

RESOURCE MANUAL FOR A LIVING REVOLUTION



A Handbook of Skills & Tools
for Social Change Activists



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CHART A—Group Task Functions *

This chart describes behavior needed to help a group achieve its long or short range goals. A skilled member will assume these roles as they are needed.

Function/Role	Purpose	Technique
Initiator	Give direction and purpose to the group	Proposing tasks, goals, defining problems, suggesting procedures and solutions
Information-seeking	Make group aware of need for information	Requesting relevant facts, clarification
Information-giving	Provide group information relevant to its work	Offering relevant facts, avoiding reliance on opinion when facts are needed
Opinion-seeking	Test for consensus, find out group opinion	Asking for feelings or opinions about something
Opinion-giving	Provide basis for group decision	Stating feelings or beliefs, evaluating a suggestion
Clarifying	Eliminate confusion	Defining terms, interpreting ideas, indicating issues and alternatives
Elaborating	Reduce ambiguity, show consequences of plans and positions	Giving examples, developing meanings, explaining
Coordinating	Adjust issues or harmonize issues that may conflict	Suggesting ways that different issues can be handled
Procedure-developing	Establish an order to the meeting	Suggesting agenda, order of business, where to go next
Summarizing	Show how ideas are related; draw ideas together	Pulling together related issues, showing contradictions, restating suggestions, offering conclusions
Philosopher-critic	Show that a particular issue is not unique; bring in insights from similar experience	Drawing general statements from specific ones; critically examining assumptions and ideas (<i>not</i> people)

* Charts on Task and Maintenance Functions were developed primarily from materials used in a course on group dynamics at Temple University led by Professor Erma Jones, and the training experiences of Friends Peace Committee and Life Center training groups, c/o Lynne Shivers, 4722 Baltimore Ave., Phila., PA 19143.

CHART B—Group Maintenance Functions

This chart describes behavior needed to build and maintain the group as a working unit. A skilled member will assume these roles/functions as they are needed to keep the group working together harmoniously.

Function/Role	Purpose	Technique
Encouraging	Bring out others' opinions and give others recognition	Being friendly, warm and responsive to others. Accepting others' contributions.
Expressing feelings	Call group attention to reactions to ideas and suggestions made	Expressing own feelings and restating others' feelings and opinions
Relieving tension	Reduce tension, allow group to express feelings	Joking, clowning, attention expanders, breaks, etc.
Compromising	Maintain group cohesion	Offering or accepting compromises; yielding status, admitting error
Facilitate communication	Maintain open discussion, keep channels open	Drawing out silent members, suggesting procedures for discussions
Setting standards and goals	Make group aware of direction and progress	Expressing the group concern, suggesting tasks, stating standards for group to achieve
Interpreting	Explain, interpret what someone has already said	Paraphrasing initial speaker
Listening, following	Provide stimulating, interested audience for others	Accepting ideas of others; going along with the group

CHART C—Task and Maintenance Functions

The following functions contribute both to the maintenance of a group and to the accomplishment of its tasks. This is, of course, true of all the functions listed above, to some extent. Group maintenance is vital to group achievement, and, in most cases, group achievement is important to group maintenance.

Function/Role	Purpose	Technique
Harmonizing, mediating	Reconcile disagreements, reduce tension	Conciliating differences, offering compromises
Testing agreement	Find out how close group is to agreement	Noting progress, stating areas of agreement, making tentative proposals for group reaction, asking if agreement is possible
Evaluating	Keep group in line with goals, provide sense of progress	Measuring accomplishments against goals, noting progress and blocks

people's "faults," but as unfilled roles. Experience with task and maintenance roles is also an important foundation for understanding complex but vital processes such as leadership, decision making, and prevention of group problems.

The important skill to be learned here is *the ability to identify and fill unfilled roles*. But remember, the key to effective use of these roles is an understanding of their appropriateness, and this requires a knowledge of membership roles as a whole. Below is a list of suggestions on how you can learn to identify the roles and practice filling them.

Suggestions for Learning Task and Maintenance Roles

1. Use the *Fishbowl Exercise* format to observe task and maintenance roles and to become familiar with them. Evaluate your own and others' ability to fill these roles.

2. Put roles with their purposes and sample techniques on index cards. Shuffle and pass them out to the group. In an assigned task or in the group's normal activity, participants assume the role(s) they have been dealt. In a small group a person may need to fill two or more roles. Discuss and evaluate. What could people have done to better fill the roles they were assigned? Variation: Let people volunteer to take roles they normally find difficult.

3. Take task and maintenance role charts (A, B and C) to meetings that you normally attend and identify the roles as they are filled. Are there important roles not being filled? Practice filling them.

LEADERSHIP

Questions of leadership have presented endless problems to people seeking social change. Leadership has become confused with authoritarianism and the wielding of undemocratic economic and political power in our society. As a result people often refuse to take on leadership responsibilities or do so by emulating the style of leadership they have observed. Neither has resulted in the emergence of viable political and social alternatives for our society.

Our experience has taught us that leadership can best be understood as a set of functions rather than as a personal trait. Dominating leadership is fulfillment by one person of many group functions and roles of leadership at the expense of, and *with the cooperation of*, other members. In group-centered leadership all members take on responsibilities that often would fall to one person. The result is a less centralized leadership, not

vulnerable to the loss of one or two individuals. When all group members share leadership responsibilities the group's cohesion and durability tend to increase.

Leadership is a composite of learnable skills through which the efforts of individuals are coordinated to accomplish group goals. These skills are used as is appropriate in a given situation.

To exercise group leadership means:

- to accept and clarify feelings of another without threat;
- to aid the group's insight into its feelings and attitudes;
- to relate emotions/feelings to the demands of the present situation;
- to state all sides of a controversy fairly and objectively;
- to summarize group discussion;
- to bring a group to a point for decision making without threat;
- to recognize and interpret forces operating in a group;
- to recognize and articulate themes noticed in discussion;
- to sense the development of tension;
- to coordinate the questions and steps a group needs to consider in order to reach a decision;
- to collect thinking and restate it for group acceptance and action;
- to encourage others to gain experience in and learn skills of leadership.

To the degree to which participants recognize and learn these skills, they are in a position to decide to what extent they want to formalize leadership roles, to share and rotate them among the members, or to experiment with a variety of structures.

Exercises can be used to help people examine their own attitudes toward leadership, understand the skills involved, and begin to share the leadership function. Some we have used are:

Brainstorm on the question "What do you associate with leadership?"

Statements Exercise using: A good leader needs to . . . ; The problem I see in leadership . . . ; What I mean by a leader is

Take the list of leadership skills above to meetings. Observe how others function. Is there a leadership skill not being provided? Try to fill it.

Needs for leadership are closely related to the clarity of the group's goals, as well as to its structures. When the goal and/or structure are confused or in disagreement, there is a corresponding need for greater initiative and the presence of leadership.



Part Three

Developing Communities of Support

When people work alone on difficult social, political or economic problems, they often become isolated, overwhelmed and discouraged. The problems encountered are usually too pervasive for one person to understand and correct alone. People need acceptance and support for the difficult work they do, but it is rarely found among people who disagree with or are threatened by unfamiliar activities.

A community of support can be a variety of things, but for use in this part of the manual the following definition is adequate:

A community of support is an environment in which people's mutual needs are met and various aspects of their lives are shared. It need not include living in the same house, but it must include an intention to articulate shared needs and provide ways of meeting them.

For people engaged in sustained social change activities, support communities are important in several ways:

- They offer opportunities to explore working and living arrangements that are consistent with people's goals—a good place to face the inconsistencies between the way we live and what we are trying to build in the large society as a whole.
- Cooperative economic arrangements release time and material resources for a variety of uses. Individuals have more time to develop their resourcefulness and work on projects.
- Encouragement and support through difficult projects and personal crises is more possible.
- Flexibility, skills in interpersonal relations, and cooper-

ative work patterns are learned in the process of maintaining and enriching community life.

- They offer opportunities for people to deepen their understanding of problems and to explore cooperative ways of working for agreed upon changes.

- Collective evaluation of individual and group behavior and style of work offers opportunities for improvement on a variety of levels.

I

Maintaining Community

Several elements seem to need attention if a supportive community is to be developed and maintained. These aspects will vary in importance depending on the goals of the group and the larger political and economic context in which the group exists.

Many of the activities are described in structured terms which may put some people off. Some may seem so obvious as not to need mentioning. Our experience has been that awareness of the need for an activity can lag or even disappear. Our goal is not to create an artificial or super-structured environment, but to clarify and encourage what we have found to be important on a fairly regular basis. The self-consciousness of the structure will decrease with use and we can all proceed even more freely with the joyful business at hand.

The Training/Action Affinity Group (MNS) of Philadelphia has compiled a guide for people who want to live or work collectively. *Building Social Change Communities* has sections on getting started, conflict resolution, nuts and bolts of communal living and relationships in community. It is available from 4722 Baltimore Ave., Phila., PA 19143 for \$3.00.

1. MULTI-DIMENSIONAL SHARING

Community grows as people increase the quantity and quality of experiences they share. Alienation—separation or estrangement—develops when people's lives become compartmentalized into rigid roles. Relating in a variety of ways to those with whom we work or live helps us to integrate our lives and to develop more satisfying relationships.

Kinds of sharing:

- Long-term group living. Ex: Teachers and students in a

small, cooperative living arrangement at a boarding school.

- Short-term group living. Ex: retreats, intensive live-in workshops.

- Cooperative work projects. Ex: as part of an ongoing campaign, regular or special repair or maintenance of shared spaces such as the group's meeting room or community living areas. Constructive work projects in the neighborhood.

- Worship or group meditation. Probably most successful if people's different styles and needs are accepted and a variety of approaches are used.

- Shared meals, including cooperative planning, preparation and clean-up.

- Fun. Ex: singing, improvisational or folk dancing, bike rides, canoe or camping trips, picnics, celebrations of accomplishments of the group. A good resource for encouraging group interaction around simple structures is *Games*, by Frank W. Harris (Eastern Cooperative Recreational School, c/o Jesse C. Kaufman, 2834 Holley Dr., Yorktown Heights, NY 10598).

- Hugs and massage. Can be shared in a variety of ways and places. Especially good during extended work activities and after long meetings. Use *The Massage Handbook*, by George Downing (Random House and Bookworks, Berkeley and NY, 1972).

- Social change activities. Ex: street speaking, street theatre, planning and carrying out a campaign, training workshops, conflict intervention, building an alternative institution.

- Research, discussion or personal sharing groups. Good topics are economics, sexism, alternatives, a special local crisis, a recurring problem in the support community.

- Relaxed, unstructured two person conversations. Can include physical activities such as a walk or massage, and can focus on any topic, joyful or scary.

2. AN ECONOMIC BASE

Economic independence is important both to the individual and to the group engaged in social change. For the individual, economic independence means having enough income to meet basic needs without holding a full-time job unrelated to one's focus of concern. Groups should not plan to depend on uninvolved contributors or institutions for income because financial support is likely to stop once the actions of the group become controversial or threaten their interests. The following are suggestions which make economic independence more possible.

For individuals:

- Live simply. Cutting down on consumption will greatly reduce money needs and help to free you from the irrational demands made by our wasteful culture.

- Work part-time at manual labor, semi-skilled work, free-lance jobs (tutoring, etc.) which will provide necessary income and give needed contact with people from a variety of social and economic realities.

- Work full-time for short periods, freeing yourself for more relevant non-paid work later.

- Share full-time work in cooperation with one or two others, when the type of work permits. A shared full-time paycheck can frequently support two or three.

For groups:

- Set up an alternative business. Ex: print shop, food co-op, waste recycling, bicycle repair, bread baking, house repair, restaurant. Such an alternative is most exciting when it embodies characteristics of a better society and relates to other social change work you are doing. See section on "Constructive Program."

- Offer social change related services. Ex: training sessions, speaking or discussion-leading, writing articles for publications sympathetic to the work you are doing.

- Exchange services to meet mutual needs without exchanging money. Ex: plumbing for child-care.

- Set up a skills collective which plugs willing people into available short-term jobs.

- Share use of appliances, vehicles, hand and power tools.
- Grow some of your own food.
- Work as a collective in an office or factory.

Resource:

999 Little-Known Businesses, by William Carruthers (Plymouth Publishing Co., Brooklyn, NY 1970). Lists and explains 999 businesses through which individuals can start to earn money full or part time. Gives concrete examples and helpful information for people interested in trying them.

3. TRANSFER OF SKILLS AND INFORMATION WITHIN THE COMMUNITY

Within any community people will vary in the amount and type of experience and skills they have. People with greater experience and skill will tend to fill more roles of responsibility and this can become a source of tension, especially for newer or less experienced members of the community. It is important that

people with fewer skills be given opportunities to acquire these skills while they are performing respected community functions. It is equally important that people with more experience and skill be encouraged to share desirable responsibilities without being "attacked" for the valuable contributions they are making.

A support community should encourage its members to use the skills they have, without allowing them to take permanent or undue credit in those areas where their expertise is greatest. For a genuine transfer of skills to take place people need to use their talents willingly, teaching others as they do, and to leave time to learn new things from others.

Ways to share skills and information:

- Have people take on apprentice roles in areas where they want to gain skills or experience.

- Rotate responsibilities within a work or living group, so that people get experience with a variety of jobs and learn how they interrelate.

- Maintain open decision-making processes at all times, with general or rotated participation so that everyone's input is received, and everyone acquires experience. (See Decision Making and Decision-Making Tools in Part Two.)

- Develop "co-learning" relationships with others. Share problems and insights from your study and work on an ongoing basis.

- Define and discuss the functions of leadership. Examine ways people can learn to take leadership responsibilities.

- Have a series of workshops where anyone can organize a session around a skill s/he wants to learn or share with others.

- Encourage people with clear ability to assume responsibility in a particular area, to become thoroughly familiar with the job (with assistance), and then to pass it on to someone whom they have trained.

4. TEAMWORK

A more involved way to share skills is the team approach to working on a particular task. The team, collective, or affinity group forms out of a shared work focus and incorporates other dimensions. It should never become a clique closed to outside participation, but those who take major responsibility for sharing the work usually develop a close-knit and deeply satisfying relationship.

Advantages of a team experience:

- A complement of skills may be available from the various members; allowing for versatility and rapid learning as members

share skills with others.

- Individual members can use their talents more fully on a specific task when not required to carry responsibility for all areas of the work at once. The quality of work often improves when done in the context of the support and shared insights of others.

- A team can use its fuller resources to identify the specific problems of a new situation and make a more appropriate response.

- People learn to relate to each other as total persons rather than as holders of a single role. Interpersonal tensions can be worked through as they emerge. Members become more skilled in interpersonal relations and cooperative work. Times for relaxation and fun will need to be respected and can often be shared.

- Team work can be integrated with other life functions, e.g., shared meals or group naps when work periods are long. Living space can be shared, especially if work is done away from home, such as at a workshop or conference.

- Members of the team can support each other in times of emotional or financial need, or when casualties result from risks taken.

- Team members may find that extensive forms of shared economic responsibility make sense, e.g., income sharing or earning money by working in an alternative business together.

All these aspects of the team experience can be applied to a more general community. The team is simply more intensive and is an excellent example of multi-dimensional sharing at its best.

5. AFFIRMATION

Affirmation is communication of the positive nature of reality. It is a necessary tool for individuals and groups involved in social change. Oppressive social forces often rely on a false, negative interpretation of reality to wear down the resistance of progressive forces and to create discouragement or apathy. An effective activist will counter "authoritative pessimism" at every turn.

In times of difficulty, we need to find time for positive evaluation of our work. Long-range perspectives should be kept in sight and not obscured by short-term victories or defeats.

We need to consistently affirm ourselves and each other. All of us carry scars, mental and emotional, of innumerable past defeats, discouragements and put-downs. These tend to inhibit or discourage us from effective social action. Instead of flexibly

and confidently developing and carrying out a program for change, we feel frustrated as we alternate between apathy and emotion-laden surges of reactive energy.

Affirmation is as critical to group growth as it is to an individual. A group which is unable to recognize the positive attributes of its members and of their accomplishments will be incapable of organizing effectively for change.

Individuals who are acting destructively toward people and are holding jobs that are not building a human society also need to be affirmed—especially as they begin to consider making major changes in their lives. Learning to affirm these people requires the ability to separate the person from the destructive role and to affirm the former while challenging and noncooperating with the latter. This is a critical skill for nonviolent organizers.

Affirmation can be practiced by appreciating, openly and persistently, positive aspects of oneself or of others. It should never be sarcastic or cynical. Be sincere, make full use of positive words, tone of voice, posture, and facial expression. The person affirmed may react with protests, resistance, even with laughter, tears, or anger, but these healthy expressions of feeling do not negate the truth of the statement. Affirmation, whether of oneself or another, is not a positive judgment designed to manipulate or control behavior. It is a real and accurate appreciation of the good which is apparent in each person just as s/he is, and it can be a powerful tool whether or not its immediate effect is satisfying.

The role of affirmation in building communities of support:

- Affirmation clarifies and reinforces our strengths and allows us to use them more consciously and effectively to create better alternatives.

- When undertaken as an ongoing, regular activity, affirmation expands the sense of trust and shared appreciation among group members.

- It helps us appreciate the growth occurring on the personal level even before its effects are seen on large-scale problems.

- Self-affirmation makes individuals less dependent on approval from others. This is especially important when working in hostile or indifferent environments.

- It helps protect us from continual negative messages that alienate, weaken, and distress us, e.g., TV commercials, billboards, and newspaper ads that bombard us with things we "need" to be prettier, sexier, smarter, or more popular.

- It increases the dimension of celebration in our lives.

- It helps us to project more clearly those positive qualities we perceive to be possible though not fully attained: e.g., community, cooperative work relationships, warmth and caring in our interactions with others.

- It develops and releases creative energy.
- It sometimes makes the collective accomplishments of a group far exceed those one could expect from its members taken as individuals.

Affirmation Exercises for groups:

Because our society negates people and groups in so many areas of their lives, we have found it valuable sometimes to structure time to share affirmations of each other. Affirmation exercises frequently occur at the beginning of group meetings and may be used during the meeting if tension or frustration arises.

These activities allow the caring and positive feelings which exist to be shared openly. They also offer time to practice so that affirmation becomes easier to share in unstructured situations. The suggestions below should not be used rigidly, but adapted, expanded, and added to.

1. Each person shares two things about him/herself that are good—one that is obvious to all, and one that few other people know.
2. Each person shares his/her most satisfying accomplishments of the past week.
3. Each person in the group tells the person on his/her right what s/he finds special about him/her.
4. For three or five minutes the group focuses on each person in turn, sharing specific or general things it appreciates about that person—such as times s/he has been helpful or creative things s/he has done.
5. People affirm each other nonverbally, with hugs or other affectionate gestures.
6. Sheets of paper can be posted where people can write things they appreciate about individuals. A separate sheet can be posted for each person. Hand tracings or self-portraits or symbols can be drawn on the sheet.
7. Members focus on the positive contributions of the household or work collective as a whole and list as many as they can within an agreed-upon period of time.
8. To counter a problem in group process (e.g., everyone is talking at once for fear no one is really listening) an idea can be chosen that *contradicts* the feelings causing the problem, and each person can express that idea to the next person, e.g., "I really want to hear what you have to say..."

6. COMMITMENT TO THE GROUP

In an ongoing, multi-dimensional community, several areas of group activity require a disciplined, intentional approach. Below are questions which many groups have found it necessary to ask themselves. The group will need to choose flexible processes to examine these areas.

- What is the focus of activity of individuals? This can be asked on a regular basis, when major decisions need to be made, or when conflicts surface. (See *Self-estimation* and *Warm Fuzzy exercises and Clearness Meetings*).

- Are we being sensitive to behavior which is destructive to the group or to specific members? Patience is required to discover the causes of such behavior and to find ways of non-cooperating with it while simultaneously appreciating the value and beauty of the person.

- Are we developing processes which allow sensitivity to personal needs *and* which expedite business?

- Do we approach work, especially that related to social change, with a rhythm of research/action/evaluation/research/action/evaluation... or other disciplined approaches as needed?

- Do we set and periodically re-examine both long and short-term goals for the community?

- Are we pushing each other into roles rather than treating each other as full human beings?

- Do we deal creatively and responsibly with the needs of children in the community?

- Are we providing for the health needs of community members, by exploring alternatives to medical insurance, learning para-medical skills, sharing information on medical assistance, clinics, and other resources?

- Are we protecting the resources (emotional, financial, time) the community has by being clear which are personal, which are communal and which are available for public use?

- What are we doing about status and skill differences within the community that make it possible for some people to find desirable bread labor jobs and others no jobs or less desirable ones?

- Are we developing a balance between work and fun, high energy output and relaxed sharing, theoretical and practical aspects, group and individual needs, communal and private life?

II Encouraging Interaction

The following are structures and exercises developed or used by various households and work collectives in the Movement for a New Society/Life Center community in West Philadelphia to improve the quality of interaction among members. What was useful for one group may be less so for another. These ideas are offered for imaginative borrowing.

COMMUNITY-BUILDING STRUCTURES

1. *Two kinds of meetings*, one for business, and one for sharing and discussion such as personal sharing, fun, pursuing a topic in depth, considering major questions or conflicts affecting the group.

2. *Work projects*: setting aside blocks of time for shared work on major projects. Ex: house repair or beautification, money-raising.

3. *Work teams* (usually of two) for routine chores. Ex: cooking, cleaning, mailings.

4. *Meeting for worship/sharing*.

5. *Special sharing session*: time for one or more person(s) to share what is important to them. Ex: reading out loud, music, a time of crisis in which s/he was involved.

6. *Gripe sessions*. 3-10-minute timed period where no positive comments or excuses are allowed. Accompany gripes with groaning, growling, etc. Follow it up with time for constructive suggestions, clarifications, positive feedback.

7. *Positive feedback session*. A few minutes for people to appreciate good things about the group or about each other and their interactions. This provides a good companion for the gripe session. Good to begin or end other kinds of sessions. For examples of exercises see *Affirmation*.

8. *"Kvetch" or gripe blackboard* for unloading negative feelings and gripes when one is unclear who is responsible. If a person feels responsible for the gripe s/he erases it and tries to eliminate the source of the gripe. If no one erases it, responsibility may be general, and discussion in a house meeting may be in order. Examples appearing frequently on "kvetch" lists are dirty dishes, mud tracked in, community supplies removed from community areas and not returned such as tape, scissors or chairs.

COMMUNITY-BUILDING EXERCISES

1. *Sharing Personal Growth Experiences* by Blair Forlaw

Purpose/Uses: To draw out common themes and problems in our lives. To share our personal growth experiences in a structured way. To help build a sense of community. Good for developing trust and closeness in a group; breaks down barriers by showing each person's vulnerabilities to life.

Description:

1. People take five minutes to think about their own lives. What provided the most stimulus to grow? What were "jolting experiences" in which you sensed growth? What have you done that seemed to help bring about change in your life?

2. Each person has a set amount of time (say 5 min) to relate these experiences to the group, while the others give him/her their full attention.

3. A recorder can list on a flip chart the variety of experiences and begin to pull out common themes from the group.

4. Group concludes with discussion on "how change occurs," focusing on list derived from group sharing.

Caution: A certain level of trust needs to exist in a group for this to work well. If enough trust exists, the level will deepen.

2. *Group Conversation* by Rachel Davis DuBois

Purpose/Uses: To share personal experiences in a non-threatening way. To increase people's understandings of each other as people. To help people from different cultures to appreciate each other. To show human commonalities across cultural lines.

Description:

1. The facilitator explains that each member of the group will speak in turn, sharing from his/her own experience about the same topic. No reactions, agreements or disagreements with other speakers' thoughts are allowed. (Useful topics are food, celebrations, family get-togethers, experiences with siblings, childhood houses or apartments, early memories of grandparents and parents.)

2. Use time limits so each will have a chance to speak without the session running too long. (One to five minutes each are recommended.) Time will vary depending on the particular question asked. It is helpful to give people a 30-second notice before their time is up.

3. The participants share first an early childhood memory around the topic, for example, "When I was five years old my

grandmother used to bake blueberry pie," etc. For the second round of sharing, people may recall a later experience, perhaps around early teens; and so forth. As members of the group are invited into the intimate scenes of the others' lives, the trust level rises.

4. If desired, a problem may be discussed—how families with different backgrounds can work together on a neighborhood issue, for example. The earlier sharing helps to show people their commonalities and provides a basis for understanding and solving their differences.

For additional information read *The Art of Group Conversation: A New Break Through in Social Communication* by Rachel DuBois (Association Press, 1963).

3. Other Exercises Useful In Building Community

Statements Exercise

Risk List

Life Line

Self-estimation or Warm Fuzzy sessions.

COMMUNITY BUILDING GAMES

Purpose/Uses: For fun, physical activity, and physical contact of a playful nature. Use when energy is low, group is bogged down, or people need to have fun together. Encourages creative thinking.

1. *Pretzel* (15 min for 15-20 people)

The group forms a circle and the game is explained. A few people who volunteer to untangle the group leave the room. One volunteer is needed for about every 12 people. The group joins hands and tangles into an impossible knot, *without breaking* any of the *hand connections* in the process. Volunteers return and try to untangle the group without disconnecting any hands.

2. *Build a Machine* (5 min)

One person starts a mechanical action. People attach themselves to the first mechanical action until a large machine has been built. More specifics can be given such as, Let's build a musical machine, a Christmas machine, or a giggle machine.

3. *Group Pantomime*

One person starts acting out a group activity. As soon as others figure out what is happening, they join the pantomime, until all have figured it out and have joined the activity. Example: tug of war, painting a room.

4. *Attention Expanders* can also be used.

WE CAN MAKE THE CHANGES

Words and music by P.J. Hoffman

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We can make the chan- ges if we want.

We can make the chan- ges if we try. E- very- thing we

want to see We can make re- a- li- ty We can make the chan-

ges and we will. CHORUS: We will, we will, we will, Take

heart all those in the strug- gle. Our lives are where it be- gins. So

ce- le- brate through the hard times 'Cause we will win.

We can make the changes if we want.
 We can make the changes if we try.
 Everything we want to see
 We can make reality
 We can make the changes, and we will.

CH: We will, we will, we will—
 Take heart, all those in the struggle.
 Our lives are where it begins.
 So celebrate through the hard times,
 'Cause we will win.

We can make the difference if we want.
 We can make the difference if we try.
 Our numbers may be very small,
 We can grow and become all.
 We can make the difference, and we will. (CH)

We can make the new world if we want.
 We can make the new world if we try.
 All we do is make it show
 And the old world's got to go.
 We can make the new world, and we will. (CH)