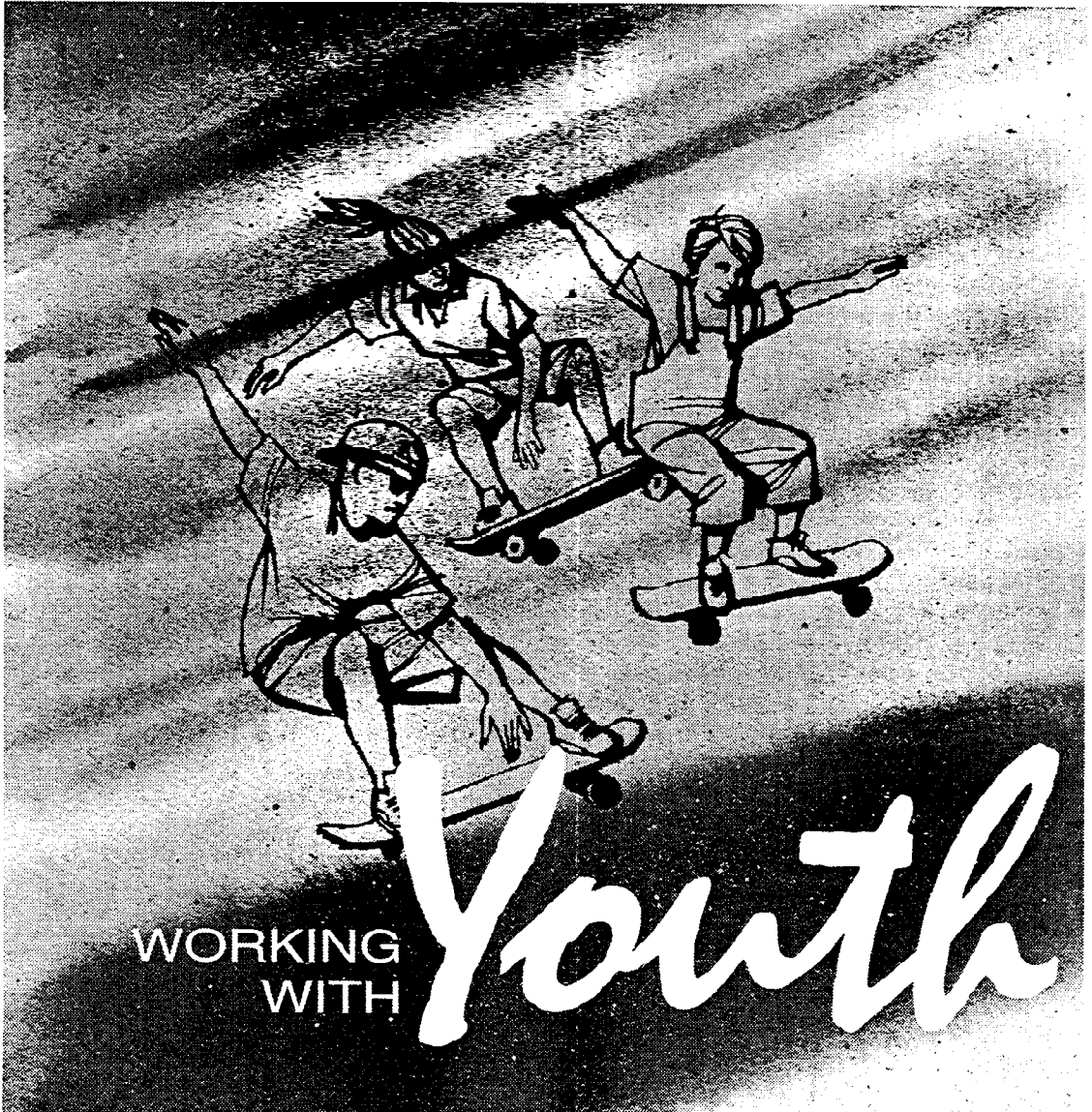


Summer 1999

Alternatives to Violence Project Newsletter for Facilitators

the TRANSFORMER



WORKING
WITH

Youth

by Terry Kaiser
Friends for a Non-Violent World
AVP-Minnesota

Working as an outside group in a school is like working with a dilemma. Speaking as a former high school teacher, this is perfectly clear.

The School Environment:

Schools are small communities within our larger community. In many respects, they are organized to be self-sufficient, are self-contained and controlled by their own political structure. In addition, they have a tightly structured calendar—daily, weekly, monthly and yearly. Only a significant crisis, like the Jonesboro or Littleton shootings, will force them to alter their schedule.

On the other side of the dilemma, schools are having demands placed on them by outside groups such as legislatures, community leaders and parents that they feel overwhelmed. Many schools have resisted these outside demands by asserting that they are "going back to the basics." Others within the school system see a real demand for students to have supplementary experiences in cooperation and community building. More importantly, they feel they can't personally add one more thing to their workload.

Getting In:

Similar to setting up AVP in a prison, school efforts require at least some of the following: Getting in (Inside contacts), communication, negotiations and school representatives.

Getting into a school and to the right (decision-making) person can be the biggest hurdle

How to set up a *School* *Workshop* Program

to establish a school-based AVP/HIPP program. An inside (school) contact can ease entry into a new school program — but does not guarantee it will be easy. Being a parent of a student helps, as does knowing a teacher or better yet, an administrator.

If you're just starting, it's best to focus on a single school or two rather than broadcasting widely. (You need to think about having enough facilitators if you get lots of requests. And, some facilitators prefer not to work with youth.)

Be prepared for many phone calls and one-way conversations with answering machines. One alternative might be a custom-made videotape (made by your local AVP group), no longer than 15 minutes, which highlights the program and introduces your youth facilitators. It has the advantage of being a consistent message and available to be shared with many decision-makers at their convenience. A mini-session would be a further option. One needs perseverance and tenacity in breaking into a school community.

Once you've developed a stable contact, communication is the critical process in moving toward actual workshops. Remember, your

contact probably has a dozen or more similar projects they're handling -- and you have a singular purpose. Have patience and be flexible about meeting with your contact, or other school officials (including parent groups).

Workshop Models:

Part of that communication will focus around developing the details of the workshops. In selecting a location (probably within the school building) inquire what other activities are taking place during the workshop time. In Saint Paul, we were competing for space with Saturday tutoring and a local college's in-service program. This required shifting rooms and dealing with a noisy environment. Be conscious of the need for security of the building and participants. Participants from another school will be curious and may wander into areas off-limits during breaks or meals. Establish what school equipment is available (white boards, flip charts, etc.) and what you need to provide. Arrange for food and especially snacks: typical youth are growing rapidly and require frequent snack breaks, besides regular meals. Plan for energy-producing foods, including lots of fruit, and omit (if possible) junk food. During guidelines/introduction to the workshop, offer participants the flexibility to get up during a non-active time and get a snack, if it doesn't disrupt the group and require they still pay attention to what's going on.

Probably the most important and difficult might be the determination of a schedule for the workshop. Weekends, evenings, one-day, two-day, three-day: that depends on a lot of factors. In Saint Paul, we settled on a two-day workshop--Friday and Saturday. Friday we started at 1:30 and went to 10:00 p.m. On Saturday, we went from 9 a.m. to 9 p.m. The

Friday sessions were short--and each session had a break and at least two L & L's, which were enjoyed as much as those in prisons.

Results:

Each workshop was a different experience--just as are workshops in prisons. In our Saint Paul example, other than being aware of the participants needs for frequent breaks, food/snacks, small talk between participants, very little of the standard AVP workshop was changed for the youth. We found that a certain level of distraction had to be tolerated, and when close attention was required, just our mention was enough to put everyone on track. We had students from two local high schools, several ninth graders, but we also had a staff person participate from each school who assisted us in monitoring high school behaviors.

Many of us were pleasantly surprised on several occasions during the workshop by some of the participant's contributions. When participants were asked during exercise debriefings how the exercise related to their life, everyone had a comment or story to tell. The experience of having others hear their story and really listening to them (for a change) was an experience that bonded the group together and heightened their attention and participation in the workshop.

As a highlight for the facilitators, one youth remarked on the last day of the Basic workshop that (as a junior in high school student) this was the first event she had experienced where she felt she was "on an equal status with the adults in the workshop." Presently, there are nine youth facilitators in the Saint Paul area, ready to help facilitate more youth workshops next school year or whenever others can be organized.



"The workshop offers us, as students, an opportunity to learn how to deal with problems peacefully. The activities were fun and most promoted listening and cooperation. I learned people are more than they seem and learned how to respect differences."



Youth Program Models

In prison workshops, AVP has tended to use one model to fit all situations; a standard three-day workshop. With youth programs, one model will not fit all situations. Some programs focus primarily on working directly with youth while others focus primarily on staff training to enable teachers to teach conflict resolution skills in their classroom.

Some programs are conducted during classroom hours and others are weekend residential programs. Others may start during school hours on Friday and run into the weekend.

On the middle school level, frequently a series of mini-workshops in the classroom works better than a three day weekend.

Most high school programs focus working with youth rather than teachers. However, having staff members as participants is important to build support within the facility.

It is important to match the model to the needs of the facility, whether it is a high school, middle school, youth residence or community agency. Some of the models being used are:

A. Conflict Resolution as a Course; children come in two periods per week: Harlem Middle School, New York NY

B. Conflict Resolution Integrated into Curriculum and staff training. Basic AVP workshop for all faculty members and support with curriculum materials

and classroom demonstrations. (Middle school): Buffalo NY bi-lingual school.

C. Conflict Resolution Mini-workshops on school time and after class support groups (Middle school): Walton, NY

D. Conflict Resolution Three-Day Workshops on School Time (High school level): Walton NY, Buffalo NY, St. Paul MN, Kitchner ONT, Mission BC, Portland OR

E. Conflict Resolution Three-Day Residential Workshops (High school level): Buffalo NY, Burlington, NJ

F. Conflict Resolution In-residence Training Sessions: Children's Village, Dobbs Ferry NY.

Youth Program Survey

One of the first questions school administrators will ask is, "Where is the AVP program being used?" Listed below are a few of the locations of AVP youth programs:

Buffalo, NY— Middle and High School
 Syracuse, NY — High School
 Harlem, NY — Middle School
 Dobbs Ferry, NY — Children's Village
 Youth Residences
 Walton, NY — Middle and High School
 Burlington, NJ — Residential Program
 Minneapolis, MN — High School
 Portland, OR — High School
 Kitchener-Waterloo, Ont — High School
 Vancouver, BC — High School



"I think AVP was good for me because I really would not walk away from a fight. AVP has taught me how to solve it better than a fight."



"This AVP workshop was a great three days. I really enjoyed the activities. I plan on coming back to the Advanced workshop because I had so much fun and would like to become a facilitator. I hope AVP will spread throughout the world."



Tips for Youth Workshops

by Florence McNeill, AVP-New York

The Aesop Fable tells of an elephant coming upon an ant who is lying on its back with all its feet in the air. Puzzled, the elephant asks, "What are you doing, ant, lying on the ground like that?" The ant replies, "Somebody told me that the sky was falling and I'm getting ready to hold it up." The elephant scoffed at the ant. "With your little feet, you can't hold the sky up." The ant replied, "One does what one can."

All of us facilitators basically try to "do what we can." And fortunately, since we work on teams, we "do what we can" with others! We don't have to do it alone. We can rely on our team members for help and encouragement.

Just as the ant, we try to be "ready." Being present for team building and planning is an essential part of "getting ready." In fact, if a facilitator isn't able to be present for the team building, it's probably wiser that he or she not facilitate that particular workshop.

Studying the procedures of any exercises for which we volunteer is also important. It's also wise to practice the delivery of instructions for exercises in front of a mirror or another facilitator. Jotting down a few key points and questions on an index card can also bolster one's confidence.

The acronym KISS is particularly apt when working in Youth Workshops – Keep it Short and Simple! But this does require practicing.

In working with youth, at least two team members should be experienced. Two or three apprentice facilitators can complete the team. If a couple of these were students, it would be excellent. In evaluations participants almost always comment favorably on having student facilitators. Having as diverse a team as possible shows that "all sorts" can work together in a positive way.

A few words of caution for facilitators in Youth Workshops: we are facilitators, not "teachers." The process of AVP expects that the wisdom will come from the group. As facilitators, we hope to help this wisdom to come forth easily. Somehow, when young people are around, many of us adopt a teaching mode rather than a facilitating mode. Perhaps we forget that young people have an abundant supply of wisdom.

One way to avoid the teaching mode is to remember to sit when giving directions or asking processing questions. Having specific questions in mind for processing is also a good idea. Asking how an exercise connects with real life often draws out hidden wisdom. Asking others to comment on what's been said can encourage discussion. Asking if there's any connection between one exercise and another can lead to even deeper awareness of the AVP process.

Not all facilitators feel at ease working with young people. For some people, excessive energy can be a distraction. Being comfortable with chaos (the unlimited variety) is essential for those who facilitate youth workshops.

Facilitators may feel a little intimidated facilitating in workshops which include their peers. This may be true for either students or staff, whether the staff be teachers, custodians, secretaries or counselors. If it is made clear in the opening rap that facilitators are not there as teachers, that everyone is there as equals and that everyone is there to learn together, it can help alleviate this feeling as intimidation.

Visualize that ant! Remember, "One does what one can!" Kick up your heels and have fun!

Tips for Youth Trainers

- Include 25% to 30% adults in the workshop.
- For residential workshops, more adults and night monitors are required.
- Include diversity of age and gender among the youth participants.
- Avoid workshops where the participants are from one clique.
- Include teen facilitators.
- Teen facilitators need more mentoring and training than adults.
- Spend more time on ground rules.
- Have the participants help to set the ground rules.
- Keep the pace moving.
- Avoid long discussions.
- Young people spend less time processing exercises.
- Plan more light and livelies than with adults.
- Use a lot of active light and livelies.

Dealing with Youth Violence

Community celebrations as a result of violent youth conflicts? After an incidence of violence in Monticello, NY, eight young people were facing criminal charges. Instead going to court, a mediation session and AVP workshop were held including the young poeple and community members. A community celebration was held following the workshop and AVP facilitator and Mediator Sandy Oxford received a letter from a Monticello, NY detective saying:

"It is my intention to pass along my positive feelings toward this process to the rest of the police community. I believe that this process has had a more positive and accepted outcome by all than any court could have accomplished. I have personally seen the involved individuals show real concern and exchange heart-felt apologies to one another. I have never seen such results accomplished by any other process in my 20 years of police involvement. I commend all involved...."

There'll be a longer article describing this in the Fall Issue of the Transformer.

New Youth Manual

Planning Workshops for teenagers? Call Laura Shipler Chico, fo AFSC, at 410-323-7200 to purchase the new, improved "Help Increase the Peace Program" (HIPP) Manual, for \$25.

(AVP is also working on a youth manual scheduled for publication before the end of 1999.)

U AVP-USA Update

Now that AVP-USA has decentralized, regional representatives have been established to provide information. Please contact the representative for your area:

AVP-USA Gatekeeper: for information:
Phone: 713-747-9999 (callers will receive a forwarding number)
E-mail: avp@avpusa.org

Contributions: AVP/USA Finance,
P.O. Box 222, Chestertown, MD 21620-0222

Manuals and Publications: order from:
AVP Distribution Service, 844 John Fowler Road, Plainfield, VT 05667, 802-451-4675, atapl@bigfoot.com (see page 15)

Regions

New England: Robin Willits: 603-431-7258, rdwillits@mindspring.com

New York: Candace Mayer: 315-457-1374, candacemyr@aol.com; Grace McGrath: 802-388-6576, gmcgrath@sover.net

Mid Atlantic: George Sinnott: 301-963-9245, gsinnott@his.com; Tom Truitt: 410-810-3646, tomtruitt@intercom.net; Ann Ward: 814-234-4978, ajw109@psu.edu

South East: Eduardo Diaz: 305-255-5817, avpmiami@aol.com

Midwest: Mike Bischoff: 612-321-9787, fnvw@mm.com; George Brose: 937-293-0357

South Central: Jan Krouskop: 318-797-1412, jankrouskop@usa.net

Rocky Mountain: Chelsea Kesselheim: 307-332-6518, ouzel@rmisp.com

Northern California: Diana Bracy: 510-524-3665

Pacific Northwest: Jim Williams: 503-246-7345, jovialjim@aol.com

South West: to be determined

Take a trip to the AVP Web Sites

AVP-International New Web Site Address
<http://www.avpi.freemove.co.uk/avplinks.htm>
Please visit it and see the new attractive format, complete with flags of countries where AVP is active, is your flag there?

AVP/USA New Web Site Address
<http://avpusa.org>
The AVP/USA Website has a new Members only Area. To enter the Members Page, you need:

User Name = member

Password = texashug

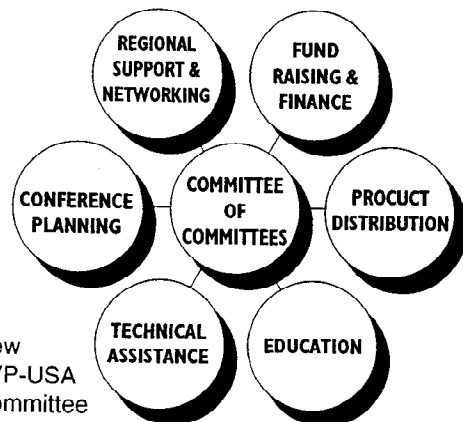
(NOTE: The above are case-sensitive).

This page is for AVP Facilitators only. Please maintain the confidentiality of the Password.

AVP-Canada Web Site
<http://www.golden.net/~respecton/AVP.MAIN.htm>

AVP-Minnesota Web Site
<http://www.mm.com/fnvw>

AVP-Bay Area California Web Site
www.webcom.com/~peace/PEACTREE/avp/homepage.html



New AVP-USA Committee Structure

AVP-USA Annual Meeting

on Labor Day

The 1999 Annual Meeting will be held at Burlington Conference Center in Burlington, New Jersey. The Meeting starts on Friday evening, September 3, and ends on Monday, September 6, (Labor Day) after lunch. All facilitators are invited to attend.

What's going on at the conference?

Mini-workshops and discussion groups will offer new ideas on topics such as youth workshops, new exercises etc.

Committee Meetings Committees are the heart of AVP-USA and all of the new committees will meet over the weekend including:

- Regional Support and Networking
- Fundraising and Finance
- Education
- Product Distribution and Communication
- Technical Assistance
- Conference Planning

The Annual Meeting will focus on the future of AVP/USA. Agenda items are:

- Formation of the "Committee of Committees," which will coordinate and monitor the work of all other committees.
- Revision of the AVP-USA by-laws in accordance with the new national structure.
- Appointment of officers and committee chairs.
- Financial report for 1998-99 and proposed budget for 1999-2000.
- Planning for the year 2000.

Accommodations and Location Located in historic Burlington, New Jersey, the modern Conference Center is attached to an old Quaker Meeting House attended by William Penn. Burlington is on the banks of the Delaware River northeast of Philadelphia and near the intersection of the Jersey Turnpike and the Pennsylvania Turnpike.

Accommodations will be dormitory style (bring your own bedding and towels) to keep down costs.

Cost: The total cost of the weekend will be \$115.00 including nine meals plus snacks. The deposit required is \$40.00. If you need scholarship assistance, please contact your local AVP Group.

Travel Pool: To make the conference affordable to facilitators in the Midwest and Far West, a travel pool has been established to reimburse part of your travel costs.

The fee includes a contribution of approximately \$35.00 to the travel pool. All participants will be asked to turn in their actual travel expenses (cost of gas, airline tickets, etc. rather than mileage). The travel pool will pay all costs above an established level. The established level will depend on the total travel cost of all participants.

Those flying should book to the Philadelphia International Airport. Arrangements can be made to pick you up at the airport. If driving, the registrar will be glad to send directions to you.

To reserve your space, please fill out the registration form on the next page.

For additional information, please call Toby Riley at 609-265-6969 or njpeace@igc.org

1999 AVP-USA Annual Meeting Registration Form

Burlington Conference Center 347 High Street, Burlington, NJ • September 3 to 6, 1999
I would like to register for the Annual Meeting

Name _____ Adjective name _____ Sex _____

Street _____ Apt. No. _____

City _____ State/Country _____ Postal code _____

Phone: Home _____ Work _____ e-mail _____

AVP Group _____ Signature _____

Deposit enclosed \$ _____ total fee \$115.⁰⁰
\$40.00 PER PERSON

For credit cards: MC VISA
Card # _____ Valid thru _____
Name as on the card _____

Make checks payable to: AVP USA

Travel I will arrive on September ____ at ____ pm

If taking train, please send NJ Transit schedule

I plan to travel by Air: Car Train/Bus

If driving, I need directions I will take passengers or pick up attendees at airport.

If flying, please pick up at airport _____

Airline _____ Flight _____ Arrival time _____

Special diet _____

Mini-workshop Topics

I would like to see a mini-workshop on: (List Topics)

I am willing to lead a workshop on: (List Topics)

If you can lead a 1 1/2 hour workshop, please include an outline agenda for the program.

Please send registration form and deposit to:

Toby Riley, Registrar, 48-2 Brainerd Street, Mount Holly, NJ 08060-1813

Portland Oregon School Program

by Jim Williams, AVP-Oregon

One of the most important ingredients in a school based AVP program is the support of someone within the faculty or staff. Our most successful high school program is to the credit of the vice principal of the school. She was able to convince other teachers that it was better for their students to be released from class to do the workshop than to attend class. And she had a good enough relationship with the students that she was able to convince a wide range of students to attend the workshop. She became a facilitator herself and also knew that the workshops needed all kinds of students, not just those from the anger management program. She always sent jocks and nerds and socialites and druggies and good kids and bad kids.

We have used a few variations on the usual weekend format for our school based workshops: all day Saturday and Sunday and Monday; Sunday, Monday and Tuesday with kids being excused from class (but not from homework); Thursday evening, all day Saturday & Sunday; Monday Tuesday and Wednesday.

Kids are given $\frac{1}{4}$ to $\frac{1}{2}$ credit for the workshop.

We have always attempted to train kids as facilitators and use them in workshops as facilitators. But they do grow up and move on so fast that that has been very hard to do.

We have found that all youth workshops work fine; but I do think that a few selected adults do improve the quality of the workshops. These adults do have to be selected: they have to be able to sit on the floor with kids and treat the kids as equals; to be in the workshop as a coequal participant. They have to be willing to share their stories with the kids and to not be judgmental of the kids when they share their stories. If they are there to supervise or to see what happens or for the benefit of the kids, they can be detrimental to the workshop.

The content differs from community based workshops very little. We schedule more L&Ls (at least one per hour) and more breaks; exercises go faster because kids take less time to debrief; debriefing is difficult until later in the workshop. We have developed a few exercises that really work in youth workshops that seem to have less relevance for adults. Two examples are: a problem solving exercise in which we outline the steps to problem solving then give the participants several scenarios to work on in small groups; and Life Choices, where participants are asked to place themselves along an imaginary line down the center of the room based on answers to questions like these: Do you believe in a higher power (however you define it)? Do you believe that humanity is basically good or evil? Which is more important, the individual or the community? Which is more important, who you are or what you do? Do you believe that violence is sometimes necessary? We ask the participants to explain why they put themselves where they did. They are given the chance to change their minds. The point of the exercise is to give participants a chance to think about philosophical issues, to have their ideas heard and validated.

Creating a Manly Awareness Workshop

Crafting an agenda in unexplored territory.

by Michael T. McCloskey, AVP-Delaware

'In a word; Fantastic! Wonderful! Enlightening! Enjoyable and educational! Did I say one word? This workshop will help me to become a better person, by recognizing that I've been mistreating women and that in any future relationships, I'll enter into them with a better understanding.'

After conducting several Bias Awareness workshops, inmate facilitators at the Delaware Correctional Center in Smyrna, Delaware, were asked by participants in one of the workshops, to help them learn more about their biases in relationships and more specifically, their biases against women. The Bias Awareness experiences already had men talking around the prison about better ways to relate with people of different backgrounds and cultures, and this seemed to be the next step.

This was quite a challenge. The facilitators were asked by this group to develop a workshop dealing with a very sensitive topic, one that most "macho" men would never risk talking about, let alone even thinking about changing their ways. Allow someone to know their inner feelings and thoughts about women? No way! But, this group of 22 men were different.

They were eager to discuss sensitive topics that, in most units, sparked heated debates.

Over the next several months, the lead facilitators put their heads together; reviewing exercises, reading articles and viewing videos. After many hours of contemplation and lengthy discussions, an agenda emerged. The "Manly Awareness" workshop was born.

The agenda first sought to identify sexist attitudes and discover their origin. "Man Talk" seemed to break the ice as men talked about the most prominent men in their lives. This was followed by "Brainstorming Masculine Stereotypes" and discussing how some of these stereotypes led to violence. The "Wildman Video; What is a man," (a 20/20 production) showed men expressing their feelings and emotions of anger and crying. It centered on a sense of ritual - of freeing self from masculinity stereotypes. This unique experience was something totally new to most men. "How I was put down as a child," gave men a chance to evaluate the negativism they experienced as a child and receive feedback from others on ways to overcome yet unresolved issues involving their past. This exercise appeared to be a turning point for many.

Saturday morning's reading of the homework assignment, "My manhood to me is ...," was one of the highlights of the weekend. The assignment was to define your manhood in one page or less. What is your definition of manhood? The response was overwhelming. What the men read was deep and well thought out. This exercise clearly showed the sincerity of these men in learning more about themselves and their relationships with women. "Value Clarification Exercise on what is love" and "Picture Sharing," all helped men to clarify their values about themselves, other men and women.

The group was now prepared for Gary Smalley's videos, "Hidden Keys To Loving Relationships," Part I and II. This five-part series on relationships is excellent! Only the first two 50 minute segments were used: Recognizing and valuing your mate's differences, and Discussing needs of mates. Each segment was followed by Concentric Circles using topics dealing with relationships. We found this to be an excellent way to allow men to express their feelings and insights. The day was closed with another assignment, "To me, a woman is ..."

Listening to the insightful responses on Sunday morning was powerful. The men put much thought into their work. After "Triggers" [what women do to push my buttons], an "Open rap on pride" and its effects on relationships was another pivotal point of the workshop. The men were open and honest in the discussions and learned a lot about themselves and others. With the afternoon, focus shifted to "What can I do to change." "Empathy", "Brainstorm Forgiveness" and "Steps to Forgiveness", all helped the group move forward in becoming better men. The whip, "A message I would like to give to my father/son," gave the men an opportunity to focus on something they could say or do as they left the weekend. A closing using "The Hat Trick Affirmation" gave each man an opportunity to leave someone else with a meaningful affirmation. The workshop was now complete.

"I feel this workshop was a huge success. It gave me insight on manhood that takes a lifetime to get. It gave me a chance to really see men bonding and allowed me to see women in an entirely new light."

The Manly Awareness workshop proved to be a rewarding, meaningful experience for partic-

ipants and facilitators alike. The men could not stop talking about the positive experiences they had during the three days. Each facilitator was fully prepared and committed to participate in all exercises. Though exhausted and emotionally drained, they were simultaneously exhilarated.

In reviewing the first workshop, the facilitators discovered that the agenda attempted to cover too many areas in too little time. The workshop has now been extended to four days. Some comments by participants:

"I will view women in a more positive manner and realize that women are not the "weak" fragile vessels that they are portrayed to be. They have rights to be who they are. I will respect them regardless of the way they dress."

"I gained a lot of information about how I really felt about women. My views have changed about how I treat women today. I will always remember the tools I learned about relationships."

The Manly Awareness workshop is recommended for men who have completed at least one Advanced workshop. Each man should be committed to learning more about himself and his own growth. They need to be supportive in helping others learn also. Topic discussions can become emotionally intense. Facilitators must be committed to "going the extra mile" with their own participation and sharing.

A copy of the agenda was handed out at the AVP International Conference in Houston, TX in September. For more information, contact Mary Lou Beatman, 1603 Andrews Lake Road, Felton, DE 19943, email avplady@aol.com

"IMessages"

by Honorable Harold,
Bay State Correctional Facility.
AVP-Massachusetts

1. If I identify myself as the source or cause of my own feelings, thoughts and actions, in a given situation, then I have taken the first step toward empowering myself to control the effect of the situation on me, as a decisive factor of the eventual outcome. This is necessarily so, because I own the ultimate power to control myself, feelings, thoughts and actions.

2. If identify someone else as the source or cause of my feelings, thoughts and actions in a given situation, then I have taken the first step toward rendering myself powerless to control the effect of the situation on me, as a decisive factor of the eventual outcome. This is necessarily so, because I do not own the ultimate

control of someone else's feelings, thoughts and actions.

3. My ultimate powerlessness to control someone else's feelings, thoughts and actions, generally dooms my attempts to do so to failure. Failure(s) give rise to futility, anger, frustration, betrayal (when false expectations are involved), and a sense of feeling violated. All this merely affirms (often without my recognition) my ultimate powerlessness to control someone else's feelings, thoughts and actions.

4. This is the set-up for violence which appears both rational and justified in the face of failed and futile attempts to control the thoughts, feelings and actions of someone else, whom I incorrectly perceive as the source or cause of my own feelings, thoughts and actions. The appearance of violence as rational and justified, in this context, is based on the erroneous assumption that the source or cause of my own feelings, thoughts and actions is someone other than myself, and that I own the ultimate ability to control that other person.

AVP-USA Fund Appeal

AS we launch the AVP/USA in to a new direction by strengthening regional coordination and support of local programs, the organization has a special need right now for funds to keep the Transformer in publication, to continue production of the Youth, Spanish, and revised Basic manuals, and prepare for the sixth annual meeting in September. There two things you can do:

1. Help us double current Subscription for the Transformer to 500, and

2. Send a donation to AVP/USA.

The all-volunteer national organization exists solely to support local operations where the real work is done; your investment in AVP/USA now will return future dividends to your operations.

Make checks payable to: AVP/USA

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Send donations to: AVP/USA Finance,
P.O. Box 222, Chestertown, MD 21620-0222

How to order Manuals & Publications

Now that AVP-USA has decentralized, manuals may now be ordered from the AVP Distribution Service in Vermont.

- * **Basic** \$ 7.50 _____
- * **Advanced (2nd Level)** \$10.00 _____
- * **Training for Trainers** \$10.00 _____
- * **Supplement to Basic & Adv.** \$10.00 _____
- * **AVP Organizing Kit** \$10.00 _____
- √ **Nonviolence & Community** \$ 3.00 _____

*Good description of AVP in action
Pendle Hill Pamphlet # 323*

- √ **Background Packet** \$ 2.00 _____
by John Shuford

- + **AVP Brochures** \$15.00/c _____
*Can be customized for your group -
\$15 one-time setup on first order.*

Custom Printed Certificates \$20.00/c _____
Call for information & samples of Certificate.

Packaging and Shipping

- * \$4.00 first item, \$1.00 each additional _____
 - √ \$1.00 first item. .50 each additional _____
 - + \$3.20 first 100. \$1.00 additional 100s _____
- Call for rate on orders of more than 10 items.*

Total _____
Add 5% Sales Tax - (Vermont Orders Only)

All orders must be prepaid

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For credit cards: MC VISA

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Name _____ Phone _____

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City _____ State _____ Zip _____

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844 John Fowler Road,
Plainfield, VT 05667

For inquiries or additional information:
Alan Taplow, 802-454-4675 ataplow@bigfoot.com

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John Smith 1234 Maple Street Middletown, KS 60000-0000	Exp: 6/00
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- Individual subscription \$15.00 per year at \$10.00 each. (Five or more in group. Issues are mailed to individual addresses)
- Group subscriptions for _____ facilitators

Make checks payable to: AVP/USA

For credit cards: MC VISA

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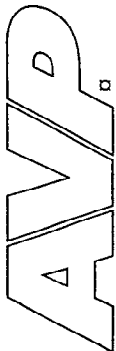
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Please mail this subscription form to:

Fred Feucht
88 Mountain Road
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**Setting up
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**Tips for
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**Portland
School Program**

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AVP-2000 CONFERENCE

The next AVP International Conference will be held in England in September 2000. AVP International is seeking to reserve space in Oxford. More details about the exact weekend, the program and the cost will be in the fall issue.

The Transformer is the AVP-USA newsletter for facilitators. Articles are welcome.

Transformer Editor: Fred Feucht

Please send any articles or letters to:
Fred Feucht, 88 Mountain Road
Pleasantville, NY 10570

Facilitator Mailing List: Janet Lugo

Please send any address changes to:
Janet Lugo, 46 Main Street,, Apt. 9
Mechanicsville, NY 12118
