



## Violence Continuum

**GOAL:** To understand that violence comes in many forms.

### KEY LEARNINGS

- Violence can be experienced in many ways
- Violence has a negative effect even if it isn't overt.
- Violence may be visual, verbal, physical or social.

### PREPARED MATERIALS

- Post levels of violence in the continuum.
  - no violence,
  - eye-rolling/disapproving looks or gestures
  - starting rumors/gossiping
  - staring/leering
  - name calling
  - ridiculing/taunting
  - threatening
  - writing graffiti
  - stealing
  - damaging property
  - sexual harassment
  - stalking
  - intimidation/extortion
  - spitting/pushing
  - shoving/punching
  - hitting/kicking
  - flashing a weapon
  - stabbing someone
  - shooting someone with a gun

## **FACILITATOR DIRECTIONS**

- Use this activity as an adjunct to 5 Levels of Prejudice.

## **DELEGATE DIRECTIONS**

- Ask participants to define Violence. Brainstorm and come to a consensus. While they are doing that, have another person post the papers in order around the room, from left to right, starting with no violence.
- Have participants look around the room. Ask them to silently go to the paper that represents their answers to the following questions (if they choose to pass, have them remain in the middle and reflect on their feelings as they observe.):
  1. In thinking about the opinion of the community you live in (parents, businesses, etc.), move to the highest level of disrespect/violence they would perceive as permitted by faculty/staff at your school.
  2. Move to the highest level of disrespect or violence routinely allowed by most faculty or staff at your school.
  3. Move to the highest level of violence that students in your school would say is the highest level of disrespect or violence that they have experienced.
  4. Move to the highest level of violence or disrespect that you have observed in your school.
  5. Move to the level of violence that students in your school would say they could get away with (without being confronted) at least ½ the time.
  6. Move to the highest level of disrespect or violence you allow to happen at school without doing something about it.
  7. Move to the highest level of disrespect or violence you have personally experienced from a member of staff at school.
  8. Move to the highest level of disrespect or violence you have personally experienced from another student.
  9. Move to the level of violence that has hurt you the most.

## **PROCESSING**

### **OBJECTIVE**

- What was happening for you while you responded to these questions?
- What did you observe as people moved from place to place?

### **REFLECTIVE**

- How do you/did you feel?
- Was/is anyone angry or upset? Talk about the anger.
- Is it okay to be angry at these situations? What happens to you when you are treated in this way?

### ***INTERPRETIVE***

- What messages are you receiving about violence in our schools?
- Where and how do you see this in your lives?
- What was this exercise all about?

### ***DECISIONAL***

- Does this make you see anything differently?
- Can you make a difference? How?
- What could be the consequences of speaking up?
- What are you going to do differently as a result of this activity?



## Gender Exercise

**GOAL:** Mutual respect and understanding between genders.

**KEY LEARNINGS:**

- To understand and respect others and ourselves.
- To recognize opportunities for changes in behaviors in gender relationships
- To have empathy, appreciation and support for gender differences

**PREPARED MATERIALS:**

List of "stand-up" statements, flip charts on 2 easels, markers, "eye-to-eye" music. Flip charts containing the following:

1. Chart containing goals and key learnings.
2. Communication Guidelines:
  - a. Actively listen
  - b. Learn from others
3. Non-negotiables:
  - a. no individual put-downs
  - b. full participation
  - c. active listening
4. Definitions: (briefly brainstorm definitions for the following terms):
  - a. gender
  - b. sexism
  - c. sexual harassment
  - d. empower
  - e. disempower
5. Heading: "Messages I have heard about being a WOMAN."
6. Heading: "Messages I have heard about being a MAN."
7. Heading: "Stereotypes I have heard about MEN."
8. Heading: "Stereotypes I have heard about WOMEN."



9. Heading: "One thing I want to change or do differently as a man or a woman..."

Timepiece: Keeping track of time is essential throughout this activity. It can easily turn into a 5 hour ordeal. The facilitators should be conscious of this and perhaps assign a timekeeper who can signal. Estimated time: 2 ½ - 3 hours.

## **FACILITATOR DIRECTIONS:**

(Include transitions from earlier activities.)

The success of this workshop depends on each presenter adhering to the structure of the program so that males and females do the same workshop. Also critical to the workshop's success is following the norms very strictly.

### **Part I—Introduction (10 minutes)**

- Review the norms that the group established the first day together.
- In addition to that, review the goals for this activity.
- Remind the group that this is a unique opportunity to have a dialogue about things we generally don't discuss.
- Ask the group for simple definitions for the following. Definitions the group decides upon should roughly match :
  - Gender: A person's sex.
  - Sexism: Prejudices based on a person's sex.
  - Sexual Harassment: Unwanted sexual advances.
  - Empowerment: to give control or power.
  - Disempowerment: to take away control.

### **Part II— Message and Stereotype Activity (60 minutes)**

- When group (male & female) is still together, the facilitator needs to make sure both groups are sure they have been given the same instructions. The following is a suggestion:
  - "What we know, think and feel is serious business. We will brainstorm messages and stereotypes we have heard about men and women and our scribe will condense what has been said into one or two words. Later we will ask who is willing to take ownership of what they say they have heard. That means that at least ONE person in the group would be willing to state that s/he has heard that statement—not necessarily believe it, but has heard it. Then if asked by the other group, those taking ownership would explain its meaning to the group. If no one is willing to claim ownership, the message will be crossed off the list. Then we will get back together and share our lists with the whole group"

The group should then separate into two locations for 25 minutes (MAXIMUM)

NOTE: The word "believe" is confusing and misleading. Use "heard" instead.

- MESSAGES (to be recorded on 1 flip chart only!) – 10 minutes

- Brainstorm a list of all the messages that you learned growing up about how your gender is supposed to behave and what it means to "be a man", or "be a woman." *Facilitator paraphrases responses working to put one word messages on flip chart.*
- Upon completion, review the list. Ask the delegates to raise their hands if they are willing to take ownership for the statements. Explain that they will not have to defend it to the group but may be asked to explain its meaning. Remind the delegates that they do NOT need to agree with the statement, only agree that it is something they have HEARD. Only 1 person needs to claim ownership. Put a line through the messages for which no one is willing to take ownership. **"This is not about what you "believe", but about what you have heard."**
- STEREOTYPES -- (to be recorded on 1 flip chart only!) 10 minutes
  - Brainstorm a list of stereotypes you have **heard** about the OPPOSITE gender. Use the identical process for taking ownership.
  - **Remember: This is not about what you "believe", but what you have "heard".**

#### SHARING— 30 minutes

When the smaller group returns to the meeting room, have the chairs set up facing one another in gender groups. The returning group should file in silently. Post the male and female lists next to each other. You may choose to keep the papers covered until the group settles down and directions have been given. Maintaining a controlled, safe environment is critical to the success of the workshop.

Review the goal and the previous norms.

Explain that we are to use a process of clarification. Use staff members to give the following example:

1. A female will see something on the male's stereotype list for which she does not understand and needs clarification.
2. She would stand and identify the comment. She remains standing.
3. The facilitator would ask for a male to explain its meaning.
4. The male stands and clarifies the statement
5. If the female understands, she sits. If not, the facilitator asks the same male to explain.
6. The rest of the group listens to the dialogue but DOES NOT enter into it.

This series of one-on-one dialogues will be repeated until no further clarification is needed. **Remind them that clarifications are needed only when they do not know what the statements MEANS.**

**Messages:** The male and female facilitator should read their "MESSAGES" list. Use clarification method listed above.

**Stereotypes:** The male and female facilitator should read their "STEREOTYPES" list.  
Use clarification method listed above.

After all lists are read:

## PROCESS (OBJECTIVE, REFLECTIVE AND INTERPRETIVE ONLY):

### OBJECTIVE

- What do you see that is similar?
- What is different?
- What was happening when your group was making its lists?
- What happened once we all got together?
- What do you see now?

### REFLECTIVE

- How do you feel while your group was making these lists?
- How did you feel looking at these lists?

### INTERPRETIVE

- What did you learn about the messages and stereotypes we have for each other?
- What do these statements have to do with your life?

## Part III—Stand-Up Activity (40 minutes)

Explain that we have all heard many messages about what it means to be men and women. We are now going to see how the environment that creates these messages has affected some of us.

Men Stand-Up Exercise: (male facilitator) All men in the room are instructed to stand at each of the following statements that applies to them, notice who else is standing, and notice their feelings. Then they sit, and the next statement is read. All have the right to pass, but are asked to notice their feelings if they do.

*Please stand up silently if:*

- You have ever worried you were not tough enough
- You have ever exercised to make yourself tougher
- You have ever worried that you were not good looking enough
- You were told not to cry
- You were ever hit to make you stop crying



- You have ever been called a wimp, queer or fag
- You have ever been told to “act like a man”
- You have ever been hit by an older man
- You have ever been forced to fight, or were in a fight because you felt you had to prove you were a man
- You ever saw an adult man you looked up to or respected hit or emotionally brutalize a woman
- You have ever been physically injured and hid the pain, or kept it to yourself
- You ever stopped yourself from showing affection, hugging or touching another man because you were afraid people would think you were gay.
- You ever got so mad that, while driving, you drove fast and lost control of the car
- You ever drank or took drugs to cover your feelings or hide pain
- You ever have been wounded by a knife or a gun
- You ever hurt another person physically
- You ever felt that you needed to put a woman in her place in front of other guys

Before you move on to the questions for the women, ask the group to just sit silently and reflect for a moment on how the men’s responses impact how we see and treat others and ourselves.

Women Stand-Up Exercise: (female facilitator). All women in the room are instructed to stand at each of the following statements that applies to them, notice who else is standing and notice their own feelings. Then they sit and the next statement is read. All have the right to pass, but are asked to notice their feelings if they do.

*Please stand up silently if:*

- You have ever worn makeup, shaved your legs or underarms.
- You have ever worn uncomfortable, restrictive clothing, or clothes that felt too revealing.
- You have ever been afraid that you were not pretty enough
- You ever changed your diet or exercised to change your body size, shape or weight.
- You ever felt less important than a man.
- You ever pretended to be less intelligent than you are to protect a man’s ego.
- You were afraid to speak or were ignored because the men were doing all the talking.
- You ever felt limited in what careers were open to you.

- You were ever sexually pressured by a man in your workplace or at school.
- You were ever yelled at, commented upon, or whistled at by a man in a public place.
- You were ever lied to by a man so he could get something he wanted from you.
- You have ever been called a bitch, a slut, a whore or a cunt.
- You regularly avoid places or activities because they may not be safe for a woman alone.
- You have ever been afraid for your safety simply because you are a woman.
- You ever stopped yourself from hugging, kissing or holding hands with another woman for fear you might be called a lesbian.
- You were ever expected to take full responsibility for birth control.
- You have ever said "yes" to a man because you were afraid to say "no".
- You have ever been pressured to have sex with a man or had sex when you did not want to.
- You have ever been afraid of a man's anger.
- You have ever been hurt by a man.

Before you move to closure, ask both groups to just sit silently and reflect for a moment on how the women's responses impact how we see and treat others and ourselves.

#### Part IV--Closure: (30 minutes)

- Ask the group once again to reflect silently on what they are feeling and what they have heard during this series of exercises. Close the activity by asking participants to complete the sentence:
- "One thing I want to change or do differently as a man or as a woman is..."

#### **Healing:**

- All women participate in eye-to-eye while the men form an outer circle and watch silently.
- Then the men do eye-to-eye while the women look on.



## BaFá BaFá (Simulation created by R. Gary Shirts)

**GOAL:** To understand the impact of culture on our worldview through an engaging and low risk activity to begin the camp experience

### KEY LEARNINGS:

- Understand how the rules of culture shape one's perspective
- Understand the acculturation process
- Recognize the challenge of communicating across cultures and worldviews
- Begin to explore the rules surrounding one's culture (both developed within one's culture and imposed on us by society)

### MATERIALS:

- BaFá BaFá Game and materials (visitor badges, cards, coins, etc.)
- Flip chart and markers
- 1-2 flip chart pages for each culture group

**TIME:** 2.5-3 hours

### PLANNING NOTES:

Directions for BaFá BaFá must be given very clearly. *Follow the script provided exactly.* It will help if staff who already understand the game are pre-assigned to each group. The facilitators may choose to make the Alpha culture Matriarchal instead of Patriarchal as indicated in the directions. If so, just change genders as appropriate when giving the directions (e.g., say "man" every time the directions say "woman," and vice versa).

### PROGRAM OVERVIEW:

BaFá BaFá is a cross-cultural simulation exercise designed to provide an experiential understanding of another culture and worldview. After the participants are given a brief orientation to the exercise, they are divided into two groups or "cultures." Once separated into Betans and Alphans, they are then introduced to the values, rules, expectations and customs of their new culture. Observers are exchanged between cultures as soon as they have had sufficient practice in their new culture. The observers attempt to learn as much as possible about the values, rules, and customs of the other culture without directly asking about them. After a fixed time, the observers return to their respective groups and report on what they saw. Each group tries to develop hypotheses about the most effective way to interact with the other culture, based on information provided by the observer. After the hypotheses generating



discussion, the participants proceed with each person taking a turn at trying to live in and adapt to the other culture. When everyone has had a chance to visit, the exercise is ended.

At this point, process the exercise briefly – focusing on what ambassadors observed within their culture (Alpha or Beta) and in the other culture when they visited.

### **ORIENTATION**

The purpose of the orientation is to briefly explain the objectives of the simulation and outline the procedures, which will be followed. It is very easy to overwhelm people with instructions in the orientation. This should be avoided, as the participants can be so frustrated that their ability to effectively participate in the simulation can be reduced. On the other hand, enough information should be given so that they are assured that you, as facilitator, know what you are doing, that the objectives of the simulation are worthy of their interest and time and that the broad outlines of the experience are apparent.

The following is the orientation outline. Explain to the group that the specific purposes of the simulation will become evident as the simulation progresses, but basically the experience is intended to:

- Create a situation which allows us to explore the idea of culture.
- Create feelings which are similar to those likely encountered when exposed to a different culture.
- Give participants experience in observing and interacting with a different culture.

Before the game begins, write each of the italicized headings below on the butcher paper. Explain that you will provide more detailed instructions as the game develops but that the general outline of what happens is as follows:

#### ***1. Divide into two cultures***

You will be divided into the Alpha Culture and Beta Culture as soon as we finish this orientation.

#### ***2. Learn and practice your new culture.***

In the real world, cultures develop shared meanings and ways of interacting over many centuries for many different reasons. Likewise, a person living in a culture learns the different rules and reasons for various behaviors over his or her entire lifetime. In this experience, we are going to give you those rules and ask you to learn them in a very short amount of time. They may seem complicated at first, but as you practice them they will appear very clear and reasonable.

#### ***3. Select an Observer***

Each group is to select two to five people (depending on size of groups) to travel to the other culture to observe the ways they behave with an eye towards helping future travelers. The observers should try and figure out what rules govern the behavior of the other group by carefully observing their actions. It is not permissible for the observer to ask a member of the other culture about the rules; they are to be figured out on the basis of observation and later trial and error.

#### **4. Exchange observers**

Once the Alpha Culture and Beta Culture are well established, the observers will travel to the other culture. Each observer has approximately two minutes to learn as much as he or she can about the foreign culture. It should be remembered that they must learn from intelligent observation. Asking questions is not allowed.

#### **5. Report of Observers**

The observers will return to their home culture and describe what they saw and any ideas they have about the values, morals and rules of the other culture. Everyone in the group should be encouraged to develop ideas about the meaning of the observers' reports so that future visitors will have the benefit of the entire group's thinking.

#### **6. Exchange of visitors**

Once each group has had the chance to discuss the report of their observer, then each culture continues as before the observers' report. Once each culture is re-established, visitors will be exchanged. Visitors will be required to wear a badge with the name of their home culture on it. They will be given cards, pennies or whatever is used in the culture to be visited. The purpose of the visit is to successfully interact with other culture. We will indicate how many visitors should stay in the different culture.

#### **7. End of game**

Once everyone has had a chance to visit the other culture, the game will be ended, and we will discuss the implication of the experience.

#### **8. Discussion and analysis**

The two cultures will be brought together, and we will discuss and analyze the experience.

#### **DETAILED SEQUENCE OF EVENTS:**

1. Facilitator briefly orients ambassadors by reading key learnings and steps 1-8 above.
2. Have ambassadors split into two groups by numbering off (1= Alphans; 2= Betans).
3. Separate cultures. Be sure that each has privacy from the other culture. Beta culture should have access to a flip chart and markers.
4. Once separated, each culture chooses *observers* (non-participating onlookers of the other culture) and *visitors* (participating guests to the other culture).
5. Each group learns and practices their own cultures (see below for scripts). Alpha culture usually takes a little longer than Beta to learn.
6. After practicing for about 10 minutes, begin cultural simulations (Betans: begin trading; Alphans: begin talking).
7. Observers visit other culture (facilitators should synchronize visits with each other). Not allowed to speak, only observe. Cultures go on as though no one is present. Observers receive no artifacts. Observers should stay for no more than 3-5 minutes. As observers leave, cultural simulations should continue.
8. Observers report back to own culture and tell what they think the culture they visited is like. Everyone briefly tries to guess what the rules are that govern the other culture's behavior. Resume cultural simulation.



9. Facilitator sends first group of visitors (3-5 people depending on size of group) to other culture and participants, are given artifacts of the foreign culture but cannot ask specific rules (again, facilitators should synchronize visits). As visitors leave, cultural simulations continue.
10. Visitors return to own culture and report. Tell what they think other culture is like and how to live in it. Everyone tries to guess what the rules are that govern the other culture's behavior. Resume cultural simulation.
11. Facilitator sends second set of visitors (3-5 people depending on size of the group) to other culture. Simulations continue.
12. New visitors go to other culture and participate, are given artifacts but cannot ask specific rules.
13. Visitors return to own culture and report. Tell what they think the other culture is like and add any additional information on how to live in it. Resume cultural simulations.

Repeat steps 8 to 12 until all members of each culture have had the opportunity to participate in the other culture.

14. Facilitators explain to their groups that all will meet together. Alphans one side of room, Betans on another. No one is to talk of rules until asked.
15. Facilitator leads discussion of experience.

## DISCUSSION:

### Objective

1. Ask the Beta members to give you words that describe the Alphans. Write these on one side of the flipchart paper without comment. Many of these words are likely to be pejorative such as "lazy," "friendly but cold," "cliquish," etc.
2. Ask the Alphans to give words that describe the Betans. Write these on the other side of the flipchart paper. Some of these descriptions are also likely to be pejorative such as "unfriendly," "greedy," etc.
3. Ask the Betans how the Alphans appeared to them when the Alphans visited the Beta culture. They are likely to say that they appeared naïve, ready to be taken advantage of, rich, etc.
4. Ask the Alphans how the Betans appeared to them when the Betans came to visit. Aggressive, greedy, and insensitive are words that are often used to answer this question.

### Reflective

5. Ask Betans to describe their feelings and thoughts when they visited the Alpha culture. They are likely to say, among other things, that they felt "left out," "strange," "bewildered," and "excluded."
6. Ask the Alphans to describe their feeling and thoughts when they visited the Beta culture. They often say they "felt strange," "taken advantage of," and "bewildered."
7. Ask an Alpha member to explain the Beta culture.
8. Ask a Beta member to explain the Alpha culture.
9. Ask an Alpha member to explain Alpha culture.

10. Ask a Beta member to explain the Beta Culture.
11. Ask members of each culture whose culture they would prefer to live and why. If there are women (or men depending on how the hierarchy was established) who prefer the Alpha culture, you might want to ask them why they do when the rules discriminate against women (men).

#### Interpretive

12. In the game, you were not allowed to tell the rules of the culture. Are there situations and conditions in the "real world" that make it difficult to ask about the rules of another culture?
13. Do we ever ask about the rules? (Rhetorical follow-up question: Do we even realize we are talking cross-culturally?)
14. Talk about a time when you realized you weren't playing by the same rules as someone else.
15. TEACH PIECE ON WORLDVIEW\*  
Facilitator slowly reads the following brief storyline to the group. Repeat once more.

The man got out of the car and walked along the cold sidewalk to the gate.  
He passed through it and up the long walkway toward the house.  
He knocked at the door and waited until she answered.

- a. Participants are then asked to call out their mental images:
- b. What kind of car is it? What kind of gate? House? Door?
- c. Responses are recorded on flipchart (listed for each object)
- d. Debrief:
  - We all heard exactly the same story. Why did we come up with so many different ideas about it?
  - Where did these differences come from? *They tend to be projections of our own experience and/or wishes.*
  - Which ones are correct?

*\*Exercise developed by C. Harris Companies, New Orleans, Louisiana.*

[www.cathyharris.com](http://www.cathyharris.com)

16. What happens when we assume we are all playing by the same rules?
17. How did you learn the rules of your own culture?
18. End with this rhetorical question to prep for defining culture later in the day. ***Do not accept answers:*** How would you define your own culture?



## \* Simplified Alt Script at end

### SCRIPT FOR ALPHA CULTURE:

*Be sure to account for word changes if matriarchal society is selected.*

You are all now members of the Alpha Culture. Alphans love to laugh, touch one another, talk and tell stories. In fact, as Alphans, your purpose in life is to enjoy being with the other Alphans within the rules of the Alpha Culture. Here is how you do it.

First, you approach another Alphan, greet him or her and touch them in some way. Maybe a one or two armed hug or pats on the shoulder or back. Alphans love to touch one another and be touched by others. Continue to touch her or him during the conversation whenever there is the least possible excuse to do so. In fact, it's appropriate to touch another Alphan without an excuse, and if you are not touching you should stand close together. If an Alphan were to stand more than a few inches away while talking to another Alphan, it would be like shouting, "I don't like you." And, because Alphans believe that what one does is more important than what one says, there is nothing one could say which would prove otherwise. Shaking hands and drawing the other person close to hug would be acceptable, but a standard handshake is a terrible insult.

Alpha is patriarchal (or matriarchal) society in which the men are honored and women are considered to be the property of men. Accordingly, men may approach either men or women, but women may only approach other women.

After the initial greeting, you discuss in detail the health, achievements and wisdom of your grandfather, father and any male children. If you don't know much about your grandfather or father, it is permissible to fill in some details from your imagination.

After you have greeted, touched, and talked about your male family members, you play a game called "*Match the Leader*."

Here is how it is played: Each of you should now have a *Blimmer*, a *Tibber*, a *Stipper*, and a few pennies. The "match the leader" game is played with the *Blimmer* and *Tibber* only. The *Stipper* is reserved for special situations, which I'll explain in a minute. The exact meaning of the *Blimmer* and *Tibber* design has been lost, but it has something to do with two different types of forces in the world. In any case, one person assumes the role of leader and starts the game by repeatedly putting the bottom of the two cards, either a *Blimmer* or *Tibber*, on top of the other. This shuffling might be done five, six or a dozen times. When the leader stops shuffling the cards, the other person shuffles his or her cards for a while. Then each person exposes the bottom card. If the person's card is the same as the leader's, then the leader must pay that person a penny. If the person's card does not match the leader, then he or she must pay the leader a penny. If a male and female are playing the game the male is always the leader. If the patriarch plays the game he is always the leader and wins regardless of whether the cards match. Remember, the object of the game is contained in the title, "*Match the Leader*." The person who matches the leader wins a penny. The leader is the one who starts shuffling the cards first unless a man and a woman are playing, in which case the man is always the leader.

The game can be played with two or more persons. The rules are the same. If the third person matches the leader, he or she would win a penny from the leader. And if no one matches the leader, the leader would collect three pennies. While you would like to win as many pennies as possible, it should be remembered that it is far more important that one has a little fun playing the game than winning pennies.

The Stipper card is the same size and shape as the Blimmer and Tibber, but it has an entirely different purpose. When you want to insult another person, you give them the Stipper by holding it up to the person to be insulted, or by including the Stipper as one of the cards in the matching game. Study the Stipper card. For an Alphan it is clearly a design meant to insult.

You always linger a while and talk some more after you have played the game, since it would appear that you are using a fellow Alphan to win pennies if you were to stop talking with him or her when the game is over. This time, however, instead of talking about the male members of your family, you might try to find areas of mutual interest such as sports, schools, politics, etc. Anything, except that it is important that you don't talk about the rules of the Alpha game or of the Alphan Culture. Again, you would stand close together and touch one another whenever possible.

As a parting gesture you should sign one another's Alpha card with your initials if you feel the other person obeyed the rules of the Alpha Culture. An Alphan feels good when they have a card full of signatures. If you feel he or she did not obey the rules of the culture, then you should use any three numbers to sign his or her card. The numbers serve as a warning to other Alphans the person bearing the numbered card is not honoring the Alpha way of life.

To invite a third or fourth person into your conversation, you reach up and touch the person on the shoulder. It is customary, however, to allow a person to stand and wait for some time before inviting them into the conversation with a touch of the hand. The waiting gives them time to feel and understand the drift of the conversation or game before joining it. Naturally, it is considered quite rude to walk right up and immediately join a conversation without being invited. Similarly, it is unkind to invite a person to join in a conversation without giving him or her adequate time to feel and understand the flow of the conversation.

So the basic social transaction is as follows: greeting, talking about males in the family in great detail, playing the matching game, talking about items of mutual interest, signing of cards and moving to another Alphan. At all times during the transactions, you stand very close to one another and touch whenever possible. Practice the basic social transaction now.

You will need a person to be the patriarch of your group. Preferably, he should be the eldest male in the group. Select the patriarch now.

The patriarch should now confirm that all of you are members of the Alpha Culture by signing your Alpha cards with his initials. Do this now.

The patriarch stays in the circle of honor. He:

- Is treated with respect
- Always wins whenever he plays the "Match the Leader" game, regardless of which card is turned up
- Sanctions new members by signing Alpha cards with his initials
- Looks out for the welfare of the Alpha women. If a male who has not had his card signed by the patriarch, approaches a woman from Alpha, the patriarch should have another male member ask the offending outsider to leave.

Alphans are friendly to all visitors who obey the rules of the Alpha Culture, but visitors who join conversations without being invited with a touch of the hand, stand far away when conversing, start playing the game without further conversation, or approach Alpha women without being sanctioned by the patriarch pose a threat to the values of Alpha. There are procedures to make sure their habits and attitudes don't infiltrate and adulterate the Alpha



way of life. The most important thing is to identify them for other Alphans. When they commit an offense against Alpha values, ask for their Alpha card immediately, sign it with any set of three digit numbers and return it to them. When presented to other Alphans, they will be alerted that these persons do not honor and value the Alpha culture. It is also important that they not be rewarded when they violate the rules of Alpha. If they join in a conversation without being invited, continue with the conversation as though they weren't there. This can be difficult if they persist, but the more they insist the more they violate the essence of the culture and the more severely they should be ignored.

If they try to play the game without first touching or talking about their male family members, include the Stipper as one of the playing cards and make sure it is displayed when you turn over the card. They may not know that you are insulting them, but all Alphans in the vicinity who see it will know.

If they try to collect pennies when they haven't won or seem too eager to win, give them two or three to remind them of their greed and the fact that they have lost sight of the purpose of the game.

If a woman approaches a male Alphan, her existence and presence should never be publicly recognized.

If men who do not have the sanction of the patriarch approach any Alphan women, the manhood of each male is threatened. The offending male should be asked to leave the culture or be isolated so he can't talk to other Alphans. The patriarch should be particularly sensitive to such obscene actions. It is important, however, when you ask the offending male to leave that you do not explain the reason why he must leave but only that he must go. The conversation might go like this.

"I'm sorry, but we'll have to ask you to leave now."

"Why? I want to stay."

"I'm sorry. You'll just have to leave."

Before you begin your culture let me emphasize once again that visitors from the other culture must learn about the values and customs of Alpha by observation, trial and error. It is important that you do not talk about the rules in their presence or answer any questions about the rules when asked. Begin your culture now.

### SCRIPT FOR BETA CULTURE:

You are all members of the Beta Culture. In the Beta Culture your worth is determined by your ability to be an effective trader. As you will see, to be an effective trader you must drive a hard bargain and be persistent. Each one of you should now have 10 trading cards. Notice that the cards come in five different colors: blue, green, yellow, pink and orange. Notice that the corners of the cards are numbered 1-7. If you can collect seven cards with the number 1 through 7 in any color of your choice, then it's like a straight flush in poker; each card in the sequence is worth 10 points. For example, there are 7 blue cards. One has the number 1 in the corners, another has the number 2, and another has the 3, 4, 5, 6, and 7. What is this set worth? If you said 10 points for each card is worth 10 points or 70 points for the set you are right. Here are three cards, a blue card with a number 1, a blue 3 and a yellow 4. How much are they worth? Nothing. Why? Because they are not in sequence and they are not the same color. So the way you earn points is by trading, trading, trading, until you have 7 cards of the same color with the numbers 1-7 in their corners. The person who will eventually become the most effective trader is the one who can collect the most sets of 7 card sequences in any one of the five colors.

The procedure is basically the same as any trading situation, you ask people for the card you want and offer them a trade in return. For example, I might come up to a person and say, "I want a blue 3" while holding up a yellow 5, meaning "I'm willing to give you this yellow 5 if you'll give me a blue 3." They might accept the offer, in which case you would exchange cards, or they might make a counter offer by saying no and asking you for a card and holding up the card they are willing to trade. The main difference between this and most other trading situations is that you hold up the card you are willing to trade rather than telling your trading partner about it.

There is another difference. All trading is done in the Beta Trade Language, which sounds complex when heard for the first time but actually is quite simple when understood. Simple, since there are only 12 words in the language: five for the colors and seven for the numbers. The limited vocabulary insures that all conversation will be confined to the trade. Do not talk any other language except Beta while any trading is going on.

Ba means blue in the Beta. Guess what Ga means? If you said green, you are right. Guess what Pa means? Yes, pink. In other words, to say a color you add the vowel "A" to the first letter of the color. Practice saying the colors now.

The numbers are similar except you use two of your initials rather than the first letter of the color. My name is Brent Folsum. Ba is the way I say one. To say the number two, I say two syllables or BaFá. And to say the number three, I repeat the first syllable again, or BaFá Ba. What would BaFá BaFá be? (pause for response) Four, because we said four syllables. Five is BaFá BaFá Ba, six BaFá BaFá BaFá, and seven is BaFá, BaFá, BaFá, Ba. Or seven syllables for the number seven. How would Margaret Truman say four? (pause for response) What about Joseph Smith? (pause for response) By the way, Beta traders lose a great deal of respect if they use their fingers, toes, or any other means to keep track of the number of syllables. Use your initials and practice them now.

There are also gestures in the trading language. To say "Yes," touch your chin to your chest. To say "No," raise both elbows sharply with forearms and hands hanging loosely. "Say again" or "Repeat what you have just said" is indicated by shaking an open hand rapidly back



and forth. If you want more than one card, you begin by pumping your forearm once for each card you want. Practice the gestures now.

Let's look at an example of how a typical trading exchange might take place. Suppose I have 4 yellow cards, 2 blues, an orange, a green and a pink. I probably will decide to collect yellow cards since I have 4 of them already. I walk up to Jane Snow whom I notice has two or three blue cards and ask for a yellow 3 by saying Ya BaFá Ba. She checks her cards, thinks a moment and raises both elbows signifying no trade, but makes a counter offer by holding up a yellow 5 and saying Ba JaSa JaSa JaSa or, "I'll give you this yellow 5 for a blue 6." I accept the offer even though I already have a yellow 5 because I know 5's are scarce and will probably be able to trade it off easily for a card I want. We exchange cards and each begins searching for another trading partner.

Each time you complete a series, turn your cards in to the facilitator and s/ he will record your score and give you a new set of trading cards.

It is rumored that the foreigners who come to visit have many 3's and 5's. So you will probably want to trade with them. If you do, they will likely try to speak in English. Remember, however, that Beta trade language and no other language can be spoken while anyone is trading. And you cannot teach them the Beta language; they must learn by listening and observing. You can speak to them in sign language; however, you are likely to be surprised at how easily you will be able to communicate with them. Foreigners should not ask about the rules of trading, the language, or any other part of the culture. And if they do, you should not answer them.

Practice trading now.



## BAFÁ BAFÁ SUPPLIES

Below are directions for creating supplies and inventory list for the BaFá BaFá activity. This will create enough supplies for approximately 70 participants.

### BETA CULTURE

35 sets of 10 Beta cards

4 sets of 15 Beta visitor cards (heavy on 3s and 5s)

Cards cut out of colored construction paper in the following colors: blue, green, yellow, pink, and orange.

#### Participant Cards

14 sets of 5 blue cards numbered 1-4

14 sets of 5 green cards numbered 1-4

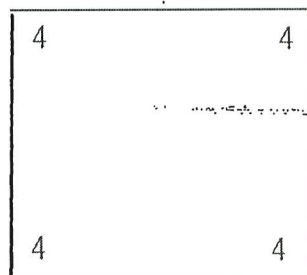
14 sets of 5 yellow cards numbered 1, 2, & 4

14 sets of 5 pink cards numbered 1-5

14 sets of 5 orange cards numbered 1, 2, 4, 5

Total participant cards = 350 (less 3s and 5s)

#### Sample Beta Card



#### Visitor Cards

12 blue cards numbered 1-5

12 green cards numbered 3-5

12 yellow cards numbered 3-5

12 pink cards numbered 3-5

12 orange cards numbered 1-5

Total visitor cards = 60 (heavier on 3s and 5s)

### ALPHA CULTURE

1) 39 sets of 3 Alpha cards (visitor cards included)

Cards cut out of colored construction paper in the following colors: red & yellow

▪ Blimmer: red w/ an "X"

▪ Tibber: red w/ an "O"

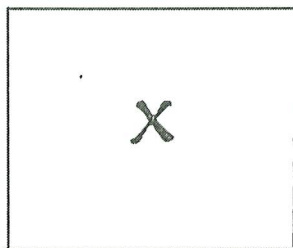
▪ Stipper: yellow with a zigzag

2) Three rolls of pennies

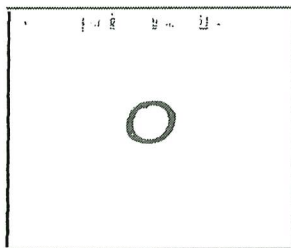
3) Pen for each participant

#### Sample Alpha Cards

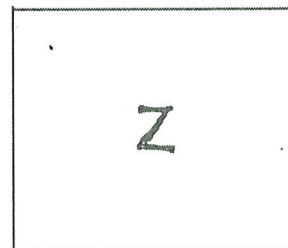
##### Blimmer



##### Tibber



##### Stipper



# Alt Script

## SCRIPT FOR ALPHA CULTURE LEADER:

You are going to create a group culture and the descriptions below are rules of the culture.

You are all now members of the Alpha Culture. Alphans love to laugh, touch one another, talk and tell stories. In fact, as Alphans, your purpose in life is to enjoy being with the other Alphans within the rules of the Alpha Culture. Here is how you do it.

- When approaching another Alphan, greet him or her and touch them in some way. Alphans love to touch one another and be touched by others.
- Continue to touch her or him during the conversation. To not touch in some way during a conversation is a terrible insult. In group conversations it may look strange but Alphans are always touching someone in the group.
- Alpha is a patriarchal society in which the men are honored and women are considered to be the property of men. Accordingly, men may approach either men or women, but women may only approach other women.
- After greeting, you discuss in detail the health, achievements and wisdom of a male figure. This figure can be grandfather, Father, Brother or any male.
- After you have greeted, touched, and talked about your male family members, you play a game called "Match the Leader."

**Match the Leader Rules ( Materials needed 50 high, 50 low, 50 Insult cards and something to give (pennies, plastic tokens, rocks etc.)..a sample is printed in back)**

Each of you will receive 3 cards. 1 High Card, 1 Low Card, and an Insult Card. Priority of who starts the game is the eldest male in the group. If two guys meet then the oldest starts, 2 girls the oldest starts, a guy and a girl...then the male starts. They both shuffle their cards and they show the top card whoever has the high card wins a penny from the other. If it is a tie then they reshuffle and go again. All while laughing and joking around. If a guy and a girl play the guy always wins no matter what card is pulled. If someone approaches you to play and doesn't follow your cultural norms then you show them the insult card and do not play the round with them. If someone runs out of coins while you are playing with them, then you give them half your coins. The game is about being social and having fun not always about the winning. After the game is over you linger and chat with who you played with. Ask a few more questions and say goodbye.

An example of the game interaction would be:

1. Greeting and Touch
2. Talking about some male family member
3. Playing game (oldest male starting game)
4. Social time after game is done

Visitors:

- Alphans are friendly to all visitors who obey the rules of the Alpha Culture. If they join in conversation without touching continue with the conversation as though they weren't there.



## Alts Script

- If they try to play the game without first touching or talking about their male family members, show insult card and don't play.
- If a woman visitor approaches a male Alphan, her existence and presence should never be publicly recognized.
- If a man visitor approaches a female Alphan and there are no other male Alphas around the offending male should be asked to leave.

"I'm sorry, but we'll have to ask you to leave now."

"Why? I want to stay."

"I'm sorry. You'll just have to leave."

Before you begin your culture let me emphasize once again that visitors from the other culture must learn about the values and customs of Alpha by observation, trial and error. It is important that you do not talk about the rules in their presence or answer any question about the rules when asked. Begin your culture now.

### SCRIPT FOR BETA CULTURE LEADER:

You are all members of the Beta Culture. In the Beta Culture you worth is determined by your ability to be an effective trader. As you will see to be an effective trader you must drive a hard bargain and be persistent. A good trader will also use advantages when they can to get the best deal.

The trading is done through a card game but try to think of these cards as commodities or something that would be important to traders and business people. (Materials needed about 10 decks of cards with only the 2-7s used of each suit) You will receive 5 cards the goal is to trade until you get the same suit and a series of either 2-6 or 3-7. So having all hearts and numbers 2-6 or 3-7 of that is the goal, or whichever suit you are building i.e. Clubs, Diamonds, or Spades. Once you have a set you will turn them into the advisor in charge for points. You are trying to win and get as many sets as you possibly can to be the best trader of your society.

The procedure is basically the same as any trading situation, you ask people for the card you want and offer them a trade in return. For example, I might come up to a person and say, "I want a Club" while holding up a Diamond, meaning "I'm willing to give you this Diamond if you'll give me a Club." They might accept the offer, in which case you would exchange cards, or they might make a counter offer by saying no and asking you for a card and holding up the card they are willing to trade. The main difference between this and most other trading situations is that you hold up the card you are willing to trade rather than telling your trading partner about it.

There is another difference. All trading is done in the Beta Trade Language, which sounds complex when heard for the first time but actually is quite simple when understood. There are 4 main words and some gestures that are used but it can be applied to just speaking if needed. Remember to go slow because you are all learning this language together but the visiting culture will not know what you are saying.



# Alt Script

## BETA LANGUAGE

The rules of the language are as follows:

1. All consonants are followed by the letter a (Ba, Ca, Da etc.)
2. All vowels are just said as normal ( a e i o u)
3. For example if your name is Meg you would say Ma -E -Ga. To say the word dog you would say Da - O- Ga. Practice saying your own name now.
4. To make the trading process easier we will shorten the card suits into just their first letter
  - Hearts will just be Ha
  - Clubs will just be Ca
  - Diamonds will just be Da
  - Spades will just be Sa
5. To ask for the number of the card and just say the number in extra As added to the end of the suit. For example a three of clubs would be Ca A A A. Try a few with a partner and see if they can tell you what card you want.

There are also gestures in the trading language. To say "Yes," touch your chin to your chest. To say "No," raise both elbows sharply with forearms and hands hanging loosely. "Say again" or "Repeat what you have said" is indicated by shaking an open hand rapidly back and forth. If you want to offer a different trade, you begin by pumping your fist in the air and start the exchange process. Practice the gestures now.

Each time you complete a series, turn your cards in to the facilitator/Advisor and s/he will record your score and give you a new set of trading cards.

It is rumored that the foreigners who come to visit may have many 3's and 5's. So you will probably want to trade with them. If you do, they will likely try to speak in English. Remember, however, that Beta Trade Language and no other language can be spoken while anyone is trading. And you cannot teach them the Beta language; they must learn by listening and observing. Foreigners should not ask about the rules of trading, the language or any other part of the culture. And if they do, you should not answer them.

Practice trading now.

## Action Planning Event TEMPLATE

<b>Name of event</b>	
<b>Date of event</b>	
<b>Time of event</b>	
<b>Location of event</b>	
<b>Event coordinator/contact person</b>	
<b>Target audience – who</b>  <i>What does the audience need to know?</i> <i>What will hold their interest?</i>	
<b>Message – what</b> <i>What do you want to say to the target audience?</i> <i>What do you want them to know/do?</i>	
<b>Objectives – why</b> Be clear about what you hope to achieve with this event.	
<b>Description of event – what</b>	
<b>Risk assessment – what</b> Identify possible risks and develop strategies to minimise risks.	
<b>Evaluation criteria established</b> <i>What were our aims/objectives?</i> <i>Did we achieve what we set out to do?</i> <i>What were the intended/unintended outcomes?</i> <i>How do we measure effectiveness?</i> <i>What tools do we use to measure our success?</i>	
<b>Checklist ( supplies, snack..etc.)</b>	

## Meeting Minutes

Club Name: \_\_\_\_\_

Date & Time of Meeting: \_\_\_\_\_

Called to Order by: \_\_\_\_\_

Members in Attendance: \_\_\_\_\_

Sponsor in Attendance: \_\_\_\_\_

Approval of Prior Minutes Moved by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

Treasurer - Account Balance is \$ \_\_\_\_\_

Committee Reports:

\_\_\_\_\_  
\_\_\_\_\_

**New Business:**

A motion to \_\_\_\_\_

Was proposed by \_\_\_\_\_ seconded by \_\_\_\_\_

Vendor: \_\_\_\_\_ Amount \$ \_\_\_\_\_

The motion passed/failed

A motion to \_\_\_\_\_

Was proposed by \_\_\_\_\_ seconded by \_\_\_\_\_

Vendor: \_\_\_\_\_ Amount \$ \_\_\_\_\_

The motion passed/failed

A motion to \_\_\_\_\_

Was proposed by \_\_\_\_\_ seconded by \_\_\_\_\_

Vendor: \_\_\_\_\_ Amount \$ \_\_\_\_\_

The motion passed/failed

**Adjournment Moved by: \_\_\_\_\_ Seconded by: \_\_\_\_\_**

\_\_\_\_\_  
Club Member

\_\_\_\_\_  
Club Sponsor



## EMPOWERMENT BOARD BREAKING

**GOAL:** To experience empowerment through group support

**KEY LEARNINGS:**

- We can use the support of others to help us achieve our goals
- We can empower others to overcome the obstacles that they face

**MATERIALS:**

- Flip chart with notes
- 1"x12" boards cut into 9" lengths – enough for each participant
  - (One demonstration board pre-marked with "Goals" on one side and "Obstacles" on the other.)
- Marker for each participant
- Goggles – one for each discussion group

**TIME:** 1-½ hours

**PLANNING NOTES:**

- Safety First – Staff needs training in procedures
  - Position and stance of the board holder and breaker
  - Lumber – explain which side breaks best/caution on knot locations

**PRESENTATION/DEMONSTRATION:**

Have participants gather into their discussion groups – no chairs

(Suggested flip chart pages are in boxes.)

Page 1:

**Empowerment:** Giving people the power to overcome obstacles and to achieve their goals.

2

Go over the definition of empowerment. The key points are that the empowered person is the one who makes the decisions and selects the goals.

3

Empowerment is mainly an optimistic attitude. Often, we disempower ourselves with negative thoughts.

- Can someone give me examples of something that interferes with having a positive attitude?
- For each answer, follow-up with: What could you do differently to empower yourself?

4

We all have goals – good things that we would like to accomplish. But we also have obstacles – challenges that can get in the way of reaching our goals.



Distribute boards – give each stack to a staff member who makes sure that the outside/goal side is on top and that any problem (knotty) boards go to staff or strong delegates. Distribute 1 marker per person and a pair of goggles per group.

Instruct delegates to take a few minutes to reflect and write their personal goals on the outside of their board. On the other side, list the obstacles that they need to overcome to reach those goals. When writing is mostly done – ask the participants to share their goals and obstacles within their group.

Overcoming my obstacles is much harder if I have to face them all alone. Supportive friends can make the obstacles much easier to deal with. There are four specific things you can do to truly empower a friend to make progress toward his/her goals. (Read the list.)

Page 2:

- |  |
|--|
| <ol style="list-style-type: none"><li>1) Provide a Safe Environment – for taking reasonable risks</li><li>2) Provide Firm, Unwavering Support – be strong for each other</li><li>3) Encourage – positive expectations and energy</li><li>1) Clarify Options – offer ideas that each person may choose to use</li></ol> |
|--|

We are going to illustrate how all this works, by empowering each other to break boards. (Hold up board with “Goals” written on one side and “Obstacles” on the other.) This is not a feat of physical strength. Success depends primarily on the right mental state and on the atmosphere of support that we will supply each other.

It is vitally important that everyone follows the directions carefully. These boards are hard – if not handled correctly, you can break a bone or otherwise get hurt. So before you begin, we are going to make sure that everyone is prepared for safety and success.

A brief outline of what we are going to do:

- I’m going to give a quick demonstration with two staff partners
- We will go over the procedure step by step
- Everyone will practice the technique – with staff watching to make sure that everyone is doing it right
- We will review the procedures (like a pre-flight check) before taking off
- We will break our boards

Demonstration Instructions:

- {staffA} Please hold the board for me – (quick instruction on proper positioning of legs and arms and grip). Put on goggles – required because splinters may fly.
- {staffB} I want you to support me by standing behind me.
- Everyone else participates by giving me encouragement – So once {staffA} asks if I am ready, please start chanting “Yes, Yes, Yes.”
- Take position – pointing out foot position, the guide arm (4” past the board), the swinging of the body, and striking position with open palm.
- Before striking, I need to check in with my support – so once I take my position, my holder is going to ask if I’m ready (twice) and we going to respond “Ready” before I strike.
- Action – smash board



91

Let's go over what happened – step by step to understand how the empowerment worked:

1) Provide a Safe Environment (for taking reasonable risks)

We did a number of things to put my fears to rest, so that I felt safe and ready to take a chance.

Who can tell me some of them? (Expect to cover the physical safety – space, goggles, hand positions)

When I stand up in front of a bunch of people to try something, what do you think is my biggest fear?

- Getting laughed at if I fail. When I'm trying something new or hard, I know that I may not succeed the first time. The most important part of a safe environment is knowing that a mistake won't be too costly. I need to know that the people around me will support my effort and won't put me down.

Does the Unitown Community you have created provide a safe environment?

2) Provide Firm, Unwavering Support – be strong for each other

Meaningful success in this world doesn't happen in isolation – it comes "With a Little Help From My Friends" (to borrow from the Beatles).

What would have happened if {staff A} had bent his arms or backed away when I swung?

If he isn't firm in his support, his arms will make a "crumple zone" – the board will temporarily move a little, but it won't break.

We often put too much emphasis on doing things for others. Don't underestimate how much being there for your friends can do to empower them.

3) Encourage – positive expectations and energy

If I expect to fail, I probably will. When I focus on the obstacles and think about how they have blocked me in the past, it saps my energy. To reach my goals, I need the energy to look beyond the obstacles.

The encouragement of others provides positive energy. Hearing and feeling your encouragement adds to my power. It works best when it is simple and clear.

Encouragement is not the same as giving advice. What do you think would have happened if each of you were yelling out different "encouraging" advice? (It would be confusing and distracting.)

The empowerment came from your affirmation of faith in my ability – "Yes" you can.

Hint: When I broke the board, I wasn't focusing on the obstacles. I was looking directly at the face of the person who was holding the board for me, and drew strength from his support.

4) Clarify Options – offer ideas that person may choose to use

If someone tells me I have to do something exactly one-way, it takes the control away from me. To be empowered, I need to be able to choose my actions. Life does not come in "One size fits all". The best way to overcome an obstacle depends on a person's individual talents, strengths and experiences.

It really helps to know that I have options. If I think there is only one way to solve a problem and my first try doesn't work, I'm going to start feeling desperate and discouraged. If I know I have other





options – “Plan B” – then I will be less worried about failing and I will be ready to find a way to succeed.

So far, I've only shown 1 way to break a board safely. You should know four ways to safely break the board. You can choose the one that you are most comfortable with. Or, if the first way you try doesn't work for you (after a few tries), you can move on to another option. The options for today are:

- a. Break it with your hand (open palm – not fingers, no fist)
- b. Break it over your thigh (brace your foot on a chair, check the position of the swing to make sure you don't hit the knee, and snap it down)
- c. Break it with your foot (support the edges with other boards, and stomp down hard with your heel)
- d. Ask someone to break it for you

Which one do you think is hardest? – Get a variety of answers

For many of us, the hardest option is to ask for help. (We are afraid of looking weak.) Asking for help doesn't mean that you couldn't do it yourself. You may have a lot of things to accomplish and you'll be able to meet your goals more quickly if you divvy up the tasks and choose to have someone else take care of some tasks.

Also, if you are part of a diverse group, different members will have different likes and specialties. At work, I look for partners who like to do the tasks that I'm not particularly good at. Asking them to help me makes them feel good and lets me spend more of my time doing what I'm best at.

#### GROUP PRACTICE:

For a choice to be a real option for you, you need to be able to believe that you can do it. So we are going to take a few minutes for everyone to practice the techniques for breaking a board with you open hand.

Have everyone spread out and face the center – with enough spacing to swing arms completely around without contacting each other.

First – Stance: Feet comfortably apart – For Right-handed hitters, the Left foot in front; for Left-handed hitters, the Right foot in front. Front foot pointed straight ahead; back foot angled to brace.

<Staff: confirm/coach so everyone has it>

For when you are the holder: Arms straight out, elbows locked. Hands holding pretend board, thumbs up, fingers curled.

<Staff: confirm/coach so everyone has it>

For striking: Start with guide arm (opposite of your hitting arm) straight out at shoulder height – and striking hand back against your body about waist high. Note: the holder will adjust his position so that the board is just below the guide arm such that your wrist is past the board (but not passed mid-arm – We need to make sure that the board won't hit the holder's nose when it breaks)

<Staff: confirm everyone has the correct starting position>

First in slow motion – When you strike, use your whole body – swing hips and shoulders while extending your striking hand with the fingers up. – Hold the final position



<Staff: confirm everyone has the correct open-hand final position>

When we do this at full speed, we add timing and energy – I’m going to ask “Are you ready? – You’re going to loudly answer “Ready”, I’ll ask a second time “Are you ready?” – The second time, you’ll answer “READY” as you start to strike. Some of the advisors will be walking around while we practice helping everyone get the motion correct.

<Have everyone assume the starting position and repeat the “Are you ready?” sequence until everyone seems to be smoothly making the striking motion correctly>

#### **BREAK THE BOARDS:**

Talk through and demonstrate the following steps:

Page 2:

Each Person will:

- 1) Choose a person to hold your board – have holder put on goggles
- 2) Choose a primary/backup support person
- 3) Choose an option to try
- 4) Take a “practice swing” (without the board)
- 5) Confirm readiness when you have the group’s support
- 6) Act with confidence

If at first you don’t succeed, choose retry, pause before retry, or another option – then repeat steps 4-6.

Instruct the participants to stand so that their discussion group forms a comfortable circle with plenty of room in the center for the board breaking. Reminder: Everyone’s participation is important all the time. If you are not holding a board or breaking one, you should be providing positive support and energy to empower your friends.

If your group finishes before some of the other groups, you may add your support to any of the remaining groups. (But respect the fact that some people may feel overwhelmed if the crowd gets too big.) DO NOT LEAVE THE IMMEDIATE AREA, we need everyone together at the end.

#### **RECAP/CLOSURE:**

- Quick observations (O) and feelings (R).
- Return to initial list of Empowering traits. (Page 1) Can these be applied to situations other than board breaking?