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Mapes, Kathleen Barclay

A MANUAL FOR TEACHER TRAINING IN INTERPERSONAL PEACEMAKING

The University of Arizona

M.A. 1985

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A MANUAL FOR TEACHER TRAINING IN
INTERPERSONAL PEACE MAKING

by

Kathleen Barclay Mapes

A Thesis Submitted to the Faculty of the
DEPARTMENT OF COUNSELING AND GUIDANCE
In Partial Fulfillment of the Requirements
For the Degree of
MASTER OF ARTS
In the Graduate College
THE UNIVERSITY OF ARIZONA

1985

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SIGNED: Kathleen Gayley Magee

APPROVAL BY THESIS DIRECTOR

This thesis has been approved on the date shown below:

[Signature] Betty J. Newlon
Assistant Professor

Date Nov. 19, 1985
Dedication

The work herein is dedicated to the memory of Paul Forgach, a local pioneer in the development and implementation of the Victim-Witness program, offering crisis intervention to the community, and of the mediation process and service which has now become the Community Mediation Program at the Family Crisis Service.

Paul served as teacher and mentor to many, including me.
I truly appreciate the contribution of everyone on my committee: Dr. Betty Newlon and Dr. Phil Lauver of the Counseling and Guidance Department and Dr. Dave Williams of the Speech Communications Department. Their encouragement and guidance helped me bring this thesis into reality after years of thinking about it. My discussions with them helped me to clarify and focus my ideas into a specific area of concern.

There are several other people who buoyed me in the difficult times and others who inspired and informed me on the topic of interpersonal peacemaking. Among them are Don Boyd of the Community Mediation Service at Family Crisis Center and the Conflict Studies Committee at the University of Arizona and Kevin Dahl of Movement for a New Society and the Southwest Alternatives to Violence Project who, along with Dr. Newlon, carefully read my thesis at various stages, offering insight and helpful suggestions for improvement.

Special thanks goes to Kevin for prompting me to start this endeavor and for taking care of the details as he typed this.

Beyond the people, are the organizations and experiences I have been involved in over the last few years which have helped me to more fully understand and use the interpersonal peacemaking skills in my life. These are my experiences as teacher and counselor in the Tucson Unified School District, training and volunteer work as a mediator and
crisis counselor in the Victim-Witness Program and Family Crisis Service, graduate studies in Counseling and Guidance at the University of Arizona, volunteer work as trainer for Children's Creative Response to Conflict and the Southwest Alternatives to Violence Project and short term membership in Movement for a New Society.
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ABSTRACT

The experts agree that conflict is inevitable and that people can find effective ways to prevent and manage conflicts that arise. Prevention and management techniques are described in this thesis as interpersonal peacemaking skills: awareness and affirmation, communication, cooperation, creative problem solving, and conflict management.

Classrooms are susceptible to conflicts. Teachers are required by the circumstances that arise in the classroom to become peacemakers. However, teachers are seldom taught interpersonal peacemaking skills to enable them to carry out this function.

The training manual described in this paper includes all information necessary for planning and implementing an inservice training workshop for teachers. The manual consists of a trainer's guide, a variety of workshop activities, both for setting the workshop structure and pace and for skills training, as well as how to change and to be a change agent. The appendix of the manual gives relevant terms, references and resources.
CHAPTER 1

INTRODUCTION

A teacher is a peacemaker. It's part of the job . . . conflicts occur in our classrooms, and we are expected to respond to them and restore peace, or at least order. That makes us peacemakers. (Kriedler, 1984, p. 1)

In a classroom containing a number of students, a teacher and perhaps, a teacher aide, conflict is inevitable. Teachers can learn methods for handling conflicts with others, for making peace. They can do this, basically, by learning the skills in the areas of awareness and affirmation of self and others, communication, cooperation, problem solving and conflict management. Through these interpersonal peacemaking skills and strategies, teachers can create an environment in which understanding, nonviolence and personal empowerment flourish for the mutual benefit of all concerned (Prutzman, Burger, Bodenhamer & Stern, 1978).

The concept of interpersonal peacemaking does not preclude the fact that conflicts will arise. As Arbutus Sider (1983) states, "I make a distinction between 'peacekeeping' and 'peacemaking.' Peacemaking is demonstrated not in the avoidance of conflict, but in the management of conflict" (p. 2). Even in a healthy relationship where affirmation, communication, cooperation, and creative problem solving flourish, conflicts will occur. However, in such a relationship, it is much more likely that they can be minimized or resolved more
effectively and amicably when they do appear. Boyd (personal communication, September 26, 1985) indicates that when differences arise in a cooperative relationship (one in which affirmation and communication thrive), the two parties are much more inclined to unite "against" the common enemy: the problem or disagreement.

Integration of interpersonal peacemaking abilities into one's life really involves a dynamic process in which one fluctuates among interpersonal peacemaking skills to creatively and competently pave the way for open, honest and trusting relationships. Awareness of one's own values, beliefs and behaviors, awareness of the aspects in others plus affirmation of self and others can create a positive atmosphere in which communication, cooperation and creative problem solving can thrive. When conflicts arise in this positive atmosphere, the foundation is set for managing and, often resolving them in a way which provides that both sides will win (Kriedler, 1984). As people learn these skills they expand their repertoire for relating to other people in various situations (Carpenter, 1977 & Kriedler, 1984). They can use these new alternative ways or use their old comfortable ways. They have more of the resources necessary for making a conscious choice for making peace with other people. For many people, having a specific structure or procedure for handling disagreements can be very empowering. It allows the individual(s) to feel more in control of the situation rather than at its mercy (Boyd, 1985).

There may still be times when reconciliation of differences does not seem possible, in spite of cooperative efforts to do so. At
these times it is appropriate and helpful for a third party to mediate between others. Ray (1982) defines mediation as "a process in which a neutral third party assists two or more parties in resolving their dispute. A mediator facilitates communication between the parties, rather than making their decisions or imposing a solution" (p. 119). Third party intervention in conflict involves a special set of skills and recommended procedures for effective management of the conflict.

All of these concepts and skills form the foundation for the workshops described in "A Manual for Teaching Training in Interpersonal Peacemaking."

This chapter introduces the manual by giving a Statement of Purpose, Rationale, Assumptions, Limitations, and a Definition of the Terms.

**Statement of Purpose**

"A Manual for Teacher Training in Interpersonal Peacemaking" has been developed as a guide for workshop trainers who are both willing and able to offer training to teachers who want to acquire new skills to enhance their human relations at home and in the classroom. The purpose of this workshop is to increase the interpersonal peacemaking capabilities. The manual incorporates theoretical information about awareness and affirmation of self and others, communication, cooperation, problem solving and conflict management, into a structure for practical application of theory. The three objectives of the training workshop to help teachers and others who work with children are:
1. increase understanding of conflict and its resolution and expand repertoire of peacemaking skills
2. examine behavior and attitudes to assess how these contribute to classroom conflict and its resolution
3. work on establishing a sense of classroom community that will not only reduce conflict but also help children respond creatively constructively, and nonviolently to conflict -- in short, to build the peaceable classroom. (Kriedler, 1984)

The manual is intended to be comprehensive in scope and content as it combines activities and ideas from many different sources. It differs from others by its content, which expands beyond that of some manuals that focus primarily on communication and conflict management (Abrams & Schmidt, 1978; Hart, 1981; Levy & Otero, 1980) to include awareness and affirmation of self and others, and cooperation. While the training materials produced for the Alternatives to Violence Program and Children's Creative Response to Conflict do include affirmation, communication, cooperation and conflict management, they do not specifically cover awareness of self and others and assertion (which is considered to be part of communication). A review of the literature shows that there are no other manuals which approach the training in human relations skills in quite the same way, although many do include rather extensive compendiums of activities that are related to interpersonal peacemaking skill development (Abrams & Schmidt, 1978; Hart, 1981; Levy & Otero, 1980).
The scope of this manual extends beyond that of other manuals also by its extensive training guide. The training guide presents information and procedures for facilitating a teacher training workshop in interpersonal peacemaking. The topics covered in this section include learning theory, leadership for learning, planning for a training workshop, implementing a training workshop, and evaluating a training workshop. It is intended to be a guide only, leaving the trainer(s) to make the definitive choice of program procedures.

**Rationale**

Interpersonal peacemaking skills are not generally taught in a formal way either in grade school or in college. Kriedler (1984) states that, "rarely is there anything in our education to help us understand conflict, or training in the skills necessary to making peace" (p. 1). Instead people tend to model their parents, family and peers as they learn to interact with others. This in turn, usually leads to a limited and patterned way of acting and responding in human relations.

Apparently, these skills are not a part of the natural patterns of relating to others in the American society because of the cultural value placed on competition, one-up-man-ship, and individualism. As Hogie Wykcoff (1980) relates, "Competition as a guiding force of modern life drives some people to excellence, but is not satisfying or effective for most of us." (p. 5).
In fact, competition often leads to conflict as everyone wants to be the winner (Kriedler, 1984). Hart (1981) expounds that:

Conflict is a topic of increasing importance in all human systems. There are multiple reasons for this increasing importance, including: the growing scarcity of natural resources; the complexity and increasing interdependence of relationships between individuals, groups, organizations and nations; the values and life style pluralism that characterizes people of all ages, sexes, and races; and the rising expectations and psychology of entitlement that are reflected in the motivation of employees, managers, owners, customers, and all others who interact in and with an organization. (p. xiii)

Anyone can learn a set of skills which can create more positive options for behaving with other people and for handling conflicts that arise. Once learned, these skills can enrich the quality of interpersonal relationships by creating a mutually supportive, cooperative exchange. "Adults and children can learn to resolve their conflicts creatively and constructively, in ways that enhance both the learning and interpersonal relationships." (Kriedler, 1984, p. 5)

Training workshops are important as a way for people to learn new skills and for trying them out in a relatively neutral situations. Coover, Deacon, Esser and Moore (1978) purport that:

People want to act wisely and positively to improve their living situations but usually feel powerless to resist undesirable trends or make needed changes. As a result of the type of education most of us receive, we often are unclear about our own needs, are confused about the nature and causes of problems, lack concrete organizing skills, and fear conflicts which surface when we try to make changes. New training processes are important because they help people retrain themselves out of customary ways of responding to problems and initiating alternatives. (p. 154)
"A Manual for Teacher Training in Interpersonal Peacemaking"
is divided into the following sections:

Introduction

Section 1: THE TRAINER'S GUIDE

A. Learning Theory
B. Leadership for Learning
C. Planning the Training Workshop
D. Implementing the Training Workshop
E. Evaluating the Training Workshop

Section 2: THE TRAINING WORKSHOP ACTIVITIES

A. Activities for Setting the Workshop Structure and Pace
   1. Structure Setting Activities
      a. Gathering Activities
      b. Closing Activities
   2. Pace Setting Activities
      a. Energizing Activities (Energizers)
      b. Relaxing Activities (Relaxers)

B. Interpersonal Peacemaking Skills Training Activities
   1. Awareness/Affirmation Activities
   2. Communication Activities
   3. Cooperation Activities
   4. Problem Solving Activities
   5. Conflict Management Activities

C. Activities for Changing

Section 3: APPENDIX

A. Books
B. Organization
C. Glossary
D. References
E. Index of Activities

These sections are included to cover concerns about leading a teacher training workshop:

1. How to do the training? -- see Section 1: The Trainer's Guide
2. What to do during the training workshop? -- see Section 2: The Training Workshop Activities
3. What other information or resources are relevant to the interpersonal peacemaking training? -- see Section 3: Appendix

Each of these components are explained more fully in Chapter 3 of this thesis.

Assumptions

"A Manual for Teacher Training in Interpersonal Peacemaking" is based on certain assumptions about learning new concepts and skills:

1. It is assumed that teachers can learn and use interpersonal peacemaking skills in their daily life at work, home, and in social settings.
2. It is also assumed that teachers thus trained will have an expanded repertoire of human relations skills which, when used, will have the effect of improving their interpersonal relationships.
3. Likewise it is assumed that teachers who use interpersonal peacemaking skills will be more effective in preventing conflicts with others as well as handling interpersonal conflicts that may arise.

4. It is assumed that in order for teachers to create a peaceable classroom with a warm and caring sense of community and to teach their students the interpersonal peacemaking concepts and skills, they must first feel comfortable with these skills and concepts on a personal level.

5. Teacher training in interpersonal peacemaking must begin with the personal use of the skills and then move to the professional use with students, parents and colleagues.

Limitations

This teacher training manual functions under these limitations:

1. Trainers for workshops in interpersonal peacemaking will need to have some experience and ability in these skills in addition to some prior training experience. Trainers without previous experience will be advised to co-facilitate with an experienced teacher.

2. Teachers who participate in the training must be motivated to look at their behaviors, learn the interpersonal peacemaking skills and take the necessary risks to change their behavior to incorporate these skills. They must choose to attend the inservice training workshop voluntarily.
3. The effectiveness of the trainee's use of the newly acquired skills in their lives will depend on the degree to which they are willing to take risks, to experiment and to change.

4. This manual for teacher training in interpersonal peacemaking is intended for teachers from any school, however the ideal situation would involve the entire staff from one school taking the same workshop together.

5. The activities included in the teacher training manual are not necessarily suitable for school students, although some can be modified. The appendix in the manual does list several resources for similar activities that are age appropriate.

6. Another limitation of this manual is that the activities and philosophy contained in this manual are designed for the majority of the American culture. Trainers must be sensitive to particular cultural differences of trainees in order to modify the training program accordingly.

7. The teacher training workshop described in the manual is limited to fourteen hours. Ideally this would be extended to include ongoing support and continued training as the trainees experiment with use of interpersonal peacemaking skills in their personal and professional lives.

8. Finally, evaluation of the activities and of the teacher training program is the next step. Many activities have been used successfully with diverse groups, yet the need remains to test their validity and reliability.
Definition of Terms

As with any program, there are certain terms which have specific meanings in a particular context. Here is a list of pertinent terms and their definitions follows:

**Affirmation**—Expression of positive, supportive feelings or beliefs about oneself or others.

**Affirming atmosphere**—a human environment in which people strive to accept themselves and others and to express positive, supportive feelings or beliefs about oneself or others.

**Agenda building**—Creating a program of events and activities for training; involves choosing appropriate activities for a particular group and deciding on the timing and facilitation of those activities.

**Assertiveness**—The ability to easily express one's thoughts, wishes, beliefs and legitimate feelings of resentment or approval; it is distinguished from passiveness and aggressiveness.

**Communication**—Reception and expression of ideas, thoughts, feelings; may be verbal or nonverbal, written or spoken, read or listened to.

**Conciliation**—An informal process of working out differences or disagreements.

**Conflict**—Disagreement between two people or parties.

**Conflict management**—Handling disagreements, hopefully to resolve them.

**Cooperation**—Getting along; also working together.
Creative problem solving—the process of thinking of and considering all possible alternative ways to resolve a dilemma.

Dyad—A set of two people who work together in a workshop.

Empowerment—The state of having a sense of one's own ability and strength.

Energizers—Activities designed to change the energy level during the training workshop; they usually involve physical movement.

Facilitation—Leading group activities in such a way as to instruct and to involve the entire group in the process.

Interpersonal peacemaking—A dynamic process in which people create an affirming atmosphere in which communication, cooperation, and creative problem solving are encourage for mutual benefit.

Mediation—A process of interpersonal peacemaking in which two conflicting sides agree to have a third, neutral party help them resolve the conflict.

Negotiation—The way in which people get what they want from others.

Participant—The trainee or workshop participant.

Power—Capability to do, to act as in "power with"; may also refer to the ability to force or influence others as in "power over."

Rap sheet—An introductory explanation given at the beginning of each section in the manual; these may serve for participant study and discussion.

Reconciliation—Same as conciliation.

Relaxers—Activities designed to slow the pace of a training workshop and/or re-focus the attention of the participants.
Role play--An activity designed for skill practice in which one or more participants assume the character of one or more real or imaginary people in a real or imaginary scene.

Small groups--Sectioning off the total group into groups of three to six people.

Trainee--The participant in the training session.

Trainer--The facilitator or teacher in the training session.

Triad--A set of three people who work together in a workshop.

Trust--A feeling of openness and acceptance of another person.
CHAPTER 2

SELECTED REVIEW OF THE LITERATURE

This chapter will present a selected review of the literature available on the history of events and organizations that have influenced the development of training programs in conflict management and interpersonal peacemaking. The chapter begins with a historical chronology of these events and organizations. Then it focuses primarily on events that have shaped the formation of school conflict management programs.

Historical Chronology

The fields of conflict management, peacemaking, and mediation have only been identified and qualified within the last three decades. To begin this look at the history of these related fields is a chronology of developments on national and local levels:

1950s -- The New Jersey Juvenile Conference Committee is opened as one of several community dispute resolution centers developed by the juvenile court. (Ray, 1982)

1964 -- Community Relations Service (CRS) is created as a U.S. Department of Justice agency by Title X of the Civil Rights Act of 1964 to help communities resolve disputes, disagreements, or difficulties stemming from discriminatory practices based on race, color, or national origin. The CRS is transferred from the U.S.
Department of Commerce to the U.S. Department of Justice in April 1966. Many of the disputes involved problems stemming from school desegregation so the CRS gave assistance in rumor control, conflict management, and human relations. (United States Department of Justice, 1981)

1971 -- Movement for a New Society is organized in Philadelphia, PA, with a commitment to feminism and nonviolence. They create a structure for group consensus decision making and rotation of leadership roles, as well as other group processes. They also offer training in nonviolence, fighting oppression, political strategies, organizing in the workplace, consensus decision making and other skills. (Movement for a New Society, 1985)

1971 -- The Center for Community Justice, a nonprofit organization located in Washington, D.C., begins its activities designing, operating and evaluating alternative methods of resolving disputes in community and institutional settings, such as schools. (Singer & Nace, 1985)

1972 -- Children's Creative Response to Conflict Program is initiated by Priscilla Prutzman, among others, for training children and teachers through four themes: cooperation, communication, affirmation and conflict resolution. (Prutzman, 1983)

1974 -- The Family Mediation Association is established by O. J. Coogler in Atlanta, GA, as a non-profit educational research organization. The founder develops the Structured Mediation process. (Family Mediation Association, 1982)
1974 -- Members of the Society of Friends (Quakers) in New give workshops on skills for nonviolent living and action, in prisons. This organization later became the Alternatives to Violence Program and grew to do workshops in prisons and communities in several states. (Alternatives to Violence Project, Inc., 1982)

1976 -- Massachusetts becomes the first state to incorporate mediation into its due process system in special education to handle disputes between the state and parents of handicapped students. (Singer & Nace, 1985)

1976 -- The American Management Association conducts a survey of organizational managers and finds an increasing concern about conflict management in the workplace. (Hart, 1981, page xiii)

1976 -- National Peace Academy Campaign (N-PAC) is established as a non-profit public interest organization to spearhead a drive to establish a United States Academy of Peace and Conflict Resolution. The Executive Director is Milton Mapes. (Mapes, 1981)

1977 -- Community Boards of San Francisco, founded by Ray Schonholtz, an attorney and professor of law at the University of San Francisco Law School, is one of the first community dispute resolution centers in the United States. Aside from mediation, it also offers training, management, and evaluation. (Davis & Porter, 1985)

1978 -- Three Neighborhood Justice Centers in Atlanta, Kansas City, and Venice/Mar Vista area of Los Angeles are set up through funding from the Justice Department and administered by the Department's National Institute of Justice. Their focus is to emphasize mediation to resolve minor disputes in the criminal and civil areas.
1978 -- Wisconsin Center of Public Policy in Madison sponsors a two year environmental mediation experiment. Howard Bellman and Edward Krinsky are the primary mediators who handle disputes among developers, environmental advocates, regulators, public officials and citizens who live near controversial proposed projects. (Hagerty, 1979)

1978 -- The Center for Dispute Settlement sponsors the Juvenile Mediation Program in Rochester, NY, as an alternative to juvenile court. (Vorenberg, 1982)

1978 -- Community Mediation Service begins operating out of the Pima County Attorney's Office Victim-Witness Unit in Tucson, AZ. (Wycoff, 1980) The mediation process used was formulated by Paul Forgach, who is also the founder and director of the Victim-Witness Program. The Community Mediation Program then became a part of the Family Crisis Service and later expanded to include the Neighborhood Mediation Project. These services offer mediation and mediation training for volunteer mediators. They receive some support from Action's Volunteers in Service to America (VISTA).

1980 -- Dispute Resolution Act, sponsored by Senator Edward Kennedy, is signed into law by President Carter. "While the Act authorized some $11 million annually toward Department of Justice and other programs in dispute resolution, this money was never appropriated by Congress." (Freedman, 1984)

1982 -- School Initiatives Program is created under the auspices of the Community Boards of San Francisco and is first directed by Helena Davis. Its purpose is to provide mediation, training and program development in the schools. (Davis & Porter, 1985)
1983 -- The School Mediators' Alternative Resolution Team (SMART) is started by the Victim Services Agency in New York City to train high school students as peer mediators. (Davis & Porter, 1985)

1983 -- The National Institute for Dispute Resolution, a private, nonprofit organization, is established to examine and promote ways of settling disputes without litigation.

1984 -- National Association for Mediation in Education (NAME) is formed after a national conference on school mediation programs. They have since published a directory and bibliography for mediation in the schools. (National Association for Mediation in Education [NAME], NIDR, & American Bar Association Special Committee on Dispute Resolution Public Services Division, 1985)

1984 -- Assembly Member Vasconcellos of the California Legislature introduces a resolution which commends the Community Board School Initiative Program and requests the State Board of Education to explore ways to incorporate conflict resolution learning programs as part of the basic school curriculum in kindergarten and grades 1 to 12, inclusive. The resolution is passed. (Davis & Porter, 1985)

1984 -- Congress votes for the establishment of the Peace Institute as an amendment to a defense appropriation bill, Public Law, 98-525, Title XVII on October 19. This calls for the President to appoint a board of trustees by April 1985. The Peace Institute is to operate on an existing campus. Twenty-five percent of the funds from this bill are to be used to fund "satellite" programs at universities around the country.
Historical Perspective for School Conflict Management Programs

Analysis of this chronology shows a trend starting with juvenile court alternatives for resolving conflicts involving school age youth. In "A State of the Art Survey of Dispute Resolution Programs Involving Juveniles" (1982), Elizabeth W. Vorenberg cites the Community Boards Program in San Francisco and the Juvenile Mediation Program of the Center for Dispute Settlement in Rochester among those programs providing mediation as an alternative to court.

Next the chronology shows that the Community Relations Service became involved in handling conflicts related to school desegregation. Much of this involvement included staff training in human relations and conflict management (United States Department of Justice, 1981). The Community Relations Service has functioned for over two decades in helping neighborhoods and schools handle conflicts of all sorts (Community Relations Service [CRS], 1981) making it the forerunner in the field of dispute resolution.

The growth of the community dispute resolution programs is significant in considering the subsequent growth in school mediation and conflict management training programs. As stated previously, the first program to deal with community disputes also dealt with school related disputes.

This coupled with the continuing development of courtroom alternatives for resolving minor disputes went hand in hand with the movement throughout the nation toward community mediation programs such as the Neighborhood Justice Centers in several different cities and the Community Board in San Francisco. The number of such centers has jumped
from three in 1977 to more than 180 in 1982 (Ray, 1982). Three reasons for this dramatic increase are:

First, the courts are so overburdened that there are long delays in responding to citizen complaints. Second, these programs more adequately perform the informed dispute settlement roles once more fully provided within communities. Third, they are more capable of dealing with the whole conflict rather than a particular legal infraction. (Ray, 1982, p. 117)

The first and second reasons are evidenced in the overbooked calendars of any court in the country. As Ronald L. Olson (Chairperson of the American Bar Association's Special Committee on Alternative Means of Dispute Resolution) explains, disagreements involving neighbors, family members, tenants, and consumers were traditionally handled within the community (Ray, 1982). Formal litigation was unnecessary when institutions such as the extended family, neighborhoods, communities and the churches played "a major role in resolving interpersonal quarrels and fights" (Ray, 1982, p. 118).

As for the third reason that Ray (1982) gives to justify the spread of the community mediation alternatives to the legal system, it's important to recognize that mediation goes beyond the legal issues to get to the heart of the conflict. Here again, Ray (1982) illustrates that in the mediation session "parties not only address the present problem of, for instance, a broken windshield, but also confront the underlying issues of the parties' relationship. This process sets the stage for the parties to resolve future disputes through effective communication" (p. 118).
The effectiveness of the community mediation program also accounts for its successful multiplication. For instance, the annual report for Resolve, A Center for Dispute Settlement, Inc., in Syracuse, NY, shows that in will over 98 percent of the cases that go to mediation, an agreement was reached by the end of the session and that 92 percent of the agreements were successful (Resolve, 1982). In the "National Evaluation of the Neighborhood Justice Centers Field Test," David Sheppard (1980) reports that the Neighborhood Justice Centers "appear to handle most minor interpersonal disputes more quickly than the courts, and citizens are more satisfied with the mediation process than those who go to court" (p. 15).

The Community Boards of San Francisco began operating in 1977 and expanded to 22 neighborhoods. It views itself in a slightly different role than most other neighborhood justice centers in that it "does not deal with cases that come from the formal justice system" (Davis & Porter, 1985). Instead it considers itself to be a "court of first resort" (Davis & Porter, 1985). The Community Boards go beyond dispute resolution to emphasize community education. Shonholtz (1981) gives these reasons for why neighborhoods and individuals need and want Community Boards: "to teach disputants that they can work conflicts out; to bring residents closer; to restore the neighborhood community; to bring peacemaking skills into the neighborhood; and to demonstrate the neighborhood's ability to maintain its own justice system" (p. 1).

The Community Board Center for Policy and Training in San Francisco provides training both for community volunteer mediators and for interested individuals from other programs. Terry Amsler, Director...
Program Development for the Community Board Center for Policy and Training acknowledges that the effects of the skills and experience that the volunteer mediators have gained in the program "extend beyond the range of program work alone. People find that communication, conciliation and related skills are useful at home and the workplace. The neighborhood benefits from the increased experience and abilities of its residents" (personal communication, September 27, 1985).

Taking this one step further, the Community Boards organized and developed the School Initiatives Program in 1982 to provide training in conflict studies as well as initiating a peer mediation program in the schools (Davis & Porter, 1985). The brochure for this program explains that: "Need for the Program arose not only from disruptions and violence in overcrowded schools, but also from the needs of ethnically and culturally diverse students to acquire skills which enable them to peacefully express and resolve conflicts" (p. 2).

Two closely related programs originating in the state of New York have also contributed to conflict management training. First came the Alternatives to Violence Project, Inc. (AVP). This is a group of volunteers who are trained to conduct workshops for prison inmates. The Basic Training Manual (1983) states that, "In these workshops they [the inmates] learn about 'Transforming Power' and ways to live a life without violence even in the grim atmosphere of a prison, and to prepare themselves for facing conflict and street violence when they once more live outside" (p. 1).

On the other end of the spectrum from training incarcerated adults is the Children's Creative Response to Conflict (CCRC) which was
created, in part, by Priscilla Prutzman who also helped develop the Alternatives to Violence Project (1978-1980). The CCRC seeks to teach children and their teachers nonviolent conflict management in much the same way as AVP does to inmates. Both AVP and CCRC incorporate four strands in their training: affirmation, communication, cooperation, and conflict management (AVP Basic Training Manual, 1983 & Prutzman, et al., 1978). This approach is well explained in The Friendly Classroom for a Small Planet (Prutzman, et al., 1978):

The present workshops cover a broader scope than conflict resolution. It soon became apparent that to develop creative response to conflict children (and adults, too) need to begin to understand both their own feelings and the feelings of others. They need to become aware of the advantages of working together, rather than against one another, to solve problems. Cooperation and community building exercises, therefore, occupy a significant part of this Handbook, and almost always precede exercises in conflict resolution . . . . (p. 3)

The mediation training offered through the Family Crisis Service (Schaedler, 1983) for prospective volunteers also stresses the importance of validating or affirming the parties who come to mediation. Communication skills and creative problem solving are also emphasized as adjuncts to the training in mediation procedures.

Mediation is the vehicle that has been used by many agencies to get into the schools and subsequently offer staff and student training in conflict management as well.

The strongest impetus for school-based mediation programs appears to come from individuals who work in or have been trained by community mediation programs. After discovering the power of the mediation process, these people have thought, 'Why wait to teach these lifetime skills to older people? We should be working with school-aged children.' . . . In addition to teaching conflict resolution skills as early as possible, a major aim of many school-based projects is to
provide a non-adversarial means of resolving conflicts when they do arise. Often, mediation or conciliation can provide an alternative to suspension or can prevent student-student/student-teacher disagreements from escalating. (National Association for Mediation in the Schools, et al., 1985, p. 3)

Whether from the community mediation programs, AVP or CCRC, all the training workshops that have evolved from these groups have many aspects in common: all deal with self-awareness, affirmation/community building, communication, cooperation and problem solving (Alternatives to Violence Project, 1980; Gilman, 1981; Prutzman, et al., 1978; Schaedler, 1983 & Wyckoff, 1980).

The history presented in this chapter lays the foundation for the concept of the training manual presented in this paper and highlights how events and developments that have occurred in community and organizational relations have carried over into school/teacher training programs.
CHAPTER 3

COMPONENTS OF THE TRAINING MANUAL

In this chapter each of the components of "A Manual for Teacher Training in Interpersonal Peacemaking" is explained with supporting literature. The manual is divided into three sections:

1. The Trainer's Guide
2. The Training Workshop Activities
3. Appendix

The Trainer's Guide

Section 1 in the manual is the guide for the workshop trainer. It includes the "how tos" for planning, implementing and evaluating a training workshop.

The trainer is the person who has primary responsibility for planning and implementing the workshop (Coover, et al., 1978). Often it is more advantageous for two or more trainers to work together as co-trainers. Cooperating in this way can utilize the skills and abilities of each co-trainer to the maximum capacity (Auvine, Densmore, Extrom, Poole & Shanklin, 1978). Co-training is also discussed in The Trainer's Guide.

The Trainer's Guide has five subsections: Learning Theory, Leadership for Learning, Planning for the Training Workshop, Implementing the Training Workshop, and Evaluating the Training Workshop. Each of these subsections is explained here.
Learning Theory

Definition of Learning. During an inservice workshop for elementary teachers, Bertha Romero (1975) said that learning:

- is a personal process.
- involves personal need.
- is affected by the self concept, How I see myself as a learner.
- should be a challenge, not a threat; it requires that the learner be involved.
- entails the feeling of belonging.

This definition of learning is pertinent for learning at any age.

Added to this is Schaedler's statement, "Learning results in a change of behavior" (1983). Learning in the sense of Romero's and Schaedler's definitions is the function of the training workshops presented in "A Manual for Teacher Training in Interpersonal Peacemaking."

Learning Styles and Implications for Training. People are unique human beings. Awareness of the differences and similarities and affirmation of people is the foundation of the interpersonal peacemaking skills training. Recognition of everyone's individuality is also apparent in the presentation of the material in the training manual and workshops. McClurg (1980) explains that each of us had a preferred learning style. These styles fall into three main categories, which are:

Verbal -- Let's talk about it, discuss it, listen to lectures, etc.
Symbolic -- Read about it, look at pictures, study graphs
Experience -- Physically experience it, build it, test it, visit it, etc
Although we can all learn using any of the three styles, we usually have a preference. . . . The obvious implication for workshops is to provide alternatives (or at least a variety) so as to hit the various learning styles present. (McClurg, 1980, p. 7)

"A Manual for Teacher Training in Interpersonal Peacemaking" does offer learning style variety through lecturettes, discussion, activities requiring movement, and quiet time. Lecturettes are important to set the context for doing and understanding the activity. Discussion in small and large groups are a part of every activity. These provide for the verbal learning style.

Those who prefer the symbolic learning style will appreciate the written "Rap Sheets" which give an explanation of the topic being covered by the activities. These may be made available for handing out at the end of the session or during the session, if appropriate.

Learning New Skills. The experiential aspect of the training workshop is perhaps the most important because it offers the opportunity for application and practice in the skills of the training. For some this experiential aspect may be the most difficult, yet perhaps the most potent for learning. In the Family Crisis mediation training of summer 1983, Carol Schaedler mentioned that, "One learns by high personal risk. . . . Paul Forgach always told us, 'You ain't learning unless your stomach's churning.'"

In a class, Paul Forgach (1983) explained that there is a long distance between awareness and trial. Once people learn something it takes a while before they will try it. There's a short distance between
trial and adoption. After people try something once, it is easier to try it again until, finally, they adopt it into their pattern of behavior.

It is at the trial stage that the risk is greatest. Lowenberg and Forgach (1982) describe a "Synergistic Approach" to learning. They believe that "each step of the training builds on the previous step and all steps overlap." In this process they note that:

As the trainees move from one exercise to the next, they become more at ease with the group and take more risks. There is a positive correlation between increasing the risk factor in training and increasing the learning, skill building, and personal growth of the trainees. This development pattern translates into three training stages: trust building, skill building, and problem solving. (p. 17)

They suggest that the first series of exercises in a training workshop build trust among the trainees. Schaedler (1983) states that, "Probably the biggest fear in trying something new is the fear of rejection." Therefore she clarifies that an "atmosphere of safety is a must" in the training workshop. To set a tone of safety, she says that, "The only stupid question is the one you don't ask."

"A Manual for Teacher Training in Interpersonal Peacemaking" begins with activities for awareness and affirmation. As Lowenberg and Forgach (1982) say, "The exercises encourage trainees to get to know each other and feel comfortable with the group" (p. 17). After a break between sessions, the workshop begins again with a Gathering activity to rekindle the level of comfortability within the group of trainees and trainers.

Hemisphericity and Implications for Learning. Another feature of learning has to do with hemisphericity, the left and right hemispheres of the brain. McClurg (1980) expounds that:
Brain studies (right half, left half) are beginning to reveal interesting data on learning and creativity. Each side of the brain is apparently unique in its functions.

<table>
<thead>
<tr>
<th>Left Side</th>
<th>Right Side</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Intuition</td>
</tr>
<tr>
<td>Logic</td>
<td>Creativity</td>
</tr>
<tr>
<td>Sequential steps</td>
<td>Fantasy</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Imagination</td>
</tr>
<tr>
<td>Analysis</td>
<td>Synthesis</td>
</tr>
</tbody>
</table>

... Language is a left side activity. The opposite is true for synthesis. The implication is that for knowledge input, discussions are fine, however for synthesis of ideas, application to new situations, or coming up with novel situations, it seems that periods of silence might be the most productive. (p. 5)

Training, then, must address this duality of the mind. The activities included in the training manual allow for stimulation of both hemispheres. The Relaxer activities, for example, have a dual purpose: 1. setting the pace when the workshop energy needs calming and 2. allowing time for synthesis of ideas.

Learning theory shows that when the whole person (whole brain, feelings, style) is involved in the learning process, it is much more effective (Lowenberg & Forgach, 1982; McClurg, 1980; Schaedler, 1983).

Leadership for Learning

As defined previously, the trainer is the person with primary responsibility for what happens during the training workshop. This person has information and experience to share with the trainees (Coover, et al., 1978).

**Trainer Concerns.** The trainer in interpersonal peacemaking may acknowledge these concerns which are adapted from McClurg (1980):

1. **Personal Concerns** — Do I know enough? Can I keep things moving? Will people respect me? (respect here is
Can I co-train with others, if need be?

2. Management Concerns -- How long will the workshop take? Is the agenda well organized and appropriate for this particular group of trainees? Do I have the right materials?

3. Impact Concerns -- Did my training make a difference? Have the workshop participants learned? Did I motivate them?

The first of these concerns require introspection and self reflection from the trainer. The new trainer will find that experience is the key to greater confidence, yet even the experienced trainer can value from consideration of these questions. Facilitation and instruction in the training workshop requires self-confidence, support and discipline (Ray, 1985).

Trainer's Role. The trainer's role is multiple, that of teacher/communicator and that of group facilitator. Naturally these roles overlap as they both involve leadership for learning. In the trainer's role, self awareness is as important as awareness of the material to be taught. McClurg (1980) delineates four different communicator styles which will affect one's teaching style:

- The Feeler -- sensitive, caring and artistic; high concern for people
- The Intuitor -- imaginative, innovative, far-reaching ideas, able to make dramatic intuitive leaps of ideas
- The Thinker -- logical, orderly, accurate, systemic
- The Sensor -- active, competitive, reacts quickly to what is sensed in the real world of events (p. 6)

He explains that while people have some of each of these characteristics, they tend to rely more consistently on their 'Primary Style' (McClurg, 1980). Awareness of their primary style
can aid trainers in assuring use of all communicator styles in order to best embrace the primary styles of the trainees. "The implication is that people are most receptive to a learning situation if it is similar to their 'Primary Style'" (McClurg, 1980, p. 7).

Furthermore, when two or more co-trainers work together, their combined primary communicator styles can provide for a well rounded training workshop. On the other hand, awareness of one's own communicator style can clue a trainer in to whether or not co-training with a particular individual would be successful. As McClurg (1980) admits, "I know that I should work with a Thinker for the benefit of the participants, but it sure would be tough on each both of us" (p. 7).

**Trainer Functions.** As group facilitator, the trainer has two main functions: task and morale. In *Leadership for Change*, Kokopeli and Lakey (1978) delineate these functions in this way:

**Task Functions:**
1. Information and opinion giving: offers facts, opinions, ideas, suggestions and relevant information to help the group.
2. Information and opinion seeking: asks for facts, information, opinions, ideas and feelings from other members.
3. Starter: proposes goals and task, initiates action within the group.
4. Direction giving: develops plans on how to proceed and focuses attention on the task to be done.
5. Summarizing: pulls together related ideas, suggestions, plans, proposals, and restates them by summarizing major points.
6. Coordinating: keeps perspective on relationship between various sub-groups and individuals, between activities and proposed next steps [on the agenda] and helps to keep the group functioning smoothly over-all.
7. Diagnoser: figures out sources of difficulty the group has in working together and the blocks to accomplishing its goals.
8. Energizer: stimulates a higher quality of work from the group.
9. Reality testing: examines the practicality and workability of ideas, evaluates alternative solutions, and applies them to real situations to see how they would work, drawing on past experiences and history.

10. Evaluating: compares group decisions and accomplishments with long-range goals and with values and standards the group has set for itself.

Morale Functions

1. Encouraging participating: gives support to members to participate through giving recognition for contributions, being warm, accepting and open, and being responsive and attentive to group members' needs for involvement.

2. Harmonizing and compromising: helps turn conflict into opportunity for creative and constructive solution-finding, searching for common elements in conflicts and helping others to keep unity in mind when they disagree.

3. Relieving tension: creates fun, safe, and relaxed atmosphere where members may feel secure and vulnerable, joking, playing games, taking breaks, doing non-work-related activities.

4. Helping communication: makes communication accurate and clarifies misunderstanding.

5. Evaluating emotional climate: pays attention to how people are feeling about the group and each other, helping people to express feelings and sharing own feelings.

6. Process observer: examines the processes the group uses, providing information and evaluation for improvement.

7. Setting standards: states and restates the group standards and goals to help the group maintain awareness of direction of the work and of accomplishments, reestablishing acceptance of group norms and procedures.

8. Active listening: accepts input and thoughtfully considers it, is receptive to others' ideas, proposals, etc. and goes along with the group when not in agreement.

9. Building trust: accepts and supports openness and vulnerability of other group members, reinforcing risk-taking and creating safety.

10. Solving interpersonal problems: promotes open and disciplined discussion of conflict between group members to resolve conflicts and increase cohesion. (pp. 16-17)

These trainer functions exemplify to the trainees exactly the skills that are being taught in the workshop. Thus the trainer not only
effectively facilitates the workshop but also models the skills being taught.

**Trainer Responsibility.** This puts the trainer in the position of leader. As leader for a group of people it is important to maintain integrity. Auvine, et. al., hold that it is the trainer's responsibility to prevent abuse of this position. They suggest that the group facilitator demystify the leader role by helping the participants in the training workshop recognize that the trainer is also human. The trainees may come to concede some of their power to make decisions or define a situation. Auvine, et al. (1978) warn: "The temptation to use the power delegated to you to fill your own needs (increased self-esteem, manipulation of a situation for your own benefit, even simple expedience) will be strong. The fact that the group delegated the power to you is no excuse" (p. 4).

This training manual is intended for use by skilled trainers with some background in the interpersonal peacemaking skills being taught. Most trainers who use this manual will not also be trained in psychotherapy. As Auvine, et al. (1978) advise, it is therefore important that trainers realize that:

Being a facilitator does not mean that you are qualified to be a psychotherapist, either with a group of people or in a one-to-one situation. Because of the stress on human values and feelings that facilitation involves, facilitators are often seen as resources for personal psychological problems as well as for organizational problems. So participants sometimes reach out to facilitators, either directly or indirectly, with their emotional needs. This reaching out can be interpreted as a statement on the lack of resources available for people's problems rather than as a comment on your skills as a therapist. Please be careful. (p. 5)
Taking this one step beyond, these same authors also caution the facilitators not to look at the role of facilitator as a place where their personal needs or desires can be met. "If you are using a facilitation situation to satisfy some personal desire (need for attention, respect, power, making friends, finding lovers) you cannot be doing a good job of meeting the group's needs" (Auvine, et al., 1978, p. 5).

Finally, it is the responsibility of trainers as facilitators to make sure that the group knows what they are doing. The trainer must be held accountable for what is done in the training workshop (Auvine, et al., 1978).

Co-training. Co-training or team training is where two or more people are trainers for the same workshop. The Alternatives to Violence Basic Training Manual (1983) advises that, "Teams of two or three people are easiest; one person is too vulnerable, more people can raise confusions" (p. 19).

The co-training technique has many advantages. The primary one is that one person does not carry the sole burden of handling all the details before, during and after the workshop. Additionally,

Two facilitators can serve different roles in the group and thus help each other out and provide better service to the group. And since each facilitator will have a different background and different perspective, they will have different abilities and respond differently to various situations in the group. By having two facilitators, you are increasing the amount of skills that you are taking into the group. (Auvine, et al., 1978, p. 42)

Inherent in working together as co-trainers, is the need to know and use the very interpersonal peacemaking skills being presented in the
workshop. The Alternatives to Violence Basic Training Manual (1983) begins the process of co-training with team building to build trust, openness and good decision-making. They suggest several features of this team building.

First, in selecting the team care must be taken to be sure that the partners will be able to work together. It is important, therefore, for the training team members to consider and discuss how they feel about each other and how they view leadership. They need to check for any hidden feelings or thoughts from previous relations that might affect the present work relationship. Awareness of their styles for communication and facilitation as well as of the leadership roles and functions they have done, enjoy doing and want to do more of will help the team to combine talents and styles for the highest efficiency of training (AVP, 1983).

The next step mentioned in the AVP Basic Training Manual (1983) is "contracting to work together" (p. 19). Issues here include expectations about:

- Allegiance to the other team members (while not requiring agreement)
- The amount of participation
- How decisions will be made
- Attendance and the responsibility of absentee and team
- The giving of good feedback to others about team functioning and about the task (ibid, p. 19)

Clear communication during this team building stage will bring clearness to the training workshop. By using the same skills of awareness, affirmation, communication, cooperation, problem solving and conflict management the trainers will not only have a successful workshop, they will also model these skills for the trainees (AVP, 1983).
Training Methods. Teaching methods and techniques assist the trainer in effective presentation of the material to be covered. Paul Forgach developed a structure for volunteer training called the "Do, Look, and Learn Model." Lowenberg and Forgach (1982) give this rationale for this model:

1. If one only hears a presentation (via lecture), the individual soon forgets most of what was taught.
2. If one hears and also sees a presentation (via adding visual aids), the individual remembers most of what was taught.
3. If one hears, sees, and even experiences a presentation (via adding active participation), the individual learns what was taught. (p. 16)

The strategy of this model is relatively simple:

** Do something.

** Look at what was done.

** Learn from what was done.

Before any explanation is given, the participants are asked to do the activities. After they do, look and learn, they are asked to process the strategy with these questions developed by Lowenberg and Forgach (1982):

1. What did you see going on with . . .
   a. you?
   b. others?
   c. situation?
   d. trainer?
2. What did you learn about . . .
   a. yourself?
   b. others?
   c. situations?
3. What can you use from what you learned? How?
4. What would you change about . . .
   a. your behavior?
   b. others' response?
   c. the situation?
Processing goals help participants learn to observe themselves and others, to ask for feedback, and learn from doing and talking about what they did. (p. 16)

This model successfully incorporates two of the aforementioned learning styles: verbal and experiential. The activities presented in this training manual follow the Do, Look, Learn and Process method with the added dimension of the handouts for later reference.

Planning for the Training Workshop

Group Formation. The first step in planning the training workshop is the group formation. As state previously, this training is for teachers of students in grades Kindergarten to eight. While it may be preferable to train the entire staff of one school, trainees will be recruited from any school on the basis of interest in the training. There will however be a limit to the number of trainees attending any one workshop. Workshop size should be kept to 15 or less. McClurg (1980) says, "Learning (comprehension and retention) goes up markedly when class size is 15 or lower! ... For inservice, this indicates that we should keep our interactive session ... below 15 for optimum results" (p. 4). A waiting list of teachers who are interested in future workshops can be initiated after 15 have registered for the workshop.

Needs Assessment. Once the prospective trainees have registered, it behooves the trainer(s) to do some homework on the group. This research will affect further planning of the training workshop. Hart (1981) suggests these aspects be considered about the group of trainees:
Diagnoses participant's readiness and needs. This crucial step should be taken well before you plan the program's design. What do the participants know about conflict? What kinds of conflicts do they face regularly in their organizations and personal lives? Why would they want to take time to attend your program? How is it in their self-interest? What other programs have been offered on the topic of conflict or other topics that would mesh well with this planned program? What support is there from the organization's decision makers to conduct this program? (p. 10)

Gathering this information may be done through a written survey sent to registered trainees or by talking "with group members individually or collectively" (Coover, et al., 1978, p. 162).

**Agenda Building.** Once this information is gathered, it is used for the next step in planning the training workshop -- designing or building the agenda. The first step in this process is definition of the objectives of the training workshop.

The sequence of activities in your program will depend on what you have learned in the diagnosis. Keep in mind your participants' past experiences and knowledge, how well they know each other, how much time is available, and the possibility of follow-up. Write your objectives. . . . (Hart, 1981, p.10)

The objective of the teacher training in interpersonal peacemaking is acquisition of interpersonal peacemaking skills. "A group concerned with this function emphasizes the acquiring of abilities. While an information imparting group . . . would stress the knowledge of theories or techniques, a skills acquisition group focuses on the practical application of this information" (Auvine, et al., 1977, p. 7).

Outcomes that are hoped for at completion of the training workshop include:
awareness: a person is conscious of a need and begins to focus on it

concepts: a person has intellectual control over the relevant content

principles/skills: a person develops the skills to act on the need

application/problem solving: the person transfers the concepts and skills to the real setting and begins using the strategies learned (Murphy, 1980, p. 2)

The next step for agenda building takes the above information to formulate which activities should be used and the timing of such activities.

With your objectives in one hand and this collection of activities in the other, review the activities. As you read, keep in mind that people who are work-related (those who work together regularly), or people who are strangers (those who come to the program unfamiliar with one another), may have little knowledge or previous training in conflict. Therefore, they may need activities that are nonthreatening. Always work from a low-threat level to a more intensive one. (Hart, 1981, p. 10)

Auvine et al. (1977) recommend other factors to consider in agenda building. Briefly, these are:

1. Select content that is relevant . . . to the purpose of the group and meaningful to the members of the group.

2. Present materials in a logical order. An exercise concerning interpersonal communication should come side by side with a discussion of interpersonal communication, not separated by a film about emotional problems. There should be a logical progression from one agenda item to another.

3. Plan for time . . . try to determine how long each segment will take. It is a good idea to prepare for the possibility of having too little or too much time. What parts of your agenda can be shortened or left out if time runs short? . . . You should also be prepared with extra material in case things move more quickly than you had planned.

4. Think about pace. Plan a variety in pace. People will be able to pay attention for longer periods of time if there is an occasional change of pace . . . Arrange for regular changes of pace without planning an agenda that jumps from activity to activity so frequently that the tempo becomes choppy and confusing.
5. Use a variety of methods. . . . Participants will appreciate variety in methods used for presenting information and sharing ideas. Lectures, diagrams, films, exercises, brainstorming, and other techniques are all valuable, especially when learned in an active way (role playing, discussing) than information they learn in a passive way (reading, listening). Don't use different techniques just for variety, though. They are most helpful when they truly relate to the subject you are working with.

6. Have a beginning and an ending. Every session should have a beginning in which introductions are made, plans are discussed, and expectations are defined, and an ending which consists of a synthesis or summary of the session and an evaluation to determine how well expectations were met.

7. Nor is the middle a vast wasteland. The way groups function is not a stable plateau between the beginning and the end. Groups go through cycles of social interaction, information seeking, establishing structure and constructive work before they arrive at completion. (pp. 12 - 14)

In "A Manual for Teacher Training in Interpersonal Peacemaking" the activities offered will cover the gamut of content and skill development through a variety of methods, workshop structure (Gathering activities for beginning a session and Closing activities for ending a session), and workshop pace (energizers and relaxers). Sample agendas are included in Section 1: The Trainer's Guide of the manual (see Appendix A).

The teacher training workshop described in this manual is timed at 14 hours. This time allotment may be divided in different ways:

A. 7 two hour session
B. 2 seven hour sessions
C. 1 six hour session and 4 two hour sessions

However, option B may be the best. "If planning a 14 hour seminar, it's best to compress it into two 7 hour session. That way the momentum
begins in the morning and continues" (Energy and Man's Environment [EME], 1980, p. 1).

The trainer(s) will decide what is most appropriate for themselves and for the workshop participants, in conjunction with school district policy.

Flexibility is the key factor to making the planned design actually fit in to the reality of the workshop. This is discussed further in the next subsection on implementing the training workshop.

Co-Trainer Responsibilities. If two or more people are co-training during the workshop they will cooperate from the beginning of the workshop planning process. As much as possible, everyone should be involved in the diagnosis of the group, development of objectives, and design of the agenda. Once the agenda is set, the next step is to establish a staffing plan to divide the facilitation/training responsibilities among the co-trainers (Hart, 1981 & Coover, et al., 1978).

Workshop Materials. Once the agenda is set, the trainer(s) can determine the materials that will be required for the training workshop so they they may be gathered beforehand. Included in the materials should be any handouts that will be made available to the trainees.

Workshop Facility. Another concern for planning a training workshop is the facility -- its size, furniture, atmosphere and location. First, consider space required. "One room with movable chairs, large enough to form a circle of all participants including trainers. Also, an adjoining room if possible" (AVP, 1983, p. 6).
According to Energy and Man's Environment (1980), a smaller, crowded room will motivate people. Therefore, if a room is too large, it's best to rope off a certain area. Before the workshop, the trainer(s) should "check out the lighting, ventilation, location of rest rooms" (EME, 1980, p. 2). They also mention that the facility should be located at a site which is convenient to the majority of people attending and which has plenty of parking available.

Being able to move the furniture into a circle is an important aspect of the facility. A circle allows for more eye contact and encourages openness and concern in the group (Auvine, et al., 1978).

Traditional classroom arrangements with you at the front and everyone facing you, on the other hand, tend to put you in the position of authority and separate you from the rest of the group. Perhaps the most beneficial thing about the circle is that it puts all members on an equal footing. . . . (Auvine, et al., 1978, p. 16)

These same authors (Auvine, et al., 1978) recommend that if tables are used, that they be set at right angles to each other in order to form a square or rectangle, thus allowing for the same benefits derived from sitting in a circle.

Before the Workshop. Once the co-trainers have done their team building, the group is formed, the agenda is set, materials are gathered and the facility is arranged, it is time to begin the workshop. Auvine, et al. (1978) recommend that the trainer(s) take some quiet time before the workshop to clear themselves:

Take time for yourself to be alone before the session begins. This allows you time to clear your mind, leave your other activities and concerns of the day behind, and focus on the session ahead.

Make sure the agenda is clear in your mind. This will keep you from getting confused once the meeting begins. In
addition, if you are familiar with your plans and purposes, you can be more flexible. It will be easier to modify the agenda if this becomes necessary. (Auvine, et al., 1978, p. 15)

It's a good idea to arrive at the workshop site with enough time to check the facility and be sure all is in order. This also gives the trainer(s) time to get a sense of the mood as well as an opportunity to observe the interactions among the group members. (Auvine, et al., 1978)

Implementing the Training Workshop

This subsection looks at certain aspects of conducting the training workshop. What happens during the gathering in the first session of the workshop is specific for the beginning of the workshop. Later sessions are a continuation of the policies that are established during the beginning of the first session.

Gathering in the First Workshop Session. Once the workshop begins, it is best to start with introductions of the trainer(s) and, then, the trainees. The trainer(s) can set the tone of the whole workshop in the introduction. "According to the situation (whether it is formal or informal, a mood of seriousness or fun) you can make yourself accessible to the participants and let them get to know you" (Auvine, et al., 1978, p. 17).

There are a variety of ways the group can introduce themselves (Auvine, et al., 1978). Some of these different ways will be treated as activities for awareness and affirmation of self and others in the manual.

Among with trainee introductions, come the trainee expectations. "It is important to know what the participants'
expectations of the session are. This might be discussed during the introduction . . . or you may want to make it a separate item on the agenda" (Auvine, et al., 1978, p. 19).

It will be helpful for someone to write the expectations on a large piece of newsprint. During the evaluation of the workshop the group may refer to the list of expectations and consider whether they were adequately met.

Next the trainer(s) should state their expectations of the group. These may be expressed as ground rules which serve to establish and maintain an atmosphere of respect and consideration for the members of the group.

This group is a community and we'll try to build enough trust in one another to feel safe and secure together. We request help to bring this about:
1. We try to find, or affirm, one another's good points
2. We try to avoid put downs
3. Listen to what each person has to say without interrupting
4. Everyone has the right to pass
(AVP, 1983, p. 8)

After the ground rules are established, the trainer(s) should review the agenda. Basically this involves going through the headlines of the agenda with a brief explanation of each part. Afterwards, the trainees may ask any questions or make comments on the agenda (Lakey, 1978).

Each new session of a multi-session workshop should begin with the agenda review if a new agenda has been set. It is wise to remind the participants of the ground rules at the same time.

Training Workshop. Once all of this business has been taken care of, the actual training workshop will begin in accordance with the
agenda. As mentioned earlier, the timing of the agenda must remain adjustable.

Try it out. All program designs need to be flexible to meet emerging needs of participants; trainers also need to flow with the tide. If a planned activity is not working, find out why, then adapt it or drop it if necessary. Continually seek feedback from the participants. Record modifications you made, and reactions and comments to activities . . . (Hart, 1981, p. 11)

Throughout the workshop, the trainer(s) needs to stay tuned to the mood and interaction of the group and, perhaps, to adjust the agenda or modify the activities accordingly. Coover, et al. (1978) advises:

Trainers need to recognize the degree of openness to sharing feelings, thoughts, or new experiences exhibited by the group. Exercise can be structured to encourage people to share, but activities that are too threatening will cause participants to withdraw or resist. The threat level decreases as trust and community are built. (p. 166)

Evaluating the Training Workshop

To address the impact concern of trainers listed earlier, is the process of evaluation.

An evaluation is time taken out during, or at the end of a meeting, for participants to express how they feel about what has been going on. It may also include discussion of how things might be done differently in the future. (Auvine, et al., 1978, p. 55)

In the Training Guide section of "A Manual for Teacher Training in Interpersonal Peacemaking" evaluation is suggested at the end of an activity, at the end of a session, and at the end of the entire workshop. The evaluation at the end of an activity actually takes place during the processing of the Do, Look, Learn teaching strategy.

At the end of a session within the workshop, evaluation is a valuable tool for maintaining flexibility within the workshop agenda to
encompass the issues and concerns that arise during any particular session. During the Alternatives to Violence training, for instance, the trainers meet between sessions to "clinic." The "clinic" allows the co-trainers to discuss the previous session with its evaluation by the trainees as well as by the co-trainers. This allows for changes in the ensuing agenda if necessary (AVP, 1982).

The final evaluation at the end of the workshop supplies valuable feedback. Future workshops can be enhanced if comments and recommendations from past workshops are incorporated into improvements for each successive workshop. The evaluation should be considered in light of the goals/objectives of the workshop.

Auvine, et al. (1978) advise that the evaluation be taken thoughtfully. First, they remind that, "You can't expect to please everyone" (p. 58). People come to the workshop with their unique expectations. It is not possible to meet everyone's. Second, they suggest that the trainer(s) find patterns in the evaluations and keep the proper perspective. Receiving only one comment on some aspect of the workshop will not be as significant as several comments with the same praise or criticism. It is also important for the trainers to consider their own standards as well. "Sometimes you will get negative feedback for doing the right thing" (Auvine, et al., 1978, p. 58).

Evaluation or feedback from the trainees may be given verbally or in writing, or both. A verbal discussion for evaluation may be structured or open ended. The advantages of verbal feedback is that the trainees may express ideas that would not be asked on a written questionnaire. It also gives them a chance to "address comments to each
other as well as to the facilitator and they give the facilitator a chance to make remarks to the group" (Auvine, et al., 1978, p. 57).

Written evaluation can occur during or at the end of the workshop. They can also be sent in from the trainees some time after the workshop. An advantage of the written evaluation is that all the trainees give a response. Evaluations sent a while after the workshop may indicate the "long-lived impressions, rather than the immediate reactions" (Auvine, et. al., 1978).

No matter how the evaluation is done, it may include assessment of the activities, the facility, the format, the trainees, the agenda and any other aspects of the workshop (AVP, 1983).

The Training Workshop Activities

The second section of the manual lists a variety of activities to be used by the trainer(s) in the workshop. The first subsection covers the activities that are used for setting the workshop structure and pace. These activities provide an important interlude before and/or between the skill training activities. The second subsection offers a variety of activities intended for training in interpersonal peacemaking skills. The third subsection has activities for helping the trainees make the changes they want after learning the interpersonal peacemaking skills.

Activities for Setting the Workshop Structure and Pace

Structure Setting Activities. The structure setting activities include "Gathering" activities which are intended to bring the group back together after a break. They help to focus attention once again on
the group and its purpose. The AVP Basic Training Manual (1983) explains that the gathering and closing activities are "usually used as a coming together to get people paying attention to each other" (p. 37). Berit Lakey (1978) suggests that the agenda include "something to gather people, to bring their thoughts to the present, to make them recognize each other's presence (singing, silence, brief mention of good things that have happened to people lately, etc.)" (p. 2).

The "Closing" activities, then, are designed to terminate a session with a sense of completion of the activities of that session. Lakey (1978) also urges a closing activity:

Try to end the meeting in the same way it was started -- with a sense of gathering. Don't let it just fizzle. A song, some silence, standing in a circle, shaking hands -- anything which affirms the group as such and puts a feeling of closure of the time spent together is good. (p. 6)

Both the "closing" and "gathering" times are also used to handle any business that needs to be discussed.

Pace Setting Activities. The pace setting activities listed in the manual are the "Energizers" and "Relaxers". These are incorporated in the training workshop not as much for their instructional value as for helping keep the participant's energy and interest at a level conducive for continued attention on the task at hand, particularly in longer workshops.

Other factors that affect the pace of the workshop are:

** trainers' energy and enthusiasm
** a balance of physical activities with intellectual ones
** a balance of highly emotional experiences with neutral ones
** the time of day for which an exercise is planned
** use of time limits (Coover, et al., 1978, p. 164)
The "Energizers" are called "Light and Livelies" in some training manuals and are described as "quickie exercises to: change a mood, break tension, give a break, opportunity to move; without losing the attention of the group. The general mood of a group positive (& supportive of each other by being silly together)" (Dittemore & Keenan, 1982, p. 15).

"Relaxers" help calm the group as well as furnish the opportunity for synthesis of information as they do provide some quiet time for reflection (McClurg, 1980).

Interpersonal Peacemaking Skills Training Activities

The range of activities in this subsection of the manual is meant to cover the whole context of interpersonal peacemaking: awareness and affirmation of self and others, communication, cooperation, problem solving and conflict management. The collective goal of this set of activities is:

- to build an environment which will enable the group members to know individual worth, build a sense of community, and develop creative conflict resolution skills. Without a relaxed, comfortable environment, it is difficult for people to experience cooperation and community. Without a sense of community, it is hard to be positive about oneself and others. To achieve more creative resolution of conflict, we have to improve our communication skills within a cooperative environment. (Prutzman, et al., 1978, p. 7)

The manual builds one theme upon another to weave the synthesis of all the important components of interpersonal peacemaking.

Awareness/Affirmation Activities. Starting first with the individual, it begins with awareness and affirmation of one's own values, beliefs, feelings, trust, power, and patterns of behavior,
especially in relating to others. This self awareness will lead to recognition of one's uniqueness (Haessly, 1980).

As the individual becomes more aware of self, the next step is to expand awareness to others. If we are all unique, then we are all different. In the training manual this subsection deals with recognizing and understanding differences and similarities. Conflicts arise not only from competition but also from failure to respect that others may be different in some ways and yet similar enough to be able to work out any disagreements. In Individual Differences: An Experience in Human Relations For Children, Dr. Ritchie, Superintendent of Madison Public Schools (1981) admits that, "One of the residual social habits permeating our society today is the practice of looking upon differences as negative" (p. i). In other words, people need to learn that it is okay to be different.

People also need to learn that often times they are more like others than they are different. Two people may share the same goals even though they do not share the same values, for example. Kreidler (1984) includes tolerance or being able to "respect and appreciate people's differences and to understand prejudice and how it works" (p. 3) as one of the qualities of the "peaceable classroom."

Contained in this section of the manual are a variety of activities designed to promote awareness and affirmation of self and of others.

Communication Activities. Another quality of a peaceable classroom is communication (Kreidler, 1984). According to Johnson and Johnson (1975) communication is:
the basis for all human interaction and for all group functioning. Every group must take in and use information. The very existence of a group depends upon communication, upon exchanging information and transmitting meaning. All cooperative action is contingent upon effective communication, and our daily lives are filled with one communication experience after another. Through communication members of groups reach some understanding of one another, build trust, coordinate their actions, plan strategies for goal accomplishment, agree upon a division of labor, conduct all group activity. (p. 109)

Communication includes both sending and receiving messages. This naturally occurs in several ways, often simultaneously. These ways encompass the following (Lieberman & Hardie, 1981 and Lowenberg & Forgach, 1982):

1. Ways of Sending Messages

Words or Verbal Expressing -- These may or may not express what is really meant; the words spoken may be an expression of something or a response to what someone else has done or said.

Inflection and Tone of Voice -- These go beyond the words to indicate the real meaning; this could be "uttering a reprimand, asking a question, expressing concern, giving comfort, showing disappointment, or pretending interest." (Lieberman & Hardie, 1981, p. 55)

Nonverbal expression -- These may include facial expression, posture, hand gestures, rate and intensity of breathing, skin color, etc. Lowenberg & Forgach (1982) comment that, "a contemporary research study on interpersonal communications found that the words transmitted in a conversation make up a small percentage of the message received by the listener. Non-verbal communication has the greatest impact on the listener" (p. 11).
Silence -- Lieberman & Hardie (1981) hold that "communication theorists are fond of saying, 'One cannot not communicate.' Even silence is a communication. It is often ambiguous communication, but it is communication nonetheless" (p. 56).

Absence or Lateness -- These can have the same effect as silence, that of ambiguous communication.

Context -- The same words in one context may have a different significance in another context.

2. Ways of Receiving or Responding to Messages

Observation of Nonverbal Cues -- Awareness of the nonverbal cues leads to greater understanding of what is meant beyond the words.

Responding -- Response to what has been said may be done with these styles (included also is the intent of each form or style):

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(Lowenberg & Forgach, 1982, pp. 12-13)

The first two styles are used most frequently but the last two are more effective. The third one falls in between being used as frequently as it is effective. (pp. 12-13)

Listening -- Hearing and paying attention to what is expressed verbally; as shown above, this is most effective response style. Active listening may incorporate these:

** Reflecting upon what has been expressed, both verbally and nonverbally, "It sounds like you are angry." "The principal ingredient of active listening, and the one that most feeds
back the Sender's 'selfness,' is the Receiver's feeding back his or her perception of the sender's feelings. (Lieberman & Hardie, 1981, p. 67)

Paraphrasing what has been expressed.

Questioning -- Leads to greater understanding or information. Lowenberg & Forgach (1982) offer the following categories of questions:

Descriptive -- What is it like? What kind of situation is it?
Comparative -- How are two or more things different or alike?
Historical -- How did things get the way they are?
Causal -- What is the reason for such a thing? Why? How does this happen to by?
Experimental -- If you do this, what will happen?
Predictive -- What will it be like 10 years from now?
Value -- What is good, better, best? What do you like about it?
Application -- How is this relevant to your situation? How can this be changed to fit your situation?
Methodological -- How can this be improved? How can it be changed? (p. 40)

Communication is a process which is dependent on one's perceptions. Earlier it was stated that everyone is unique. Therefore one's perceptions are also unique. Understanding is more likely to occur when peoples' perceptions are similar. Kreidler (1984) describes the communication process in this way:

First, there is an observation. Your senses register that something is happening. Then what is observed is perceived. You interpret, through various filters (such as your values, needs and experience), what is going on in what you have just observed. Next you encode what you've interpreted by formulating it into speech and gesture. Then you transmit it. Once transmitted, the message is received and decoded. The listener's sense register the input and sort it out. Then it is perceived as the listener understands and interprets the message through perceptual filters.

We tend to be most aware of the transmission and reception aspects of communication. Our lack of awareness
of the roles of observation and perception fuels conflict in our lives. (p. 83)

All too often these conflicts are handled ineffectively, either passively or aggressively. A passive approach to conflict would manifest itself by avoidance of the conflict. People who choose this approach will put others first, denying themselves and allowing their personal rights to be violated by others (Bower & Bower, 1978).

An aggressive approach would manifest in winning at all costs. People who choose this approach will put themselves before anyone else, denying others their rights. They will dominate and influence others through intimidation, and possibly, physical violence (Bloom, Coburn & Pearlman, 1976; Bower & Bower, 1978).

A third approach to conflict is the assertive approach. People who choose this approach will stand up for their rights, expressing themselves and their feelings honestly, directly and comfortably while also respecting the rights of others. (Bloom, et al., 1976; Bower & Bower, 1978)

These personal rights, according to Bloom, et al. (1976), are:

The right to be treated with respect.
The right to have and express your own feelings and opinions.
The right to be listened to and taken seriously.
The right to set your own priorities.
The right to say no without feeling guilty.
The right to ask for what you want.
The right to make mistakes.
The right to choose not to assert yourself. (pp. 32-33)

It is apparent here that communication and assertiveness are linked. Effective communication is an ongoing process (Kreidler, 1984). People have the choice of communicating assertively, aggressively or passively (Bloom, et al., 1976; Bower & Bower, 1978).
Activities for both assertiveness and communication are presented in the manual.

Cooperation Activities. Kreidler (1984) also considers cooperation to be a quality inherent in the peaceable classroom. From his experience as a teacher he observes

Every year I ask my students what it means to cooperate. Usually they answer something like, "It means to do what you tell us." This year someone said, "It means, don't be always giving you a hard time!" Cooperation is a word we teachers use frequently. We assume that students know what cooperation is, and we assume that they know how to cooperate. Neither of these assumptions is necessarily valid. (p. 125)

He goes on to define cooperation as working "together toward mutual goals" (Kreidler, 1984, p. 125). As stated previously, the paradigm of competition is the most prevalent in our society. Wyckoff (1980) elaborates:

The concept of cooperation provides the foundation for the way we work together. We are all out for the best interest of the group as a whole, not just for our own individual needs. We believe there is plenty of what we need, and that no scarcity exists. Thus we avoid a competitive situation in which each individual vies for what she needs in contest against the needs of the others in the group. A primary ingredient in working together cooperatively is knowing and asking for what we want, 100 percent of the time. We do not hold back or ask only for what we calculate that others will want to give. So even though people do not get everything they want all the time, the information about what they really want is available to them and the rest of the group. After asking, we collectively negotiate so we can all get the most of what we want. . . . Realistic self-interest is the ultimate basis of our commitment to cooperate, since it is clear to everyone that what they get out of group depends on the efficiency and good feeling of the group as a whole. (p. 68 - 69)

Kreidler (1984) proposes three steps for reducing competition and encouraging cooperation in the classroom. These are: "1. Change
classroom practices and build a sense of community. 2. Train the children in the skill of cooperation. 3. Use cooperative learning strategies" (p. 128).

Issues of trust and power are closely related in considering group cohesiveness and cooperation. Jack Gibb (1978) states that:

When trust is high, relative to fear, people and people systems function well. When fear is high, relative to trust, they break down.

Trust enhances the flow of mindbodyspirit processes. Energy is created and mobilized. All the creative processes of the person or system are heightened. Feeling and thinking are both more focused and energized. People act in more direct and effective ways.

When fear levels are high, relative to trust, individual and social processes are impaired. The life forces are mobilized defensively, rather than creatively. Consciousness is restricted. Perceptivity is reduced. Perspectives are narrowed. Feelings and emotions become disruptive and disabling. Thinking, problem solving, and action become focused, displaced or dysfunctional. (p. 16).

As mentioned in the section on learning theory, trainees are likely to become more trusting the more they get to know each other and begin to feel comfortable with each other (Lowenberg & Forgach, 1982).

Additionally, it was stated that in planning the training workshop, it is wise to do the more nonthreatening activities first until the level of trust is raised enough to be able to handle more threatening activities (Coover, et al., 1978).

Issues of power within the group are unavoidable. As Johnson and Johnson (1975) explain,

All human interaction involves power or influence. . . . People who are interacting are constantly influencing and being influenced by one another. They constantly modify their behavior to make it fit the group in which they are participating. . . . Such influence cannot be ignored, abdicated or denied. Every person should be aware of his power, accept it, and take responsibility for its use. The
possession of power is inevitable, and it is through the exercise of mutual influence that cooperation takes place. (p. 203)

In the teacher training manual, various activities are included to offer the opportunity to learn to cooperate. "Cooperation exercises are structured experiences which provide an opportunity for individuals to work together towards some goal. Cooperation exercises help develop a positive atmosphere. They also encourage individual affirmation and growth" (Prutzman, et al., 1978, p. 22).

Creative Problem Solving. Cooperation within the group sets the stage for creative problem solving. As people within a group work toward a common goal, they can find ways to solve problems together, whether the problem be how to accomplish something in the most efficient and creative way or how to deal with a conflict. Creative problem solving in this teacher training manual consists primarily of group decision making processes. The idea here is basically that two (or more) heads are better than one.

All problem solving techniques begin with clarifying the problem in order to understand the complexities of the problem (Prutzman, et al., 1978). Next comes exploration consideration of possible alternative solutions and, then, choosing the most appropriate solution.

One creative problem solving technique is called "brainstorming." Auvine, et al. (1978) delineate:

Brainstorming is a common method used in groups to help members think of as many ideas as possible. During the brainstorming the members are encouraged to produce ideas as quickly as possible without considering the value of the idea. The emphasis is on quantity, not quality. No criticism of ideas (your own or anyone else's) is permitted since people will feel more free to let their imaginations
wander and to contribute freely if they don't have to worry about what others will think of their contributions. A recorder writes down every contribution on a blackboard or sheet of newsprint and participants are encouraged to build on other people's ideas. Very often an idea that seems useless or silly will trigger another idea that turns out to be very valuable. After brainstorming, the group can evaluate the suggestions. (p. 40)

Brainstorming, along with other group decision making processes are presented in the manual.

**Conflict Management Activities.** The last of the interpersonal peacemaking skills to be considered is conflict. As stated previously, conflict is inevitable. Kreidler (1984) delineates to six different cases of conflict in the classroom:

1. **Competitive atmosphere.** When there is a highly competitive atmosphere in a classroom, students learn to work against rather than with each other. Conflicts frequently arise out of:
   - an attitude of everyone for himself or herself
   - lack of skill in working in groups
   - students feeling compelled to win in interactions because losing results in loss of self esteem
   - lack of trust in the teacher or classmates

2. **Intolerant atmosphere.** An intolerant classroom is an unfriendly and mistrustful one. Frequently it is fractionalized and just plain nasty, filled with students who don't know how to be supportive, tolerant, or even nice. Conflicts may arise from:
   - formation of cliques and scapegoating
   - intolerance of racial or cultural differences
   - lack of support from classmates leading to loneliness and isolation
   - resentment of the accomplishments, possessions, or qualities of others

3. **Poor communication.** Poor communication creates especially fertile ground for conflict. Many conflicts can be attributed to misunderstanding or misperception of the intentions, feelings, needs, or actions of others. Poor communication can also contribute to conflict when students:
   - don't know how to express their needs and wishes effectively
   - have no forum for expressing emotions and needs, or are afraid to do so
   - cannot listen to others
4. Inappropriate expression of emotion. All conflicts have an effective component, and how children express their emotions plays an important role in how conflicts develop. Conflicts can escalate when students:

- are out of touch with their feelings
- don't know nonaggressive ways to express anger and frustration
- suppress emotions
- lack self-control

5. Lack of conflict resolution skills. Classroom conflicts may escalate when students -- and teachers -- don't know how to respond creatively to conflicts. Parents and peer groups often reward violent or very aggressive approaches to conflict, and there are certainly models for this kind of behavior, if only from television. Other factors may affect the acquisition of conflict resolution skills, such as the child's general maturity and stage of moral development.

6. Misuse of power by the teacher. It may be disconcerting to think that by misusing power in the classroom you can create a whole batch of conflicts all by yourself, but it's true. In the first place, you have a very strong influence on the factors named above. Second, you can contribute to classroom conflict whenever you:

- frustrate a student by placing irrational or impossibly high expectations on him or her
- manage a class with a multitude of inflexible rules
- continually resort to the authoritarian use of power
- establish an atmosphere of fear and mistrust

He goes on to classify conflicts as "conflicts over resources, conflicts of needs, and conflicts of values" (Kreidler, 1984, p. 11).

Often these categories will overlap.

Kreidler (1984) explains the typical pattern of a conflict as:

two or more people who interact and perceive incompatible differences between, or threats to their resources, needs or values. This causes them to behave (this is the point of conflict) in response to the interaction and their perception of it. The conflict will then escalate or de-escalate.

The conflict will escalate if:
1. there is an increase in exposed emotions, e.g. anger, frustration
2. there is an increase in perceived threat
3. more people get involved, choosing up sides
4. the children were not friends prior to the conflict
5. the children have few peacemaking skills at their disposal

The conflict will de-escalate if:
1. attention is focused on the problem, not on the participants
2. there is a decreased in exposed emotion and perceived threat
3. the children were friends prior to the conflict
4. they know how to make peace, or have someone to help them do so (p. 12 - 13)

Different approaches to conflict management may take one of three routes: win-lose, lose-lose, or win-win. The last route is the one that is most likely to work to resolve the conflict while maintaining the warm, cooperative environment. Techniques that will lead to a win-win solution must involve the creative problem solving approach of clarifying the conflict, exploring alternative solutions and choosing the best solution (Prutzman, et al., 1978). The criteria for choosing the best solution will be whether or not it is acceptable to both or all of the conflicting parties. "Approaching a conflict as if both parties could win completely changes our orientation toward conflict resolution. Attention shifts away from the participants and onto their problem and how to solve it" (Kreidler, 1984, p. 14).

Conflict management techniques include strategies for third party conflict intervention.

Third parties are people who are not directly involved in the conflict who have agreed to play a variety of helping roles in resolving the dispute...

Third parties can play conciliatory roles, mediator roles, or both. Conciliator roles generally precede the negotiations. Conciliation involves psychological preparation of the parties for dialogues with the people with whom they are in conflict. Mediation is the third party role which occurs during negotiations. Mediation involves a structured intervention between people in the conflict, which helps them settle the dispute. (Moore, 1979, p. 73)
The activities of this subsection are the meat of the interpersonal peacemaking skills development. It is stressed that the workshop trainer point out that people cannot truly isolate the interpersonal peacemaking skills into categories, except for learning purposes. Yet in a training workshop such as this, it is helpful to isolate each skill area and experience them one by one.

Activities included in this subsection were chosen to meet the need for finding a variety of activities to fit the numerous teaching and learning styles of the trainers and the trainees. In addition, activities for each category of the training were chosen on basis of complexity and purpose.

Each of these activity areas include a "Rap Sheet" which introduces the theory of the subject as well as the activities. The trainer(s) may choose to copy them and hand them out.

Activities for Changing

Once the trainees have learned the interpersonal peacemaking skills, they may want to take them into their daily lives. Learning and practicing interpersonal peacemaking skills within the supportive cocoon of a training workshop is one thing. Using and adapting the skills into one's daily behavior is another. Trainees have to leave the workshop with a sense of empowerment as their own personal change agent. Not only will they have to deal with their old habitual patterns of relating, they may also need to contend with those of their significant others and co-workers. Before the workshop is ended the facilitator needs to address this issue for a smoother transition back into the
"real world." This subsection helps them decide what they want to change about their behavior in relating to others and formulate a program for doing so. Trainees will have an excellent opportunity to practice their creative problem solving skills in this section.

Appendix

The Appendix is the last section of the manual. It has resource information for the trainer which may also be shared with the trainee. Books and other publications with information relevant to the training are listed. Organization that provide similar sorts of training or that publish relevant information are also included in this section. The Glossary provides definitions which are specific to the training. There is a Reference section which lists all the references cited in the manual. Finally, the Index of Activities allows for easy access to the activities provided in the manual.

The components of the training manual explained in this chapter cover the necessary information needed for all aspects of planning a teacher inservice training workshop and for carrying it out. While it does spell out certain steps, it is intended to be a guide, allowing for all trainers' creativity and styles which underlie the success of a workshop.
APPENDIX A

MANUAL
A MANUAL FOR TEACHER TRAINING IN INTERPERSONAL PEACEMAKING

By
Kathleen Barclay Mapes
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INTRODUCTION

"How can I get along better with co-workers?"

"How can I handle disputes between students in my class?"

"How can I deal with the arguments that arise with my spouse, family or friends?"

In today's world most of us find ourselves in the midst of lots of people, at home, at work, and wherever we go. Each of these people in our lives has their own needs, interests, abilities, goals and priorities that may or may not jibe with those of our own. Yet most of us have a strong need to belong, to love and be loved, as well as to do our work and play in the best way we know how.

People are often uncertain about how to effectively and amicably meet their needs and the needs of others at the same time. While this may appear to be impossible at some times with some people, it may be much more likely if we become skilled in: building trust so that people don't interact more from fear than caring, listening to others as well as expressing ourselves, allowing for differences yet working out disagreements to benefit everyone.

Skills in affirming one another by acknowledging the positive in ourselves and others, communication, cooperation, problem solving, and conflict management can be learned. Unfortunately these practical life skills are not included in the standard school curriculum. So, unless we have had a role model to learn from or personally developed these skills, we probably have never learned them. Yet we have the richness
of our lifetimes of experiences to draw from to help us learn and master all of these skills so that we can rely upon them whenever we choose to deal with people in a new way.

This Manual for Teacher Training in Interpersonal Peacemaking is designed as a guide for teachers. It has all the necessary information for conducting an inservice training workshop which offers teachers an experience in learning and trying new ways of relating to other people. They will learn these skills by doing, observing and discussion what they have done and observed.

There are three sections in this manual:

Section 1: The Trainer's Guide -- includes pertinent information about learning theory, about leading a training workshop and all the "how-tos" for planning, implementing and evaluating a training workshop.

Section 2: The Training Workshop Activities -- has a compendium of activities to use in the training workshop including workshop structure and pace setting activities, skills training activities and activities for changing one's way of interacting with others.

Section 3: Appendix -- includes a list of relevant books and organizations a glossary, a list of references, and an index of activities.

The manual is geared to a 14-hour teacher inservice. It has sample agendas and recommendations for the structure of the workshop but allows for flexibility in order to best meet the needs of the trainees and the situation.
SECTION 1: THE TRAINER’S GUIDE

Whether you have been a workshop trainer before or not, you may find something useful in this section with all the "how tos" for leading a teacher training inservice workshop. This is intended to be a guide to help you to understand and handle all aspects involved in planning and implementing the workshop.

As you read through this guide you will find questions for you to ponder in order to clarify matters pertinent to the workshop. It will be helpful for you to write answers to these questions in a notebook as you read this section. Or you may choose simply to discuss your answers with your co-trainer(s) if you are working with others. The questions are numbered continuously throughout the text for easy reference.

The Trainer’s Guide has five subsections:

Learning Theory. Here you will find an overview of learning, how we learn, what influences our learning and the learning theory implications for training.

Leadership for Learning. As a trainer you are the workshop leader. This subsection will inform you about your role, functions, and responsibilities as well as teaching and evaluation methods.

Often it is advantageous for two or more trainers to work together as co-trainers. Cooperating in this way can utilize the skills and abilities of each co-trainer to the maximum capacity. If you will be co-training, you will also find useful ideas for how to go about starting and working together in this subsection.
Planning for the Training Workshop. Advanced planning for the workshop is as important as leading the workshop. This subsection takes your through all the steps for planning a training workshop including: group formation, needs assessment, formulation of training objectives, agenda building, workshop materials and facilities.

Implementing the Training Workshop. In leading the training workshop there are also certain steps to follow for success. As you follow the agenda, you can do a lot to make sure that the workshop environment remains open and safe for the workshop participants. This is covered in this subsection.

Evaluating the Training Workshop. During and after the workshop the trainer needs to know whether the workshop is effective in meeting the objectives and expectations of the participants. This subsection presents evaluation techniques and formats.

Learning Theory

Understanding how people learn will help you to facilitate the learning process during the workshop. Here are some assumptions about learning:

** Learning is a personal process which involves a need, the motivation for taking time and effort to learn.

** Learning is affected by one's self concept. Someone must think they are capable of learning before they will attempt it.

** Learning should be a challenge, not a threat. The level of risk involved in learning something new should not go beyond
the learner's risk threshold (how much the individual feels s/he can risk).

** Learning requires that the learner be involved. If the material seems boring to the learner, the learner's attention will probably move to something more interesting.

** Learning in a group requires that the learner have a sense of belonging. If the learner feels uncomfortable within the group setting, attention and motivation for learning are diminished as the learner focuses attention on the group and fitting into the group.

As workshop trainer you can heighten the learning process for the trainees by maintaining your awareness of how people learn and using this information as you plan and lead the workshop.

QUESTION

1. Think of your own experience as a learner, both successful and unsuccessful. What made them so? What did the teacher do and say to influence the success of these experiences for you? How did the environment -- both people and facility -- affect your experience?

People are unique human beings. Awareness of the differences and similarities and positive acknowledgement or affirmation of people is the foundation of the interpersonal peacemaking skills training. Recognition of everyone's individuality is apparent in the presentation of the material in the training manual and workshops. McClurg (1980) explains that each of us has a preferred learning style. He puts these
styles into three main categories which also correspond to three of our five senses:

Verbal -- Let's talk about it, discuss it, listen to lectures -- hearing is the primary sense in this learning style
Symbolic -- Read about it, look at pictures, study graphs -- seeing is the primary sense in this learning style
Experience -- Physically experience it, build it, test it, visit it -- feeling, touching is the primary sense in this learning style (p. 7)

He says that although we all can learning using any of the three styles, we usually have a preference.

QUESTION

2. Which of these best describes your learning style (pick one only)? If you are not sure, think about learning a new game. If you had to pick one way, would you rather learn by someone telling you how to do it, by reading how to play in an instruction booklet or someone showing you what to do while you try it?

Teacher training workshops in interpersonal peacemaking offer a variety of ways to learn: lecturettes, discussion, activities requiring movement, and quiet time. Lecturettes are important to set the context for doing and understanding the activity. Discussion in small and large groups are a part of every activity, especially in the processing that is done at the end of each activity. These provide for participants who prefer the verbal learning style.

Those who prefer the symbolic learning style will appreciate the written Rap Sheets which give an explanation of the topic being covered
by the activities. These may be made available to the participants at
the end of every session or during the session.

The experiential aspect of the workshop is perhaps the most
important because it offers the opportunity for application and practice
in the skills of the training. For some this experiential aspect may be
the most difficult to do, yet perhaps the most potent for learning. It
may be worthwhile to advise the trainees, "What you put in is what you
will get from this training. Give yourself permission to take a chance.
Everyone is here to learn, just as you are."

The more the trainer(s) can do to create a trusting, warm
environment, the more willing the workshop participants will be to try
something new, perhaps fail and, then, try again.

QUESTION

3. What are some ways that you can create a warm, trusting
atmosphere during the workshop?

Another feature of learning is hemisphericity, the left and
right hemispheres of the brain. McClurg (1980) has found that:

<table>
<thead>
<tr>
<th>Left Side</th>
<th>Right Side</th>
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<tbody>
<tr>
<td>Language</td>
<td>Intuition</td>
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<tr>
<td>Logic</td>
<td>Creativity</td>
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<tr>
<td>Sequential Steps</td>
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<tr>
<td>Mathematics</td>
<td>Imagination</td>
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<tr>
<td>Analysis</td>
<td>Synthesis</td>
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</table>

...Language is a left side activity. The opposite is true
for synthesis. The implication is that for knowledge input,
discussions are fine, however for synthesis of ideas,
application to new situations, or coming up with novel
situations, it seems that periods of silence might be the
most productive. (p. 5)
Training, then, must address this duality of the mind. The activities included in this manual allow for stimulation of both hemispheres.

Learning theory shows that when the whole person (whole brain, body, feelings, values, learning style) is involved in the learning process, it is much more effective.

Leadership for Learning

As trainer(s) in a teacher training workshop you may have these concerns:

A. Personal concerns about your ability as a trainer or co-trainer.

B. Management concerns about planning and implementing the workshop.

C. Impact concerns about the value of the training for the workshop participants.

This section on leadership for learning will address the first concern. The last three sections in The Trainer's Guide will discuss planning, implementing and evaluating the training workshop to address the last two trainer concerns.

The personal concerns will require introspection and self reflection from the trainer. The new trainer will find that experience is the key to greater confidence, yet even the experienced trainer can benefit from keeping in mind the questions and considerations listed in this subsection.
Facilitation and instruction in the training workshop require some self-confidence, support and discipline.

QUESTIONS

4. Are you confident of your abilities as trainer of interpersonal peacemaking skills? If not, what can you do to get the support you need to raise your self confidence?

5. Are you willing to make the effort necessary to make the workshop a success?

6. If you are uncertain about some aspect of training, who can you consult for more information?

7. What other personal concerns do you have about being a workshop trainer?

The trainer's role is one of teacher/communicator and group facilitator. Naturally these roles overlap as they all involve leadership in a learning situation. In the trainer's role, self awareness is as important as awareness of the material to be taught. McClurg (1980) delineates four different communicator styles which will affect one's teaching style:

The Feeler -- sensitive, caring and artistic; high concern for people

The Intuitor -- imaginative, innovative, far-reaching ideas, able to make dramatic intuitive leaps of ideas

The Thinker -- logical, orderly, accurate, systematic

The Sensor -- active, competitive, reacts quickly to what is sensed in the real world or events (p. 6)

He explains that while people have some of each of these characteristics, they tend to rely more consistently on their primary style. Also, people are most receptive to a learning situation if it is
similar to their primary communicator style. If you know your primary style and yet are aware that the trainees may have a different primary style, you can make an effort to use a variety of communicator styles in conducting the workshop.

When two or more co-trainers work together, their combined primary communicator styles can provide for a well rounded training workshop. On the other hand, awareness of one's own communicator style can clue a trainer in to whether or not co-training with a particular individual would be successful.

QUESTIONS

8. Stop for a moment now and look over this list of communicator styles. Which one (only one) describes you the most?

9. If you intend to co-train with someone, take some time to identify and discuss each other's communicator styles. How may these affect the way you each conduct the training workshop and how you might work together?

Teaching methods and techniques assist the trainer in effective presentation of the material to be covered. Paul Forgach developed a structure for volunteer training called the "Do, Look, and Learn Model" (Lowenberg and Forgach, 1982). The strategy of this model is relatively simple:

Do something.

Look at what was done.

Learn from what was done.
Before any explanation is given, the participants are asked to do the activities. After they do, look and learn, they are asked to process the strategy with these questions:

1. What did you going on with . . .
   a. you?   c. situation?
   b. others?  d. trainer?
2. What did you learn about . . .
   a. yourself?  c. situations?
   b. others?
3. What can you use from what you learned? How?
4. What would you change about . . .
   a. your behavior?  c. the situation?
   b. others' response?

(Lowenberg & Forgach, 1982, p. 16)

In doing the workshop activities presented in this training manual, follow the Do, Look, Learn and Process method.

As a workshop trainer you have two main functions: task and morale. In Leadership for Change, Kokopeli and Lakey (1978) delineate these functions in this way:

**Task Functions:**

1. Information and opinion giving: offers facts, opinions, ideas, suggestions and relevant information to help the group.
2. Information and opinion seeking: asks for facts, information, opinions, ideas and feelings from other members.
3. Starter: proposes goals and task, initiates action within the group.
4. Direction giving: develops plans on how to proceed and focuses attention on the task to be done.
5. Summarizing: pulls together related ideas, suggestions, plans, proposals, and restates them by summarizing major points.
6. Coordinating: keeps perspective on relationship between various sub-groups and individuals, between activities and proposed next steps [on the agenda] and helps to keep the group functioning smoothly over-all.
7. Diagnoser: figures out sources of difficulty the group has in working together and the blocks to accomplishing its goals.
8. Energizer: stimulates a higher quality of work from the group.
9. Reality testing: examines the practicality and workability of ideas, evaluates alternative solutions, and applies them to real situations to see how they would work, drawing on past experiences and history.

10. Evaluating: compares group decisions and accomplishments with long-range goals and with values and standards the group has set for itself.

Morale Functions

1. Encouraging participation: gives support to members to participate through giving recognition for contributions, being warm, accepting and open, and being responsive and attentive to group members' needs for involvement.

2. Harmonizing and compromising: helps turn conflict into opportunity for creative and constructive solution-finding, searching for common elements in conflicts and helping others to keep unity in mind when they disagree.

3. Relieving tension: creates fun, safe, and relaxed atmosphere where members may feel secure and vulnerable, joking, playing games, taking breaks, doing non-work-related activities.

4. Helping communication: makes communication accurate and clarifies misunderstanding.

5. Evaluating emotional climate: pays attention to how people are feeling about the group and each other, helping people to express feelings and sharing own feelings.

6. Process observer: examines the processes the group uses, providing information and evaluation for improvement.

7. Setting standards: states and restates the group standards and goals to help group maintain awareness of direction of the work and of accomplishments, reestablishing acceptance of group norms and procedures.

8. Active listening: accepts input and thoughtfully considers it, is receptive to others' ideas, proposals, etc. and goes along with the group when not in agreement.

9. Building trust: accepts and supports openness and vulnerability of other group members, reinforcing risk-taking and creating safety.

10. Solving interpersonal problems: promotes open and disciplined discussion of conflict between group members to resolve conflicts and increase cohesion. (pp. 16-17)

These trainer functions exemplify to the trainees exactly the skills that are being taught in the workshop. Thus the trainer not only
effectively facilitates the workshop but also models the skills being
taught.

QUESTIONS

10. Which of these trainer functions do you do best? Write "S" next to the leadership functions you do well, your strengths. Write "W" next to those in which you are weak.

11. If you are co-training, compare each co-trainer's strengths. Find out who does what best. In which areas is a particular co-trainer weak/strong?

12. How can the trainer or training team balance these weaknesses and strengths?

As the workshop trainer you are in a the position of leader. You are the leader because you feel that you have a level of expertise in the material being presented and you have chosen to share this expertise in a workshop. Inherent in this role, then, is the power of your authority. It is important to maintain integrity, not to abuse this power. Being aware of your position and the power of the position, you may ask yourself the following:

QUESTIONS

13. What do you hope to get out of doing the training? What personal rewards do you hope for?

14. Are you willing to carry out your leadership responsibility in a moral and ethical manner?
15. What can you do to demystify your position as leader, to help trainees recognize that you, too, are human?

This training manual is intended for use by trainers with some background in the interpersonal peacemaking skills being taught as well as some experience as a workshop trainer. Most trainers who use this manual will not also be trained in psychotherapy. If the trainees look to you for this type of help, it is wise to suggest that they find a skilled therapist to help them out. Remind them that your role is that of trainer, not therapist.

Co-trainer or team training is where two or more people are trainers for the same workshop. The co-training technique has many advantages. The primary one being that one person does not carry the sole burden of handling all the details before, during and after the workshop. Additionally, each co-trainer brings her/his own strengths and abilities which can enhance those of the other co-trainers.

Before you agree to work with someone as co-trainer(s), you need to determine whether you can work with someone else.

QUESTION

16. Do I know and trust these people well enough to work with them before, during and after the workshop?

Once you have determined this on the personal level that you can work effectively as a co-trainer in a training team, the next step is for the team to decide how to go about working together.
QUESTIONS

17. How do all of you feel about each other?

18. How do each of you feel about leadership?

19. What expectations do all of you have for each other and for the workshop?

20. Are there any hidden feelings or thoughts that might affect your work relationship?

21. How will decisions be made?

22. How do your learning and communicator styles and leadership strengths blend and/or clash?

23. How will the team handle giving and receiving feedback from each other? from the participants?

24. Who will do what before, during and after the workshop?

25. Where will each co-trainer sit during the workshop?

26. Will it be okay for one co-trainer to add to the presentation of another co-trainer during the workshop?

27. What other leader functions will each co-trainer cover while one co-trainer is conducting the workshop activities?

Clear communication during this team building stage will bring cohesiveness to the training workshop. By applying the interpersonal peacemaking skills of awareness, affirmation, communication, cooperation, problem solving and conflict management the trainers will not only have a successful workshop, they will also model these skills for the trainees.
Planning for the Training Workshop

Planning the workshop involves several steps:

a. Participant selection
b. Assess the needs of the participants
c. Formulate the workshop objectives
d. Design the workshop agenda
e. Gather the workshop materials
f. Make arrangements for the workshop facility

The first step in planning the training workshop is selection of the participants. This training is intended for teachers of students in grades Kindergarten to eight. While it may be preferable to train the entire staff of one school, trainees can be recruited from any school on the basis of interest in the training.

There is a limit to the number of trainees attending any one workshop. Workshop size should be kept to 15 or less to allow for more interaction between the trainer and the trainees. A waiting list of teachers who are interested in future workshops can be initiated after 15 teachers have registered for the workshop.

Once the prospective trainees have registered, it's time for the trainer(s) to do their homework, gathering information about the trainees. Ideally, you will ask the registered teachers to come to a pre-workshop session. If it's not possible to meet with the whole group, you can gather this information through a written survey sent to registered trainees or by private interview with each one.

Here are some aspects you will want to know about the group of trainees:
What do the participants know about conflict?

What kinds of conflict do they face regularly in their schools and in their personal lives?

Why do they want to attend the workshop?

What expectations do they have for the training?

What other similar programs have they participated in previously?

What support do they have from the school administrators for attending the workshop and incorporating the interpersonal skills training into their curriculum?

Once this information is gathered, it is used for the next step in planning the training workshop — formulating the workshop objectives. Here you will want to assess the participant data and determine how to use it in planning the workshop.

QUESTIONS

27. What are the general expectations and experience of the trainees?

28. What, then, are the objectives of this teacher training workshop?

29. Which, if any, of the interpersonal peacemaking skills need to be emphasized for this particular group of trainees?

30. What are the outcomes you hope for at completion of a training workshop?

Designing the agenda or agenda building follows. Here you take the previous information to decide which activities should be used and
the timing of such activities in the workshop. Agenda building takes consideration of various factors:

** Choosing the activities to use
** Deciding which activities to use at which points in the workshop
** Deciding how much time to allow for each activity and the processing of the activity
** Assuring that the agenda for each session includes activities for setting the structure and pace of the workshop, activities for skills training, activities for changing and evaluation
** Deciding how to handle having too much or too little time during a workshop session

Below are some questions to help you incorporate all of these factors into your agenda building process.

QUESTIONS

31. Which activities in the manual will meet the needs and objectives of the group?
32. Which activities should be done first, second, third, etc.?
33. How much time should be allowed for each activity?
34. Which activities can be added or subtracted if there is too much or too little time in the session?
35. Does the agenda include time for gathering, activities and processing of activities, for evaluation and closing in each session?
36. Will the chosen energizers and relaxers fit with the pace of the other activities in the workshop?

37. Which other pace setting activities can be used if the pace of the session does not go as planned?

38. Is there a logical progression from one activity to another?

The teacher training described in this manual is designed for a 14 hour workshop. This time allotment may be divided in different ways:

A. Two 7 hour days with four different sessions
B. One 6 hour day with two different sessions plus four days each with one 2 hour session
C. Seven days each with a 2 hour session

You will decide what is most appropriate for yourself and for the workshop participants. Some trainers believe that option B is ideal because it allows the group interaction to build from the morning to the afternoon. Here are some sample agendas for each of these options:
A. Two 7 hour days, each with two 3.5 hour sessions. Sessions One and Two are done the first day. Sessions Three and Four are done on the second day.

<table>
<thead>
<tr>
<th>Session One -- 3.5 hours</th>
<th>Session Two -- 3.5 hours</th>
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<tbody>
<tr>
<td>Gathering Activity</td>
<td>Gathering Activity</td>
</tr>
<tr>
<td>Awareness/Affirmation Activity</td>
<td>Cooperation Activity</td>
</tr>
<tr>
<td>Energizer</td>
<td>Energizer</td>
</tr>
<tr>
<td>Awareness/Affirmation Activity</td>
<td>Discussion of Power and Trust</td>
</tr>
<tr>
<td>Break -- 15 minutes</td>
<td>Break -- 15 minutes</td>
</tr>
<tr>
<td>Awareness/Affirmation Activity</td>
<td>Problem Solving Activity</td>
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<tr>
<td>Energizer or Relaxer</td>
<td>Energizer or Relaxer</td>
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<tr>
<td>Communication Activity</td>
<td>Communication Activity</td>
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<tr>
<td>Evaluation</td>
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<td>Closing Activity</td>
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<thead>
<tr>
<th>Session Three -- 3.5 hours</th>
<th>Session Four -- 3.5 hours</th>
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<tbody>
<tr>
<td>Gathering Activity</td>
<td>Gathering Activity</td>
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<tr>
<td>Cooperation Activity</td>
<td>Cooperation Activity</td>
</tr>
<tr>
<td>Energizer</td>
<td>Energizer</td>
</tr>
<tr>
<td>Discussion of Power and Trust</td>
<td>Conflict Management Activity</td>
</tr>
<tr>
<td>Break -- 15 minutes</td>
<td>Break -- 15 minutes</td>
</tr>
<tr>
<td>Problem Solving Activity</td>
<td>Changing Activity</td>
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<tr>
<td>Energizer or Relaxer</td>
<td>Energizer or Relaxer</td>
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<tr>
<td>Problem Solving Activity</td>
<td>Changing Activity</td>
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<td>Evaluation</td>
<td>Evaluation</td>
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<tr>
<td>Closing Activity</td>
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B. One 6 hour day with two 3 hour sessions (Sessions One and Two) plus four days, each with one 2 hour session (Sessions Three to Six).

<table>
<thead>
<tr>
<th>Session One -- 3 hours</th>
<th>Session Four -- 2 hours</th>
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<tbody>
<tr>
<td>Gathering Activity</td>
<td>Gathering Activity</td>
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<tr>
<td>Awareness/Affirmation Activity</td>
<td>Cooperation Activity</td>
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<tr>
<td>Energizer</td>
<td>Energizer</td>
</tr>
<tr>
<td>Communication Activity</td>
<td>Problem Solving Activity</td>
</tr>
<tr>
<td>Break -- 10 minutes</td>
<td>Energizer or Relaxer</td>
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<tr>
<td>Communication Activity</td>
<td>Evaluation</td>
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<tr>
<td>Evaluation</td>
<td>Closing Activity</td>
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<table>
<thead>
<tr>
<th>Session Two -- 3 hours</th>
<th>Session Five -- 2 hours</th>
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<tbody>
<tr>
<td>Gathering Activity</td>
<td>Gathering Activity</td>
</tr>
<tr>
<td>Cooperation Activity</td>
<td>Conflict Management Activity</td>
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<tr>
<td>Energizer</td>
<td>Energizer</td>
</tr>
<tr>
<td>Discussion of Power and Trust</td>
<td>Conflict Management Activity</td>
</tr>
<tr>
<td>Break -- 10 minutes</td>
<td>Energizer or Relaxer</td>
</tr>
<tr>
<td>Problem Solving Activity</td>
<td>Evaluation</td>
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<td>Energizer or Relaxer</td>
<td>Closing Activity</td>
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<table>
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<tr>
<th>Session Three -- 2 hours</th>
<th>Session Six -- 2 hours</th>
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<tr>
<td>Gathering Activity</td>
<td>Gathering Activity</td>
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<tr>
<td>Awareness/Affirmation Activity</td>
<td>Changing Activity</td>
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<tr>
<td>Energizer</td>
<td>Energizer</td>
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<tr>
<td>Communication Activity</td>
<td>Changing Activity</td>
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<tr>
<td>Energizer or Relaxer</td>
<td>Energizer or Relaxer</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Evaluation</td>
</tr>
<tr>
<td>Closing Activity</td>
<td>Closing Activity</td>
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</table>
C. Seven 2 hour days each with a 2 hour session (Sessions One to Seven).

**Session One -- 2 hours**
- Gathering Activity
- Awareness/Affirmation Activity
- Energizer
- Communication Activity
- Energizer or Relaxer
- Evaluation
- Closing Activity

**Session Two -- 2 hours**
- Gathering Activity
- Awareness/Affirmation Activity
- Energizer
- Communication Activity
- Energizer or Relaxer
- Evaluation
- Closing Activity

**Session Three -- 2 hours**
- Gathering Activity
- Communication Activity
- Energizer
- Cooperation Activity
- Energizer or Relaxer
- Evaluation
- Closing Activity

**Session Four -- 2 hours**
- Gathering Activity
- Cooperation Activity
- Energizer
- Problem Solving Activity
- Energizer or Relaxer
- Evaluation
- Closing Activity

**Session Five -- 2 hours**
- Gathering Activity
- Problem Solving Activity
- Energizer
- Conflict Management Activity
- Energizer or Relaxer
- Evaluation
- Closing Activity

**Session Six -- 2 hours**
- Gathering Activity
- Conflict Management Activity
- Energizer
- Conflict Management Activity
- Energizer or Relaxer
- Evaluation
- Closing Activity

**Session Seven -- 2 hours**
- Gathering Activity
- Changing Activity
- Energizer
- Changing Activity
- Energizer or Relaxer
- Evaluation
- Closing Activity
These agenda formats are skeletons. Fill in the spaces with the specific activities that best fit your workshop. Remember to keep the agenda flexible and allow for a particular activity moving faster or slower than planned.

Once you decide on your agenda, write it on newsprint so that it can be taped on the wall for viewing during the workshop.

For the first two options (A & B) you need to decide about the lunch break. If you intend to ask the participants to bring a bag lunch and eat together, allow 45 - 60 minutes. If you want to eat out, either as a group or everyone for themselves, you need to allow 60 - 90 minutes.

Once the agenda is set, you can determine the materials that will be required for the training workshop and gather them beforehand. Standard materials for the training workshop are newsprint, masking tape and markers. Even if a chalkboard is available, newsprint should be used so that the information written on the newsprint can be easily taken for reference after the workshop is completed. Other standard supplies are pencils, paper and copies of the Rap Sheets for each participant. Materials needed for specific activities are listed with the activity in Section 2 of this manual.

During the breaks you may want to provide food or drinks for snacks. If you do, include these on your list of materials needed. Another option is to ask the participants to bring something to share.

Another concern for planning a training workshop is the facility -- its size, furniture, atmosphere and location.
Here are some recommendations:

** Find a well lighted, well ventilated room that is open, yet not too large.

** Arrange the seats in a circle.

** If there are tables, set them against the wall or fold them and put them aside. There are some activities which will require tables, so don't remove them.

** Find out beforehand where the light switches are, how to adjust the room temperature and the location of the rest rooms.

Now that you have taken care of all these details, you are ready to begin the workshop. Following are suggestions for last minute preparations:

** Take time for yourself to be alone before the session begins. This allows you time to clear your mind, leave your other activities and concerns of the day behind, and focus on the session ahead.

** Make sure the agenda is clear in you mind. This will keep you from getting confused once the workshop begins. If you are familiar with your plans and purposes, you can be more flexible. It will be easier to modify the agenda if this becomes necessary.

** Check to be sure you have all necessary materials and place them within easy reach for the trainer(s). Tape several
sheets on the wall and fold it so that the print is covered, taping the bottom to the top.

** Arrive at the workshop site with enough time to check the facility and be sure all is in order, i.e. chairs in a circle, tables set to the side.

** As the workshop participants arrive and wait for the workshop to start, take some time to get a sense of the mood of the group and observe the interactions among the group members.

Implementing the Training Workshop

You have you agenda set, all the preparations are made, now it is the time for the workshop. This section will give you some tips for following your agenda during the workshop, both during the gathering in the first session and the rest of the workshop.

First Gathering of the First Session. The Gathering Activity in the first session of the workshop is the place to lay the groundwork for the entire workshop, starting with introductions. To begin, introduce yourself (or yourselves if you are co-training). First impressions are important. As leader of the workshop, you can set a warm, open mood for the rest of the workshop by introducing yourself in a way which shows that you are willing to disclose yourself to the group.

Next the trainees introduce themselves by giving their name and the school and grade they teach. This can be kept brief for now because later they will share more of themselves as they participate in the
various activities that are listed for awareness and affirmation of self and others.

If you did not have the opportunity to obtain the trainee's expectations before the workshop, this is the time to do it. It will be helpful for someone to write the expectations on a large piece of newsprint. During the evaluation of the workshop the group may refer to the list of expectations and consider whether they were adequately met.

Next you should state your expectations of the group. These may be expressed as ground rules which serve to establish and maintain an atmosphere of respect and consideration for the members of the group. Tell the trainees, "This group is a community. We'll try to build enough trust in one another to feel safe and secure together. We request help to bring this about by following these ground rules:

1. We find and affirm one another's good points
2. We avoid put downs
3. We listen to what each person has to say without interrupting
4. Everyone has the right to pass."

It's best to write these ground rules on newsprint for easy viewing during the entire workshop.

Once the ground rules are established, you can review the agenda. Basically this involves going through the headlines of the agenda with a brief explanation of each part. Afterwards, you may ask for participant comments.
The Rest of the Workshop. Each new session of the workshop should begin with a review of that session's agenda. It is wise also to remind the participants of the ground rules at this time.

Once all of this has been taken care of, the sessions will continue in accordance with the agenda. Remember, the timing of the agenda must remain adjustable. Each workshop is different. Throughout the workshop, you need to stay tuned to the mood and interaction of the group and adjust the agenda or modify the activities accordingly.

This aspect of conducting the workshop is crucial to the success of the workshop, yet it is not easily taught. However, if you can be aware of your own intuitive impulses, thoughts, or feelings, trust them and act on them, you will be better able to meet the expectations of the workshop.

Evaluating the Training Workshop

To address the impact concern for trainers listed earlier, is the process of evaluation, whether the training has made a difference and if the participants have learned. In the Do, Look, Learn teaching method (page 75), much of the evaluation takes place in the processing questions. It will help you also, as trainer(s), to know what is working, what's not going well and how things can be improved next time.

If you are co-training, meet between sessions to consider the evaluation of the previous session. Decide whether or not to continue with future sessions as planned or to revise the plans. If you are going it alone, you can take time out between sessions to consider the same things.
The final evaluation takes place at the end of the last session of the workshop. Future workshops can be enhanced if comments and recommendations from past workshops are incorporated into improvements for each successive workshop. The evaluation should be considered in light of the participant expectations and the objectives of the workshop.

Evaluation or feedback from the trainees may be given orally or in writing, or both. A verbal discussion for evaluation may be structured or open ended. The advantages of oral feedback is that the trainees may express ideas that would not be asked on a written questionnaire. It also gives them a chance to address comments to each other as well as to the facilitator and they give the facilitator a chance to make remarks to the group. Sample evaluation formats are listed at the end of this section on pages 94-95.

Written evaluation can occur during or at the end of the workshop. An advantage of the written evaluation is that all the trainees give a response. If done anonymously, the trainees may feel greater liberty to be honest.

Evaluation forms can also be mailed to the trainees after the workshop. Evaluations done some time after the workshop may indicate the long-lived impressions, rather than immediate reactions.

No matter how evaluation is done, it can include an evaluation of the activities, the facility, the format, the trainer(s), the agenda or any other aspects of the workshop.
Sample Evaluation Formats

1. The simplest type of evaluation is one that is done orally by the whole group at the same time. Simply ask:

   + What did you like about what we did during this session (or workshop)?
   - What didn't you like about what we did during this session (or workshop)?
   - What suggestions do you have for improvement next time?

A recorder can list the responses to these questions on newsprint, using a separate sheet for each question. The symbols +, -, and - can be used as indicators for each question.

2. Write each of these sentence stems on a separate piece of poster board. Show each sentence stem to a different participant and ask them to finish the sentence. Here are some sentence stems:

   ✢ Now I know that . . .
   ✢ I learned that . . .
   ✢ From now on I . . .
   ✢ I really liked . . .
   ✢ I want to know more about . . .
   ✢ I didn't know . . .
   ✢ I hope . . .
   ✢ Next time you do this training you might . . .
   ✢ When I go back to work I . . .
   ✢ When I go home I . . .

Both of these evaluation formats can also be printed and distributed to the participants. Usually a written evaluation includes a section for
other comments so that the trainees can add anything they would like to add.

Now to take a look at the personal aspects of evaluation. For some trainers this can be somewhat threatening if they feel unsure about themselves or their abilities as trainer. Take a moment to honestly answer these questions:

QUESTIONS

39. How do you usually respond to criticism?

40. How can you handle negative comments during a workshop evaluation?

41. Do you expect that you can please every workshop participant all the time?

This concludes Section 1: The Trainer's Guide. You know how to do the training workshop. Now turn to Section 2 for the suggested activities to include in the workshop.
SECTION 2: THE TRAINING WORKSHOP ACTIVITIES

In this section you will find all the activities suggested for use in the teacher training workshops in interpersonal peace-making. Adapt the activities to your own style of training and to meet the needs of your group.

Included for each activity is:

Materials needed -- Some activities need none, others require specific materials.

Approximate time needed for the activity -- The times indicated are approximate because the time will vary with the size of the group as well as the willingness of each participant to share information and insights.

Placement in the workshop -- Some activities will work best in the beginning, middle, or end of the workshop depending on how much personal risk is involved and where it fits in the sequence of affirmation, communication, cooperation, problem solving and conflict management.

If appropriate, special notes are added for any special arrangements are needed for the activity or to indicate the source of the activity.

Activities for Setting the Workshop Structure and Pace

The activities listed below serve two related purposes, to set the structure in the beginning and the end of a workshop session and to set the pace during the workshop sessions.
1. Structure Setting Activities

The structure setting activities include the gathering and closing activities. Gathering Activities are intended to bring the group together in the beginning of a session. They help to focus attention on the group and its purpose. As explained in The Trainer's Guide, the first gathering of the first session of the workshop is devoted to introductions, expectations and agenda review. Therefore this gathering activity may take 20 - 25 minutes. Gathering sessions for the other sessions may take 5 - 10 minutes.

The Closing Activities are designed to terminate a session with a sense of completion of the activities of that session. Some activities listed for the Pace Setting Activities can also serve for Gathering and Closing Activities.

Both the closing and gathering times are also used to handle any group business that needs to be discussed.

Gathering Activities

Gathering Rounds

Beginning with the leader, go around the circle and let each person briefly say something to finish one of these sentence stems:

* Rounds for sessions at the beginning of the workshop:

  ** Something great I've seen a teacher (or student, counselor, principal) do this week is . . .

  *** Something wonderful that happened to me this week is . . .

  **** Something I have done for myself this past week is . . .
** Something I have accomplished this week of which I am very proud is . . .

** Something I plan to accomplish this next week is . . .

** The funniest thing that has happened to me recently is . . .

** ____________ is my hero because . . .

** Something I hope will happen during this session (or workshop) is . . .

Rounds for sessions later in the workshop:

** Something I am afraid might happen during this session (or workshop) is . . .

** A way I behave when someone disagrees with me is . . .

** The way my family handles anger (or fear) is . . .

** A problem I've had with communicating is . . .

** A problem I have had with cooperating with others is . . .

** Two things I really like about me are . . .

** Something about me that doesn't usually come up in conversation is . . .

Materials: None

Time: 5 - 7 minutes

Placement: Beginning of a session either in the beginning of the workshop or later on according to the information listed above.

Sing a Song

Ask anyone to lead the group in a popular song. Supply song sheets if you like.
Materials: Optional song sheets or lyrics written on newsprint hung on the wall for all to see.
Time: 3 - 5 minutes
Placement: Anytime

Do a Dance
Play Greek music or something similar that can provide the rhythm for doing a circle group dance. Feel free to improvise.
Materials: Equipment for playing music and the chosen record or tape.
Time: 3 - 5 minutes
Placement: Anytime
Note: This may require that the chairs be moved

Joke Session
Ask, "Who knows a good joke?" Keep them short, simple and clean.
Materials: None
Time: 3 - 5 minutes
Placement: Anytime

Silence
Either sitting or standing, linked by arms or just next to each other in the circle, be still and allow for silent time.
Materials: None
Time: 2 - 5 minutes
Placement: Middle to end
Relaxer and Energizer activities may also be used for the gathering activity.

**Closing Activities**

Closing Rounds

Beginning with the leader, go around the circle and let each person **briefly** say something to finish one of these sentence stems:

- **I really appreciate . . .**
- **Right now I feel . . .**
- **Right now I want . . .**
- **Right now I need . . .**
- **After I leave here I am going to . . .**
- **Something that has been very helpful for me at these workshops is . . .**

**Silence**

Either sitting or standing, linked by arms or just next to each other in the circle, be still and allow for silent time.

**Materials:** None

**Time:** 2 - 5 minutes

**Placement:** Middle to end

**Session or Workshop Summary**

Standing in a circle, one person begins an account of the workshop events up to that point. Going around the circle, each person adds more to the summary. Continue around the circle until the entire session or workshop is summarized.
Materials: None
Time: 5 - 7 minutes
Placement: Anytime

Sing a Song
Ask anyone to lead the group in a popular song. Supply song sheets if you like.
Materials: Optional song sheets or lyrics written on newsprint hung on the wall for all to see
Time: 3 - 5 minutes
Placement: Anytime

Do a Dance
Play Greek music or something similar that can provide the rhythm for doing a circle group dance. Feel free to improvise.
Materials: 3 - 5 minutes
Time: 3 - 5 minutes
Placement: Anytime
Note: This may require that the chairs be moved

Appreciations
Anyone who wants to may state appreciations or positive comments about anyone or anything in the workshop.
Materials: None
Time: 5 - 10 minutes
Placement: Middle to end
2. Pace Setting Activities

The pace setting activities listed in the manual are the Energizers and Relaxers. These are included in the training workshop to help keep the participant's energy and interest at a level conducive for continued attention on the task at hand.

Energizers

These are also known as Light 'N' Livelies because they are for fun and laughter.

Silly Time

Participants face each other in two rows. People on one side make a silly sound and people on the other side imitate these sounds. Then they switch roles.

This can also be done by one side mirroring the faces and gestures of the person across from them. Then they switch roles.

Materials: None

Time: 3 - 5 minutes

Placement: Anytime

Sound Out

One person starts by making a sound. Then s/he turns to the next person who begins to do the same sound. This goes on until the sound has been around the circle.

Another way to do this is to have each person make a slight change in the sound when it is their turn to take the sound around.

Materials: None
Time: 2 - 5 minutes
Placement: Anytime

Touch Blue

While the group stands in a circle, one person begins by saying, "Touch blue." Everyone should find and touch someone who is wearing something blue. It is not necessary to touch the actual blue spot, just the person. The possibilities are unlimited. Some examples are -- touch glasses, touch jeans, touch beard, touch brown eyes, touch sneakers.

Materials: None
Time: 3 - 5 minutes
Placement: Anytime
Note: Some individuals may feel uncomfortable with touching.

Human Puzzle

One person can leave the room. The rest of the group holds hands in a circle and then proceeds to entangle themselves without ever separating hands. When the person reenters the room, s/he must try to untangle the "human puzzle."

Materials: None
Time: 3 - 7 minutes
Placement: Middle to end
Note: This activity is taken from The Friendly Classroom for a Small Planet, by Priscilla Prutzman, et al. (1978).
Pass the Face

One person makes a face and then turns to the next person who makes the same face and "passes it on" until it goes around the circle.

Materials: None
Time: 3 - 5 minutes
Placement: Anytime

Statues

The leader asks everyone to pose as a statue which expresses how they feel right now. Stop and take a look at all the statues.

This could be carried out further by having the leader or a participant press a button on a particular statue. Pressing the button will make the statue "come alive" and move in a way that also expresses how s/he feels.

Materials: None
Time: 3 - 5 minutes
Placement: Middle to end

Big Sigh

Stand in a circle. Crouch down. Group starts sighing very softly and stands up slowly, sighing louder and louder as they rise until the sigh ends as a shout.

Materials: None
Time: 1 - 2 minutes
Placement: Anytime

Note: This activity is taken from the Manual; Advanced Course, by the Alternatives to Violence Project (1982).
Back Rub

Stand in a circle. Turn to the right so that everyone's neighbor on one side now has their back to them. Give that neighbor a shoulder and back rub. Then switch directions and trade massages.

Materials: None
Time: 2 - 4 minutes
Placement: Middle to end
Note: If there is a lot of hostility in the group, this may not work well. Also, some individuals may feel uncomfortable with touching.

Name and Word

Each person says their name with an adjective that begins with the same letter or sound that describes them. For example, Caring Ken, Laughing Louise. Each person in the circle must also repeat the word and names for everyone who has gone before them.

Materials: None
Time: 3 - 6 minutes
Placement: Beginning

Rainstorm

The group forms a circle with the leader in the center. As the leader goes around to each person in the circle s/he makes a sound that the people in the circle imitate. With each new round, the leader changes the sound.

To make it sound like a rainstorm, the sounds are: rub hands together, snap fingers, slap thighs, and stamp feet.
To stop the rainstorm reverse the order: stamp feet, slap thighs, snap fingers, rub hands together.

Materials: None
Time: 1 - 3 minutes
Placement: Anytime

Note: This activity is taken from The Friendly Classroom for a Small Planet, by Priscilla Prutzman, et al. (1982).

Pass the Putty

The leader begins by taking an imaginary lump of clay out of her/his pocket and forming it into a shape that everyone can recognize. Then the leader mashes it back into a lump and passes it on for the next person to mold. Each person in the circle follows suit.

Materials: None
Time: 2 - 5 minutes
Placement: Anytime

Machine

One person goes to the center of the circle and begins moving and sounding like a machine. Others voluntarily join the first person and add to the machine.

Materials: None
Time: 2 - 4 minutes
Placement: Middle to end

Note: This activity is taken from the Basic Manual, by the Alternatives to Violence Project (1983).
Zip-Zap-Bong

One person begins by saying "zip" to the person next to them with a quick turn of the head. That person passes it on around the circle until someone says "boing" in which case it goes around in the opposite direction as "zap."

Materials: None
Time: 2 - 4 minutes
Placement: Anytime

Note: This activity is taken from the Basic Manual, by the Alternatives to Violence Project (1983).

Pruue?

Everyone closes her/his eyes and mills around the room. The leader whispers to one person, "You're the Pru-ee." Everyone else shakes hands and asks, "Pru-ee?" If other person shaking hands also asks, "Pru-ee?" you know that they aren't the Pru-ee. Continue searching. The Pru-ee does not speak at all so when you find the silent person, hang onto that hand and become the Pru-ee also.

The game ends when everyone is joined to the Pru-ee and no one is left asking "Pru-ee?"

Materials: None
Time: 2 - 5 minutes
Placement: Middle to end

Note: This activity is taken from the Basic Manual, by the Alternatives to Violence Project (1983).
Vegetable Cart

The chairs are in a circle, with the leader's chair set outside the circle. The leader assigns the same vegetable name to each of two people, including her/himself. When s/he calls the name of a vegetable, everyone with that name must get up and move to a new chair. The one who is left standing then calls the names. If someone calls, "Vegetable Cart," everyone moves.

Materials: None
Time: 2 - 5 minutes
Placement: Anytime

Note: This activity is taken from the Basic Manual, by the Alternatives to Violence Project (1983).

Make Me

The participants line up in two rows. People on one side try to make the person across from them laugh, without touching them. Later they switch roles.

Materials: None
Time: 2 - 5 minutes
Placement: Anytime

I Like My Neighbors

Everyone sits in a circle minus the leader's chair. The leader begins by saying, "I like my neighbors who are wearing t-shirts." The leader and everyone wearing a t-shirt gets up and scrambles for a new chair. The one left standing continues with the same sentence stem but finishes it differently. Some examples are: . . . who are smiling,
States, . . . who have taught for more than 10 years, . . . who teach Kindergarten. The possibilities are unlimited.

Materials: None

Time: 2 - 5 minutes

Placement: Anytime

Relaxers

These activities help everyone to relax their bodies and minds.

Sinking to the Center

In this activity the leader will read the instructions to the rest of the group in a soothing, soft voice. If possible, turn off the lights. It is recommended that the participants kneel and sit on their heels. However, participants may sit straight in a chair.

Instructions:

"Find a good spot where you can sit squarely and where your body feels comfortable. Let the lower part of your spine be straight and let your shoulders be relaxed. Let your muscles relax until your body feels calm and peaceful. Let your eyes close slowly."

Pause

"Begin exhaling slowly and smoothly through your mouth. Make a small sound so that you can hear whether it's smooth or not. When you exhale all your breath, give one final puff to make sure all the air is gone. Now relax and let the air enter your body slowly through your nose.

Pause
"Again exhale smoothly through your mouth. Let the breath come out slowly but powerfully, as if you are sending your breath to the other end of the universe. When you feel all the air is gone, make one final effort to get it all out."

Pause

"Now begin inhaling through the nose. Draw in the air as if you are sending it out the back of your head. Send it out the back of your head and let your lungs fill up by themselves."

Pause

"When you've inhaled completely, hold your breath for a few seconds, then relax your body and let the breath sink down through your body to your center, just below your navel."

Pause

"When you feel your breath in your center, hold it a moment, then begin to exhale smoothly, slowly, powerfully through your mouth. Send the breath all the ways to the other end of the universe."

Pause

"Now return slowly to breathing your usual way. Let your body feel calm, still, centered."

Pause

"Now open your eyes slowly and let the sight of the room in. Rise slowly to your feet, feeling relaxed and refreshed."

Pause

Materials: A copy of these instructions

Time: 3 - 5 minutes
Placement: Middle to end

Note: This activity is taken from *The Centering Book* by Gay Hendricks and Russell Wills (1975). At the end of the activity say, "If you feel light headed, breathe normally for a few moments."

Quiet Time

The group sits in a circle in silence. If possible turn off the lights. This can also be done by walking slowly in a circle, without talking.

Materials: None

Time: 3 - 5 minutes

Placement: Middle or end

Stretches

Stretching the body can help relieve any muscle tension that has built up from sitting. Here are some stretching activities to try. Choose only one at a time.

It's best to move the body through its entire range of motion, but caution people to just do what they can without hurting themselves.

1. Stand up. Hold your arms straight in front of you, chest high. Clasp your hands together with your thumbs sticking up. Looking at your thumbs, turn and stretch your arms to one side and, then, the other for three stretches on each side.

2. Stand up. Hold your arms straight in front of you, chest high. Clasp your hands together with your thumbs sticking up. Looking at your thumbs, move your arms in a diagonal line from the upper right to lower left for three times. Then move them in a diagonal from the
upper left to the lower right for three times, still watching the thumb. Next, move the arms in a circle, first one way, then the other, still watching the thumb. Finally, stretch the arms and thumbs. Then, bring your arms and thumbs a close to your eyes as possible while looking at them. This helps the eyes to stretch and move through their range of motion.

3. Stretch your arms up as high as possible. Slowly drop your arms towards the floor. Without stretching or bouncing, just hang over for a few minutes. Rise slowly when you finish.

4. Raise your arms chest high in front of you and curve them as if you were hugging a tree. Slowly twist from the waist in one direction, then the other. Twist to each side about three times.

5. Pick up your shoulders to try to touch your ears. Roll them back and then forward, both at the same time and, then, one side at a time.

6. Move all your joints and junctures. First, roll your head one way, then the other. Then wing your arm around from the shoulder, backwards then forwards. Move your arm up and down from the elbow. Turn your hands at the wrist. Open and close your fingers from each of the joints. Now circle your body from the waist, one direction then the other. With your feet together, circle your body from the hips, keeping your head in one place, moving only the hips. Keeping your feet together, bend your knees some and rotate them in one direction, then the other. With the ball of your foot on the ground and the heel raised, rotate your ankle on each foot, first one way, then the other. Press your toes to the floor to bend them forward then backwards.
Materials: None
Time: 1 - 4 minutes
Placement: Anytime

Silent Scream

On the count of three, everyone will give a silent scream, stretching their faces, eyes and mouths as wide as possible.

Materials: None
Time: 1 minute
Placement: Anytime

Tight, Tight, Tight

This can be done with the muscles in any one part of the body or the whole body at once. First decide which part of the body to focus on. Bring your attention to that part of the body (or the whole body). Notice how that part of the body feels. Now make it really tight, tight, tight (holding this for a moment) then release. Notice again how that part of your body (or whole body) feels.

Materials: None
Time: 2 - 3 minutes
Placement: Anytime

Breathing

Breathing deeply and evenly will help us relax. Here are several breathing exercises to try. Choose one at a time.

1. First, notice where you breath. As you breath in the way you normally do, does the air go to your chest, to your abdomen or both?
Is your breathing shallow and high in your chest or deep and low into your abdomen? Now try deepening your breath. As you breath in slowly, fill your chest, your diaphragm and your abdomen. Hold you breath a moment an let it out slowly.

2. Doing your deep breathing, as you breathe out, let the air out slowly and steadily with a sigh or a hiss. See how long you can continue to let your breath out, slowly and steadily.

3. Breathe deeply. As you breathe out, say the vowel sounds exaggerating the form of the mouth as you do: A - E - I - O - U.

Materials: None
Time: 2 - 3 minutes
Placement: Anytime

Interpersonal Peacemaking Skills Training Activities

The activities in this subsection of the manual are meant to cover the whole context of interpersonal peacemaking: awareness and affirmation of self and others, communication, cooperation, creative problem solving and conflict management.

These activities are for adults, the teachers. There are several resources listed in the selected bibliography of books that list similar activities for students in grades Kindergarten to eight.

Processing should occur after each activity. This is done according to the process given for the Do, Look and Learn teaching method in the Trainer's Guide on page 75. Some activities include special processing instructions.
Group for these activities will vary. Some may be done with the whole group, some with small groups of 3 - 5 people and some in pairs (dyad) or threes (triad). If you find that the same people are grouping together all the time, separate people so that they will work with different partners. Some ways to divide the group are:

1. Count off by numbers to divide into groups of 3 - 5, or so.
2. Tell the trainees to find a new partner, someone they do not know very well or someone they have not been with yet.
3. Hand out an even number of playing cards from each suit. Then as you need a group you can ask for all the red or black cards, or pair off by the card and the color, i.e. red queens.

When people are paired it is helpful for them to designate one person as person "A" and one as person "B" so that the leader can distinguish the roles for each of them.

Included for each activity is:

- Materials needed -- some activities need none, others require specific materials.
- Approximate time needed for the activity -- the times indicated are approximate because the time will vary with the size of the group as well as the willingness of each participant to share information and insights.
- Placement in the workshop -- some activities will work best in the beginning, middle, or end of the workshop depending on how much personal risk is involved and where it fits in the sequence of affirmation, communication, cooperation, problem solving and conflict management.
If appropriate, special notes are added for any special arrangements that are needed for the activity.

Each section of activities begins with the Rap Sheet. This is an introduction to the topic of the activities. The Rap Sheets may be printed and given to the participants.

The ground rules state that anyone may pass if they choose. This ground rule should be honored all the time. However, the leaders should also encourage participation in the activities, acknowledging that this may be risky but that it can be done.

**Awareness/Affirmation Activities**

This section presents activities which will aid the participants in becoming more aware of themselves and others in learning to affirm themselves and others.

**Awareness/Affirmation Rap Sheet**

Starting first with the individual, we begin with awareness and affirmation of our own values, beliefs, feelings, trust, power, and patterns of behavior, especially in relating to others. This self awareness will lead to recognition of one's uniqueness.

As we become more aware of ourselves, the next step is to expand awareness to others. If we are all unique, then we are all different. Conflicts arise not only from competition, but also from failure to respect that others may be different in some ways and yet similar enough to one to be able to work out any disagreements.
People also need to learn that often times they are more like others than they are different. Two people may share the same goals even though they do not share the same values, for example.

Tolerance or being able to respect and appreciate people's differences is one of the qualities of the "peaceable classroom" according to William Kreidler (1984).

Affirmation means to acknowledge the positive aspects. In this workshop you will be encouraged to affirm yourself and others. The more we focus on the positive, the more likely we are to establish a warm, caring atmosphere where trust, communication and cooperation flourish.

Interview

Pair up and decide who is "A" and "B." Take turns interviewing each other for two minutes each. The interviewing process can be left to the individual or the leader may suggest that the interviewer ask three questions. Here are sample interview questions:

- Where do you most like to live?
- What is a favorite joke of yours?
- How do you define friendship?
- What value is most important to you?
- When do you feel most comfortable?
- What is difficult for you to do?
- If you weren't what you are, what would you be?
- How do you deal with your own anger?
- Where do you go to be alone?
- What is your favorite object?
** What do you most often dream about?
** Whom do you trust most?
** When do you feel most uncomfortable?
** Under what circumstances would you tell a lie?
** What is your major goal in life?
** What is the thing your worst enemy would say about you?
** What is the thing your best friend would say about you?

After the interview, the whole group will re-form the circle and each person will introduce their partner using the information gained from the interview.

Materials: Newsprint with interview questions listed.
Time: 12 - 15 minutes
Placement: Beginning

Note: The above list of interview questions is taken from Reaching Out: Interpersonal Effectiveness and Self-Actualization, by David W. Johnson (1981).

Silhouettes

Pair up. The partners help each other draw their silhouettes on large sheets of paper. On the inside of their figure each person writes the things that they like about themselves -- self-affirmations. Once this is done, everyone hangs their paper on the wall for a poster parade. At this point the entire group can walk around and look at the silhouettes and guess the identities.

Next, everyone writes their name on their silhouette. Then, in the space surrounding the silhouette, people can write affirmations or
positive statements about the silhouette's owner.

Afterwards, the group circle is re-formed. Everyone who wants to do so, can share some of the things that were written about them on their figure.

Materials: Long sheets or a roll of paper (if this is not available, use smaller paper and ask the trainees to draw their figure rather than trace it); Markers and or crayons

Time: 20 - 35 minutes

Placement: Middle to end

Interpersonal Patterns

The leader explains, "The following exercise focuses upon your interaction with other individuals. It may help you think about how you behave when you initiate a relationship with another person or how you act in a group." The procedure for the exercise is:

1. Each person fills out the adjective check list for themselves.

2. Analyze the meaning the adjectives you checked by following the instructions that follow the list.

Adjective Checklist and Instructions

The twenty verbs listed below describe some of the ways people feel and act from time to time. Think of your behavior in interaction with other people. How do you feel and act with other people? Check the five verbs that best describe your behavior with others (as you see it).
There are two underlying factors or traits involved in the list of adjectives: dominance (authority or control) and sociability (intimacy or friendliness). Many people tend to like to control things (high dominance) or to let others control things (low dominance). Similarly, most people tend to be very warm and personal (high sociability) or to be somewhat cold and impersonal (low sociability). In the following lists on the next page, circle the five adjectives you used to describe yourself in group activity. The set in which three or more adjectives are circled out of the five represents your interpersonal-pattern tendency in that group.
<table>
<thead>
<tr>
<th>High Dominance</th>
<th>Low Dominance</th>
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<tr>
<td>advises</td>
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</table>

3. Now divide into groups of three. Share with the other two members of your triad the results of the exercise and ask for their comments on whether they perceive you in the same way as or differently than the results of this exercise indicate.

Materials: Handout with the checklist and instructions for each trainee.

Time: 15 - 20 minutes

Placement: Middle to end

Note: This activity is taken from *Reaching Out*, by David Johnson (1981).
Gift Giving

Pair up and decide who is "A" and who is "B." Allow two minutes for each person to interview the other, asking about what each likes to do and what is important in their lives. Then return to the group circle. The leader then asks each person to give a "gift" to their partner and explains that the gift giver can assume that s/he has all the money and power necessary to give the gift.

Materials: None

Time: 12 - 15 minutes

Placement: Anytime

Note: This activity is taken from Reaching Out, by David Johnson (1981).

Who Am I?

On each of 10 slips of paper each trainee lists 10 different answers to the question, "Who am I?" The leader advises that these responses are private, no one else will read them.

Next the trainees put the 10 slips of paper in order from the most to the least important. These are recorded on another sheet of paper for later reference.

Now the leader says, "Turn the stack of slips upside down so that the first choice is facing down, and last choice is on top. Pick up one slip at a time. When I say so, look at each one and say to yourself, 'I am . . .' using the word or words you have written down. Try to experience the feeling of these words. Then crumple the slip and
throw it on the floor, giving up the trait that was on the slip. How does it feel to not have that trait or quality as part of yourself?"

As the trainees continue to throw down the slips, one by one, the leader may encourage free expression and may ask questions like:

** Are you glad about that?
** What would you be like without that one?
** Are you happy with your choices?
** Would you keep the same order?
** How does it feel not to be that anymore?

When they reach slip number 10, the leader says, "Now we are at the choice that was your most important choice in response to the questions, 'Who am I?' If you could substitute any word for this one, would you?"

want back, and leave those that you don't want on the floor. Think about the thoughts and feelings you had during the exercise."

At this point the leader may process the activity.

Materials: 10 small slips of paper, one regular size sheet of paper and a pencil for each trainee

Time: 15 - 20 minutes

Placement: Middle to end

Note: This activity is taken from the Alternatives to Violence Project Basic Training Manual (1983).

This is My Life

Divide into triads. Decide who is "A", "B" and "C." First "A" will take three minutes to tell her/his life story. "B" and "C" will listen. Then "B" and "C" will have three minutes in which to question
"A" and comment on what s/he says. "B" and "C" can also try to pinpoint important passages or pivotal times in "A's" life. Each person in the triad then has a chance to say her/his life story while the others listen and, then, question and comment.

Materials: None

Time: 25 - 30 minutes

Placement: Anytime

What's In Your Name

In small groups of five people, each participant will share this information:

★★ Your whole legal name at birth.

★★ Anything you know about the history of your name, i.e. it's a family name, etc.

★★ How you feel about your name.

★★ What you like to be called and why.

Each person's response can be written on a newsprint by one person who volunteers to be the group's recorder. This information can be shared with the whole group circle with one person from each group acting as the group's spokesperson.

Materials: Newsprint and markers for each group

Time: 20 - 30 minutes

Placement: Beginning

Similarities and Differences

Pair up. Think of all the ways in which you and your partner are the same and write them on one side of a piece of newsprint. Then
think of all the ways in which you are different from each other and write them on the other side.

Now join another pair to form a quad. Each pair shares what they have written on their newsprints. Then the quad discusses these and compares their lists. Next the quad comes up with a new list for the ways in which the people in the quad are similar and different, writing these on another piece of newsprint.

Finally, the whole group meets in the circle. One person from each quad shares the information on their quad's list and summarizes the quad's discussion.

Then the trainer processes the activity in the usual fashion.

Materials: Newsprint, markers
Time: 20 - 30 minutes
Placement: Anytime

Admiration

Pair up and decide who is "A" and who is "B." "A" begins by talking for two minutes about someone s/he admires, saying why this is so, what are the qualities that person has that s/he admires most. "B" listens and then can ask questions or make comments.

This could also be done in triads in which case the activity will require more time.

Materials: None
Time: 10 - 12 minutes
Placement: Anytime
First Impressions

Divide into triads and decide who will be persons "A", "B" and "C."

"B" and "C" move their chairs to sit behind "A." "B" and "C" tell "A" what their first impressions were when they first met or saw "A", whether that was during the workshop or previously. "A" will listen. After two minutes, "A" can ask anything they want of "B" and "C."

This process is then repeated for persons "B" and "C."

Materials: None
Time: 15 - 18 minutes
Placement: Middle to end

Perception and Frame of Reference

The leader asks the participants to agree or disagree:

** ** is the best school in town.
** Math is the hardest subject to teach.
** Spring is the best time of the school year.
** Swimming is the easiest sport there is.
** The United States is the best country to live in.

Record the numbers of those who agree or disagree on newsprint or a chalk board.

Explain that their answers are in part the result of their frames of reference, which reflect their values, beliefs, experiences, and upbringing.

Now return to each of the sentences above and discuss it.
Forced Choice

Clear a space in the room so that people can move around from one side of the room to the other. Ask the group to form a line in the center of the room. Explain that you will give them a choice between one thing or another. They are to go to the side of the room that you indicate for each of the choices. Even if it is a difficult choice, they may not stay in the middle but must move to one side or the other.

You may want to stand on a chair so everyone can see you. Use your arms to indicate which side of the room corresponds to which choice. Remind the participants that there are no right or wrong answers. Here are some possible situations and choices:

*** When you get angry at your students, do you shout and scream OR keep it in?

*** When you get angry at your friends or family, do you shout and scream OR keep it in?

*** When someone else expresses anger towards you, do you also get angry OR do you listen to what is said and try to work it out?
If you had to choose one, would you say that you tend to be more passive OR aggressive?

If you had a problem with someone would you talk to them about it OR ignore it thinking that it will go away?

Do you prefer to be a leader OR a follower?

Can you think of anyone who is better than you are, yes OR no?

Can you think of anyone who is less than you are, yes OR no?

What is more important to you, being the best by yourself (competition) OR helping to make your group the best (cooperation)?

Do you trust, a lot of people OR a few people?

Do you tend to make snap decisions OR do you take your time and think about things before deciding?

Do you think it is okay OR not okay to use violence in a conflict with another person under any circumstances?

Do you think that conflict is always destructive, yes OR no?

What Are You Thinking? What Are You Feeling?

Discuss with the whole group the differences between thoughts and feelings.

1. The trainer asks everyone to, "Take a moment now to tune in to your thoughts. Does anyone want to share what those thoughts are? How many of you thought about what we are doing here and now? Who thought about your home and/or family? Who thought about something
else?" (Thoughts refer to the inner dialogue and one's self talk.)

Allow for open discussion.

2. The trainer explains the various feelings people have. Here are the five basic feelings (taken from *Transpersonal Communication*, by Weinhold and Elliott, 1979):

   a. Anger -- the feeling you have when you do not get what you want or need.
   
   b. Scared -- the feeling you have when you anticipate that you won't get what you want or need, or when you lack information you need to solve a problem.
   
   c. Sad -- the feeling you have when you lose somebody or something, as when someone dies.
   
   d. Happy -- the feeling you have when you get what you want or need or when you do something effectively.
   
   e. Excited -- the feeling you have when you anticipate something good or pleasant.

Instead of defining these feelings for the group, the trainer can ask for definitions from the group, then give the book definitions.

The trainer then says:

** Think of a time when you felt angry . . . scared . . . sad . . . happy . . . excited.

** What are you feeling right now?

** Does this feeling arouse a pleasant or unpleasant sensation in your body?

** With your face and whole body, show how you look when you are angry . . . scared . . . sad . . . happy . . . excited.
How can we distinguish between thought and feeling?

How do your thoughts and feelings affect the way you communicate? the way you cooperate? the way you handle conflicts?

Allow for open discussion

Throughout the rest of the workshop, the trainer(s) can ask, "What are you thinking?" and/or "What are you feeling?"

Materials: A list of the feelings and their definitions on a large piece of newsprint.

Time: 15 - 20 minutes

Placement: Anytime

Awareness

Sitting in a circle the leader asks the participants to be still and pay attention to their environment in the room and within their bodies for about three minutes. At the end of this time, the trainer asks everyone to share what sounds, sights, smells, tastes, and skin sensations such as temperature, texture, etc. Notice the differences in the things that people choose to be aware of.

The trainer can ask:

What were you aware of?

Which of your senses was most stimulated?

Were you more aware of what was happening inside or outside of your body?

Which sensations were pleasant for you?

Which sensations were unpleasant for you?
Then the trainer can ask the participants to notice the differences and similarities in people's responses.

**Materials:** None  
**Time:** 10 - 12 minutes  
**Placement:** Anytime

**Touch Me Gentle**

Divide into groups of three or four. One person is "it" at a time. That person can sit or lie on the floor. The others in the group gently touch and massage the person who is "it" according to their level of comfort with being touched. Take turns until each person has a chance to be "it."

**Materials:** None  
**Time:** 12 - 15 minutes  
**Placement:** Anytime  
**Note:** Some individuals may feel uncomfortable with touching.

**Affirming Differences**

Choose one person to be "it." That person stands in the center of the circle. The others go to her/him one at a time and state one way the person who is "it" is different from her/himself and how that difference adds to the richness of the group. This is repeated for each person in the group.

**Materials:** None  
**Time:** 20 - 30 minutes  
**Placement:** Middle to end
Communication Activities

The activities in this section cover the whole range of communication: observing, perceiving, listening, responding and expressing.

Communication Rap Sheet

Communication includes both sending or encoding and receiving or decoding messages. This naturally occurs in several ways, often simultaneously. We send messages with our words, our voice, our gestures, facial expression and other nonverbal cues including silence, absence and lateness as well as writing. We receive messages by observing nonverbal cues, listening, reading. We respond to what we hear or perceive by saying something or giving nonverbal cues. We may respond with various styles: evaluative, teaching, supporting, probing and understanding.

Communication is a process which is dependent on one's perceptions. Kreidler (1984) describes the communication process in this way:

First, there is an observation. Your sense register that something is happening. Then what is observed is perceived. You interpret, through various filters (such as your values, needs and experience), what is going on in what you have just observed. Next you encode what you've interpreted by formulating it into speech and gesture. Then you transmit it. Once transmitted, the message is received and decoded. The listener's senses register the input and sort it out. Then it is perceived as the listener understands and interprets the message through perceptual filters.

We tend to be most aware of the transmission and reception aspects of communication. Our lack of awareness of the roles of observation and perception fuels conflict in our lives. (p. 83)
The way we communicate reflects the way that we handle conflicts. All too often these conflicts are handled ineffectively, either passively or aggressively. A passive approach to conflict would manifest itself by avoidance of the conflict. People who choose this approach will put others first, denying themselves and allowing their personal rights to be violated by others.

An aggressive approach would manifest in winning at all costs. People who choose this approach will put themselves before anyone else, denying others their rights. They will dominate and influence others through intimidation, and possibly, physical violence.

A third approach to conflict is the assertive approach. People who choose this approach will stand up for their rights, expressing themselves and their feelings honestly, directly and comfortably while also respecting the rights of others.

These personal rights, according to Bloom, Coburn and Pearlman (1976), are:

* The right to be treated with respect.
* The right to have and express your own feelings and opinions.
* The right to be listened to and taken seriously.
* The right to set your own priorities.
* The right to say no without feeling guilty.
* The right to ask for what you want.
* The right to make mistakes.
* The right to choose not to assert yourself. (pp. 32-33)
Eyewitness Account

At odd moments during the workshop, the trainer asks for an eyewitness account of what was just happening or being said. This will help to sharpen observation and perception skills.

Materials: None
Time: 3 - 4 minutes
Placement: Anytime

Optical Illusions

The leader shows a picture of an optical illusion to the group and asks everyone to say what they see. Then discuss differences in perceptions.

Materials: Pictures of optical illusions
Time: 5 - 8 minutes
Placement: Anytime

Rumors

With the group sitting in a circle, someone makes up a rumor and whispers it to the next person. Each person passes the rumor around the circle. Once the rumor has gone around the circle, the last person says what s/he heard.

Materials: None
Time: 5 - 7 minutes
Placement: Anytime

Paraphrasing

In this demonstration the leader asks for someone who likes to talk and who would not mind talking in front of the group. Ask the
talker to talk about anything: what s/he did last weekend, plans for next weekend, a good movie. The leader then demonstrates and exaggerates how not too listen: looking around the room, moving around the room, interrupting the talker, talking to others, etc. The talker will probably become frustrated. The leader can ask, then, "What's wrong?" Most likely the talker will say, "You're not listening to me!" The leader can ham it up and say something like, "What me not listen?! Who thinks I was listening? Who doesn't? Why not? How would you know?!" Most likely someone will say that the leader should be able to paraphrase what was said. Obviously the leader cannot do this because s/he was not listening.

Next the leader asks, "What is the difference between hearing and listening?"

Now the leader asks the talker to talk about something else. This time the leader demonstrates good listening skills: eye contact, facing the speaker, nodding the head and other nonverbal expression that indicates that the leader is paying attention and responding to what is said. Now the leader asks the talker and the group, "Was I listening that time? How do you know? What was I doing? Do you think I can tell you what (name of talker) said?" The leader can then proceed to tell what was said.

Next the group will pair up and decide who is "A" and who is "B." First "A" will talk for one minute and "B" will listen, using good listening techniques. When "A" finishes talking, "B" will paraphrase what "A" said for one minute. The leader should then ask, "Everyone who is "A," how did it feel to be listened to without interruption? Everyone who is "B," how did it feel just to listen without saying
anything?" Then "A" and "B" switch roles. The leader then asks the same questions to process this activity.

When giving the instructions, the leader can say, "You can either talk about _________ or anything you want." Some topics to fill in the blank are:

** The funniest person I know.
** The last time I was really scared.
** The worst movie I ever saw.
** My dream car.

Materials: None

Time: 15 - 20 minutes

Placement: Anytime

Active Listening

First demonstrate what active listening is not. Again the leader asks for a volunteer to talk to her/him in front of the group. The leader then responds to what is said in such a way as to demonstrate these ways of not listening:

1. "reunion talk" -- giving a response that is unrelated to what the other person has said, i.e.
   talker -- "I've had a cold all week."
   response -- "Are you going to the meeting tonight?"

2. "cocktail party talk" -- interrupting and going off on a tangent
   talker -- "I've had a cold all . . ."
   response -- "Did you see that show on TV last night?"
3. "listen to my operation" -- replying with one's own experience

talker -- "I've had a cold all week."
response -- "I woke up this morning with the darndest pain in my neck."

4. "interrogation" -- asking persistent questions, these may be judging or labeling

talker -- "I've had a cold all week."
response -- "Have you been taking vitamin C? Did you take off work and rest? Have you been taking care of yourself?"

5. "fix-its" -- telling the person what to do or by taking over the problem

talker -- "I've had a cold all week."
response -- "I've got some vitamin C. Who's your doctor? I'll call and make an appointment for you."

The leader can explain that these responses tend more to debating, analyzing, advising, judging, placating, distracting, ignoring or telling your own story, which can be defensive reactions to strong feelings of helplessness, rage, fear, or despair in oneself or others.

Next the leader describes the qualities of active listening:
"Active listening means really digesting and then restating the content of what is said, reflecting the feelings that are being expressed, clarifying the values underlying the dilemma, and describing the behavior that is actually happening. It takes practice to do this. The main essence of active listening is being available to another person
as an effective sounding board to help them to work through an immediate crisis or decision."

Finally, everyone divides into triads and decides who is "A," "B" and "C." "A" starts by talking for two minutes while "B" practices active listening. "C" observes "B" doing the active listening. When "A" finishes talking, "C" tells "B" what s/he observed about the way that "B" listened. "A" can then comment on how s/he felt about "B" listening. Then everyone switches roles so that each person has a chance to talk, to listen and to observe.

In doing the processing of this activity, the leader can ask, "How did it feel to be listened to? What did you notice when you observed the listener?"

Materials: None

Time: 35 - 45 minutes

Placement: Anytime

Note: This activity is adapted from Manual, Advanced Course, by the Alternatives to Violence Project (1982).

Concentric Circles

Pair up and move the chairs into two circles, one inside the other. The partners sit across from each other, the one sitting in the inner circle faces out; the one sitting in the outer circle faces in.

The trainer explains, "The person in the inner circle will begin by talking about a topic I announce, while the person in the outer circle listens responsively. When I call time, the person in the outer
circle will move one chair to the right and talk to the new person about the same subject while the person on the inside listens responsively."

Topics to be discussed can include:

** A way I show good will to a stranger is . . .
** A way I handle my negative feelings so that they won't hurt or put down myself or anyone else is . . .
** A time I did the right thing even though I was scared was . . .
** A way I show myself respect is . . .
** A way I show another person that I care about her/him is . . .
** A way I nurture or take care of myself is . . .
** A time someone else gave me important support was . . .
** Something that helps me get to know a stranger is . . .

Materials: Movable chairs
Time: 20 - 35 minutes
Placement: Anytime

Response Styles

The leader explains these five response styles and their intent, giving examples for each:

Evaluative response -- the intent of this response style is to judge or criticize. Examples: "That was dumb!" or "You never do anything right."

Teaching response -- the intent of this response style is to lecture. Examples: "When I was your age we never did that." or "You know what the consequences of that will be."
Supportive response — the intent of this response style is to reassure with positive comments and encouragement. Examples: "I know you can do it." or "That must have been a wonderful experience for you."

Probing response — the intent of this response style is to clarify. Examples: "When did you find out about this?" or "Who told you this?"

Understanding response — the intent of this response style is to listen. Examples: "So after he hit you he told me that you hit him?" (this is paraphrasing what was said) or "From what you are saying, I get the feeling that this really makes you happy." (reflection of the speakers feelings).

These can be written on newsprint for referral during the activity.

Now the participants divide into groups of three and decide who will be "A," "B" and "C." To begin, "A" will talk for two minutes (subject to be given), "B" will respond to "A" as in conversation, and "C" will observe "B" as s/he responds to "A" keeping a tally of the number of each type of response styles "B" uses. After the two minutes, "C" will report on what s/he observed, giving an analysis of the number of each type of response styles "B" used to respond to what "A" was saying. "A" and "B" then comment on how it was to follow their roles.

Everyone in the triad then switches roles two times, giving each person a chance to practice each role.

The leader then explains that the first two styles are used most frequently but the last two are more effective. The third one falls in between being used as frequently as it is effective. Then the leader
can ask the participants to think about which response styles then tend to use most often?

Materials: Newsprint or handout for each participant with the information about the response styles listed; pencils and paper for the observer to use to keep the tally.

Time: 35 - 45 minutes

Placement: Beginning to middle

Note: Response styles taken from Counseling Crime Victims, by Lowenberg & Forgach (1982).

I-Messages

The leader explains the difference between I-messages and you-messages, using an example. If someone is willing to volunteer, the leader can role play the example with the volunteer to make it seem more real.

"Let's pretend that I loaned $25.00 to (a volunteer) two weeks ago. S/he agreed to pay me back last Wednesday, but here it is ___ day and I still don't have my money. I value our friendship and I really need the money I am owed.

"A you-message might be for me to 'forget' to pick her up in our car pool. Other you-messages would be for me to ignore her or be cool to her and, perhaps, to even gossip about her. Or I might tease and joke with her/him about owing me the money and find some subtle way to put her/him down in the process. Another you-message would be for me to call her a creep (or whatever) or to get nasty and yell something like, 'You said you'd pay me back. Does this mean I can't trust you?'"
After demonstrating and role playing all the you-messages, the leader can ask the volunteer and the group about the volunteer's response to the you-messages.

Next the leader repeats the same situation with the same volunteer using I-messages instead. For example, the leader may say, "Two weeks ago I loaned you $25.00. You assured me that you would pay it back last Wednesday but here it is ___ day and you haven't paid me and you haven't even said anything about it. I'm feeling angry. I am wondering if I can trust you with money or agreements."

The volunteer and the group note the volunteer's response to the I-message and compare this response to the response that were elicited from the you-messages.

Now the leader will clarify I and you messages with this chart:

**You-messages:**
- attack, often eliciting defense
- are unclear
- avoid the person or the problem

**I-messages:**
- do not attack
- are clear, stating how one feels
- deal directly with the problem

Now the group pairs up and decides who will be "A" and "B." The leader explains this situation, "'A,' you are angry at 'B' because s/he agreed to meet you after work at your favorite place but came 20 minutes late. This is not the first time that 'B' has left you waiting. "A"
give "B" a hearty you-message. Remember, these are unclear, attacking or avoiding the person or the situation."

The leader allows two minutes for "A" to give "B" the you-message. At this point, the leader asks all the "A"s to stand and tell the group how they delivered their you-message. After they speak, they sit down again. Then the leader asks all the "B"s to stand and tell the group how they responded to the you-message from "A." After speaking, they sit down.

Now the leader says, "Let's go back to the same situation, before "A" gave the you-message. Now "A" give "B" an I-message. The leader allows two minutes for this.

The leader asks all the "A"s to stand and tell the group the I-message they gave, sitting down once they speak. Then all the "B"s stand and tell the group their responses to the I-messages, sitting down once they finish.

For part of the processing of this activity, the leader can ask what the group noticed about the differences in delivery and response to the you and the I-messages.

Materials: Chart with You and I message information

Time: 40 - 50 minutes

Placement: Middle to end

Cooperation Activities

This section has activities for cooperation, including power and trust which are two crucial elements that affect cooperation.
Cooperation Rap Sheet

Cooperation is another quality inherent in the peaceful classroom. In *Creative Conflict Resolution*, William Kreidler (1984) says that from his experience as a teacher he has observed:

Every year I ask my students what it means to cooperate. Usually they answer something like, "It means to do what you tell us." This year someone said, "It means, don't be always giving you a hard time!" Cooperation is a word we teachers use frequently. We assume that students know what cooperation is, and we assume that they know how to cooperate. Neither of these assumptions is necessarily valid. (p. 125)

Cooperation means working together, co-operating, to achieve some mutual goal. It means working together for the best interest of the group as a whole, not just for individual needs.

The three primary ingredients for working together cooperatively are knowing and asking for what you want, trusting others, and awareness of your power and need to control:

1. Knowing and asking for what you want -- Ask one hundred percent of the time, without holding back or asking only for what you believe that others will want to give. (Even though you may not get everything you want all the time, the information about what you really want is available to you and to the rest of the group.) After asking for what you want, you collectively negotiate within the group so everyone can all get the most of what they want. In *Solving Problems Together*, Hogie Wykcoff (1980) says that "realistic self-interest is the ultimate basis of our commitment to cooperate, since it is clear to everyone that what they get out of group depends on the efficiency and good feeling of the group as a whole" (p. 69).
2. Being able to trust others -- This means knowing that you can count on them to be there for you and the group. According to Jack Gibb, author of *Trust* (1978), there is a correlation between trust and fear. When trust is high within the group, people work well together. When fear is high the group breaks down. He says that, "Trust enhances the flow of mindbodyspirit processes. Energy is created and mobilized. All the creative process of the person or the system are heightened. Feeling and thinking are both more focused and energized. People act in more direct and effective ways" (p. 16). When fear levels are high both the individual and the social processes are impaired. People are more likely to feel that they must defend themselves, rather than work together. Perceptions are distorted so communication also becomes unclear. Trust within the group will normally grow as people get to know each other. In some groups, within some people this may take longer than in others. Generally a warm, affirming, cooperative atmosphere is more likely to generate trust between people than a competitive or cold atmosphere.

3. Being aware of your power and need to control -- You must also accept responsibility for its use. We are all powerful beings because we influence ourselves, our environment and other people. Some of us choose to use our power to control others. This may be called "power over." Some of us choose to use our power in conjunction with others to make something happen. This is "power with" or mutual influence. In physics, power refers to the ability to do work. In interpersonal cooperation, "power with" will be much more effective for working together than "power over." However, most of us have grown up
learning only about "power over." In our competitive society we have had to use our power to move up the ranks, so to speak, to become the best in school, in the neighborhood, in the family and so on. Therefore in learning cooperation we need to learn to release our need to control, to maintain "power over" others and, instead, to use our "power with" the group. In a sense we need to learn to transform our power to function more in a paradigm of cooperation rather than one of competition.

When decisions must be made, consensus is used instead of voting in the cooperative group setting. This means that the group must work to reach an agreement that is acceptable to all group members. Agreement is reached through discussion. While there are no specific rules, these guidelines can help the consensus procedure.

1. Everyone should listen without interruption to the person who is speaking.

2. People should only speak once in support of one point of view.

3. If the group in general reaches a decision on a point of view, but one person disagrees, that individual has two choices:
   a. Stand aside or allow the group to act on its decision after registering her/his disapproval of the decision.
   b. Stand in the way or prevent the group from acting on its decision because the individual feels so strongly in disagreement. This choice may create further discussion, argument and/or pressure from the rest of the group.
4. If the group discussion becomes very heated or stymied, take a moment of silence or "time out" for contemplation. The facilitator or anyone can call for "time out."

5. If the group does not reach consensus on the matter at hand, no action is taken until consensus is attained, no matter how inconvenient the delay may be. (Alternatives to Violence Project's Basic Training Manual, 1983)

One person needs to serve as the facilitator during this process. The facilitator does not express any opinion and does not participate in the discussion. S/he only acts to facilitate the process, to keep the group focused on the issues, to clarify the issues and the opinions of the group members, and to make sure that everyone follows the guidelines. If the facilitator has a strong opinion about the matter at hand, s/he may ask for someone to facilitate temporarily while s/he states her/his point of view.

Make a Line

The leader asks the group to form lines according to certain specifications. The participants are to do this without talking.

Here are the specifications:

Line up according to:

1. shortest to tallest
2. youngest to oldest
3. smallest to largest feet
4. lightest to darkest hair colors

Materials: None
Cooperative Story Telling

The leader asks for a volunteer to start a story. The person to the left of the volunteer continues the story. Then each person in the circle continues the story until the leader decides it has reached a conclusion.

Materials: None

Time: 5 - 10 minutes

Placement: Anytime

Cooperative Construction

Divide into three groups with each group at a table. Decide who will be the observer for the group (one per group). Each group gets a box of tinkertoys.

The leader then gives these instructions:

1. You will have five minutes to talk and decide within your group what to build with the tinkertoys.

2. After the five minutes you will proceed with construction. During construction, you may not talk but you can signal.

3. During the talking and silent stages of this activity the observer will observe the group and may take notes on what happens for later reference.
4. Once each group has finished, we will discuss what happened.

To process this activity the leader can ask:

- How did you feel about doing this activity?
- Did everyone in your group participate in the activity? If not, why not?
- Did someone take the leadership role?
- How did this affect the others' participation?
- Did anyone feel frustrated? Why?
- Did a pattern develop for working with each other?
- Did you follow your plan? If not, why not?
- What did you learn from this activity?

Materials: One box of tinkertoys per group
Time: 20 - 25 minutes
Placement: Middle to end

Note: This activity was taken from the Basic Training Manual of the Alternatives to Violence Project (1983)

Discussion of Power and Trust

The leader conducts an open discussion of power and trust and how they affect cooperation within a group.

Materials: None
Time: 5 - 10 minutes
Placement: Middle to end

Trust Walk

Pair up and decide who is "A" and who is "B." First "A" will be blindfolded and lead around by "B" for three minutes. Then they
will switch.

Materials: Blindfolds for half the number of participants
Time: 10 - 12 minutes
Placement: Middle to end

Trust Toss

Divide into two groups. In each group, one person volunteers to be "tossed" about by the group. This person stands in the center of the circle. The people in the circle move in close to provide a tight support for the volunteer. The volunteer leans to one side of the circle and allows her/himself to be gently tossed from one person to the next around the circle.

The participants then take turns being "tossed" on a volunteer basis.

Materials: None
Time: 5 - 10 minutes
Placement: Middle to end

Trust Lift

Divide into three groups. A volunteer will lie on the floor in the center of the group. The group will gently lift the volunteer into the air by placing their hands under the volunteer and lifting at the same time.

Materials: None
Time: 5 - 10 minutes
Placement: Middle to end
Getting in Touch: Power

The leader explains that power can be good or evil, and that power is not the same as violence. Then the leader asks everyone to write the following sentence stems on each of four index cards:

** I feel powerful when . . .
** I feel my power is . . .
** When I experience other people's power I feel . . .
** I feel other people's power is usually . . .

Participants are then asked to finish these sentences any way that fits for them and to write this on the card.

Next, everyone tapes their cards on their chest. The group will walk around and mingle in silence, looking at other people's cards without commenting.

In processing this activity, the leader asks these questions:

* Was it easy or difficult to share about feelings of power? Why?
* When you look at the responses of people you know, are they ones you would have predicted? Why, or why not?
* Were there any surprises?
* Do you let people know how you feel in contexts of power? Your family? Your students? Your administrators? Your government?
* Do you empower any of them by helping them become aware of their power?
* Do you spend time searching for a creative way to use power?
* Do you give other people a chance to assert their power in creative ways?
Materials: Four index cards per participant, markers or pens, tape

Time: 30 - 40 minutes

Placement: Middle to end

Note: This activity is from the Alternatives to Violence Project's *Manual, Advanced Course* (1982).

**Consensus Decision Making**

Divide into three groups. Decide who will be the facilitator. The leader explains the consensus decision making process as described in the Cooperation Rap Sheet on page 144. Then the leader instructs the groups, "I will read a situation and ask you to make a group decision about that situation during the consensus process. Here is the situation:

"You are a group of teachers who meet to decide how to best meet the needs of students who seem to have special needs. You are meeting today to discuss a particular student named Mary, a third grader. In grades K to 2 she was doing average work and was well behaved in the class. Now in third grade, she is failing all her work and she disrupts the class by talking a lot and teasing other students. Her parents have refused permission to allow the social worker or the psychologist to evaluate or interview her.

The leader tells the group, "You have 15 minutes to decide by consensus what to do for Mary."

After 15 minutes each group tells their decision and how they reached their decision. Then the leader can allow for open discussion
of the consensus decision making process.

Materials: Copies of the Cooperation Rap Sheet with the guidelines for consensus decision making

Time: 20 - 35 minutes

Placement: Middle to end

**Problem Solving Activities**

These activities center on problem solving through creating alternatives, choosing the best alternative and trying it.

Problem Solving Rap Sheet

Cooperation within the groups sets the stage for creative problem solving. As people within a group work toward a common goal, they can find ways to solve problems together, whether the problem is how to accomplish something in the most efficient and creative way or how to deal with a conflict. Problem solving consists primarily of group decision making processes. The basic idea is that two (or more) heads are better than one.

All problem solving techniques begin with clarifying the problem in order to understand its complexities. Next comes exploration and consideration of possible alternative solutions and choosing the most appropriate solution. Finally the solution is tried and modified if necessary.

One way to arrive at alternative solutions is through a process called brainstorming. In *A Manual for Group Facilitators* (1977), the authors explain:
Brainstorming is a common method used in groups to help members think of as many ideas as possible. During the brainstorming the members are encouraged to produce ideas as quickly as possible without considering the value of the idea. The emphasis is on quantity, not quality. No criticism of ideas (your own and or anyone else's) is permitted since people will feel more free to let their imaginations wander and to contribute freely if they don't have to worry about what others will think of their contributions. . . . A recorder writes down every contribution on a blackboard or sheet of newsprint and participants are encouraged to build on other people's ideas. Very often an idea that seems useless or silly will trigger another idea that turns out to be very valuable. After brainstorming, the group can evaluate the suggestions. (p. 40)

Quick Decision Making

Divide into groups of three. The leader instructs, "I will give your group a situations and you will have 15 seconds to think quietly about how to handle the situation. Then the triad will have one minute to reach consensus or general agreement on a solution."

Here are some situations to consider:

1. One of your students is rather shy and quiet. He tends to be bullied by the other students. As you walk in the room you see that he is about to stand up for himself by fighting with another boy about his size.

2. As you leave the school grounds to go home after work you notice one of your students on the sidewalk with her parent. Her parent is yelling at her and begins to pull her very roughly by the arm, dragging her to their house.

3. You arrive a work one day to find another teacher shooting a BB gun at some pigeons out the hall window at the top of the stairs. The principal is at the foot of the stairs, on her way up.
Web Charts

The leader draws a circle in the middle of a piece of newsprint and writes a problem in the center of the circle, i.e. difficulties with communication or cooperation.

Then the leader asks the group to brainstorm things that contribute to the problem. Each of these is written in the space surrounding the center circle.

Now the leader asks the group to think of which contributing factors are related. A line is then drawn between each of these, thus forming a web.

This may then be done individually by each participant, using a problem that they have.

Materials: Newsprint and markers; paper and pencils for each participant

Time: 20 - 30 minutes

Placement: Middle to end

Note: This activity is especially useful as the first step before doing Brainstorming Solutions of the Force Field Analysis activities. It is taken from the Manual, Advanced Course of the Alternatives to Violence Project (1982).
Brainstorming Solutions

Divide into three groups. Choose one person in the group to record on newsprint the ideas that are generated by the group (the recorder). The leader explains the brainstorming process described in the Creative Problem Solving Rap Sheet on page 153. Then the leader instructs the groups to do the following:

1. Everyone in the group who chooses may state a problem they would like the group to help with. These should be recorded on newsprint.

2. The group then will choose, by consensus, one problem to brainstorm solutions for as a group endeavor.

3. The owner of the problem gives more information about the circumstances surrounding the problem. (If the owner is the recorder, choose another recorder.)

4. The group then brainstorms alternative solutions to the problem using the brainstorm process. These are recorded on newsprint.

5. The owner of the problems picks the best solution or combination of solutions. The recorder marks these.

6. The owner of the problem thinks of possible obstacles to the chosen solution(s).

7. The group brainstorms ways to get around those obstacles. These are recorded.

8. The owner takes all the above information and, with the help of the group, makes a plan for action for resolving the problem, including when and how s/he will carry out the plan. All of this is recorded.
The owner of the problem is given all of the records.

The leader explains that this brainstorming process can be done
individually or in a group.

Materials: Newsprint, markers and tape

Time: 35 - 45 minutes

Placement: Middle to end

Force Field Analysis

Each participant is given paper and pencil. The leader
 instructs the group to do the following:

1. Decide on a problem you would like to resolve.

2. On one side of the paper write "Helping Forces" and on the
 other side write "Hindering Forces." Under each heading list the things
 that help and those that hinder in resolving the problem. Underline the
 most important forces no each side.

3. Copy the most important "hindering forces." Under these
 list all possible courses of action you can follow to eliminate or reduce
 the effects of these forces.

4. Copy all the most important "helping forces." Under these
 list all possible courses of action you can follow to enhance and
 strengthen these forces.

5. Now list the following:
   a. People and other resources to help you carry out the
      above courses of action.
   b. Steps to follow for carrying out these course of action,
      including when and how you will accomplish these steps.
Now have the group pair up. Each partner will take turns telling their problem and what they intend to do about it.

Materials: Paper and pencils for each participant
Time: 35 - 45 minutes
Placement: Middle to end
Note: This activity is taken from the Manual, Advanced Course of the Alternatives to Violence Project (1982).

**Conflict Management Activities**

These activities show ways to resolve conflicts between people, either by themselves or with the help of a neutral third party.

**Conflict Management Rap Sheet**

Conflict is inevitable. In *Creative Conflict Resolution*, William Kreidler (1984) delineates to six different causes of conflict in the classroom:

1. Competitive atmosphere. When there is a highly competitive atmosphere in a classroom, students learn to work against rather than with each other. Conflicts frequently arise out of:
   ** an attitude of everyone for himself or herself
   ** lack of skill in working in groups
   ** students feeling compelled to win in interactions because loosing results in loss of self esteem
   ** lack of trust in the teacher or classmates
   ** competition at inappropriate times

2. Intolerant atmosphere. An intolerant classroom is an unfriendly and mistrustful one. Frequently it is factionalized and just plain nasty, filled with students who don't know how to be supportive, tolerant, or even nice. Conflicts may arise from:
   ** formation of cliques and scapegoating
   ** intolerance of racial or cultural differences
   ** lack of support from classmates leading to loneliness and isolation
   ** resentment of the accomplishments, possessions, or qualities of others
3. Poor communication. Poor communication creates especially fertile ground for conflict. Many conflicts can be attributed to misunderstanding or misperception of the intentions, feelings, needs, or actions of others. Poor communication can also contribute to conflict when students:

- Don't know how to express their needs and wishes effectively
- Have no forum for expressing emotions and needs, or are afraid to do so
- Cannot listen to others
- Do not observe carefully

4. Inappropriate expression of emotion. All conflicts have an effective component, and how children express their emotions plays an important role in how conflicts develop.

Conflicts can escalate when students:

- Are out of touch with their feelings
- Don't know nonaggressive ways to express anger and frustration
- Suppress emotions
- Lack self-control

5. Lack of conflict resolution skills. Classroom conflicts may escalate when students and teachers don't know how to respond creatively to conflicts. Parents and peer groups often reward violent or very aggressive approaches to conflict, and there are certainly models for this kind of behavior, if only from television. Other factors may affect the acquisition of conflict resolution skills, such as the child's general maturity and stage of normal development.

6. Misuse of power by the teacher. It may be disconcerting to think that by misusing power in the classroom, you can create a whole batch of conflicts all by yourself, but it's true. In the first place, you have a very strong influence on the factors named above. Second, you can contribute to classroom conflict whenever you:

- Frustrate a student by placing irrational or impossibly high expectations on him or her
- Manage a class with a multitude of inflexible rules
- Continually resort to the authoritarian use of power
- Establish an atmosphere of fear and mistrust (pp. 4 - 5)

The classroom is a microcosm of the community. Therefore these causes listed for classroom conflict really causes for conflict within the entire community.

Kreidler goes on to classify conflicts as "conflicts over resources, conflicts of needs, and conflicts of values." He explains the typical pattern of a conflict as people who interact and perceive
differences between them, or threats to their resources, needs or values. This may cause them to act in response to this interaction and their perception of it. The conflict will then escalate or de-escalate. Kreidler (1984) says that the conflict will escalate if:

1. there is an increase in exposed emotions, e.g. anger, frustration
2. there is an increase in perceived threat
3. more people get involved, choosing up sides
4. the children were not friends prior to the conflict
5. the children have few peacemaking skills at their disposal

The conflict will de-escalate if:
1. attention is focused on the problem, not on the participants
2. there is a decrease in exposed emotion and perceived threat
3. the children were friends prior to the conflict
4. they know how to make peace, or have someone to help them do so (pp. 12 - 13)

Approaches to conflict management may take one of three routes:

- win-lose
- lose-lose
- win-win

The last route is the one that is most likely to work to resolve the conflict while maintaining the warm, cooperative environment. Techniques that will lead to a win-win solution must involve the creative problem solving approach of clarifying the conflict, exploring alternative solutions and choosing the best solution. The criteria for choosing the best solution will be whether or not it is acceptable to both or all of the conflicting parties. The idea is that the disputing parties join forces against the problem, not against each other.

Basically, the conflict management strategies involve each party in the conflict stating their perception of the problem, while the other
listens. Then they negotiate a settlement that will meet the needs of each party.

When the disputing parties are violent in their attempts at conflict resolution, they must first be separated and calmed before conflict management techniques can be used. During the process of conflict management these parties must make a commitment to working out their disagreement without violence.

At times, the disputing parties cannot work out their differences. At this point it may help to have third party intervention or mediation. This third party is a mediator who acts as facilitator using the same conflict management strategy, each side listening to the other and negotiating for a settlement. Ideally, two people would co-mediate for the disputing parties.

A basic mediation process follows these steps:

1. The mediator(s) asks for a commitment to working things out by asking, "Are you willing to try to work things out here?"

2. The mediator(s) explains the ground rules for the mediation and asks for a commitment to follow them. The ground rules are:
   a. To listen, without interruption when someone else is talking.
   b. No put downs or negative comments or gestures directed at the other person.
   c. No shouting or violence.
   d. Everyone stays in the room until we finish or until we all agree to take a break.
e. While we may discuss the past, we don't dwell on it. Instead we look at what can happen from now on.

f. The mediator(s) are neutral and will not take sides. The mediator(s) will remind everyone of the ground rules when necessary.

3. One side says how they see the situation and what they want from now on. The mediator(s) may record these on newsprint.

4. The other party says how they see the situation and what they want from now on. The mediator(s) may record these on newsprint.

5. Each side says what they are willing to do to resolve the conflict. The mediator(s) may record these on newsprint.

6. If impasses arise, the mediator(s) may suggest a few strategies:
   a. Stop the mediation and continue at another time.
   b. The mediator(s) to meet separately with each party to discuss the mediation so far and look for ways to move out of impasse. This may also be done with both parties at the same time.

7. Once an agreement is reached, the mediator(s) clarify the specifics of the agreement and asks each party for a commitment to following through with the agreement.

Handling Conflicts

Each participant receives a 3" x 5" index card. The leader asks the participants to write on the card:
1. What is a conflict you have had?
2. How did you handle that conflict?
3. What would you do differently the next time a similar conflict occurs?

The leader asks that no names be written on the cards because they will be used later for another activity.

Pair off and share the information on your card with your partner.

**Materials:** One index card per participant

**Time:** 10 - 15 minutes

**Placement:** Middle to end

**Note:** Save the cards for the Role Playing activity.

**Hassle Lines**

The leader explains that this activity will get the group "warmed up" for role playing by helping them to spontaneously play a role. The group lines up in two rows, facing a partner. One row is designated as side "A" and the other as side "B."

Side "A" is given a situation to act out. Side "B" is told to react in whatever way they choose. For the next situation the roles are switched, "B" acts out the given situation and "A" reacts.

Here are some situations:

1. One of the students you like a lot (your partner) has just called you a witch.

2. Your good friend (your partner) has just told you she heard from someone else that you have been saying negative things about her.
3. One of the students who often gets into trouble (your partner) just got mad and hit you a moment ago.

4. The school supplies of paper are low and you need to make copies for your class. Another teacher (your partner) is about to take the last ream of paper from the office.

5. A very indignant and angry parent (your partner) has just marched into your classroom, shaking a finger at you and accusing you of mistreating her/his daughter in class by embarrassing her in front of the class.

The leader can process this activity between situations by asking:

** Does anyone have any feelings to express?

** What did it feel like to be in this role?

** What happened in your skit?

** Does anyone have any special solutions to share with us?

** Materials: None

** Time: 10 - 15 minutes

** Placement: End

** Note: This activity is taken from the Basic Training Manual by the Alternatives to Violence Project (1983).

Role Plays

Divide into three groups. The leader explains the role playing process: "You will choose a conflict scenario to act out with your group. In casting the roles, choose someone who may be very different
from the character of the scenario. Take 10 minutes to play your skit. Then you will play your roles for the whole group."

As the groups perform their role plays, the leader should be aware and ready to stop the role play if it gets too intense or silly (in the leader's opinion).

In choosing a scenario, the group may create a situation or may choose one from the index cards written in the Handling Conflicts activity.

Materials: The index cards written in the Handling Conflicts activity.

Time: 40 - 50 minutes

Placement: End

Mediation Role Play

The leader explains and demonstrates the basic mediation process as described in the Conflict Management Rap Sheet on page 158. Divide into groups of four. Choose one observer, one mediator, and two disputing parties. Each group will choose a scenario to role play for mediation practice. The mediator for each group follows the basic mediation process. The observer watches what happens and reports these observations after the mediation is finished. All four people in the group can share any comments they have about the situation and the mediation.

If time allows, each person in the group takes a turn acting one of the roles: mediator, observer, and disputing party.

Materials: Newsprint and markers for each group
Time: 50 - 60 minutes

Placement: End

Activities for Changing

The activities in this subsection of The Training Workshop Activities deal with making personal changes in behavior and attitudes as well as changes in the workplace.

Included for each activity is:

Materials needed -- some activities need none, others require specific materials.

Approximate time need for the activity -- the times indicated are approximate because the time will vary with the size of the group as well as the willingness of each participant to share information and insights.

Placement in the workshop -- some activities will work best in the beginning, middle, or end of the workshop depending on how much personal risk is involved and where it fits in the sequence of affirmation, communication, cooperation, problem solving and conflict management.

If appropriate, special notes are added for any special arrangements that are needed for the activity.

This section of activities begins with a Rap Sheet. This is an introduction to the topic of the activities. The Rap Sheet may be printed and given to the participants.
Changing Rap Sheet

During this workshop you have been experiencing new ways for interacting with other people. Usually when we learn new things we try them, then we reflect on them to figure out what and how things fit for us. We process this information and decide whether we want to develop new behaviors. We experiment with these new behaviors and through trial and error we form new patterns of behavior that become our way of doing and being.

Basically, the ways we go about changing ourselves are:

** From the outside in by changing our behaviors
** From the inside out by changing our attitudes and beliefs
** From both the outside in and inside out (a combination of the first two)

Our behaviors reflect our beliefs and attitudes. As we change one of these aspects, the other will naturally be affected. Consciously working to change both aspects, behaviors and beliefs, is the most effective way.

In changing our behavior we can look to behavior modification techniques for structuring this change. This technique involves:

1. Identifying the behavior to change or goal setting and the degree of commitment to changing.
2. Becoming aware of present behavior patterns and other obstacles to change.
3. Making a plan for changing which consists of small, achievable steps.
4. Deciding how to determine whether progress has been made and applying this measure during and after the plan is followed.

Changing our attitudes and beliefs is much more subtle and not as easy to measure. Two techniques for effecting belief and attitude changes are affirmation and visualization. Each of the techniques included in this subsection are designed to influence the subconscious to allow for a new image of self as doing and being what is hoped for. Both techniques involve:

1. Identifying the desired change.
2. Either:
   a. Affirming with words that you are or can do what you want to be or do.
   b. Visualizing or picturing yourself as someone who does or is what you want to do or be.

You may decide to make changes in your own behavior and attitudes. If you decide to change others or change situations you must first realize that you cannot really change others unless they are willing to change. You are responsible for yourself, your actions, and your thoughts because you have power within your personal sphere of influence. As you move further away from yourself, your sphere of influence or power to effect change diminishes.

Your sphere of influence is more limited in the classroom and, further, in the whole school setting, than it is for yourself. Yet if you are committed to being a change agent, a catalyst for change, you can surely effect some change. Strategies for change agentry in the
workplace can best be derived through creative problem solving aimed at your specific situation and the changes you would like to see.

Goal Setting

The leader directs the participants to write on a piece of paper the following:

1. A goal you want to achieve for changing your behavior in human interactions.
2. Your level of commitment to change. On a scale of 1 (could care less about changing) to 10 (you are dedicated to changing), where do you fit?
3. What reasons do you have for changing? What will you get out of it?
4. What are the obstacles that stand between you and your goal?
5. How can you diminish the effects of these obstacles?
6. What steps can you take for changing? What is your plan?
7. What are your resources for getting support for changing?
8. How will you know when you have reached your goal?

Now pair up and share this information with your partner, giving each other suggestions or ideas. If possible, establish an agreement with your partner to continue to support each other through these changes once the workshop is completed.

Materials: Paper and pencils for all participants
Time: 25 - 35 minutes
Placement: End
Note: This activity should precede the next two.
Goal Affirmation

The leader explains the formula for writing an affirmation. It is a statement written in the present tense that says that you now are or can do what you want without qualification. These may be written or spoken, or both. Some people find it helpful to repeat the affirmation several times daily until it becomes part of one's thoughts.

Then the leader asks the participants to write:
1. Restate your goal statement as a positive statement, an affirmation. For example, if your goal is to use more active listening, you can affirm: 1, (your name) , now listen actively.

2. Restate the solution to the obstacles which you listed in setting your goal as affirmations.

Materials: Paper and pencils for all participants.

Time: 15 - 20 minutes

Placement: End

Goal Visualization

The leader instructs the group:

Get in a comfortable position and relax. Breathe in and out slowly. As you breathe out, release all tension. As you breath in, feel your whole body relax. When you are ready, close your eyes as you sink even further into relaxation.

Pause

Now imagine yourself in a situation in which you can demonstrate the change you want to make. Imagine yourself doing and saying whatever is appropriate. Notice what you are thinking about
yourself. Make this image as real as possible, using all of your senses to paint this picture of you as you would like to be, doing what you would like to do.

If any negative thoughts come in to your mind just release them and tell yourself that your are and can do what you desire.

Pause

Before we finish this visualization look at the picture one more time, remembering the details so that you can recall this picture any time you want. A good time to do this is as you fall asleep at night.

Pause

When you are ready, you can open your eyes and come back to the room.

After processing this activity, the leader can recommend that the participants draw or paint the picture they imagined when they have the opportunity.

Materials: None

Time: 10 - 15 minutes

Placement: End

Note: Turn off the lights during this activity.

Change Agentry

Divide into groups according to similar characteristics, i.e. third grade teachers, teachers from the same school or neighboring schools.
The leader instructs the groups to use the Brainstorming Solutions method for finding ways to effect change in their classrooms and in their schools.

Then each group tells the whole group what they developed.

Materials: Newsprint and markers for each group.

Time: 45 - 55 minutes

Placement: End
Section 3: Appendix

This section of the training manual has various resources and information including a list of relevant books and organizations, a glossary, a list of references cited in the manual and an index of activities.
Books


Organizations
Alternatives to Violence Project, Inc., 15 Rutherford Place, New York, New York 10003.
American Bar Association (ABA) Special Committee on Dispute Resolution, 1800 M. Street NW, Washington, D.C. 20036. (413) 545-2462.
Children's Creative Response to Conflict, Box 271, Nyack, New York 10960. (914) 358-4601.
Community Boards of San Francisco, 149 Ninth Street, San Francisco, California 94103. (415) 552-1250. (Also School Initiatives Program and the Community Board Center for Policy Training)
Consortium on Peace Research, Education, and Development (COPRED), University of Illinois, 911 West High Street, Room 100, Urbana, Illinois 61801. (217) 333-2069. (Also COPRED Peace Education Network)
National Association for Mediation in Education (NAME), Mediation Project, 127 Hasbrouck, University of Massachusetts, Amherst, Massachusetts 01003. (202) 331-2258.
Glossary

Following is a list of terms that are used in the manual.

Affirmation - expression of positive, supportive feelings or beliefs about oneself or others

Affirming Atmosphere - a human environment in which people strive to accept themselves and others and to express positive, supportive feelings or beliefs about oneself or others

Agenda building - creating a program of events and activities for training; involves choosing appropriate activities for a particular group and deciding on the timing and facilitation of those activities

Assertiveness - the ability to easily express one's thoughts, wishes, beliefs and legitimate feelings of resentment or approval; it is distinguished from passiveness and aggressiveness

Communication - reception and expression of ideas, thoughts, feelings; may be verbal or nonverbal, written or spoken, read or listened to

Conciliation - an informal process of working out differences or disagreements

Conflict - disagreement between two people or parties

Conflict management - handling disagreements, hopefully to resolve them

Cooperation - getting along; also working together

Creative Problem Solving - the process of thinking of and considering all possible alternative ways to resolve a dilemma

Dyad - a set of two people who work together in a workshop

Empowerment - the state of having a sense of one's own power and strength
Energizers - activities designed to change the energy level during the training workshop; they usually involve physical movement.

Facilitation - leading group activities in such a way as to instruct and to involve the entire group in the process.

Interpersonal peacemaking - a dynamic process in which people create an affirming atmosphere in which communication, cooperation, and creative problem solving are encouraged for mutual benefit.

Mediation - a process of interpersonal peacemaking in which two conflicting sides agree to have a third, neutral party help them resolve the conflict.

Negotiation - the way in which people get what they want from others.

Participant - the trainee or workshop participant.

Power - capability to do, to act as in "power with"; may also refer to the ability to force or influence others as in "power over".

Rap sheet - an introductory explanation given at the beginning of each section in the manual; these may serve for participant study and discussion.

Relaxers - activities designed to slow the pace of a training workshop and/or re-focus the attention of the participants.

Role Play - an activity designed for skill practice in which one or more participants assume the character of one or more real or imaginary people in a real or imaginary scene.

Small groups - sectioning off the total group into groups of three to six people.

Trainee - the participant in the training session.

Trainer - the facilitator or teacher in the training session.
Triad - a set of three people who work together in a workshop

Trust - a feeling of openness and acceptance of another person
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