

PROPOSED SCHEDULE FOR SEMINAR FOR TRAINING IN NONVIOLENCE FOR  
"THINK TANK" AT GREENHAVEN CORRECTIONAL FACILITY

Purpose: To better prepare five members of the "Think Tank" to serve as aids to juvenile delinquents in the custody of the New York State Division of Youth and to train them to resolve conflicts by nonviolent means.

Duration of Seminar: The Seminar will consist of 9 sessions of from 2 to 3 hours each, preferably to be held morning, afternoon and evening on 3 successive days.

First day-- Session I -- Introduction (March 23, 1975)

- A. Introducing Participants. All trainers and trainees introduce themselves to each other by giving their names and background.
- B. Introducing the Subject. One of the trainers does this somewhat as follows: In helping delinquent youth, your first task will be to gain their confidence. At the beginning, you will, therefore, need to share your own backgrounds and experiences, especially in situations of violence. This can take the form of a Sharing Session, in which each of the adults shares his own experience and each of the youths does the same. It might serve to loosen up the youths more if all the adults share first, but if you feel <sup>they</sup> would get a better sense of participating by sharing alternately with the adults, you can do it that way.

Out of this, hopefully, the youths themselves may be brought to the conclusion that violent methods invoke counter-violence by the opponent or by the police. If they don't reach that conclusion by themselves, some of the adults may be able to introduce it as a conclusion at which they have arrived. This conclusion should be thoroughly discussed. The discussion should include consideration of what hope there is of violent methods improving the situation of those who use them, in view of the weaponry, resources and

public support behind police departments, backed up by the military. This discussion should lead to the question, what other means of achieving goals are available?

Answer: We're here to experiment with you in the use of a method used successfully by many groups. Examples include its use against Hitler by the teachers of Norway, its use by Gandhi to win independence from the imperialism of Britain, its use by Quakers to overcome religious intolerance and its use by Martin Luther King to end much racial segregation in the South. It has sometimes failed, but this has usually been because it was not practiced in the right spirit or by the right means or was not persisted in long enough.

Here are a few experiments to demonstrate what we are talking about.

C. Demonstration of Role Playing. (1) One trainee is asked to hold arms stiffly out in front, with palms against those of another trainee. First trainee is told to push. Second trainee usually pushes back. Trainer asks: "Did you ever think of relaxing your arms and just letting him push?" Conclusion is drawn that people automatically resist pressure, whereas yielding can often stop the pressure and sometimes throw the other person off balance.

(2) Two trainees are selected to walk through an open door in opposite directions. One bumps into the other quite hard. Does the other hit back or yell at him? Does the first one apologize? Trainers comment.

(3) Men standing on a street corner. (trainees chosen for these roles). Another trainee is a policeman who says, "Move on!" pushing them with his nightstick. How do they respond? Trainers comment and present different responses which might have affected the result

D. Practicing conducting an introductory session. Trainees will then be asked to run an introductory session themselves, similar to

the one they have just been through, including the introductory talk, the sharing session and the experimental demonstration. A different trainee is selected to conduct each of the 3 parts of the introductory session. Trainers will interrupt at appropriate points to criticize and demonstrate improved methods.

The experimental demonstrations are videotaped and on completion of each, it is played back for criticism by the group, including trainers

## Session II

A. Developing a List of Conflict Problems to be Resolved. A trainer explains as follows: The next step is to develop a list of the hassles and situations which have most often led to violence by the youth. For this purpose, another sharing session is held. Newsprint on an easel is supplied (or a blackboard) and someone commissioned to make the list of situations as the sharing continues. Each youth is encouraged to give examples from his own experience of his most frequent violent confrontations. Each one of these is written down. Those which the leading trainer thinks are not typical or would not help the group should then be eliminated, leaving a total of not more than 10 situations.

B. Training to Solve the Conflict Problems. The items on the list are then taken up one by one. First, each is discussed to find out:

- (1) What caused it?
- (2) Could it have been prevented; if so, how?
- (3) Was intervention necessary; if so, by whom and how?

In light of the discussion, the situation is role played. A trainer explains and demonstrates (a) how participants in a role play are selected (never choose the one who originated the problem) (b) how participants are coached and (c) when and how to cut the role play.

Each role play is videotaped. After it is over, the video-

tape is played back, stopping for discussion whenever requested by a trainer or trainee. The actions, gestures and words of the participants at each stage of the action are commented on. If a trainee thinks he could handle the situation better than the first participants did, the role play should be repeated with new participants, including this trainee. If one participant is overly violent, provocative or exploitative, the role play should be repeated with the same participants, reversing their roles.

B. Practicing Developing the List and Training in Conflict Problem Solving. The trainees will then practice conducting a session to develop a list, analyze it and conduct a role play. A different trainee should run each of these three parts, with back-up from the others as needed. Trainers will interrupt to criticize, make suggestions and demonstrate improved methods.

Session III. One-to-one Discussions and Training in Use of Videotape. This session will consist of informal one-to-one conversations between trainers and trainees to ask and answer questions, develop new ideas and suggest improvements. During this period, one trainer will teach each trainee separately how to use the videotape.

Session IV. Development and Discussion of Theory and Practice of Non-Violence. A panel of trainers will lead a discussion on the theory and practice of nonviolence. Trainees will participate in the discussion and ask questions. Trainees will then form the panel and practice leading the discussion, with trainers participating and asking questions.

Session V. Practicing Training in Conflict Problem Solving. Repeat B from Session II, omitting the development of the list, using different trainees and/different situation for the role play. If time permits, a number of different situations can be role played, in-

volving different trainees each time.

Session VI. Supplementary Techniques.

A trainer explains that the following techniques can be used to supplement role playing. He demonstrates them one at a time. After each one, he asks a trainee to conduct it and comments on how the trainee did it. He explains that many of these techniques may not be relevant or appropriate for the group being trained or the problems being considered, in which event they should be omitted.

- (1) group dynamics of trust building exercises
  - (a) Mirror game
  - (b) One trainee leading another blindfolded
  - (c) Blindfolded, trainee falls into arms of others in a circle who sustain him and pass him around
  - (d) Leaping from a height into arms of trainees who uphold him.
  - (e) Group conversation about childhood or early life experiences and environment.
- (2) Brainstorming ) - to elicit ideas
- (3) Freire card game )
- (4) Listening game - when everybody wants to talk at once.
- (5) Situation analysis - Blackboard or newsprint required
- (6) Quick decision making
- (7) Public Speaking
- (8) Strategy games ) - only if large group actions are con-
- (9) Coalition building ) templated.

Session VII. What about self-defense? Study of alternatives.

Demonstration of techniques for dealing with street violence.

Defusing attackers. Defensive physical restraint.

Session VIII. Practicing Training in Conflict Problem Solving.

Repeat Session V. It is vital that trainees be thoroughly grounded and feel confident of their ability to do this. If time permits, some of this session can be devoted to practicing some of the Supplementary Techniques brought out in Session VI.

Session IX. Evaluation.

A, Evaluation of this seminar. A recorder is appointed to list on the blackboard or on newsprint the various points made.

Each trainee answers the questions:

(1) Will I feel comfortable conducting sessions for the juveniles? If not, what do I still need?

(2) Were my expectations for the course fulfilled? If not, in what way were they not fulfilled?

(3) How will my life be different as a result of this seminar?

(4) Do I still have unanswered questions about the course? If so, the trainers will try to answer them.

(5) Are further seminars needed?

B. Practicing Conducting an Evaluation Session. Trainees will then be asked to practice conducting an evaluation session like that they have just experienced. As many trainees as possible should be selected to conduct parts of it successively.

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The trainers will furnish the trainees with a portfolio of pamphlets and leaflets on the subject of training in nonviolence as well as a textbook for individual study.

At the end of the course, each trainee will be given a letter evidencing his completion of the course and qualifications to train others in nonviolent action, if, in the judgment of the trainers, he has made satisfactory progress in learning the principles and techniques.