or email changes): [data@avpusa.org](mailto:data@avpusa.org). For Transformer-specific issues: [transformer@avpusa.org](mailto:transformer@avpusa.org)

- \* Also, available on AVP California Website under Facilitator Resources

## **Expectations of an AVP Facilitator**

To be a responsible and dependable member of the team, it is expected that you will:

1. Be present all day for all three days of the workshop.
2. Attend the planning meeting of your workshop team.
3. Practice and know the material that you are responsible for in your workshop.
4. Avoid side talking during workshop activities.
5. Accept feedback about your skills and what you need to improve on.
6. Give feedback to other members of your team in a constructive way.
7. Help with setting up, breaking down and cleaning up for the AVP workshop.
8. Respect the requirements for confidentiality in all AVP matters.
9. Attend all monthly update meetings.
10. Promote the AVP program.
11. Live by the AVP philosophy.



## **Alternatives to Violence Project (AVP) California**

**P. O. Box 3294, Santa Barbara, CA 93130-  
3294 [www.AVPCalifornia.org](http://www.AVPCalifornia.org) 800/905- 6765**

### **AVP/California Guidelines for AVP Facilitator Qualification**

To assure the presence in California AVP programs of a consistent and high level of skill, ethics and standards, these qualifications are introduced:

**APPRENTICE FACILITATOR:** has successfully completed the Basic, Second Level (Advanced) and Training for Facilitators (T4T) workshops (might complete the Advanced after the T4T)

#### **FACILITATOR—Certified**

- a) meets the requirements for Apprentice Facilitator above
- b) has apprenticed in at least three workshops
- c) has been approved after consultation among the Team Coordinators with whom they apprenticed\*

#### **TEAM COORDINATOR—Basic**

- a) meets the requirement for Facilitator above
- b) has facilitated (as a certified Facilitator) at least five workshops, including at least two Basics
- c) has been acting (apprentice) Team Coordinator on the team of three Basic workshops with three different Team Coordinators not all the same gender
- d) has been approved by the Team Coordinators with whom they apprenticed\*

#### **TEAM COORDINATOR—Advanced and Training for Facilitators (T4F)**

Once a facilitator has become a Team Coordinator, it is expected that the decision to take on the next level will rest upon that individual's good judgment.

Exceptions can be made on an individual basis.

See notes for "Team Coordinator Facilitators" in *Basic Manual*, C-9 and 10

\*Approval process: The Team Coordinators with whom an individual has apprenticed at any step will consult among themselves and reach a decision by consensus. Incarcerated Team Coordinators are to be included in this process. Team Coordinators should save the AVP/CA Facilitator/Workshop Guidance and Evaluation form from each post-workshop debrief of the apprentice, as a memory aid in this eventual consultation.

6/6/2011

## Special Benefits from AVP USA

**USA Welcome to the worldwide community of over 10,000 trained AVP facilitators as well to your local community group! You are entitled to several benefits:**

- **Free e-subscription good for one year following your T4F workshop to *The Transformer*:** The quarterly newsletter supporting and celebrating the facilitators of AVP workshops. Free subscriptions for new community facilitators are sent in electronically by your local coordinator to [transformer@avpusa.org](mailto:transformer@avpusa.org). To upgrade to a paper copy, send \$5 to AVP USA, 1050 Selby Ave., St. Paul, MN 55104. (Prisoner facilitators receive a free paper issue, after the first year the cost is \$5.)
- After the first year, ask about the SHARE-A-TRANSFORMER DEAL Only \$20 for **all your facilitators** to receive an electronic newsletter. OR \$12/year electronic; \$16.50/year mailed. Sign up go to [www.avpusa.org](http://www.avpusa.org) Click on Transformer
- **Deep discounts on publications** especially *Basic, Advanced and Facilitators Training Manuals* from [www.AVPUSA.org](http://www.AVPUSA.org) Check out the column **Especially for Facilitators-** “Order Manuals” Go on line, browse and set up your own account username and password, find AVP Studies, workshop aids and re-entry booklets. Find the *Organizing Kit A Guide for those Initiating or Strengthening AVP in Communities and Prisons*.
- **A Website Account** for access to AVPUSA.org website areas restricted to facilitators only. Currently, these places are for the Publication Store mentioned above, and a few other sensitive pages. 1. Obtain your avpusa.org account at the red “MY ACCOUNT” button found on every page on the website. Select “NEW FACILITATOR ACCOUNT”. You’ll be asked for a password to access the account registration page, which is “texashug”. Please do not share this with non-facilitators. 2. Use that same red MY ACCOUNT link to log in when you visit AVPUSA.org

## Special Benefits from AVP USA

- **Free AVP facilitator online discussion groups** (list-serves) give you a forum to find solutions to your questions about workshop challenges, local group issues and general policy questions. Just email [avp-l+subscribe@avpusa.org](mailto:avp-l+subscribe@avpusa.org).
- **AVP/USA Facilitators home page** on [www.avpusa.org](http://www.avpusa.org) including posting new exercises, agendas, flyers, local chapter database, and heaps of information on organizing your local group and on the national organization.
- **Attend the AVP/USA national conference** for facilitators every year on Memorial Day weekend to hone your skills, discover new trends, have fun with your peers and become involved in your national organization. California's Gathering is around Halloween
- **Mentors to help with new AVP programs** are available to start you off on the right foot. Just contact 1-888/278-7820, email [clarg@avpusa.org](mailto:clarg@avpusa.org) or go to [www.avpusa.org](http://www.avpusa.org) to "Local Chapter Data and Workshop Activity" find facilitators in your state or **for California 800/905-6765**
- **Take advantage of Seed Grants** for local groups' development of programs. The Committee of Local and Regional Groups (CLARG) and the Finance Committee receive requests for small grants (\$500) to help your group get started in a new area. Check out [www.avpusa.org](http://www.avpusa.org) for details.
- **Stay in Touch!** If your contact info changes, send the new info to: [data@avpusa.org](mailto:data@avpusa.org).

***Your participation in your local group and on a national level is vital to the ongoing growth of AVP.***



# *Section B*

## *Mentoring:*

### *How to....*

## **How to Mentor an Apprentice Team Coordinator**

**Mentoring** occurs when an experienced and knowledgeable person provides knowledge and skills to a less experienced person. The pair work together regularly over a period of time (often a year), to achieve a successful transfer of knowledge from the mentor to the learner. Mentoring can be formal over a set period of time with a clear and defined purpose or can be informal. (Facilitator's Training Manual, 2013. Pg. 220)

### **An experiential Mentoring Exercise adapted from the Facilitators Training Manual (2013)**

1. Everyone has a partner. Each tells the other an example of when they mentored someone else, when they were learning or when someone mentored them.
2. Brainstorm with whole group: What needs to be covered in a mentorship program?
3. Back with original partner. Plan a program to mentor an Apprentice Team Coordinator. Write up the steps of the mentorship program briefly on a poster. Each pair (or a certain number of presentations, depending on time) will present their plan to the group.
4. Process with whole group.

### **Handouts:**

- **A Checklist on Mentoring an Apprentice Team Coordinator**
- **How to Mentor**

# Checklist for Mentoring an Apprentice Team Coordinator

In recent years, mentoring apprentice team coordinators has become an important part of the role of a team coordinator. Therefore, we have added some guidelines for this task. These are some steps for the mentor to do before, during and after the workshop in order to best guide and support the apprentice.

- Meet with the apprentice prior to the workshop
  - Ask apprentice what his/her strengths and weaknesses are.
  - In what areas does the apprentice want support?
  - Refer apprentice to the appropriate readings. These are to be studied thoroughly prior to the workshop.
    - Section A in Basic Manual
    - Section C in Basic Manual
    - Specific readings brought to mind in above meeting
    - Team Coordinator packet
  - Give information on creating/maintaining a kit.
  - Review with the apprentice the central topics to be covered in a Basic.
    - Transforming Power
    - “I” Messages
    - Affirmation
    - Community building
    - Cooperation
    - Conflict Resolution
- During the workshop
  - Check in with the Apprentice Team Coordinator one-on-one
    - Offer support and encouragement
    - Provide constructive feedback as needed
    - Address any issues that are problematic for the workshop as soon as possible
- At the team meeting at the end of the workshop
  - Ask the facilitator team for feedback on the Apprentice Team Coordinator
  - Give feedback specific to the Team Coordination
- After the workshop
  - Meet with the apprentice one-on-one.
    - Ask for his/her reflections on their performance during the workshop.
    - Give a written report to apprentice at a later date, including information from your meeting and his/her reflections.
- After the first apprentice workshop, have the apprentice team coordinator read Chapter 4 in the Facilitators Training Manual and go over those pages prior to the second apprentice workshop.

Linda McCue  
July, 2016  
Revised December, 2016

# How to Mentor

## MENTORING

Mentoring occurs when an experienced and knowledgeable person provides knowledge and skills to a less experienced person. The pair work together regularly over a period of time (often a year), to achieve a successful transfer of knowledge from the mentor to the learner or “protégée.” Mentoring can be formal over a set period of time with a clear and defined purpose or can be informal.

### FOUR STEP MENTORING PROCESS:

Step 1: Determine how the two will work together

- The learner and mentor need to establish a positive relationship and rapport using positive communication skills.

Step 2: Decide the purpose and aims of the mentoring relationship

- Decide a direction
- Decide the goals to be achieved
- Decide the learner’s developmental requirements
- Decide what both people expect from the relationship
- Decide on a suitable developmental plan
- Decide the relevant development activities

Step 3: Developmental stage – where the learner undertakes learning opportunities

- Evaluate the effectiveness of the methods and processes used
- Complete a development plan specific to the needs of the learner
- Establish methods of communication
- Establish guidelines for both parties to abide by
- Implement what has been developed
- Monitor progress

Examples of the types of learning opportunities:

- Shadowing – where the learner is given the opportunity to work alongside a more experienced person, without responsibility for outcomes
- Action Learning – where the learner and mentor collaborate to deal with workshop problems or issues, think about what is successful and what could be done differently, and implement changes
- Exchange or rotation – where the learner is moved into new roles to learn and develop a broader range of skills

Step 4: Evaluate what was achieved

- Evaluate both the effectiveness of the developmental activities and the mentoring relationship

Factors that contribute to success:

- Have a structured relationship with agreed outcomes and an agenda for each meeting
- Maintain an open and honest communication which allows the relationship to grow
- Be good with time management and self-management
- Be assertive, realistic and discrete
- For the mentor to be knowledgeable or able to get information
- For both the mentor and learner to be challenging and analytical

Be open to change

Reference: Training for Facilitators Manual Page 220

## APPRENTICE TEAM COORDINATOR FEEDBACK

Apprentice Name:	_____
Date of Workshop:	_____
Workshop Level:	_____
Location:	_____
Mentor Name:	_____

Areas of Strength:

Recommendations for Growth:

Overall Comments:

# APPRENTICE TEAM COORDINATOR EVALUATION

Apprentice Name:	_____
Date of Workshop:	_____
Workshop Level:	_____
Location:	_____
Mentor Name:	_____

**Pre-workshop:**

Agenda:

Preparing Materials:

Team Building:

**During the Workshop:**

Support of Team:

Awareness of Group Dynamics:

Balance of Focus and Flexibility:

Other areas of strength or concern:

**Post Workshop:**

Team Evaluation Meeting:

Completion of Post-Workshop Evaluations:

Overall Workshop Evaluation for QWER

Self-Evaluation – Facilitator/Workshop Guidance & Evaluation

# Facilitator Apprenticeships

After graduating from the T4F workshop, intending new facilitators can start the process of joining their local AVP group, though the nature and conditions of apprenticeship varies among local AVP groups. This is because of the grassroots nature of the AVP organization where local groups are able to select their style of apprenticeship and the conditions of apprenticeship.

Local group membership, organization of workshop and facilitators, facilitators training, apprenticeships, and role and availability of mentors and coaches varies between AVP groups. This diversity is one of the strengths of AVP.

## Apprenticeship Journey

- Some groups require that apprentices facilitate between one and five Basic workshops (usually 2 or 3). A learning journal can be a useful tool (assuming adequate literacy levels) where each apprentice notes their workshops, strengths, learning edges and feedback.
- Some have a formal process which requires apprentices to reach a certain standard of competency e.g. to demonstrate competence to co-facilitate a Basic Workshop or to demonstrate competence to facilitate a core set of AVP exercises and processes in a Basic Workshop.

Apprentices may choose the exercise that they feel ready to facilitate, or their mentors or others on the team may suggest exercises that they think the apprentice could be successful with. If there is no facilitator from their T4F workshop on the team, the apprentices should advise the facilitating of any special needs they may have (reading/writing/comprehension skills). Experienced members of the team should make sure that the apprentice has whatever support they need, such as time to prepare and practice at their own pace, and any coaching that they may request. Team members can help them select exercises that are “easy”, both in the directions and the processing, until they are ready to facilitate any exercise in a workshop.

One of the major strengths of having an AVP team of facilitators is that no one person needs to have all the skills required to facilitate a workshop. An important part of an AVP apprenticeship is the interaction between the apprentice and experienced facilitators on the teams which helps each person gain in skills, understanding and self-confidence. Each facilitator, apprentice or experienced, grows at their own pace. It is the experience of a continually learning and growing community that inspires and energizes its members. That is the essence of the AVP philosophy of learning.

Feedback in general and feedback in particular about each facilitator’s ‘learning edges’ is an important part of AVP teamwork during and after each workshop.

Some groups have a ‘traineeship’ stage for the first workshop of each apprentice. As a trainee, the apprentice is a full member of the team, taking part in planning, decision making, and sharing tasks. However they do not facilitate in this first workshop but instead focus on observing and learning how the AVP workshop, teamwork, group dynamics and facilitation processes work.

## Gold Certificate

Some groups recognize the completion of the apprenticeship by awarding a gold certificate to acknowledge the person as an AVP facilitator.

# *Section C*

## *Workshop:*

*Nuts*

*And*

*Bolts*

## Suggested Supplies for AVP Workshop Kit

\*=every workshop; \*\*=Level 2 workshop; \*\*\*=Training for Facilitators workshop  
+=means an original is saved in kit ready to copy as well as appropriate multiple copies

Each team needs a large, cartable or roll able plastic storage box for their group to put the following into. An expandable file folder with extra pockets helps to hold the miscellaneous handouts.

### OFFICE SUPPLIES

- \_\_\_\_\_ \***Good masking tape** (1 beige roll and 1 blue of 1-inch, 1 roll of 2-inch wide tape)
- \_\_\_\_\_ \***Newsprint/ cheap flip chart** (120 sheets) not the stand-up, self-stick expensive kind)
- \_\_\_\_\_ \***100 sheets of blank paper** for use when prison says they have no copy paper
- \_\_\_\_\_ \***Small 5x7 lined tablets** (25)
- \_\_\_\_\_ \***Pencils one for each participant sharpened** (30) in a box or Ziploc bag marked with #
- \_\_\_\_\_ \***6 ballpoint pens for facilitators-** transparent body required by some officers
- \_\_\_\_\_ \***Smaller post-its-** 2 packs for facilitators to mark spots in their manuals
- \_\_\_\_\_ \***Paperclips** (nice but not necessary) Put in a snack-size Ziploc bag
- \_\_\_\_\_ \***Rubber bands** (same as rubber bands)
- \_\_\_\_\_ \***3x5 cards—100** – put rubber band around it.
- \_\_\_\_\_ \***Set of small felt tip pens of different colors** (not yellow, pink or orange); one for each participant (30) in a container that holds them all - For Affirmation Posters in Basic workshop
- \_\_\_\_\_ \***Colored paper** in a variety of colors to use for the 8.5x11” Use as Affirmation sheets for workshops needs a bit of heft to it rather than just copy paper. Can be bought by the ream and just added to the kit as needed.
- \_\_\_\_\_ \***Graduation (Blank) Certificates that can be printed and names written in.**  
Blue for Basic, Red or Green for Advanced, and some with extra fancy border for T4F p . Gold for Facilitator Certificate. When you find these, stock up, they are hard to find even in big box stores. 8.5x11ish
- \_\_\_\_\_ \***Larger magic markers for use in writing on flipchart/newsprint:** 8 of green, red, blue, black, purple, dark orange or other readable colors (not yellow, orange or pink unless really dark)
- \_\_\_\_\_ \***Permanent felt pen to use for labeling items** (keep separate from others)
- \_\_\_\_\_ \***2 dry erase felt pens for use in classroom boards** (Keep separate or mark clearly)
- \_\_\_\_\_ \***Newspaper 20 sheets** or former newsprint agendas for Crocs and Frogs
- \_\_\_\_\_ \* **Small dot stickers** (approx. ½ inch in diameter) of at least 6 different colors for “Dots” exercise
- \_\_\_\_\_ \***Plastic page protector sleeves** (50+ for use with Faces and Picture Sharing)
- \_\_\_\_\_ \***Notebook for Faces and Picture Sharing**
- \_\_\_\_\_ \***Card stock with a finish to make Broken Squares**
- \_\_\_\_\_ \***Envelopes for Broken Squares pieces**
- \_\_\_\_\_ \*\***Pack of colored construction paper,**
- \_\_\_\_\_ \*\***Glue sticks** for art exercise in Advanced workshop
- \_\_\_\_\_ \*\*\***5x7 colored index cards** –5 each participant

An expandable file folder with extra pockets or file box with folders helps to hold the

miscellaneous handouts.

## Supplies for AVP Workshop Kit

**\*=every workshop; \*\*=Level 2 workshop; \*\*\*=Training for Facilitators workshop**  
**+means an original is saved in kit ready to copy as well as appropriate multiple copies**

### OTHER SHOPPING

- \_\_\_\_\_ \***Yarn ball** (a skein of multicolored yarn)
- \_\_\_\_\_ \***Pattern “Balls”**: soft balls, bean bags that can be made economically, used beanie baby animal can be found at a low cost at Thrift stores or garage sales—need 10+
- \_\_\_\_\_ A reusable bag to store them in, A cloth bag with a drawstring works well.
- \_\_\_\_\_ **Transforming Power Mandala** in pieces order from Marge Schlitt  
[margeschlitt@2600c.com](mailto:margeschlitt@2600c.com)

Order from Gary Wolff at [distribution@avpcalifornia.org](mailto:distribution@avpcalifornia.org)

- \_\_\_\_\_ \***Guides to Transforming Power business cards**
- \_\_\_\_\_ \***AVP pins** for graduates

Order from AVPUSA.org-- <http://avpusa.org/resources-pub/>

- \_\_\_\_\_ \* **Manual Basic Course**- at least two extra manuals in the Kit
- \_\_\_\_\_ \*\*\* **Manual Basic Course** - one manual for each T4F participant
- \_\_\_\_\_ \*\* **“Advanced” Manual for Second Level Course** –prison kits need one Advanced Manual for each person on the team
- \_\_\_\_\_ \* **Facilitators Training Manual**, one in each Kit. Team Coordinators should each have one of these.  
*Check out this site for additional Manuals (youth, Spanish etc.)*

### TO DO/COLLECT:

\_\_\_\_\_ **Picture Sharing photos** (Collect 8.5x11 size photos from calendars, magazines, old books.) Should represent a wide diversity of people, activities, scenes, families, etc. which represent the group in the workshop. Put in plastic sleeves in notebook

\_\_\_\_\_ **Miscellaneous art materials for the Advanced workshop:** Doilies, wall paper, feathers...get creative, but be sure to list them all on the list for the prison.

### TO ASSEMBLE:

- \_\_\_\_\_ \***create a ball of yarn** from multicolored skein
- \_\_\_\_\_ \***Broken Squares:** Create from manual: 4 sets of five envelopes with Broken Squares components (one set for every five participants, can create one for four people by holding aside a square) Plan several hours to create these. (Ideally, these are laminated or made from thick paper so can be stand up to reuse.)
- \_\_\_\_\_ \***Shaker for Alligators and Frogs** or lively fun music on tape, beans or paper clips taped in a sealed container (a yogurt cup) to make noise
- \_\_\_\_\_ \*3 sets of Tinker Toys (80-100 pieces each) or \*\*/\*\* used agenda paper/newspaper and masking tape work just as well and are cheaper and easier to carry into prison

## Supplies for AVP Workshop Kit

\*=every workshop; \*\*=Level 2 workshop; \*\*\*=Training for Facilitators workshop  
+=means an original is saved in kit ready to copy as well as appropriate multiple copies

**FIND at <http://avpcalifornia.org/resources-facilitators/> Materials for Team Coordinators)**

\_\_\_\_\_ \***Feeling Faces** 8.5x11 Print on heavier white paper. Insert in plastic protector sheets and put in notebook.

### **POSTERS (readable across room) only one set per kit**

\_\_\_\_\_ \***Agreements** Print on heavier, white, legal size paper. Get Laminated, preferably with non-glare material.

\_\_\_\_\_ \* **Transforming Power Guides to** Print on heavier, white, legal size paper. Preferably with non-glare material.

\_\_\_\_\_ \***Transforming Power Principles** Print on heavier, white, legal size paper. Preferably with non-glare material.

### **Handouts to copy for each workshop:**

\_\_\_\_\_ **Guides to Transforming Power (Spanish & English)** (Enough for all participants and team)

\_\_\_\_\_ **Evaluation forms:** for each participant, facilitators and workshop Team Coordinator)

**FIND at <http://avpcalifornia.org/resources-facilitators/> Materials for Certificates and Graduation**

\_\_\_\_\_ **Templates** to print certificates of completion for participants. Certificates must not be left in the kit only carried in for graduation.

\_\_\_\_\_ \*+**Evaluation for facilitation team** members (only 10 copies)

\_\_\_\_\_ \*+**Overall Evaluation (only 5 copies)**

\_\_\_\_\_ \*+**Sign in Sheet (only 5 copies)**

\_\_\_\_\_ \*\*\***Facilitators Log** (One for each T4F grad. *5 copies kept in kit*)

\_\_\_\_\_ \*\*\***USA AVP Benefits**

\_\_\_\_\_ \* **Inmate donate** letter, "Yes, you can"

**Alternatives to Violence Project  
Training for Facilitators Workshop**

**Some Ideas for Facilitating a “Gathering”**

- **Gather the Group**

The facilitator of the Gathering is the team member primarily responsible for bringing the group back together. Gatherings typically occur after a break. The facilitator needs to watch the time and try to regroup at the time that was announced to the group before the break. If the facilitator needs help from other team members, he should ask for support.

It is helpful to reestablish the circle of chairs as often the chairs are moved before or during a break.

Rather than shouting out to the participants “It’s time to get back together!”, the facilitator and other team members could try to go around the room and quietly invite the participants to join the circle. For example,

“I welcome you to join the circle. We are about to begin again.”

It is important that the facilitators spread themselves around the circle so the response to the gathering topic can be remodeled to the length and depth of response the team planned.

- **Welcome the Group Back**

Once the participants and team members are seated around the circle, the facilitator welcomes the group back. For example,

“My name is Groovy Gary. Welcome back from the break.”

- **Announce the Gathering Topic**

For the first gathering of the workshop, the facilitator should explain a little about gatherings. For example,

“In AVP we usually like to do a gathering after a break so we can all come back together and focus again on the workshop.”

Also, it is important to tell the group that in a gathering, it is not a time to make comments on what has been shared. For example,

“In a gathering, we respond to the topic however we feel comfortable doing. It is not a time to respond to what others have shared.”

The facilitator should announce the gathering topic and expand on the topic a little if it is not clearly self-explanatory. For example,

“The gathering topic is (fill in with the topic or partial sentence as shown on the agenda). The team selected this topic because we thought you are ready to share at a deeper level. Take a moment to think about the topic. Maybe some ideas come to mind.”

A pause at this point is often helpful to give time for the group to think about the topic. This is especially important if the topic is a deep one.

- **Give Directions**

The facilitator should indicate to the group that he will respond first to the topic and indicate the direction around the circle the gathering will go. This gives time for the person immediately after the facilitator to get over being startled. For example,

“I will respond first to the gathering topic and then we will go around the circle to my right (or left).”

It is also helpful for the facilitator to use a hand gesture such as an open hand indicating the direction.

The facilitator may then remind the group that everyone has a right to pass and that those who passed will have another opportunity to respond. For example,

“Remember that everyone has a right to pass. If you pass, you will have another opportunity to respond after we have gone around the circle.”

- **Respond to the Topic**

At this point, the facilitator should take a moment and pause. The facilitator is now becoming a participant and should become prepared to respond. This might even include a change in posture such as sitting back in the chair and perhaps closing his eyes to indicate the transition. If the topic is a deep one, then a longer pause might be helpful.

The facilitator should now respond to the topic and model length and depth of response that the team planned. The facilitator should also start with his adjective name since this is what we would hope the participants would do. The facilitator should also restate the topic in his response just as we would hope the participants would do. For example, if the topic on the agenda for this gathering is

“What I hope to get out of this workshop is ....”,

“My name is Groovy Gary. What I hope to get out of this workshop is (then finish the sentence). I say this because ....”

When finished responding, the facilitator should be clear and gently gesture to the next person to respond.

- **Wrap Up**

Once everyone around the circle has had a chance to respond, the facilitator then welcomes those who passed (if there were any). It is helpful if the facilitator uses the adjective name of the person(s) who passed. This is a way of inviting them personally to respond. For example,

“My name is Groovy Gary. Joyful Joseph, would you like to have another opportunity to respond?”

Once it is clear that everyone has had an opportunity to respond, the facilitator simply wraps up by thanking the group and then moving on to the next item on the agenda. It’s not a time to try to summarize or respond to what was shared. For example,

“My name is Groovy Gary. I’d like to thank the group for responding to this topic. It is now time to move on to a Light and Lively facilitated by Amazing Anthony.”

2008-09-19/GAW

## Find Someone Who ....

Instructions: Get up and go around the room and ask different people if one of these categories fit them. Write that person's name on the line next to the category. Try to get as many as you can, but only use each person's name once.

- Owns or has owned a pet \_\_\_\_\_
- Is left-handed \_\_\_\_\_
- Is the oldest or youngest in the family \_\_\_\_\_
- Is an aunt or an uncle \_\_\_\_\_
- Plays three sports \_\_\_\_\_
- Participated in a club at school \_\_\_\_\_
- Gives good advice to friends \_\_\_\_\_
- Got into an argument recently \_\_\_\_\_
- Has traveled to other countries \_\_\_\_\_
- Speaks more than one language \_\_\_\_\_
- Thinks that racism can be eliminated \_\_\_\_\_
- Has a big family \_\_\_\_\_
- Likes to cook \_\_\_\_\_
- Believes that what goes around comes around \_\_\_\_\_
- Goes to church, synagogue, mosque, meetinghouse \_\_\_\_\_
- Hates being teased \_\_\_\_\_
- Can play a musical instrument \_\_\_\_\_
- Is a night person \_\_\_\_\_

**SIGN IN SHEET**

Workshop Level:

Location:

Date

*CERTIFICATE NAME*

*ADJECTIVE NAME*

*CDC #*

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_

# *Section D*

## *Sample*

# Agendas

## AGENDA

**BASIC Community WORKSHOP 2 9-hour days** for groups under 10

**Day I: Session 1 – 8:30 a.m.-12 noon.**

- \_\_\_\_\_ AS ENTER: People Hunt (*forms*)
- \_\_\_\_\_ Introduction and welcome
- \_\_\_\_\_ Agenda Preview/ *poster*
- \_\_\_\_\_ Opening Talk/*Ground Rules poster Unanswered Questions poster,*
- \_\_\_\_\_ L & L: *Big Wind Blows?* “Hurricane” intro
- \_\_\_\_\_ Adjective Name Game
- \_\_\_\_\_ L&L: Elephants and Palm Trees
- \_\_\_\_\_ Affirmation Exercise
- \_\_\_\_\_ **Break**
- \_\_\_\_\_ Re-entry: What I hope to get out of this workshop
- \_\_\_\_\_ Brainstorm: What is violence/non-violence? /*poster*
- \_\_\_\_\_ L & L:
- \_\_\_\_\_ Concentric Circles Exercise
- \_\_\_\_\_ Coop/construction Exercise/*Tinker Toys*
- \_\_\_\_\_ Reflections/evaluation **POSTER**

Lunch: *Name poster & SIGN IN sheet*

**Session 2- 1 p.m. – 6 p.m.**

(AS RETURN write name on poster and on sign in sheet)

- \_\_\_\_\_ Agenda review *poster*
- \_\_\_\_\_ Re-entry: \_\_\_\_\_
- \_\_\_\_\_ Exercise: Sharing a conflict I resolved non-violently...
- \_\_\_\_\_ L&L \_\_\_\_\_
- \_\_\_\_\_ Transforming Power Talk /*handout*
- \_\_\_\_\_ **BREAK**
- \_\_\_\_\_ Exercise/Re-entry: Faces
- \_\_\_\_\_ “I” Message summary/*poster*
- \_\_\_\_\_ L & L: \_\_\_\_\_
- \_\_\_\_\_ From another point of view exercise
- \_\_\_\_\_ L & L: \_\_\_\_\_
- \_\_\_\_\_ Broken Squares Exercise/*squares*
- \_\_\_\_\_ Reflections/Evaluation
- \_\_\_\_\_ Closing: Yarn ball and cut pieces from it for each person to wear during the week

**Do during the week:**

Prep Affirmation posters, we sign them  
Certificates ready to hand out

**Day 2: Session 4 – 8:30 a.m.-12 noon.**

- \_\_\_\_\_ Agenda Review
- \_\_\_\_\_ Re-entry: \_\_\_\_\_
- \_\_\_\_\_ Inclusion Exercise
- \_\_\_\_\_ L&L:
- \_\_\_\_\_ Deep Listening: Facts, Feelings, Values

**Break**

- \_\_\_\_\_ Re-entry: \_\_\_\_\_
- \_\_\_\_\_ Setting the stage for Role Plays
- \_\_\_\_\_ Role Play 1 \_\_\_\_\_
- \_\_\_\_\_ Evaluation

**LUNCH- Affirmation Posters/cards**

**Day 2: Session 5 12:30-6 p.m.**

- \_\_\_\_\_ Agenda review/**poster**
- \_\_\_\_\_ Re-entry: \_\_\_\_\_
- \_\_\_\_\_ Role Play 2 \_\_\_\_\_
- \_\_\_\_\_ L & L: \_\_\_\_\_
- \_\_\_\_\_ Role Play 3 \_\_\_\_\_

**Break /posters) WRITTEN EVALUATIONS/team and participants.**

- \_\_\_\_\_ Re-entry: \_\_\_\_\_
- \_\_\_\_\_ Exercise: Strategy/ Building new Society/Colored Dots (90)
- \_\_\_\_\_ L & L: \_\_\_\_\_
- \_\_\_\_\_ Exercise: Human to Human/ Who am I?(30)
- \_\_\_\_\_ Unanswered questions (10)
- \_\_\_\_\_ Where do we go from here? (5)
- \_\_\_\_\_ Talking circle/**bear to pass** (30) (Something you want to tell this group)
- \_\_\_\_\_ Graduation (10) **certificates, tape**

## Basic 2 ½ day Workshop Agenda

### Day 1: Session 1

\_\_\_\_\_ Welcome and introduce ourselves

\_\_\_\_\_ Agenda Preview

\_\_\_\_\_ Opening Discussion

        About the workshop (A-11)

        Agreements

        Logistics (on time, bathroom, sign in, 20 hours)

\_\_\_\_\_ Adjective Name Game (F-18)

\_\_\_\_\_ L&L: Big Wind Blows (F-8)

\_\_\_\_\_ Affirmation exercise (E-5)

### **BREAK**

\_\_\_\_\_ Re-entry: “Something personal that I would like to get out of this workshop...”

\_\_\_\_\_ Concentric Circles: (E-19)

        -One of the happiest moments of my life

        -A person I really respect and why

        -Quality I look for in a friend and why

        -Something I've learned in life that's important to me

        ~ process ~

\_\_\_\_\_ **L&L:** Elephants, Palm Trees, and Skunks (F-9)

\_\_\_\_\_ Brainstorm: “What is violence? What is non-violence?” ~ process ~

\_\_\_\_\_ Reflections

### **LUNCH**

## Day 1: Session 2

- \_\_\_\_\_ Agenda Preview
- \_\_\_\_\_ Re-entry: "A time I did the right thing even though I felt some fear..."
- \_\_\_\_\_ Conflict I Resolved Non-violently (*Use the toolbox*) (E-46) ~ process ~
- \_\_\_\_\_ **L&L:** Pattern Ball (F-14)
- \_\_\_\_\_ Transforming Power with hand-out (B-3)  
*(Distribute folders to each inmate)*
- \_\_\_\_\_ Construction exercise (w/newspaper) (E-21) ~ process ~

### **BREAK**

- \_\_\_\_\_ Re-entry: "One of the most common communication problems I experience is..."
- \_\_\_\_\_ Feeling faces (E-23) & I messages (E-29) ~ process ~
- \_\_\_\_\_ **L&L:** Mrs. Mumbly (F-13)
- \_\_\_\_\_ Reflections
- \_\_\_\_\_ Closing: Hand pyramid: "What I like about our group is..." (F-20)

### **End of Day 1**

## Day 2: Session 3

- \_\_\_\_\_ Agenda Preview
- \_\_\_\_\_ Check-in: "Some things that I thought about after our last session...."
- \_\_\_\_\_ Broken Squares (E-9) ~ process ~
- \_\_\_\_\_ **L&L:** Sing and Toss, aka Sing Fling (F-15)
- \_\_\_\_\_ From Another Point of View - Handout

### **BREAK**

- \_\_\_\_\_ Re-entry: "Something about me that doesn't normally come up in conversation is..."

\_\_\_ Empathy (E-22) ~ process ~

\_\_\_ **L&L:** Listening to the Universe (F-12)

\_\_\_ Reflections

### **LUNCH**

#### **Day 2: Session 4**

\_\_\_ Agenda Preview

\_\_\_ Re-entry: "How my family handled conflict while I was growing up..."

*Process: "What are some of the things we can do to break the cycle?"*

\_\_\_ Role Play: introduction/Preparation: choosing scenario and setting characters

Guideline sheet (G-2)

\_\_\_ Role play #1

\_\_\_ Role play #2

\_\_\_ **L&L:** Crocodiles & Frogs (F-8)

### **BREAK**

\_\_\_ Role play #3

\_\_\_ Role play #4

\_\_\_ Reflections

\_\_\_ Closing:

### **End of Day 2**

#### **Day 3: Session 5**

Begin: Affirmation Sheets

\_\_\_ Agenda Preview

\_\_\_ Check-in: " This workshop has got me thinking about..."

\_\_\_\_\_ Six Point Problem Solving (*E-47*)

\_\_\_\_\_ Building a New Society at this prison, (*E-12*) ... (depending on time)

\_\_\_\_\_ Who Am I? (*E-6*)

\_\_\_\_\_ **L&L:** Touch Blue (*F-16*)

***BREAK*** Finish: Affirmation Sheets

Write: Evaluations

\_\_\_\_\_ Unanswered Questions

\_\_\_\_\_ Where do we go from here?

\_\_\_\_\_ Talking Heart Circle (If time)

\_\_\_\_\_ Yarn Toss

\_\_\_\_\_ Graduation                      Music

## ADVANCED WORKSHOP AGENDA CVSP

QUESTION OF THE WORKSHOP: What did I learn about myself in this exercise?

### 8-10:30 a.m. Session 1 As arrive: People Hunt

- \_\_\_\_\_ Introduction and Welcome
- \_\_\_\_\_ Agenda Preview
- \_\_\_\_\_ Opening talk –
- \_\_\_\_\_ Generated Agreements
- \_\_\_\_\_ L&L: Big Wind Blows (Hurricane entitlement)
- \_\_\_\_\_ Adjective Name Game with Gestures
- \_\_\_\_\_ Trash bag exercise D-44

### Break

\_\_\_\_\_ RE-entry: An issue I've struggled with since the Basic workshop is (Scribe and post)

\_\_\_\_\_ Exercise: Construction tower/animal with paper

\_\_\_\_\_ L&L

\_\_\_\_\_ Consensus talk eliciting their understanding of consensus (and possible handout)

\_\_\_\_\_ Break

\_\_\_\_\_ RE-entry: What makes me feel included in a group decision is...

\_\_\_\_\_ Exercise: Picture choice (consensus practice) D-48

\_\_\_\_\_ L&L

\_\_\_\_\_ Look at issues listed above and see where the discussion leads in terms of selecting a focus

\_\_\_\_\_ Reflections/Evaluation

### LUNCH

### 11 am- 3:45 p.m. Session 2

\_\_\_\_\_ Agenda Preview

\_\_\_\_\_ Re-entry:

\_\_\_\_\_ Concentric Circles on topic or Continue selecting a focus

\_\_\_\_\_ L&L:

## Break

- \_\_\_\_\_ Re-entry:
- \_\_\_\_\_ Exercise: Art-based exercise??
- \_\_\_\_\_ L&L:
- \_\_\_\_\_ Reflections
- \_\_\_\_\_ Closing

*ARRANGE FOR CD PLAYER*

## Day 2, 8-10:30 a.m. Session 3

As arrive, create a personal motto or bumper sticker Share and post as re-entry around focus

- \_\_\_\_\_ Agenda Preview
- \_\_\_\_\_ Re-entry: A way I have used Transforming Power since Basic workshop...
- \_\_\_\_\_ Exercise: ()Masks/.Carefronting
- \_\_\_\_\_ L&L:
- \_\_\_\_\_ Exercise:
- \_\_\_\_\_ L&L:
- \_\_\_\_\_ Reflections

## Lunch

## 11:30-3:45 p.m. Session 4

- \_\_\_\_\_ Agenda Preview
- \_\_\_\_\_ Re-entry:
- \_\_\_\_\_ Exercise: Carefronting
- \_\_\_\_\_ L&L:
- \_\_\_\_\_ Reflections
- \_\_\_\_\_ Closing

## Day 3- 8-10:30 a.m. Session 5

- \_\_\_\_\_ Agenda review
- \_\_\_\_\_ Re-entry:
- \_\_\_\_\_ Exercise: Forgiveness Circle/Human to Human/Whispered Affirmations
- \_\_\_\_\_ L&L

\_\_\_\_\_ Exercise:

### **Break- Hand out evaluations**

#### **11-1 p.m. Session 6**

\_\_\_\_\_ Agenda review

\_\_\_\_\_ Re-entry:

\_\_\_\_\_ Unanswered Questions

\_\_\_\_\_ Where do we go from here?

\_\_\_\_\_ Closing

\_\_\_\_\_ Graduation

#### Exercises to possibly include:

Brainstorms

Carefronting

Empathy Exercise

Image Future

Six-point problem solving

Building a new society

Contract with Self

Escalator

I message review

Active listening

Pictures of Childhood

Getting in Touch

Masks

Tinkertoy Dog

Creative reflection

Transforming ourselves

## T4F CIM AGENDA

**Session 1-Day 1** (8:30am-11:30am 122min)

**Check-in:** Hand-out Manuals and "Getting to Know the Basic Manual"

\_\_\_ **Introduce the Facilitating Team** (2min)

\_\_\_ **Agenda Preview** ( How and Why?) (5min)

\_\_\_ **Opening Talk** (What is the purpose?) Pass out participant folders (T4F manual p46) Refer participants to Basic Manual, A-11.

\_\_\_ **Gathering:** " My adjective name & gesture is \_\_\_ and I want to become an AVP facilitator because \_\_\_" (15min) How and Why and where can I find some suggestions?

\_\_\_ **Delving into the Manual** (10min) review "Getting to Know the Basic"

\_\_\_ **Brainstorm: What does it mean "facilitating instead of teaching or leading** (10min) Explain how to do a brainstorm.

\_\_\_ **L&L: Big Wind Blows (5min)** How? There is no processing after. Why? (Pick up energy, after difficult subject, positive support or grounding.)

\_\_\_ **Reflections/Tool Box** Why and How for both? (5min)

\_\_\_ **Exercise: Team Building.** T4F Manual p.61, Handout p.63.(45min) Also Basic Manual, C6-7.

\_\_\_ **Fishbowl:** Feedback and Debrief p.89 Poster (until 11am)

### Lunch and Teams Prepare 11-1:15pm

**Session 2**

\_\_\_ **TEAM A: 1:15 to 3:15pm** Evaluation by facilitators

\_\_\_ **Homework:** Role Plays, Basic Manual, sect. G, handouts

\_\_\_ **Closing:** \_\_\_\_\_

**Session 3 DAY 2**

\_\_\_ **Agenda Preview**

\_\_\_ **Gathering** \_\_\_\_\_

\_\_\_ **TEAM B: 9:00-11:00am** Evaluation by facilitators

\_\_\_ **Role Plays, any questions? Why, how, etc, Brainstorm conflicts, Each team pick a conflict, get ready for tomorrow.**

## LUNCH

\_\_\_\_\_ **TEAM C: 1:00-3:00pm** Evaluation by facilitators

\_\_\_\_\_ Question, discussions about assignments for next day

### Session 4 DAY 3

\_\_\_\_\_ Agenda Preview **TEAM A**

\_\_\_\_\_ Gathering: **TEAM B**

ROLE PLAY 1 (20 min) **Team A** Debriefing **Team B** role play

ROLE PLAY 2 (20min) **Team C** Debriefing **Team A** role play

ROLE PLAY 3 (20 min) **Team B** Debriefing **Team C** role play

\_\_\_\_\_ L&L: **TEAM C**

\_\_\_\_\_ Hidden Agendas

\_\_\_\_\_ T4F Feed Back Form

\_\_\_\_\_ Head, Heart, Hand, Foot

\_\_\_\_\_ Where do we go from here??

\_\_\_\_\_ GRADUATION

\_\_\_\_\_ Closing: Graduation Circle: “ I appreciate \_\_\_ because \_\_\_ ”

# *Section E*

*Evaluations:*

*How Are*

*We Doing?*

## Post workshop team evaluations

In AVP we need a strong pre-workshop team building session, but are we adequately taking advantage of the valuable post-workshop team evaluation opportunity. This is one of the most satisfying times a team has for individual members to receive feedback outside of the hustle of the workshop itself.

**What are post-workshop team evaluations?** This evaluation occurs immediately after the workshop. Once each member of the team fills out their form, the team gathers to share what they have written.

**Why do it?** Well-done feedback rounds out the workshop experience for a team. Encourage participants to affirm themselves; we have a responsibility to one another to assure that we are appreciated for the specifics of what we do.

**In-depth constructive feedback is generally not used during the workshop unless something is going to continue as a problem for the rest of the workshop.** That behavior may need constructive feedback, while a suggestion for handling a completed exercise could readily wait until the end of the workshop. While some facilitators have expressed discomfort with this kind of in-depth giving of feedback, learning the process of giving both affirming and constructive feedback is good leadership training. Honest feedback is an important aspect of believing that the positive feedback is real. This kind of honesty completes the cycle of team building, pulls it all together.

### **FACILITATORS CONSTRUCTIVE GUIDANCE EVALUATIONS** by Team members:

1. What did I do at this workshop that I am most proud of...*(To affirm self)*
2. What did your team members do that was WOW? *(To affirm others, each individually)*
3. What helpful observations can I offer to the team members in regards to their facilitation during the workshop? *(To learn more; be specific about each team member)*
4. Issues on which I need reassurance from my team...*(For support)*
5. Were there any particular people to whom I was attracted or with whom I particularly struggled that I would like to discuss? *(For support)*
6. Ways in which I have seen myself grow as an AVP trainer with this workshop...*(To monitor self-progress)*
7. Any comments about the workshop in general?

In offering feedback, it is important to: describe your reaction: be specific and speak to a behavior the person has the possibility of changing (e.g. sitting rather than standing when presenting an exercise) In receiving feedback, remember: We all have much to learn and can always improve. Each person is the final judge of what is valuable to him/her. We all have to accept much imperfection in ourselves and others—and try to live with it. Specific feedback from team members at the end is an opportunity to celebrate one's own growth and the community created through teamwork

## Alternatives to Violence Project Workshop Participant Evaluation

\_\_\_\_\_Workshop  
(Basic/Advanced/T4F)

Name (Optional)\_\_\_\_\_

1. Tell about something you learned about yourself during this workshop.
2. Tell about something you learned in general.
3. What were some of the most valuable aspects of this experience?
4. How do you think what you've gained here will affect your life?

**AVP/California OVERALL EVALUATION REPORT  
For Prison and Community Workshops  
*\*starred lines require completion after every workshop***

**Council /Prison** \_\_\_\_\_ **\*Yard or Site** \_\_\_\_\_

**\*Type of workshop** \_\_\_\_\_ **\*Workshop dates** \_\_\_\_\_

**\*Team Coordinator TC (aka Lead facilitator) or "Mentor & TC apprentice:**

\_\_\_\_\_

**\*Form filled out by:** \_\_\_\_\_ **\*Position** \_\_\_\_\_

**\*Other facilitators (Adj Name, Full name, role [app, fac, tc, mentor],  
CDC#) Indicate: I-Inside O –outside**

**\*Outside Participants, if any, be sure to enter in AVPCalifornia.org database:**

**\*Total number of participants starting** \_\_\_\_\_ **Completing** \_\_\_\_\_

**\*Within one week after workshop, send this form to the AVP Prison Coordinator or the local council; attach a list of participants' names, adjective name, plus:**

**For Inmates** their CDCR number should be included

**For Community members** enter their names and addresses etc. in

**www.AVPCalifornia.org database**

1. Factors that affected the workshop: positive, negative and why?
2. Team functioning:
3. Interesting events or other comments:
4. Comments of Post-workshop de-brief:
- 5- Team Coordinator comments on apprentice facilitators.

\* Community-based Team Coordinators, contact George [guramos@aol.com](mailto:guramos@aol.com) for instructions on how to enter this data into the QEWR (Quick and Easy Workshop Reporting) database. This is a requirement to become a Team Coordinator.

Send data to your local coordinator or mail to AVP/CA, P.O. Box 3294, Santa Barbara, CA 93130

**SAMPLE**  
**AVP/California OVERALL EVALUATION REPORT**  
**For Prison and Community Workshops**

**Location/ Prison:** California Men's Colony **Yard:** East

**Level of workshop:** Basic **Workshop Dates:** Jan.21-22,2017

**Team Coordinator:** TerricTerry Hill H7890

**Form filled out by:** Nancy Vimla

**Other Facilitators:** (Adjective and full name and number if needed)

Numinous Nancy Vimla fac Adventurous Andrew Gates H1234 app.fac

Magical Michael Mains J3455 fac Wise William Hunt H6789 fac

**Outside Participants, if any:** 0 **Class hours by participants:** 20

**Total number of participants starting:** 20 **Completing :** 19

**1. Factors that affected the workshop:** Positive, Negative and why? Lots of young inmates looking for Milestones. They all got involved and loved it. Because of construction there were not enough bathrooms.

**2. Team functioning:** The Team meeting was too short but all facilitators were very involved and available. Mike needed some help with "I" Messages and got it.

**3. Interesting events and other comments:** There were 4 workshops going on the gym and the noise level was not bad as long as chairs weren't scrapped on the floor.

**4. Comments of Post Workshop De-brief:** Again too short but everyone was affirmed and a short discussion on what we could do better.

**5. Team Coordinator comments on apprentice facilitators. This will be used in their final certification.**

Andrew jumped right in starting with gatherings and I&I but tried some exercises. Has good leadership qualities just needs to pontificate a little less.

## Overall Evaluation Form Usage and Purpose

### **Purpose:**

The Overall Evaluation Form (OEF) of AVP/CA is designed as a communication device between facilitators and a recordkeeping method for statistical collection. It not only helps the responsible oversight group (either the Local Council or the Steering Committee until a Local is established) to track what is happening with the workshops and to keep a handle on and share with others going into the prison what is happening with the administration, prison liaison, supplies and the prisoner participants and facilitator.

### **Method:**

The OEF is filled out by the Lead or designee. It is then circulated by email to:

- Facilitators who are regularly going into that prison
- Facilitators on the team (Apprentices might be forwarded all information; Lead's evaluation on their progress should have already been communicated to them and thus written on the form with the expectation that they will be reading it,)
- The outside prison coordinator
- The group responsible for oversight (Local Council or AVP/CA)
- The person compiling statistics (George Ramos) until a system is set up whereby individuals can enter their own data – Be sure send the list of graduates to this individual.

A Prisoner Lead should fill it out and mail it to the AVP/CA post office box, with the list.

Or if time allows during the workshop to fill it out, it can be passed to the outside team member who will then forward to the relevant locations.

It is not circulated to the prison staff or to people who do not need to know this information. In some situations, once in a while, a Lead will type up the participant evaluation comments and circulate them to staff and the warden to let them know what is happening.

### **Usage:**

The OEF is used to track progress of apprentice facilitators by the Leads in the oversight group, so when circulated to all facilitators the comments on the apprentices are at the end and left off. When situations arise in a prison, it is important for the outside prison coordinator to know them soon. Though other facilitators receive these comments, it is not their role to handle them, this should be left to one person, the Outside Coordinator, however it is valuable for them to know what is going on as a member of the Local Council so oversight can be knowledgeable.

**ALTERNATIVES TO VIOLENCE PROJECT  
Facilitator/Workshop Guidance & Evaluation**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Type:** \_\_\_\_\_ (Basic, Adv, T4)

1. What I did at this workshop that I am proud of? (To Affirm Self)
  
2. What did each of my team members do that was WOW? (To Affirm Others)
  
3. What helpful observations can I offer to the team members regarding their facilitation during the workshop? (To Learn More)
  
4. Issues on which I need reassurance from my team . . . (For Support)
  
5. Were there any participants to whom I was attracted or with whom I particularly struggled that I would like to discuss? (For Support)
  
6. Ways in which I have seen myself grow as an AVP trainer in this workshop (To Monitor Self Progress)
  
7. Any comments about the workshop in general?

AVP/CA, 11/05 VR

# Evaluation / Reflection

Evaluation for AVP Workshop \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Level: \_\_\_\_\_

Topics	What I liked	What I Didn't Like	Suggestions for Change
Exercises			
The Group			
The Team			
Anything Else (Use other side if needed)			

# *Section F*

*Policy:*

*Staying on*

*Track*

# AVP Core Values

**Core values are the fundamental principles that guide our actions and behaviours. The following core values, appearing in no particular order, are present throughout AVP, from our workshops to our organisations, to our daily lives. They influence our behaviour and our way of thinking. They set AVP apart.**

## **AVP-Trained Teams**

*A community of AVP trained facilitators. We practise and model the attitudes, skills, processes and knowledge of AVP. This is present in workshops and throughout the organisation.*

## **Shared power and leadership**

*Acceptance that in AVP we are all teachers and all learners. We share responsibility and draw on the strengths and wisdom of each group member. We work as a team.*

## **Alternatives**

*The belief that we always have options and choices in any given situation. We have the power to decide how we respond.*

## **Inclusiveness**

*The conscious effort to acknowledge and consider, without prejudice, all natural and social differences in the AVP Community. Unconditionally accepting the person while not accepting behaviours perceived to harm relationships.*

## **Good Within Everyone**

*The belief that there is something of value in all of us and we seek to affirm and connect with that capacity for good.*

## **Journey of Personal Exploration**

*The understanding that each person's path is different. We each empower our own path and are open to change.*

## **Experiential Learning**

*Doing, listening, interacting with others, and reflecting on present and past experiences leading to reframing perspectives. Re-experiencing the self with peers.*

## **Community**

*Building, rebuilding and maintaining a sense of belonging, connectedness and safety with others. Respecting and caring for oneself while respecting and being present for others.*

**Personal Nonviolence**

*Taking personal responsibility for not harming oneself or others. When we recognise there are alternatives, violence is no longer an answer to conflict.*

**Consensus**

*Trusting that a level playing field exists where all are part of the process to find a way forward that everyone can accept, work with, and apply.*

**Safety**

*Creating an environment that is conducive to collaboration, personal growth and taking risks to change ourselves.*

**Accessibility and Consistency**

*Staying true to our best practices and ensuring our processes, learnings and operations are open and easily understood.*

**Transforming Power**

*We are guided by our optimism that when we are open to Transforming Power, every situation has the potential to have a hopeful, positive outcome.*

**Mutual Respect**

*Building strength and confidence in oneself and honouring dignity and connection with others.*

## **Policy on AVP/CA expense reimbursement**

**Philosophy:** AVP/CA is a volunteer organization and we value being able to say we are an "all-volunteer" organization. While we encourage volunteers to: pay for their own meals, seek alternative or at the least shared overnight accommodations and to car pool or use public transportation whenever possible; we do not want to discourage volunteering by only involving those who can afford to pay these basic expenses.

We also acknowledge that different facilitators will have different financial needs in relation to being able to volunteer in distant locations, thus a limited amount of money is budgeted to be available to those involved in initial launching of AVP/CA workshop programs, who need assistance. Once a local group has been established, we invite them to consider the following policy as they take on the responsibility for their program and their facilitators' expenses.

Any submissions for reimbursement must be approved by the lead facilitator for the workshop and receipts shall be provided for all expenses.

**Lodging:** \$75/night for a shared room or where no one is available to share, \$37.50 for a person opting to have a single room. Seeking hospitality in local homes or donated hotel lodging is recommended.

**Food:** Maximum-Up to \$30/per day for three meals. Receipts must be submitted.

**Transportation:** Full payment of economy public ground transportation. Airfare will need to be approved on a specific basis. Carpooling strongly recommended. Individuals carpooling are encouraged to contribute toward driver's gas.

***Mileage reimbursement rate: 14¢/mile***

***This section of the reimbursement policy is experimental:***

**Lost wages and child care assistance:** Though we want to preserve the importance of an "all-volunteer" group of facilitators, in order to expand the diversity of our facilitator base and tap recent parolees, we need to consider the economic differences and be open to the possibility of lost income replacement and child care costs as a necessity. This should be decided on a case-by-case basis with a cap of \$120/day

**AVP/California Expense Claim**

*Check one:*  
 \_\_\_\_\_ *Invoice to be paid directly to vendor*  
 \_\_\_\_\_ *Reimbursement request*  
**Date submitted** \_\_\_\_\_

**REQUIRED: ATTACH COPY OF RECEIPTS/INVOICE**  
*Mail to: S. Matchett, 824 Fell St., San Francisco, CA 94117*  
*Save a copy for your records*

Name of Payee \_\_\_\_\_ Phone \_\_\_\_\_  
 Address to send check \_\_\_\_\_

Date of Expense #/date	To whom paid Acct(s) assigned	Purpose/Item	Amount	Treas. use: Pd ck
_____	_____	_____	\$ _____	_____
_____	_____	_____	\$ _____	_____
_____	_____	_____	\$ _____	_____
_____	_____	_____	\$ _____	_____
<b>Total Payment requested</b>			<b>\$ _____</b>	

Expenses Donated  Date	To whom paid  Mileage	Purpose/Item	Amount (mi. @ 14¢)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**INITIALS AND NAME OF PRISON or other Purpose:** \_\_\_\_\_

Town/Community \_\_\_\_\_  
 Dates: \_\_\_\_\_ Level: \_\_\_\_\_ Lead Facilitator: \_\_\_\_\_ Inside or Community (Circle)

**ALTERNATIVES TO VIOLENCE PROJECT/CALIFORNIA BYLAWS**  
**Adopted by Steering Committee, June 30, 2005;**  
**As Amended at Annual Gathering of Facilitators, November 15, 2008**

**ARTICLE I**

**Name, Organizational Status, Mission & Policies**

The name of this organization is Alternatives to Violence Project/California (AVP/California). AVP/California is a regional organization of Alternatives to Violence Project/USA, Inc. (AVP/USA), within the meaning of the AVP/USA Bylaws (last amended May 30, 2004). AVP/California's mission, adapted from the AVP/USA mission statement contained in the AVP/USA Bylaws, is as follows:

The mission of the Alternatives to Violence Project is to empower people to lead nonviolent lives through affirmation, respect for all, community building, cooperation and trust.

Founded in and developed from the real life experiences of prisoners and others, and building on a spiritual base, AVP encourages every person's innate power to positively transform themselves and the world.

AVP/California offers experiential workshops in personal growth and creative conflict management for adults and youth in and around the state of California.

AVP/California subscribes to the AVP/USA Policy Statement, last amended September 5, 1999, a copy of which is attached and incorporated herein by reference.

AVP/California does not discriminate in any of its policies, appointments or other activities on account of race, sex, sexual orientation, age or religious conviction. AVP/California does not engage in political action or lobbying and does not promote any specific political view as an organization. Members may not espouse a political position in the name of AVP/California or as AVP facilitators. AVP/California is nondenominational and does not promote any religious doctrine. The programs of AVP/California are educational in nature, and are not psychotherapy.

**ARTICLE II**

**Tax Exemption & Reporting**

AVP/California is organized exclusively for charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code. Notwithstanding any other provisions of these bylaws, the organization shall not carry on any other activities not permitted to be carried on by an organization exempt from Federal income tax as an organization described in section 501(c)(3) of the Internal Revenue Code (or corresponding section of any future federal tax code). Upon the dissolution and winding up of this organization, after paying or adequately providing for the debts and obligations of the organization, the remaining assets shall be distributed to a nonprofit fund, foundation or corporation organized and operated exclusively for the purposes specified in section 501(c)(3) of the Internal Revenue Code and which has established its tax-exempt status under that section.

Pursuant to the AVP/USA Bylaws, as a regional organization taking 501(c)(3) status from AVP/USA, AVP/California will submit a financial statement to the Finance Committee of AVP/USA annually in July.

**ARTICLE III**

**Organizational Structure**

- 1. Membership.** Membership in AVP/California is open to all those who have completed an AVP Basic workshop or its equivalent, at least one AVP Second-Level workshop and an AVP Training for Trainers, and who are active in the work of AVP/California.
  - 2. Annual Gathering.** The ultimate policy-making body of AVP/California is the Annual Gathering of
-

facilitators. When practicable, input on matters known to be coming before the Annual Gathering for decision will be sought from facilitators unable to attend due to incarceration, and will be taken into account in the decision-making process.

3. **Steering Committee.** The Annual Gathering will appoint a Steering Committee of at least six (6) people to facilitate the work of the organization during the year. The Steering Committee is empowered to act on AVP/California's behalf in furtherance of its mission and policies. Meetings of the Steering Committee are open to all members of AVP/California. At any properly called meeting of the Steering Committee, those members present shall constitute a quorum. A record of decisions made at meetings will be made available on the AVP/California website.
4. **Officers.** The Annual Gathering or the Steering Committee may, as needed for the work of the organization, appoint Officers who are members of the Steering Committee, including at least a Clerk (presiding officer) and a Treasurer.

The Treasurer shall have custody of the organization's funds and keep accurate accounts of receipts and disbursements in books belonging to the organization, and shall deposit all monies and other valuable effects in the name and to the credit of the organization in such depositories and with such right of withdrawal and access as may be designated by the Steering Committee. The Treasurer shall make proper vouchers for disbursements of organization funds and shall render to the Steering Committee or Annual Gathering, whenever they may require it, an account of all her or his transactions and of the organization's financial condition. The Steering Committee shall from time to time determine who shall be authorized on the organization's behalf to sign checks, drafts or other financial instruments.

#### **ARTICLE IV Decision Making**

Decisions of AVP/California shall be made by the consensus process that incorporates ideas from the entire group.

#### **ARTICLE V Fiscal Year**

The Fiscal Year of the Corporation shall be twelve months and shall run from April 1 through March 31.

#### **ARTICLE VI Amendments**

These Bylaws may be amended by the decision-making process described in Article IV, provided written notice of the proposed amendment has been given to the membership at least 30 days in advance of the date set for action on the amendment.

Signed:

\_\_\_\_\_  
Pat Hardy, Clerk (President)

\_\_\_\_\_  
Stephen Matchett, Treasurer

## **AVP/California Guidelines for AVP Facilitator Qualification**

**To assure the presence in California AVP programs of a consistent and high level of skill, ethics and standards, these qualifications are introduced:**

**APPRENTICE FACILITATOR:** has successfully completed the Basic, Second Level (Advanced) and Training for Facilitators (T4T) workshops (might complete the Advanced after the T4T)

### **FACILITATOR—Certified**

- a) meets the requirements for Apprentice Facilitator above
- b) has apprenticed in at least three workshops
- c) has been approved after consultation among the Lead facilitators with whom they apprenticed\*

### **TEAM COORDINATOR—Basic**

- a) meets the requirement for Facilitator above
- b) has facilitated (as a certified Facilitator) at least five workshops, including at least two Basics
- c) has been acting (apprentice) Lead Facilitator on the team of three Basic workshops with three different Lead Facilitators not all of the same gender
- d) has been approved by the Lead Facilitators with whom they apprenticed\*

**TEAM COORDINATOR—Advanced and Training for Facilitators (T4T)** Once a facilitator has become a Lead, it expected that the decision to take on the next level will rest upon that individual's good judgment.

Exceptions can be made on an individual basis.

See notes for Lead Facilitators in *Basic Manual*, C-9 and 10

\*Approval process: The Lead Facilitators with whom an individual has apprenticed at any particular step will consult among themselves and reach a decision by consensus. Incarcerated Lead Facilitators are to be included in this process. Lead Facilitators should save the AVP/CA Facilitator/Workshop Guidance and Evaluation form from each post-workshop debrief of the apprentice, as a memory aid in this eventual consultation.

## **AVP/USA, Inc. (AVP/USA) POLICY STATEMENT**

Adopted January 16, 1994  
Amended September 4, 1995  
Amended September 8, 1998  
Amended September 5, 1999  
Amended May 30, 2010  
Amended May 29, 2011

### **I. Purpose and Methods of AVP Program**

The primary purpose of AVP groups is to offer individuals tools for personal empowerment, enabling them to live their lives with dignity and self-respect. AVP facilitators serve the community by leading workshops with the goal of enhancing individuals' skills for peaceful reduction of conflict.

Our method is experiential; we use a minimum of lecture. We believe that people have within themselves answers to their questions and problems. We encourage each other to search for solutions within ourselves, drawing on our own experiences and those of our communities.

Workshops endeavor to break down barriers that prevent people from revealing their inner selves, thus enabling them to form friendships with other individuals, and to build a community.

### **II. Spiritual Basis of Program: AVP has a spiritual base. AVP promotes no religious doctrine.**

We believe that there is a power available to everyone which, if we are open to it, can transform violent situations. We call this Transforming Power .

The goal is to empower individuals to liberate themselves and others from violence by finding creative ways to resolve or manage conflict peacefully by being open to Transforming Power. We build upon each person's human worth, inner strength and spiritual endowment. We strive to maintain a caring attitude toward ourselves and others.

### **III. Quality of Workshops: Maintaining high standards for AVP workshops is a primary goal.**

Another goal is that workshops conducted in different regions are similar enough that facilitators can easily be part of a team in different places.

General

- We follow the outline for standard AVP workshops as described in the Basic, Advanced and Training for Facilitators manuals.
- Facilitators need to be thoroughly familiar with the underlying principles of AVP, including the concept of Transforming Power, and endeavor to demonstrate those principles.
- All workshop participation is voluntary.
- A workshop leading to a certificate should be 18 – 22 program hours.
- Workshops are conducted using AVP ground rules as outlined in the Basic manual. Facilitators and local groups are encouraged to develop new exercises and resources and

share these with the community of facilitators. Such exercises and resources shall not be published as AVP materials until they have been reviewed and approved by AVP/USA.

#### Content

- Basic workshops include exercises designed to build self-esteem, mutual respect and community, and to facilitate learning the skills of listening, cooperation, communication and problem solving. Role-plays demonstrate how these skills influence creative nonviolent conflict resolution.
- Advanced workshops expand the skills presented in the Basic workshop, while focusing on situations in our lives or in society that are caused by or result in violence. Themes may be decided upon by participants during the workshop or may be designated in advance.
- Although the agendas outlined in the manuals for each of the three levels can be fine-tuned to each workshop, elements of affirmation, communication, cooperation and conflict resolution are to be included in every workshop.
- The concept of Transforming Power is to be communicated in every workshop.

#### **IV. Team Leadership**

- Team leadership is basic to AVP workshops. Workshops require more than one facilitator. This does not apply to mini workshops or presentations that do not lead to a certificate, although it is still strongly encouraged.
- Prison workshops must have at least one outside facilitator.
- Every workshop must have at least one experienced facilitator, normally designated as a lead facilitator. It is recommended that this person will have, as a minimum, completed all three levels of workshops, apprenticed as a facilitator, and been recommended as a lead facilitator.
- For programs beginning in new areas, the apprenticeship process may be abbreviated with the approval of the sponsoring program to enable an individual to function as an acting lead facilitator pending designation as a lead facilitator.
- A workshop team leader may be designated to lead the pre-workshop team-building session, write the workshop report, and may have other responsibilities assigned by the local group. The workshop team leader empowers all team members, encourages them to take responsibility for team functioning and the quality of the workshop.
- For each prison workshop, an outside facilitator will be designated to act as liaison with the prison staff for that workshop.
- We encourage facilitators to work with facilitators at other training sites and/or invite facilitators from other groups to participate on local teams at least once a year. This cross-fertilization stimulates learning and growth among facilitators.
- Development and improvement as a facilitator are significant parts of the program. Local AVP groups will establish a process to enable facilitators to learn more about themselves, their strengths and weaknesses, skills and growth, and the place of Transforming Power in their work and their lives.
- Prison facilitators are not paid for their work. AVP may reimburse any expenses incurred in conducting a workshop. Local groups may decide whether or not to pay facilitators a stipend for conducting community workshops. Local groups may also decide whether or not AVP paid staff may conduct workshops from time to time as part of their job.

#### **V. Organization of Local Groups**

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## Definition

- A Local Group, Local Chapter, or Area Council is a group providing AVP workshops in an area as defined by one or more of the following: geographical area, programmatic area or community served.
- It is recommended that as they are forming, new groups have a mentor to give support and guidance. A mentor may be obtained from a nearby local, or if none is available, from the regional organization or national AVP.
- Local groups unable to agree on the division of a geographic area will take the dispute to their Regional Organization or, in the absence of a functioning regional organization, to the Committee of Local and Regional Groups (CLARG).

## Responsibilities

- The keystone of AVP operations is the Local Group. With a minimum of oversight, each Local Group makes decisions regarding managing its own resources and developing procedures that meet its needs as long as they are not in conflict with this Policy Statement or the Bylaws of AVP/USA, Inc. These decisions include, but are not limited to: finances; training and support of facilitators in their group; relationships with prisons served; pursuit of community applications of AVP; policies that govern facilitators, training procedures, workshop evaluations; job descriptions for organizational positions; and, oversight of any paid staff.
- Working within the policies outlined in this statement, Local Groups are responsible for maintaining standards for workshops including length of workshops, attendance required for certificates, adherence to ground rules, training required for facilitators, etc.
- All workshops are conducted under the authorization of an AVP Local Group. Facilitators must work with a Local Group when setting up and/or conducting AVP workshops leading to a certificate.
- Local Groups will provide oversight of outside facilitators working in prisons within their area, and ensure that they understand the importance of abiding by Department of Corrections regulations.
- Formal orientation of facilitators by the prison where they conduct workshops is highly recommended.
- Local Groups will report annually to their Regional Organization or, in the absence of a functioning regional organization, the Committee of Local and Regional Groups (CLARG) on their program.
- Local groups should appoint a contact person and notify their regional representative of the name of that person.

## Governance

- Consensus is the recommended process for making decisions. A Local Group will endeavor to develop the community necessary to make this a viable way to govern itself.
- Local Groups shall appoint a representative to their regional organization.
- All Local Group meetings are open to active AVP facilitators and volunteers except when otherwise indicated. Individual groups may define 'active' for themselves.
- Local Groups may create their own organizational structure, deciding on officers and committees that will best meet their needs.
- Considerable effort, including holding AVP meetings inside prisons, should be made to bring inside prison AVP facilitators into the decision making process on policy matters. Local Group members could also meet with inside facilitators, discuss concerns and

bring insiders' points of view to outside meetings without being obligated to uphold that position.

## **VI. Regional Organizations**

### Definition

A Region is made up of Local Groups within a state or contiguous group of states. Regional Organizations provide support to Local Groups and facilitate communications among their Local Groups and with other regions as well as with AVP/USA.

### Responsibilities

- A Regional Organization supports its Local Groups by sharing information, exercises, camaraderie, and visions for the possibility of nonviolence. It may, with the agreement of Local Groups, negotiate with the prison system of the state(s) where it is located. It may organize retreats and/or conferences that provide opportunities for development of trained facilitators and reaffirmation of AVP's spiritual base. It encourages inter-visitation and AVP outreach to new areas. When asked, it may work with Local Groups within its area to help resolve disputes (see final section on Solutions When Problems Arise).
- Each Regional Organization appoints a representative and an alternate to the Committee of Local and Regional Groups. The representative acts as liaison between the CLARG and the Regional Organization and Local Groups.
- Each Regional Organization will report annually to AVP/USA on the activities of Local Groups within its Region.

### Governance

- Consensus is the recommended process for making decisions. Regional Organizations will endeavor to develop the community necessary to make this a viable way to govern itself.
- Each Regional Organization will appoint a recorder for its proceedings.
- The Regional Organization will create governance structures that help it meet its responsibilities.

## **VII. Relationships with Corrections Department (DOC) and Facilities:**

The goal of this relationship is to provide an environment where AVP programs can be conducted effectively within correctional facilities. Care should be taken not to compromise or surrender those aspects of AVP which are central to its success simply to win admission to a particular prison or prison system.

The following guidelines are expected:

- All participants in AVP workshops are volunteers.
- Participation is open to all inmates.
- Registration for AVP workshops is according to an inmate's sign-up date. A system needs to be devised to assure this happens.
- Participation in AVP workshops shall not be considered a requirement for any DOC program.
- Inmates have excused absences from their normal program assignments to attend AVP workshops. Inmates may not be called out except for mandatory call-outs.
- Participating facilities will support the full range of AVP workshops.
- Facilities will work with AVP to accommodate the required 18- 22 program hours in each workshop.
- Facilities are expected to provide appropriate space for the workshops.

- In order to preserve the confidentiality of participants, DOC staff is not present in the workshop rooms without prior approval of the group. Of course, this should not interfere with the correctional facility staff's ability to perform their essential duties.

The appropriate AVP body conveys these guidelines to the participating facility or DOC, and devises with that agency the method used to communicate the guidelines to the facilities.

Employees of DOC are encouraged to participate in and facilitate community workshops, but may not do so in prison workshops.

Local Groups and Regional or statewide organizations should consider and implement ways of letting corrections staff know the philosophy and format of AVP workshops.

Local Groups will appoint an outside Prison Coordinator for each facility where they conduct workshops. Prison Coordinators are responsible for maintaining a good working relationship with local facilities and for dealing with problems as they arise.

Prison Coordinators, working with the Local Group, will ensure that outside facilitators are cognizant of prison regulations affecting volunteers and AVP workshops.

The content and process of AVP workshops remain within the province of AVP. Prison officials are not involved with AVP affairs.

### **VIII. Solutions When Problems Arise**

For the purpose of maintaining our integrity and effectiveness, we must promptly use our principles and methods to resolve our own conflicts. To promote harmonious relations among people involved in AVP Local Groups, AVP communities should provide opportunities for community building.

To protect our community relations, AVP conflicts should be kept out of public view; e.g., not to be shared with client agencies unless the local AVP group or groups involved agree. Some suggested methods (described in the AVP Basic Manual for conflict resolution) are:

- Direct conversation
- Clearness committees (C-11)
- Threshing sessions (C-11), and
- Mediation.

In addition the Basic Manual lists a number of exercises to reduce conflict such as:

When Things Go Wrong (c-11), Six-point Problem Solving (e-47), Queries on What it Means to be a Member of an AVP Team (c-15)

When parties involved are unable to find a solution among themselves, they shall invite members of Local, Regional and/or national AVP groups to assist in the solution. Persons unwilling to participate in conflict resolution until a conflict is resolved, shall be relieved of their AVP responsibilities until they engage or re-engage in conflict resolution. The relevant Local, Regional and/or national groups shall determine whether persons are actively engaged in the resolution process.

## **AVP/California Volunteer Conduct Guidelines regarding Sexual Harassment and Relationships within Workshops**

All volunteers are expected to adhere to AVP's Mission, Philosophy, and conduct guidelines regarding Sexual Harassment and Relationships within Workshops.

### **AVP Mission**

The Alternatives to Violence Project is a multi-cultural volunteer organization that is dedicated to reducing interpersonal violence in our society

### **AVP Philosophy**

AVP is an all-volunteer organization. Participation in the program is voluntary, and all team members are volunteers. Workshop leaders/team coordinators and facilitators are all volunteers; as are local coordinators and AVP/California Steering Committee members.

AVP workshops are experiential, and begin by building a sense of community and a safe environment based upon honesty, respect, caring, and affirmation of one another.

Team members don't bring answers: we expect that within the group we will find creative alternatives; that is, choices of good ways to act to solve disagreements, problems and conflicts, including those that may arise within the course of the workshop.

### **Sexual Harassment**

AVP/California is committed to providing workshop volunteers with an environment that is free of unlawful sexual harassment, which includes unsolicited and unwanted behaviors including those with a sexual connotation especially if repetitive. Examples include, but are not limited to: suggestive looks or gestures; sexual comments; teasing or jokes with sexual content; letters, e-mails, messages and calls or material of a sexual nature; imposed closeness and touching; pressure for dates; discrimination on the basis of sex, gender identity and expression, sexual orientation, or any other category protected by applicable local, state, or federal laws. Volunteers should bring any incidents of perceived sexual harassment to the immediate attention of the team coordinator, local coordinator or any AVP/California steering committee member for appropriate follow-up.

### **Relationships within Workshops**

Most workshops are powerful emotional experiences, and we rightly enjoy the feelings of love and joy that come out of having built a community of trust and love. Participants often experience a sense of vulnerability, and facilitators need to be especially mindful of their role in creating and maintaining a safe place for participants to have these and other feelings the workshop may bring up.

A facilitator may find himself or herself developing a special relationship with one person in a workshop – having feelings that are stronger for that person than for others. When this occurs it is important to take a step back and seek help in sorting those feelings out. This could occur in a team meeting. “Were there any particular participants to whom I was attracted or with whom I particularly struggled that I would like to discuss?” (see AVP/CA’s Facilitator/Workshop Guidance & Evaluation sheet) can be a useful prompt in such situations. Special care must be taken by facilitators to guard against any action taken based upon these feelings within a workshop, as this could compromise the workshop or may be construed as sexual harassment.

Sexual harassment could also occur between participants in a workshop. Even though close relationships may naturally form between participants in a workshop, any participant who feels that he or she is being sexually harassed during a workshop, or observes sexual harassment within a workshop, should immediately bring this to the attention of the team coordinator or any facilitator, who has a responsibility to respond with appropriate seriousness and to follow up as necessary.

## QUERIES ON SEXUALITY AND AVP

by the Participants in a Session on AVP and Sexuality  
Bulls Head Friends Meeting, Clinton Corners, NY, November 1981

*(These queries are offered, not as the definitive set of queries on this subject, but as part of the ongoing process of reflection on issues of concern to the AVP community.)*

- What is the relationship between my feelings for all people and my feeling of sexual attraction to a specific person?
- Am I seeing the person in her/his wholeness?
- What role does power play in the sexual feeling?
- To what extent is a sexual attraction mere personal gratification, and to what extent is it a reflection of real concern for the other person?
- Can I love others without claiming anything for myself?
- What do I feel that I'm afraid to show and why do I believe it cannot be transformed?
- Why do men find it hard to express feelings and be vulnerable with other men?
- Can men and women relate to each other as equal partners?
- Why do men feel they can express feelings and vulnerabilities only with women?
- Why do women feel they can express real feelings and vulnerability only with other women?
- How can we cope, ethically and emotionally, with feeling sexual attraction to two or more people at the same time?
- Can sexual awareness be a positive aspect of a nonsexual relationship?
- How do the loving approaches of a sexually starved person make me feel?
- How are sexual feelings tied to anger?
- How does my own sexual image affect my relationship with other people?
- Do I strive to encourage others only in roles which are constructive and positive for them and for the group?
- How can I turn off a love relationship which I feel developing but do not want to occur?
- How do I transform a romantic love relationship into a simply loving relationship?
- Is fear linked to a person's inability to love?
- Is male image linked to the perception that a man must come on to a woman?
- Why is an AVP workshop a poor place to work out relationships and sexual feelings?

AVP Basic Manual

## **Queries on Relationships For use with AVP Facilitators**

Although we like to believe that everyone in AVP is equal, everyone is not equal in one very important respect: power. AVP facilitators who enter prison voluntarily have the power to walk out the door; inside facilitators and participants do not. This imbalance of power can have subtle effects, and it is important for both outside facilitators and inside facilitators to understand them.

Most workshops are powerful emotional experiences, and we rightly enjoy the feelings of love and joy that come out of having built a community of trust and love. Those of us who continue to work together inside a prison to coordinate the AVP program there have the blessing of having our relationship grow closer, as we work together to nurture and expand our community. Sometimes special relationships develop.

AVP organizations and programs work to break down barriers of rank and hierarchy, and facilitators going into prison may want to reject the authority and power that is conferred on them by the freedom to walk away while others in their AVP community cannot. Efforts to build relationships that are blind to the inequity of power between an incarcerated person and a civilian may seduce them into blurring the boundaries established by the contract under which AVP is allowed in prisons.

When an outside facilitator or an inside facilitator finds himself or herself developing a special relationship with one person – having feelings that are stronger for that person than for others in their AVP community – it is time to question that relationship, and seek help in sorting those feelings out. Taking a time-out (break) from facilitation at that particular institution is appropriate and may be necessary.

AVP facilitators rarely enter into a special relationship with a conscious decision to exploit or harm the person; however, developing such a relationship can result in subtle or blatant harm, both to the AVP program and to the incarcerated person.

Some questions/queries:

- Would I be comfortable having my fellow facilitators know about the special relationship I have with this one particular person?
- What response would I make to any misgivings that they expressed?
- What is the potential impact on the AVP program in this prison?
- What is the potential impact on the incarcerated person, if the corrections officers were to learn of our relationship?
- As an outside facilitator, does my feeling that my situation is —specialll make it seem all right for me to violate the agreements I have made with DOCS as a member of the AVP organization?
- Is there any emotional turmoil in my life right now that might impair my judgment about these issues?

# *Section G*

*What to*

*Expect*

*When Going*

*Into Prisons*

## WHAT TO EXPECT WHEN GOING INTO PRISONS

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

1. Expect that the prison administration, the prison staff, and the inmates will all have their own perceptions and **expectations of us as volunteers**.
  - a. The expectations of the prison administration revolve primarily around security. They are responsible for the security of the prison itself and everyone within it—prison personnel, volunteers, and inmates, more or less in that order. The material you received from the CDCR should be read before first going into prison, and consulted whenever any difficulty arises in the relationship between a volunteer and a prison administration.
  - b. The personal expectations that **inmates have of volunteers** probably are at least as many as there are inmates. They range from very positive to very negative and even destructive. Some specific expectations are described in the report of the Gathering of Women Friends Going Into Prisons (Albany, NY, April 1983), reproduced in the AVP Basic Workshop Manual. Men as well as women should read this; much of it applies to all of us. If there is any one expectation that volunteers should have of inmates in general, it is that they tend to be very perceptive. The nature of their prison experience itself teaches them to be so. Anyone who has ever done the exercise Masks as a masked participant may have experienced the sharpened perceptions that result from the squelching of free expression.
  - c. The expectations that **inmates have of AVP** as a program are less diffuse. AVP has been in the New York prison system for over a decade, and most inmates have at least an idea of what it is. Most of them also see it as a potential point in their favor when they meet the Parole Board. AVP itself does not wish to be, or to be seen as, part of the parole process. We specifically warn that participation in the program will do nothing to heighten chances of parole unless the Board sees evidence of a change for the better in an individual's behavior, and perhaps not even then. Happily, participating inmates who have come to the program to impress the Parole Board usually decide, in the course of the workshop, that it is worthwhile in its own right and go on to involve themselves in it for its own sake.

The expectations that **prison staff (correctional officers, chaplains and program people) have of volunteers** is that the volunteers shall obey the rules and cooperate with them sufficient to make it possible for them to do their jobs. Beyond that, the attitudes of individual COs and other staff members toward AVP volunteers range from downright surly to enthusiastically cooperative. Most of them at least try to be helpful, within the confines of their authority. We need to remember that these people, particularly the COs who are in effect imprisoned all day, every day, have a difficult job to do. They must do their best to apply the rules conscientiously.

The job requires them to live with danger, often with boredom, and often with hatred (and contempt from the people they must deal with daily. COs have jobs that are paramilitary, and they are expected both to enforce the rules and to obey their superiors; there is little leeway for their discretion. We give them respect, and we try not to add to their burdens unnecessarily. **Examples of important rules:**

- **Do not bring in contraband.** (By definition, "contraband" is anything brought in without being cleared in advance.)
- **Do not give gifts to individual prisoners or deliver notes or other messages for them.** (There are good security reasons for this that you might not suspect. In one New York City jail, for instance, a volunteer gave a bandana to an inmate during a visit. The bandanna was used to make a handle for a shiv fashioned from a bedspring

sharpened on a concrete floor. Legally, that volunteer might have been held as an accessory for a stabbing.)

- **Respect confidentiality** with the prison personnel as well as with the inmates.
- **Do not interfere with prison discipline** (you can always take things up with prison officials later if necessary).

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

**Two examples:**

- One AVP lead trainer came to a workshop to find that only half the participants had showed up. The CO claimed that they had all been called, but were not interested in coming. The inmates who were present told her (the lead trainer) that this was not true. She applied to the Watch Commander, who backed the CO. Finally she found the Catholic chaplain, and he made it possible for all the participants to get there.

**So keep on trying, and remember that prison staff is not immune to Transforming Power. We often fail to live up to our best potential by forgetting that.**

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

**So do not allow yourself to be intimidated or persuaded to violate the ground rules of AVP.**

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

**Some no-no's:**

- Do not carry in unnecessary valuables (among other things, these could be a temptation to someone who is trying to change his life, and we do not wish to add to his or her problems).
- Do not give out personal addresses or phone numbers—your own or anyone else's. Remember that nothing is truly private in a prison, and even if the person you give it to is reliable, it could always be stolen.
- Do not take blank AVP certificates into a prison and leave them around unwatched. Believe it or not, blank certificates can be used as currency on the prison bartering system, with consequences that can only be detrimental to AVP. Bear in mind that

many other things—cigarettes for example—that do not serve as currency in the street take on that function in a prison. Try not to contribute to this black market economy. (The prison's rules are set up partly to avoid this—one reason they should be obeyed even when they seem unreasonable.)

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

It is up to us all to provide it, and to help people to be clear about the choices they make. Perhaps the most important of our guidelines is, **trust your own gut feelings**. If you feel you are being exploited, you probably are. If we respect ourselves and others, we will not go far wrong. We are doing an important, valuable task. With respect, caring, and community, we will do it well.

## WHAT WE WISH WE HAD BEEN TOLD WHEN FIRST GOING INTO PRISONS

*(Advices from some Quaker women volunteers who are old prison hands to new women volunteers, Quakers and others)*

1. Prison is, to you, a foreign country. As in any foreign country, it is wise to be quiet, observe, listen, learn the language and identify the values of the prison culture before advancing too many strong opinions or taking any drastic action.
2. Don't be afraid to define yourself clearly. You are not required to be all things to all people at all times, or to live up (or down) to any stereotype (including the one about the sainted Quaker lady). You are entitled, moreover, to define for yourself and for others what you choose to be or not to be, do or not to do. This will take some time, but you should be aware of the need to do it from the beginning of your prison visiting. Even after you have clearly defined yourself, expect to be tested, again and again, in many ways, including sexually, morally, and religiously. Eventually, however, if you are firm in sticking to your definition of yourself, others will adjust to it.
3. Expect to meet many tremendous and valuable people in prison. Expect also to meet some champion manipulators. Do not be surprised if these sometimes turn out to be one and the same person. Manipulation is a form of survival for the powerless (a fact that women, historically, have had ample cause to know).
4. Especially at first, you will find it helpful as soon as possible after your prison visits, to share with a trusted woman friend the feelings generated by the prison experience. It is a rare woman who does not experience anger, fear, pain, outrage, wonder, and other strong emotions upon contact with the prison environment. These feelings, shared, can lead to much that is constructive and rewarding. Unshared, they can lead to emotional burnout and ill-considered actions. The need to share them, therefore, never ceases.
5. Expect to feel an unfamiliar, very heady and very addictive "super star" feeling, especially at first. It may arise from sexuality in a deprived environment, from the unfamiliar real power to help the helpless, or other sources. Do not let it go to your head. Remember that you will be constantly tested and probed by prisoners and staff alike, and that no leading lady's image can survive the footlights forever. If your mascara runs in the heat, remember to be real.
6. It is possible that you will feel alienated, after prison visiting, from other people who have not shared and do not understand this experience, and from the society that produced and maintains the prisons. It is a difficult ministry, but a ministry nonetheless, to share the experience and the light that you have in this area of dark ness.
7. Expect to find in prisons all the corruption and evils of society, as well as all the goodness of human nature—both magnified larger than life. Therefore, resist the temptation to:
  - a) Romanticize the prisoner. If his being caged does not necessarily make him a monster, neither does it necessarily make him a saint. To assume otherwise is always inaccurate, usually patronizing, and sometimes dangerous.
  - b) Condemn the prison staff as brutes. Many of them are good people trying to do a hard and thankless job well. Perhaps almost all of them entered the prison system initially with the intention to do good as they saw it. And, they are as vulnerable to being hurt by the system as anyone else.
8. Keep your eyes, ears, and gut feelings open to the possibility of allies on the prison staff. At the same time, do not be too trusting. The objective of a prison, after all, is total control of all people crossing its threshold. The nature of a prison is to make it easy for its staff to be hurtful but difficult to be helpful.
9. Expect to be lied to by everybody—prisoners, staff, administrators, other volunteers, and even colleagues working with you in volunteer programs or prison ministries. Some of the untruth is unconscious; it is nevertheless untrue. On the other hand, do not go overboard and expect everybody to lie to you all of the time. There is also honor among both the "thieves" and

the "virtuous. Therefore:

10. Learn to "trust your gut" and heed it. Develop your awareness. Go cautiously at first; awareness comes with experience. The initial prison experience might be frightening of itself. If you have stuck with it long enough for this to wear off, and you find yourself afraid of a given person, chances are that he or she may be dangerous to you. If you feel resentful at demands being made on you, you may well be being hustled. Trust these feelings, act on them, and do not feel guilty about them. If after an initial exposure you find yourself fearful of the prison environment, you should not continue to go into prisons. This work is not for everyone, and there is also a ministry in serving as a support for other Friends who are active in it.

11. Do not under ANY circumstances bring ANY contra- band into the prison, no matter how innocent the "contraband" may seem or how stupid the rule against it. For instance, a bandana or any piece of cloth that is non-prison issue may be used to make a handle for a home-made "shiv"; herb tea may be used to hide drugs; and the introduction of ANY prohibited article by a volunteer is a misdemeanor at least, and may subject that volunteer both to criminal prosecution, if caught, and to subsequent blackmail. As for rules in general, expect to find some that seem unnecessarily silly, unjust, or oppressive. Do not be afraid to protest them, to higher authority, if necessary, and to try to get them changed; but never try to simply disobey them. Disobedience may have effects that you cannot anticipate, and will certainly put you in a position from which it will be that much more difficult for you to bring about change.

12. Expect that continued exposure to prisons may bring on negative feelings such as emotional numbness, helplessness, a feeling of inadequacy or of being over-whelmed. Prisons are destructive environments, and if you do not have a supportive community, dealing with them will burn you out.

13. It is essential; therefore, that you find a community that will offer you a safe place to vent your real feelings and to discuss your real problems, without fear of judgment or condemnation. At the same time, that community must love you enough to reach out to bring you back when you stray onto dangerous or unproductive bypaths. Quaker Meeting at its best is such a community. The Oversight Committee of a prison Meeting exists, among other things, to provide such a community for the Friends, inside and outside, worshipping in the prison. If you do not have such a community (and a Quaker Meeting at its less-than-best may not offer it); then you must seek out such a community or build one for yourself.

14. Expect to be sexually turned on sometime early in your prison work. Almost nobody escapes this experience, from beautiful and innocent young girls to happily married (or widowed) matrons of a certain age; not to mention single women, divorcees, engaged women, gay men, and those who have foresworn all such relationships and feelings. When this happens to you, it may possibly be the beginning of something that may mature into a viable relationship in time. But it is also possible that other and less romantic but more powerful elements enter into it. When it happens to you, don't panic and don't go overboard. Examine yourself to see whether the feeling does not contain one or more of the following elements:

- a) The sexual deprivation of prison life creates an electrical charge in the very air when a woman enters into this environment—a charge that no woman can fail to respond to or at least to feel.
- b) The balance of power between free women and imprisoned men. One of the few milieus in our society where a woman is more powerful than a man is in the prison situation where the woman is free and the man is a prisoner. As men have long known/ but women frequently do not realize, the possession of power is a sexual turn-on. Indeed, women have had so little experience with the phenomenon, that they may not recognize the sexual overtones of power and may mistake it for love.
- c) The inaccessibility of the man for a normal everyday relationship. This allows both parties to fantasize but commits neither to live with the results of a relationship in the real world. As long as one of them is locked up, the parties are, in a sense, safe from each other. The dark side of this is that you may be exploiting another person without

being aware you are doing so—by projecting your fantasies and your needs on him or her as a promise that in the real world you cannot or will not keep. Experience exploitation.

d) When you are seized by this strong emotion, whatever it turns out to be—give yourself plenty of time and room to find out what it actually is before you act on it. Hang in there, and you may get over it. Or hang in there, and you may find that the fantasy does not fit the reality. Or hang in there, and let the relationship mature into something worth having, if it will. In the meantime remember that a sexually deprived environment breeds violent jealousy and other strong emotions, and do not flaunt your feelings in ways that may provoke gossip, violence, or loss of your own or your fellow workers' good repute, be discreet in dress and in body language. Remember that a prison, all appearances to the contrary, is a very puritanical place. If inmates and prison staff share nothing else, they share a conservative value system in sexual matters. Remember also that many men have to spend long years in this deprived environment, and that it is important for them to adjust to the realities of doing time. To quote a respected and weighty Quaker prisoner, "a close woman friend, in prison, can mess up a man's head."

15. Do not be surprised if you become overly preoccupied with an individual prisoner. Romantic attraction is only one of the roots of such preoccupation. Others are com- passion, admiration for a strong personality or a valuable talent, or a sense of perceived injustice. Try to keep a balance and not invest all of your valuable energy in one person where there is so much need in others also.

16. A woman should make a considered decision, in consensus with her family or people living in her household, whether or not to divulge her address and phone number. There are alternatives, e.g., use of a Quaker Meeting House as a mail drop, or rental of a P.O. Box.

17. Prisons have proved that people do not learn very much from punishment. Quaker (and human) experience proves that they frequently do learn from example. What you do in prison, therefore, is more important than what you say there. Quakers acting religiously as ministers in prison Meetings should always be mindful that our being true to the manner of Friends is far more eloquent than our preaching about it. It is especially important in prison work not to make promises that can't or won't be kept. A broken promise to a caged and powerless person is even more painful than in normal life, and it is an act of cruelty. Even worse, it will further disable the person from learning to trust, and since trust is essential for reintegration into a community, a broken promise may further alienate and destroy the victim.

18. It is important always to remember that we stand for Quaker values and Quaker process based on consensus, non-violence, truth, and a reverence for God in the individual. These values are not likely to be found in prison guidelines for volunteers. They nevertheless are the most valuable thing we have to offer to the prison and the world, and we should never allow them to be compromised, no matter how strong the pressure is to do so.

19. In spite of everything, going into prison can be a very rewarding experience. Jesus was not kidding when he said, "I was in prison and you visited me."

# Relationship between the facility and AVP local group

## ***Guidelines in working within prison:***

- All participants in AVP workshops are volunteers.
- Participation is open to all inmates.
- Registration for AVP workshops is according to the inmate's sign up date. A system needs to be devised to assure this happens.
- Participation in AVP workshops shall not be considered a requirement for any DOC program.
- Inmates have excused absences from their normal program/work assignments to attend AVP workshops.
- Facilities will work with AVP to accommodate the request for 22 hours workshops.
- Facilities are expected to provide appropriate space for the workshops.
- In order to preserve confidentiality of participants, DOC staff is not present in the workshop rooms without prior approval of the group. Of course, this should not interfere with the correctional facility staff's ability to perform essential duties.

## ***Additional information:***

- The appropriate AVP body conveys these guidelines to the participating facility or DOC, and devises with that agency the method used to communicate the guidelines to the facilities.
- Employees of DOC are encouraged to participate in and facilitate community workshops, once trained, but may not do so in prison workshops.
- Local groups and regional, or statewide organizations should consider and implement ways of letting corrections staff know the philosophy and format of AVP workshops.
- In order to maintain AVP's program integrity and autonomy, we do not accept funds from DOC, except for provision of meals and certain supplies during workshops. Funds that come from inmates or funds that are controlled by them are welcome.
- Local groups will appoint an outside Prison Coordinator for each facility where they conduct workshops. Prison Coordinators are responsible for maintaining a good working relationship with local facilities and for dealing with problems as they arise.
- Prison Coordinators, working with the Local Group, will ensure that outside facilitators are cognizant of prison regulations affecting volunteers and AVP workshops.
- The content and process of AVP workshops remain within the province of AVP. Prison officials are not involved with AVP affairs.

## Compassion for Others/ Relationship with Prison Staff

Because what is being offered is very valuable and because no money is accepted, sometimes AVP volunteers feel personally slighted when problems occur in scheduling or holding a workshop. But consider the following.

### A. Remember the focus of a prison

Although in a given prison we may interface with only a handful of people, we are actually dealing with an enormous entity comprised of thousands. In addition to the inmates, there is custody staff, support staff and others, all of whom have jobs to do that are regulated by a Department Operations Manual (DOM). Their jobs focus on safety and on no escapes. Safety includes that of themselves, of us, of the inmates and of the surrounding community. (Some of the prison staff we may meet are listed below.)

In California right now, AVP is receiving a lot of attention. Let's be grateful for this and at the same time, not begin to feel that we deserve it and will always have it. If you have worked in industry, how many times have you been privileged to meet with the person who heads up your unit of 1500 people, with the person who has to make the decisions involved in running a \$125 million dollar operation? If you have met a prison Warden, you have met such a person.

### B. Respect the time of the administrative staff

The job of a Warden or of an Associate Warden includes, in addition to safety, security, DOM and issues of staff performance, issues related to inmate families, to the press, and to unions. How much time would you be able to give to a volunteer, no matter how worthy the cause, when your work day was already full of such things?

Although we may have the attention of a Warden or Associate Warden, we should always consider taking as little of her or his time as possible so that we can help her or him to do an already very demanding job.

### C. Honor the trust given to AVP

AVP is being given a great deal of trust when we function in a prison. To appreciate this responsibility we need to remember to not only follow the rules, but to be sure when a regulation is broken (which happens) that we tell our sponsoring person as soon as reasonable. On the job people don't like surprises, unexpected changes and if our sponsor hears about a problem first before the administration it is more easily handled.

### D. Prison staff are people, too...

In your job, whatever it is or has been, there are some who do good work and some who don't. It has to be the same in Corrections. Let's be grateful when we are fortunate to be able to interface with someone who does good work. And should we not be so fortunate, let's be compassionate for others.

## To help you better understand the hierarchy in a prison:

### *Chain of Command:*

- Corrections Officer
- Sergeant
- Lieutenant (may be the administrative assistant to the warden and the public information officer)
- Captain (may be in charge of a facility)
- Associate Warden (custody, business services, inmate services)
- Deputy Warden
- Warden (responsible for a staff of 1500, a prison population of 5000, and an annual budget of \$125 million)
- Associate Director
- Director

### *Other Corrections Staff:*

- Correctional Counselor II
- Correctional Counselor III (same level as Captain)
- Principal (heads up educational programs, reports to AW, inmates services)
- Chaplains (report to AW, Inmate Services)
- Medical Staff
- Administrative Staff

Read this carefully, there really will be a quiz...

## A few of the practicalities of going into a CDCR prison:

How you behave while in the prison reflect on the AVP/CA program, so the Steering Committee has created this list of things to remember and to prepare you for a satisfying experience when you first go inside and as a reminder on future visits. You are expected, of course, to commit to the workshop and its requirements.

### **Clothing:**

- Don't wear anything blue, even shades such a turquoise, or anything denim – even black denim.
- Be conservative in your dress, not seductive, but comfortable.
- Especially be comfortable. Dresses at the knee are not comfortable for sitting on the floor for construction exercises or for having men sit across from you.
- Layer. Air conditioning or lack thereof, coming out to a cold night, all needs to be taken into consideration.
- If possible, a waistband, belt, or something you can attach the alarm call pad, which is the size of a large cell phone and attached with a clip or snapped on or sometimes you can put it in a pocket. You can also take in a small cross-body purse for the alarm.
- Wear comfortable shoes. Sandals seem to be ok in some prison, and not in others. Take another pair of shoes just in case.
- Arrive clean and odor-free; a professional appearance is expected.
- I like to wear colorful clothes and jewelry because it brings in a good cheer. And I like to wear different clothes every day just for variety for the prisoners. And on the last day, I tend to dress up a bit for graduation. George Lakey's comment to a group of advanced social activist trainers: "If you want high energy in your workshops, wear high energy clothing!"

### **What to NOT to take in:**

- Anything that could be made into a "shank" knife – metal silverware
- Glass
- Cell phone or anything electronic
- Wallet or any identification that includes your address or contact information except ID you will carry on your person.
- Keys on a key ring, take only your car key if you have driven to the prison, but do not take the remote clicker, if possible.
- Anything to give to prisoners, which is not part of the AVP kit. You cannot give or receive anything to/from prisoners. Including a letter to mail to his mother or a lovely card given to you. And obviously no drugs, alcohol

### **What to consider taking in:** Any bags you take in will be inspected at the gate.

- Take in only what you need for the day.
- Develop a small container that you can carry on your person such as fanny pack or glasses case with pockets in which you can hold:
  - Your identification which you should carry on your person.
  - Your car key (if you don't have a car in the lot, don't take any keys in. If you have a car in the prison lot then take in one key, don't take in the "clicker".)
  - Personal items such as lipstick, chapstick, medication, glasses, comb, emery board. No nail clippers.

- You may also be picking up an alarm pad and/or keys so need pockets or space in the above for these.
- Also plan to carry in a larger bag (not a backpack), such as a cloth grocery bag where you can put the following (I keep this stocked and ready to go so I don't have to think about it every time):
  - Jacket/sweater (You may need to wear it in if you aren't allowed to carry it)
  - AVP Manual (Bring a Basic, Advanced and T4T in case the workshop has been changed, if you have them. You can leave the ones you don't expect to need in the car and retrieve them if needed.)
  - Plastic cup and plastic silverware
  - Water bottle, granola bars,
  - I have a little kit of gum, aspirin, chapstick, lipstick, aspirin, comb, Kleenex/hanky etc.
- Lunch (nuts, dried fruit and granola bars are clean/quick to eat while planning), dinner (Talk with your lead to determine what you need in terms of meals). We cannot accept anything from or take any food in to prisoners; seldom do we have any way to heat and chill the food we eat inside, so plan on ready-to-eat meals or a soft-cooler. At Blythe in the hotel we have microwave and fridge.

#### **BRING for the night (if you are not going home at night)**

- All the things you need to spend the night away from home
- If you are staying at someone's home or are receiving donated lodging, consider bringing a little gift for the host and a sleeping bag so they don't need to make up the bed. For hotel-donated lodging, plan to leave a tip for the housekeepers of no less than \$2/day/each guest.
- Food for the weekend or discuss with team lead as to how much you will be dining out.
- AVP/CA or the local council does have a reimbursement policy; see [www.avpcalifornia.org](http://www.avpcalifornia.org) for more information on this under Facilitators Only.

#### **BIG DON'Ts FOR THE CDCR:**

- **No touching** between outsiders and the incarcerated. If you have a question about the appropriateness or how you can touch a prisoner, then don't do it until you talk with your team. Shaking hands is ok, hugging is not. Don't think that you can sidestep this rule, because no custody staff is looking. All the men in the room are aware of your behavior. Be aware of this with the opposite sex in some exercises, too. Know that this is a red flag issue for the department and must be observed or you endanger the program and your own system-wide access to prisons.
- **Overfamiliarity** –This means you cannot visit a prisoner and facilitate a workshop in the same prison, nor can you provide them your home phone or address. Do not write to those in prison. Another red flag: If you are feeling especially drawn toward one person, be sure to discuss this with your team and your local council ...
- **Don't yell or shout.**
- **Don't run.**
- **Don't treat anyone with anything but the greatest respect and appreciation.** COs are people too and do not like to be called "guards." Don't lose patience with the bureaucracy. Be aware that the only consistent part about prisons is the inconsistency. Don't stress over making sense of something; you probably don't have all the facts.

#### **IF YOU HAVE A BROWN CARD** you have additional responsibilities:

- **Keys:** You now can be responsible for keys. If you are not given a Chit (a round brass fob with your name on it which you exchange for the keys), then ask for two or have

them made. Keys should always be on your person, preferably in your pants pocket. Do not even set them down in a bag. Know where they always are. This is a special trust.

- **PAD- Personal Alarm Device** has a button on it that you can push if you have a problem with an inmate. The PAD is coded by the area in which you are, GPS has not reached the prison so COs won't know exactly where you are but they will know the building. Be careful that wherever you put this that you do not place it, so it can accidentally be pushed. If it is pushed, then correctional officers will come running. No one in California has yet pushed this by intent, but don't hesitate to use it if you feel in danger. A number of us have pushed it by accident which is embarrassing. Putting the PAD in your pocket with the button toward your skin is the safest way to prevent this.
- **Whistle.** Often when you receive a Brown card, you will be given a whistle. It is advisable to take a whistle in with you.

### **WHAT TO DO IF THEY SHUT YOU DOWN**

Stay where you are told, until you are given further instructions. If you are with a group of workshop participants and can move around, then continue on – this is a chance to try those exercises you have never had time for.

8/17/07

Revised 12/2016

## First timers quiz

Circle all correct responses.

- 1- You can expect CDCR adult prison staff to:
  - A. Serve meals to volunteers from the outside.
  - B. Welcome your bringing food to inmates
  - C. Be overjoyed that you are volunteering in their prison
  - D. Provide private access to the bathrooms for volunteers
  
- 2- Situation where you can run when inside a prison:
  - A. To the bathroom.
  - B. To tell an officer you need help with a lock
  - C. When you are have heard there is an incident on the yard
  - D. None of the above
  
- 3- AVP/CA reimburses volunteers who have need for reimbursement only for the following:
  - A. Lodging, when you are away from home, if private homes are not available.
  - B. Public transportation costs or mileage at 14¢ a mile
  - C. Food away from home while doing workshops
  - D. All of the above as available— when possible
  
- 4 -You can bring gifts to prisoners, when
  - A. It is their birthday.
  - B. It is Christmas
  - C. They have given you a gift
  - D. None of the above.
  
- 4- Under what situation can you hug inmates?
  - A. Graduation ceremony
  - B. When they are sad
  - C. When you feel moved to do so
  - D. None of the above.
  
- 5 – The clothing you should not wear in CDCR prisons is:
  - A. Blue, because the inmates wear blue
  - B. Anything denim, because the inmates wear denim
  - C. Khaki, because the officers wear it
  - D. A & B
  - E. All of the above
  
- 6 - Circle items you can bring into a prison:
  - A. Backpacks,
  - B. Reading glasses
  - C. Cell phone
  - D. Wallet
  - E. ID card or driver's license
  - F. Key to your car
  - G. A flask of gin
  - H. Glass food container

- I. Metal coffee mug
- J. Plastic water bottle
- K. Pills that give you a lift during slow times
- L. Belt
- M. Lunch and dinner items in plastic
- N. Metal fork
- O. Plastic spoon
- P. Personal items such as chapstick, aspirin

7 – Under what circumstances, might you develop a closer, more personal relationship with a prisoner?

- A. When you have found a soul-mate.
- B. When you are a very experienced facilitator
- C. Upon his/her release from prison
- D. When you are no longer volunteering with AVP
- E. When you both have strong feelings toward one another
- F. When you are facilitating on a team together

8 – When a correctional officer is being rude or harsh, you'd best demonstrate which of the following:

- A. Give back some of the same.
- B. Ask strong questions to clarify the situation
- C. Be aware that you are the guest.
- D. Not allow yourself to be pushed around
- E. Educate him/her on how to better handle people
- F. Be humble, while being yourself
- G. Try AVP listening techniques, a little transforming power.

9 – You might wear into the prison which of the following;

- A. Short-sleeved blouse or shirt
- B. Short skirt or short pants
- C. Skirt tastefully to your knees
- D. Tight shirt or low-cut blouse
- E. Long denim skirt
- F. Comfortable, yet discreet clothing
- G. Always wear long sleeves and high necked clothing
- H. Belt
- I. Cheerful colors and Jewelry
- J. Jacket with a hood
- K. Something that makes you look really -hot!!
- L. Loose, not skin tight, pants with pockets
- M. A sweater or jacket
- N. High heeled shoes or flip flops

10- What kind of personal information is NOT advisable to give to prisoners

- A- Home address and phone
- B- First name and area where you live
- C- Personal stories in context of a gathering or exercise
- D- All of the above

## First timers quiz – Answers

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