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de

People  
Soup

Vol. III  
Issue-3

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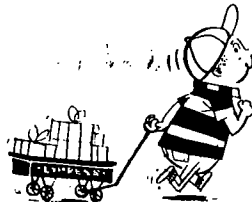
Cover- Rotta Hendricks

Staff for this Issue: IRP page laid out by Wayne Arnason...twice Timmer Feldhousen Maggie Dale Lynn Rubinstein Sandy Rosenberg Marti Gudmundson Gary Decker Carlotta Woolcock Jennifer Shaw Ellen Popenco

Your contributions for this newspaper are welcomed. It is made possible through your energies, both spiritual and physical. Any contributions of news items, short stories, poems, editorials, or artwork are welcome and will be considered. None can be returned. Drawings or other artwork must be in black ink, and it is considerably easier for us to use black and white photos than color. No matter which you choose, they will be printed in black and white. We cannot pay for contributions, as our budget just wouldn't stand the pain.

Addresses all correspondence to: People Soup 25 Beacon St. Boston, MA 02108 Advertising rates: Personals that are not for individual financial gain are free.

Table with 2 columns: Page Fractions, LRY, Other. Rows include 1/6, 1/3, 1/2, and Pull Page with corresponding rates.



Notice of sale: Three Continental LRY executives will sell their souls for some personal mail. We are beginning to wonder if we have souls or if we are actually office machines.

Carlotta, Jennifer, Gary

Dear People, I'm feeling really buoyant these days because of the growing that I've done in recent weeks. As a result of the progressions, deteriorations, changes in my interactions and relationships with all the people I know. Thank you, Jack, Grasshopper, Dormouse, Julie, and Moria for your visits, Vernon Streeters and Sharon folks for the time with you that I needed so much, Gary and John for your great (and unexpected!) help and moral support in Amherst.

Love to you all from your long-distance lady in Shangri-La.

Rachel

Dear insect, (grasshopper) Thank again for your hospitality at Christmastime and the time we spent together. love, insect (roach)

Debbie Frankenthaler We'd like for you to join us. We have moved, and gone into the campground business. Call us 912-748-7216 or 9560. We miss you, mom and dad.

Your DUCK is being held captive for ransom. If you ever want to see that Rubber Duck squeak again, then send a gaggleplex of small unmarked kisses to: Ralfie Habersucker Twoe Dominic 15340 Westover Road Elm Grove, Wisconsin 53122

Remember this Randy; if you kiss off, then we'll duck off.

Andy H. and Michel J.- Thank for being at K.C. Hargret (Maggie)

To all LRYers: I'm trying to get a workshop together on poetry for an upcoming O.P. conference. Would any of you beautiful people out there consider sending me any sort of poems you may have written at one time or another? I would appreciate it! It could really help some of you earn those Brownie points!

Love, Mary Beth Heine 508 Fair Oaks Oak Park, Ill. 60302 312-383-4731

Sigrid!!! I lost yours too. Write me. Cranston Snord

K.C. Dick P.- Do your parents still look down? Are they still poopies? I love you all!!! Cranston

To P.F.- Howdy! Heather, Tom, Ev. Bruce, Sometime soon!

Hey everybody... If you feel lost and desolate because your mail box no longer loves you, write us. We are your friendly neighborhood letter writers. We'll send you letters (with hopes that you'll write back) We are feeling unloved by our mailboxes, too. In short, we want to know who you are wherever you are. So, send us a letter (with yer name and address included, of course) and tell us all about you. Send a picture if you have one! We love you. Peace, Dave and Hat and Sue "The letterwriters" 7145 Msade St. Pittsburgh, Pa. 15208 and/or Sue 958 West Jackson St. Painsville, Ohio 44077

To Craig, Mark, Jim, Darbi, Therese, Beth, and Bill. The Last CMF board meeting was one big pan of scrambled eggs (without mushrooms). Teddy Bear

Reaveka from CMF: please send my shirt to me, as I am going crazy without it. My address is 109 Monte Cresta Ave. Oakland, Ca. 94611 I will refund you the postage as soon as I get the shirt. love, Eallie Blattman

Claudia Malven: this is Brian Howard and he sure would like to know where and how you are. Billy Cox died in B.C. in Aug. and I'm in need of an energy transfusion. Please write, sometime. I live with Millie Blackman. B.H. 318 Oak St. Ypsilanti, Mi. 48197

Friends: My new address will be: Lynn Rubinstein c/o Knight/O'Callaghan 134 Broadway Kincardine, Ontario CANADA N0G-2G0

Zorro, where are you? Please write. Give my love to Kev, Laurie, Gayle and all, Greg Hickam 725 Ohio Lawrence, Ks. 66044

Pink Panther, Hey, it was damn good to see you again. Will I see you at De6 Easter? Thought you'd like this. My love to all at the place especially Roadrunner. Uncle Gregg- ie poo strikes again! T.B.A

Janice: Here's to a million and one beautiful things. I wanted to share the holidays but Pam and I never made contact. I'll see you soon but never in Rockford. Love, G. Alexander

Daniel Macfarlane - I wish I knew where you are, I miss you. please write - Kimlin McDaniel 58 South Road Bedford, MA 01730

To Timmer, Been billy lately? Would love to hear from you. Welcome to visit. Bise 48 Sullivan St. Roller Toronto, Ont.

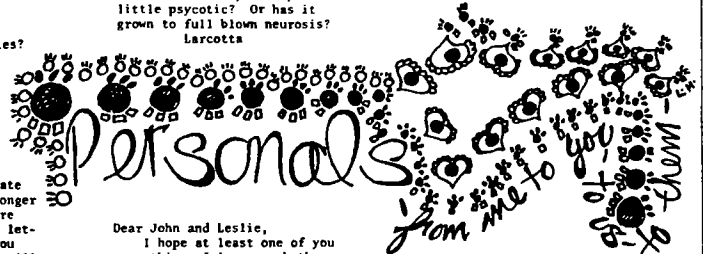
Hello to Aaron, Gusie, and Bill. Please write. Aaron, I've still got your hat.

Lise, 48 Sullivan St. Toronto, Ont. Canada

K.C. - I need you. Cranston.

Kris in Mariland. I lost your address, of course. Cranston

Bong, Since when were you only a little psychotic? Or has it grown to full blown neurosis? Larcotta



Dear John and Leslie, I hope at least one of you sees this. I love you both muchly and appreciate all you did for me at you-know-who. I miss you and still need you. Please write. Love, Karen Lee 300 Howard St. Northboro, Ma. 01532

Hey kids! Anybody interested in a fun filled (well maybe) summer living in Cambridge, Ma.? Some of us people renting apartments here will want to sublet then this summer. Nothing definite till May, but write for more info.

Much love, Cathy 6 Ashburton Pl. Cambridge, Ma. 02139

Say something heavy, Craig! love, Laurie

other churches may have better kitchen facilities, bathrooms stereos, pianos, etc., but ours still has the most acoustical hathroom around! : u.c.w. brookfield, wis.

lauren- pluto misses you very much. (he also misses julie and Carrie.) as he grows into adulthood, he keeps asking me when you are going to tell him about the dogs and the bears. your loving friend, t.g.f.t.

If anyone who attended the CVF December conference in Amherst would like a mailing list from that conference, please send a self-addressed and stamped envelope to Ted Altenberg, 2668 Albany Ave. W. Hartford, Ct. 06117



Richard C. Holt:

I believe I have your stuff which you lost at C.M.T. Fall Conference. Please write me so I know where to send it. Mark van Rooijen 2515 Starkweather Rockford, Illinois 61107

Meglee, shhhhhhhhh..... your Rachell

Lia McKoo, I love you and miss you please write me. Rachell 5800 Lake Murray Blvd. #17 Lake Mesa, Ca. 92041

Eyore, Because you've always wanted a personal of your very own. You and Weds and loony are great! Love, Embee

NOTICE TO: Sir Clifton James Witherfield III and Randy of P.O. Box 1 in Oswego, Illinois 60543

Rick of DeBonneville, Hey, Thanks for the help when I needed it. Am getting it in gear. Will write soon. Take care and give my love to all at Evergreen Greg.

Jeff: I have lost your address, which I need desperately. What is it? Hazel

Doug, thanks for the note, and the happiness it brought me. Thanks for the thought. Also thanks for the joy you have brought to me and my life. Greg

For D.A. I miss you. I never stopped missing you. Lady

Carol Lashof: I don't know if you remember me, but I rode the school bus with you to Lab School eons ago. Saw yer name in an old People Soup and thought I'd say Hi. Luv, Penny Stauffer 264 Gil Blas Rd. Danville, Ca. 94526 (I moved)

The tequila kid, or Mamma God sometimes referred to as Liz. Well, it's cheaper than calling. See you soon. The haven't yet decided which kid I'll be kid. (Trenchcoaters unite?) (you too, mona!) (Luv you all)

Morton. Things got screwed up at Lexington but I still care. I even voted for you. Please don't be mad, my hair needs you, too. I'm thinking about your advice. When you suggested it I was hurt Please consider how I feel. Remember- I am not involved, so don't jump to conclusions. Take care Love, Karen

Mark Poochie: Hi cutie, sorry I haven't written. It seems I lost your address, so here's mine Please write me. kris Schuler c/o Sandy Spring Friends School Norwood R.D. Sandy Spring, Md.

# PLEASE READ THESE ARTICLES.

People Soup is free to everyone on our mailing list. HOWEVER, there are a lot of people on the list who are not in LRY anymore, or are organizations that for some reason just ended up receiving the Soup.

In the next issue of People Soup there will be an insert to tell all people that we know are fifteen or older and to all organizations, that unless they notify us, we will be removing their name from our lists.

Although some people have told us that they want to receive People Soup until "hell freezes over", we haven't kept track of who you are, so you'll just have to tell us again. Please don't be shocked if you get this in your next soup.

ADDRESS CONNECTION REQUESTED!!!!

Previously you would have seen these three words on the cover below your address. Due to the increase in postage rates LRY can no longer afford this luxury of having the post office make corrections. So from now on, we will be depending on you to tell us when you move, or of any mistakes there are in your address.

Please if the address on the cover is wrong, LET US KNOW!!! That way, you will get your soup and we won't get any poorer.



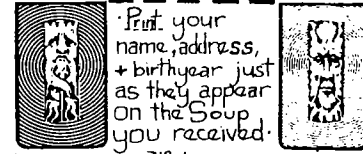
The December People Soup was based on the themes of social action, youth power and responsibility. That wasn't the result of the executive committee sending out requests. Rather, that the material we received led us those themes. Reflected in that issue are the attitudes and concerns of the individuals who sent in their material.

In every issue of People Soup, there is space devoted to social action. Locals, sometimes, take on projects within their communities. Conferences have workshops to raise awareness of one subject or another. Discussions on what individuals think are heard. And to end many of these conversations is the phrase about talking a lot and doing little.

Obviously, there is an inconsistency in some people's energy and motivation. There are people who will rant and rave about an issue, participate in consciousness raising, then say that they are too busy with surviving the world as it is. These people need to set their priorities and spend their time and energy accordingly.

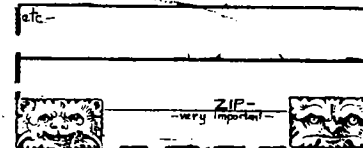
Each individual has different goals they hope to achieve through LRY. Each individual has different ideas about the purpose of LRY. But the continental organization of LRY does not exist for social change. Directives from the LRY Board of Trustees to the Executive Committee are concerned with providing services for LRYers. Programs are to help individuals to do what they want to do. No one dictates what LRYers must do. LRY is what its members make it.

If a person accepts that LRY is an organization to help individuals do what they want to do, then it is the individuals' responsibility to set their goals according to their priorities. If social action is important to you, then you must involve your local. It is not the purpose of the organization.



WITH CORRECTIONS, MY NAME AND ADDRESS READ AS FOLLOW-

name - birthyear -



The LRY summer camps and conferences guide will be published in the April issue of People Soup.

If you know of a camp or conference that you think should be in the guide, send the name of the camp or conference, theme, cost, and contact person to us by March 31st. No information received after that date can be published.

# WHAT ARE YOU DOING AFTER GRADUATION ?

After 12 years of schooling, for many people a little bit of living can be a far more valuable growth experience than college would be. You want stretch, live on your own, travel, take a job, or become an LRY exec? Admirable and valid. All of them. If you are in this space, you have our best wishes and an invitation to come visit sometime. But for others, you know what you want and think that a college with freedom might help you get it. It is you that we might serve.

Goddard is a small experimental college in Vermont. We want people who feel ready for further study, people who have self motivation, self direction, independence, initiative, and creativity. For you we have a program that involves:

- \* self determined programming; we have no required classes.
- \* evaluated study; we don't use grades, instead we use evaluations written by yourself and your instructors.
- \* fieldwork; we recognize that experience can often be the best teacher. Each student does at least two non-resident field terms.
- \* cooperative living; many students live in our small coed cooking dorms, where the people in the dorms buy and cook their food.
- \* diverse program strength; in addition to a general liberal arts curriculum, we offer specialized programs. Our Social Ecology Program has recently received national attention.

All of this is within the framework of concern for the whole person. We see effective development as being a process which involves far more than abstract knowledge. We are looking for the creative, involved person. It is not too late to apply for September. If you would like more information: please write David G. White, associate director of recruitment, (former South Chicago area trustee of CBF)

A-52 Goddard College  
Plainfield, Vermont 05667



Goddard College, of course, admits students without regard to race, sex, creed, or ethnic origin.

# BIOFEEDBACK MONITOR SYSTEM

Dear People,

I felt a great deal of maliciousness, coldness and just plain meanness from what seemed at times, everyone at the Cherry Hill conference. I am not paranoid. I love myself and have awareness that there are other people who love me. Yet, I've felt very depressed, lonely, and crabby at this and many recent conferences.

I have had it explained to me that I have no empathy for the feelings of others. I definitely know that for a long time I had little or no empathy for others' feelings, yet I know that I've grown. The bullshit trip that I get from a lot of LRY people is being cast as a crazy, obnoxious guy, who has no human feeling, and deserves to be treated as a cartoon character instead of a human being capable of being hurt. I don't need that.

I realize that in certain LRY circles it's something I have built myself into, but it shouldn't be a role I should constantly feel I have to build myself out of.

I am very upset, extremely disillusioned and in many ways at the end of my rope. I want to know what I can do about this whole scene. I want to communicate. I want to reach out much more than I've recently felt the opportunity or ability to do. I want some much needed insight and caring. I definitely do not need what's been going on.

Please communicate, anyone with a heart.

Aaron Brown  
65-14 Parsons Blvd.  
Flushing, N.Y. 11365

We're here. Where are you?

The Clearinghouse catalog #1, fall '75 has been out for a while and the Clearinghouse committee is now collecting information for the spring catalog. We'll need articles, names, addresses and self-descriptions, but that's a whole other article. (see next issue)

One thing we'd like to include in the spring catalog is a list of all the LRY-type cooperative living communities that we can find. We know of about five in the Boston, MA area and one in southern California. The type of house we're looking for is composed of LRYers, ex-LRYers, friends of LRYers, etc., who are living together in a cooperative situation, usually away from their nuclear family. We'd like to set up some sort of communication network, so that people living this way across the continent can share and help each other.



We'd like to list the names of people living together, the address of the residence, and anything you'd like to tell us about how you all got together, what your purposes are as a group, what problems you've had, what do you like about living in a group, what suggestions you have for other groups in the same situation, what are the people in your group into, what you think of your city, LRY, the world situation, etc., etc. It would be nice if you could estimate the time you expect the house to last. If you have a potential house and want more people, this would be a great place to advertise. Write soon!

The next catalog (like the first) will go out only to people who are listed in it. For information on how to get a copy of the fall catalog and how to get into the spring one, either look in the next Soup or write to:  
Clearinghouse  
25 Beacon St.  
Boston, MA 02108

Dear People Soup,

I'm writing this letter to stop any unnecessary panic about Senate Bill No. 1 (S.1) that was the subject of the article in December's issue titled, "Can 1984 Be Legislated?" The answer is no. S.1 is given no chance of passage through Congress according to most legislative authorities. Also, S.1 is nothing new. Every couple of years or so, a few reactionary Senators and Representatives get together and introduce this type of bill. It is a common occurrence that few ever pay attention to. (It should be noted that Senator Bayh is not a reactionary by any means. He originally supported the bill because it reduced the penalty for possession of marijuana when he later discovered what the rest of the bill was about, he immediately withdrew support.)

Even if the bill managed to pass the liberal Congress (an incredible feat), and President Ford's advisors allowed him to commit one of the greatest political blunders of the century by signing it, the Supreme Court would be certain to strike it down as unconstitutional. And the citizens of this country are not so complacent that they would cooperate with such a law. The United States is not in such a precarious position as your article makes it out to be. S.1 is just the result of a few right wing legislators blowing off a little steam, which is actually a sign that our political system is healthy.

Peace,  
Geoff Gavett  
-900 F. St., N.W.  
Washington, D.C. 20052

P.S. You would be surprised at some of the bills the radical left has introduced.

Dear Friends,

This is a very difficult letter for me to write, and yet I am writing it in the hope that it will allay some misunderstandings. I have decided to resign my position as a member of the executive committee, and by the time you read this, I will be back home in Ontario, and my successor, Gary Decker, will be busily at work in Boston.

I am thankful to say that my reasons for leaving are not based on poor relationships with the other committee members. We have learned alot together and have given of ourselves in times of both joy and sorrow. We have tried to be honest with each other and if it had not been for their support, I would never have been able to reach the decision I have. I will dearly miss the people I have lived and worked with so hard for the past four months.

When I decided to run for office last August I had some very definite personal goals in mind. Many of them have been fulfilled but many others, I have decided, cannot be fulfilled by staying and working for LRY.

Unfortunately, much of my commitment to LRY as an organization has dwindled. My job as Director of Business Affairs, has dealt very little with the idealist and creative side of the organization that I have been involved with for over four years. It has become for me, in many ways, just a job, like any other job which I might have. It is not the easiest thing to work with this attitude in an overcrowded office and living in a cockroach infested apartment. It is neither of these things alone which make the situation unhealthy, but rather a combination of the feeling that I am just a glorified book-keeper without the usual benefits that go along with such a job.

I feel that to continue with this attitude for the next six months would be detrimental to LRY, to the people I work with, and to myself. To continue on in this way would be dragging out an experience that was worthwhile for a time, and I do not wish to leave LRY with a cynical and negative attitude which seems to be inevitable under the circumstances.

Like so many other LRYers I have found that it is time to move on. It is time to continue my growth process which was nurtured in LRY, but can no longer be continued within its limits and structure.

I have spent the last eight months working for LRY in Boston, and I guess that I'm pretty tired. I feel very, very good about the work that I have done in the past and have no regrets. It was good for a time, and in many ways, still is, but it can no longer give me enough energy to keep going.

I have spent a great deal of time trying to listen to my heart, and to allow my inner feelings to emerge. At this point in my life my gut level reaction is that it's time to leave the LRY experience behind me for awhile.

I wish I could have written a personal letter to each of the people who have meant so much to me during the past four years. I am not saying good-bye to any of you as individuals, but to the group as a whole.

There are so many things that I could say, so many feelings I could express, but for now at least, I feel strong, awakened, and excited about the future. Thanks so much for all your collective and individual support. It will never be forgotten, nor forsaken.

with love, and in the spirit of growth,

Lynn Rubinstein  
February, 1976

IMPRESSIONS ON A FRESH TACO



My name is Gary. I'm the new kid on the executive committee. A week or so ago I was informed that I had been appointed. Well, I was really excited and I packed all my belongings into Gruntcakes, my car, and after an overnight stay in Springfield, Illinois, I began a straight thru 29 hour journey. I had a lot of time to think about what I was getting into in between adding oil to little Grunt's leaky engine and jogging around rest areas to stay awake.

I thought about how nice it will be to finally be living away from home with a group of my peers. Being able to talk with people on a deeper level than I usually do with acquaintances and family. I thought about riding my bicycle thru Boston. I avoided thinking about the frustrating office work, meetings with the UUAers, daily subway rides and all the other things that comprise a typical work day of an LRY exec.

So what do I think of now after a couple of days of adjustment to the life I'm going to be living until September? I wonder when I am going to get a chance to make that assortment of parts in the corner back into my bicycle. I feel that the relationships in our apartment are rather surface and I want to change that, especially with Carlotta and Jennifer.

I find myself wishing that Lynn would leave so I could move into her room and wishing she would stay because I'll miss her alot, both at the office and at home. I wonder will this year bring me energy or frustration, knowledge or resentment. I have high hopes for my success, but the hard part is to retain these goals after the initial enthusiasm fades, and thru the setbacks, upset and never-ending work load.

Well, it looks like its going to be a pretty heavy job, dealing with personal communication, honesty of feelings, piles of office work, The Big City, overpriced apartments and everything else. But I want to do all this, not because I'm a masochist but because I feel I've sheltered myself too much. I need to be challenged into exploring my capabilities to find out what I can do and what I want to do. I'm such a mystery to myself. I wonder if I'm going to clarify my questions in this experience or just go crazy. I've just got to keep reminding myself that it's much better than the void of indecision that I was in before this happened to me. Now I have something to prove to myself that I am alive.

Send all consolances and condolences to:  
Gary Decker Sanity Fund  
c/o LRY  
25 Beacon St.  
Boston-Mass.  
02108

Gary Decker



Connecting to stuff and stuff you should connect to, like books. Two especially good ones are The Last Whole Earth Catalog and the Whole Earth Epilog, both of which contain a tremendous amount of information. Even if you never use much of it, what you do will be worth what it costs. For instance, the Epilog mentions a book by Matteo Casola called Successful Mass Cookery and Volume Feeding. It costs \$10.75 but it looks like it might be very good for conference cooks. (new or old). Or, The Vegetarian Epicure by Anna Thomas which is a terrific book. I've tasted some of the recipes and they are really delicious.

There are lots of good fiction books around too. Dune by Frank Herbert, J.R Tolkien's The Lord of the Rings. Browse in your local bookstores and libraries, you'll be amazed at all the neat things they have.

There are a lot of other things to connect to besides just books. But I don't think I should be the person writing about them. Why don't you contribute articles on what you're into now or were into, and what's done you good.

To close I would like to try to make some connections to myself.

I'm 20 years old. I've been in LRY for six years. I enjoy mathematics, movies, messing around, munching, meeting interesting people, and a lot of things that don't begin with an M. I would like to meet and/or correspond with some person or persons who also enjoy mathematics and things like that. I should also mention that I am male, a dilettante in most things, and hopefully, not completely uneducatable.

Eryk Vershen  
1102-A N. Jamestown Rd.  
Decatur, Georgia 30033

Dear People Soup,

I am sliding out of LRY this year along with several friends. We thank you for what you have given us but we feel we must criticize some of the faults that caused our departure. To begin with, LRY is basically an ineffective organization. We stay up till the early hours of the morn discussing world problems and social evils, but then we are too tired to combat them. Our excuse is that "we must build our own strength before moving on." The problem is that we are gathering no strength, no momentum, no force at all. This is merely an excuse for our inactivity. In actuality, no one cares enough to do anything at all. We go to conferences for social reasons, i.e. they're fun. They build your ego and sustain some sort of fairy-world atmosphere. We isolate ourselves from the real world. We create this artificial emotional high, and then we go home and count the days until our next conference. We only serve ourselves. I have never seen any section of LRY be it local, fed, or regional organization actually devote time to anything that wasn't directly related to LRY. And yet we condescendingly speak of the fellow students in our schools as unaware, and tell them they can't possibly understand, it's too "cosmic" etc. We are always raising our consciousness, but once it is raised we do nothing.

Another problem is that LRY seems to attract the lowest common denominator of human beings. Our ranks are filled with people who can't really cope outside, so they return to this buffer-zone. It is a loving atmosphere, but it is too contrived. Anyone can survive when he is surrounded by people who share his views or are too lazy to argue with him.

However, I am not really being fair. I have benefited from this atmosphere, this warmth that is generated at conferences. I have learned a lot here about myself and about other people, but we can't allow ourselves to remain so isolated. We rationalize our inactivity in social causes with logic to the effect of "if we create a loving atmosphere here, it is like lighting a candle. Each person goes out of here with her tiny beacon, and she can pass on this light until the whole world is illuminated." Hmmmm. Sounds rather idealistic. Something more concrete is needed. Instead of merely

providing workshops on hunger in America, we should be working to alleviate it. We are constantly trying to solve injustices by talking, when action is needed.

We have become too passive, too weak. We wonder why we are dwindling in number and I think this is the reason. We have become so apathetic. So has the American society on the whole though, so perhaps this explains our predicament. Maybe we are tired and need a rejuvenation period before we go on. During the 60's, LRY membership was much greater than it is now, and I believe it was this action that swelled our ranks.

Enough...  
This letter is simply an explanation to a lot of friends. I was filled with energy for LRY two years ago during my first conferences. I was elected a fed director and I did that, and now I think I should leave. I haven't followed the typical format. I'm not 18 and graduating from high school, and I'm not telling of my departure at a worship service the way I should to milk all possible emotion out of it. I am simply leaving because I'm tired of devoting my time to people who just sap my strength without giving me anything substantial in return. I am tired of the games, of people supposedly loving one another, but actually trampling over each other's feelings. But I'm still leaving with a warm feeling for the people I've met, the ones who really do care instead of just mouthing the words. And it is these people I want to thank for some of the beautiful experiences in my life.

Love,  
Amy Voorhees  
East Greenwich, R.I.

Readers...  
responses to  
these letters are  
encouraged

The following letters were printed in the letters to the editor column in the February 15 issue of the UU World

Dear Madam:

I quote from the December 1975 issue of People Soup: "...no one is strong or united enough to challenge the people who control the wealth and institutions of this country: the banks, the corporations, and handful of rich white men. I see how they exploit people all over the world for their own profit...I see the handful of people making a profit off our pain...also that they will not voluntarily give up control...Let then the struggle and resistance begin. Against exploitation, competition, school, the corporate giant...This flame is the burning of my soul...Let it spread like a prairie fire."

That is the message of the first page. The last page ends with the caption, in large letters, "The end of life in America."

In the middle of the paper, above a cartoon which shows two feet in modish boots, captioned "Kick-Ass," an editorial explains that "LRY is one of the few places where (the) idea is not only accepted, but encouraged," that "many times it becomes necessary for youth to ignore, or even at some times, reject the ideas and values of adults, which they have been accepting by blind faith all of their lives." (Those poor, pitiful adults!)

I showed this copy of People Soup to a college student whose head is screwed on straight and asked for his appraisal. It was "Sick and subversive."

I suggest that our UUA leadership see that the healthy and loyal be afforded promotion, too. And I ask, What sort of image should we be presenting to the public and to our youth?

Very truly yours,  
Prescott B. Wintersteen  
First Parish  
Milton, Mass.

In the preceding letter, Mr. Wintersteen makes an unfair case against People Soup. The quotes that he uses are taken out of their original context. If you cut words out of Newsweek magazine and paste them together as a sentence, that sentence is not a statement made by Newsweek.

For those people who do not have a copy of the December People Soup to refer to, I will clarify those excerpts. The themes of that issue are social action, youth power and responsibility. The first excerpt is from the cover article, which sets the theme for the issue. Indeed, on the last page there is a caption "The end of life in America" but, Mr. Wintersteen fails to note that the last page is an explanation of Senate Bill 1 and the injustices that could occur if it becomes law. "The end of life in America" emphasizes that many constitutional freedoms could be sacrificed if S.1 is passed, in its present form. The cartoon, he writes of, is actually positioned below a paragraph subtitled, "Those Big Bad People At Continental" It is a sarcastic remark having no relevance to the idea that "many times it becomes necessary for youth to ignore or, even at some times, reject the ideas and values of adults, which they have been accepting by blind faith all their lives." The following sentence reads, "I do not mean to say that youth are rejecting adults; but rather that we are learning to accept that we are mature enough to take more responsibility for our own lives."

Does Mr. Wintersteen feel that the questioning and discovering one does on his/her own is not a necessary part of developing as a whole and thinking person? I fail to see how he has arrived at his judgement. I also question what his definition of "loyal and healthy" is? I have always been accused of having a sound and healthy mind and body. Perhaps, his college friend's head is screwed on straight. But what is straight? Finally, I must say that neither LRY or People Soup's purpose is to present an image to the public or ourselves.

Jennifer Shaw  
Director of Publications, LRY



Dear Soup:

I must say that in looking through your recent issues that I have noticed an astonishing lack of graphics which results in large expanses of unbroken print, greatly reducing the readability of your paper. I would imagine that this pictorial deficit also makes it very frustrating for those persons who lay out the pages for printing. I think that individual LRVers should show enough responsibility to send in graphics to make their own paper more interesting and fun to read. (black ink on white paper or b&w photos only, please.)

Name Withheld by Request

# STARTING A LOCAL GROUP



THE BASIC UNIT OF SOCIAL LIFE IS A SMALL GROUP. IT IS WITHIN A SMALL GROUP THAT WE TEST OUR SOCIAL ROLES, WEIGH OUR MORAL PRINCIPALS AND DETERMINE OUR ATTITUDES. TWO EXAMPLES OF SUCH GROUPS ARE THE NUCLEAR FAMILY; MOTHER, FATHER, SISTER AND BROTHER, ETC. AND AN LRY LOCAL GROUP. LOCAL GROUPS DIFFER FROM NUCLEAR FAMILIES IN MANY WAYS, HOWEVER THEY CAN BOTH BE A SOURCE OF SUPPORT, SELF IDENTITY AND LOVE.

How to start a local group.

### Finding People

This can be the most difficult part of starting a local group. These are some ideas of where to start:

I. One of the best places to start is any Unitarian-Universalist church or fellowship. Talk to the Director of Religious Education, the minister or the president. Tell him/her what you want to do (this is easier if you are a member, but if you aren't, don't be afraid). Chances are good that one of these people will be willing to help you. The Director of Religious Education is very likely to have a list of all the high school aged people in the church or fellowship and this can be your basis. Make contact with these people by phone or by postcard, see if there is any interest and when a good meeting time is.

II. Invite your friends to a meeting. Tell everyone to invite their friends. LRY is non-creedal so theoretically it cannot interfere with anyone's religion.

### First Meeting

The first meeting is extremely important. This meeting, over all, will determine whether or not people return. It should be programmed so as to avoid boredom. Present things that are fun, exciting and that will make people aware of the potential of the group. These are some suggestions for structuring the first meeting:

I. Have some sort of meal. It could be pot-luck or cooked there. Meals are great ways for people to get to know each other informally while doing something everyone enjoys eating.

II. Use one of these or several other "getting acquainted" activities that appear in this Soup.

Listening and Inferring: A getting acquainted activity.

The goal of this activity is to facilitate the interaction of individuals in a newly formed group.

An unlimited number of triads should be formed, made up of people who have not known each other previously (or not very well). The triads should be separated, far enough apart to avoid noise interference between groups.

Participants in each group name themselves A, B, and C.

- Person A talks for three minutes, about him/herself, telling as much as he/she is comfortable with. The other two listen without responding until the three minutes are up. They then take turns for two minutes each, and tell person A what they think he/she said. They also mention anything which they infer (assume) from what he/she said or didn't say.
- The process is continued, with person B telling about him/herself. The other two follow the procedure above.
- The third round is the same, as C talks for three minutes and the others respond for two minutes each.

The following variations could be used with this exercise.

- All three participants can tell about themselves before any responses.
- After the initial three minute period, the conversation could become two-way so that the responders can check out the accuracy of their listening and inferring.
- The two responders could have different tasks. One could listen and paraphrase while the other draws inferences.
- The topic for discussion could be something other than one-self, agreed upon in advance, such as youth-adult relations, or the goals for a local group.

### Who am I? - a getting acquainted Activity

This will help the participants become acquainted quickly in a relatively non-threatening way. The group size is unlimited but you will need the following materials for each person:

- a fairly large sheet of paper with the words "Who Am I?" written on the top.
  - A writing implement
  - A piece of masking tape or a safety or straight pin.
- You will also need a large room in which there is enough space to move about freely.

### Process:

- The materials are passed out and each person spends 10 minutes writing 10 different answers to the question "Who am I?" The answers should be legible enough so that they can be read from across the room.
- Each person fastens the completed sheet to the front of his/her clothing and then moves about the room, without speaking but establishing eye contact with each person that they encounter. The facilitator should ask everyone to move onto a new person every two or three minutes.
- After a sufficient amount of time (up to the discretion of the facilitator) the participants should return to two or three people who they thought would be interesting. They may now talk, and be encouraged to ask questions that they would not ordinarily ask.

### Variations:

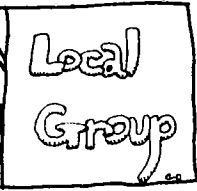
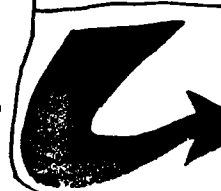
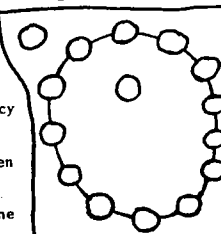
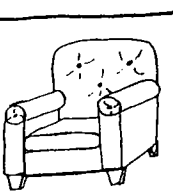
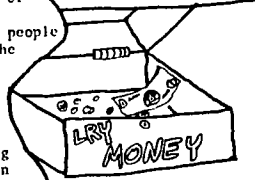
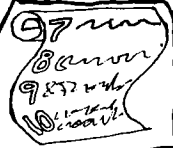
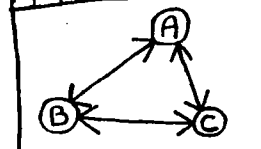
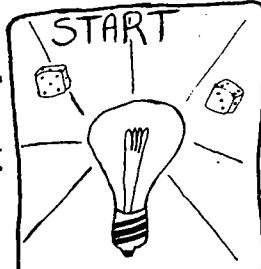
- Instead of just the question "Who am I?" other sentence completions could be used, such as: "I am afraid that... I wish I could... or I am pretending that..." The choice would depend on how much experience the group has already had together and how comfortable the people are with each other.
- The participants could be encouraged to avoid such responses as "I am female, a student, and LRY'er, etc." in order to promote more risk taking.
- After the total experience the sheets could be taped to a wall, for further evaluation at a later time. This would also allow the participants to talk to people whom they did not get a chance with earlier.
- As a closure to the session, the participants could be encouraged to write down or discuss what they learned during the session. The focus could be on themselves, another person and the group as a whole.

III. Play some sort of rowdy, energy releasing game. This is almost necessary after the getting acquainted activities as people will be getting restless to move. Listed below are some suggestions:

**Interlock:** In a large open area, partners stand with locked arms in a circle. To begin, two people are chosen, one to be chased, one to chase the other person. The object is for the chaser to touch the person he/she is chasing. If this happens, the roles of the individuals switch. The only escape that the person being chased has is to lock arms with a person in the circle of partners. At this point, the partner of the individual with whom the person being chased has locked arms, is now being chased. So what it looks like is: two people running in and out of a circle of partners. Occasionally, the chased person will grab someone's arm. When that happens, the role of the chased person is transferred to the partner of the person who the chased person has locked arms with.

**Wink:** Each person should choose a partner and one person is the "winker". Set up an area with no furniture or other objects about.

This space must be well carpeted, covered with sleeping bags, or outside on the grass. Participants should remove all jewelry, shoes, and glasses. Yes, this can be rough. Then partners sit in a circle, one person behind the other, crosslegged, with hands in their laps. The "winker" is the person who does not have a partner. The idea is for the winker to get a partner by winking at someone in an attempt to get them to come to be their partner. However, this person's partner, who is sitting behind the person doesn't want to lose his/her partner. So the two people "battle it out" usually in something that resembles a wrestling match. The person trying to get away may not get on his/her feet and run, and the person trying to make her/his partner stay may not tickle his/her part-



ner. The "winker" may "wink" (or point, as many people cannot play with their glasses and hence cannot see if they are winked at.) at as people as s/he wishes, although a limit of two or three is desirable. The task of getting a partner for the "winker" is accomplished when one of the people s/he has "winked" at touches her/him. The "winker" cannot assist in this process but must remain in her/his place until the person has managed to reach her/him. There are MANY variations of these rules throughout the continent so feel free to adapt this to your specific area.

**Electricity:** Everyone sits in a circle, holding hands. One person starts the "current" by squeezing gently the person's hand next to them. This is passed around the circle continuously with the squeezes getting faster and faster. Variations include having several squeezes going in several directions.

**Killer.** A deck of cards is needed for this. Everyone sits in a circle. Cards, the number of which is equivalent to the number of people in the game are distributed. One of



these cards must be the Ace of Spades, otherwise known as the "killer" card. Example: if there are 10 people playing there are 9 cards and the Ace of Spades handed out. The person who receives the Ace is automatically the "killer". The object of the game is for the other people to guess who the killer is before they are killed. A person is killed by being winked at by the killer. At this point, that person says "I'm dead" and turns over her/his card to show that s/he is not the killer. The way the guessing is done is by someone who thinks they know who the killer is saying "I have an accusation to make". At this point the accuser must find someone who will back her/him up on this accusation. If their accusation is wrong, then the **backer** is automatically out of the game. In one version of the game, the backer may insist that the accuser say who they are going to accuse before they back the person. If everyone is "killed" or out of the game then the "killer" wins. If the "killer" is guessed, then he/she loses. If only two people are left then obviously the killer has won, as there is no one to back up the other person on her/his accusation.

**Monster Fight:** (Two teams) Each team forms a "dragon" by lining up and holding onto the wrist of the person in front. The "Head" of each dragon then attempts to catch the "tail" of the other. Since each team must function as a single unit this demands group concentration on a common activity. The personality of the beast is up to the group so this leads to infinite variations.

**Whert:** One person leaves the room. One person is chosen by the group. This person is supposed to do some kind of motion and the rest of the people in the circle follow this person. The person who has left then returns and tries to figure out who is the leader. The trick is to not watch the leader but to look at the person across from you and follow his/her motions.

**Story Telling:** One person starts a story. The person next to him/her must continue the story when she/he stops. A variation of this is for each person to start by writing the beginning of a story on a piece of paper. The papers are passed around with everyone adding to everyone else's story. The stories can either be returned to the original owner or posted on a wall for everyone to see.



**Catch phrase.** this can be done by individuals or by pairs. The leader gives the group a single phrase or a short quote of a relatively obscure or abstract nature, the weirder the better. Some possibilities: "chippendale marmalade" or "a lead balloon" Each person has 15-20 minutes to study the phrase and without conferring present a short improvisations using the phrase as the activating theme of the scene. If done in pairs, the partners may confer with each other but not with other pairs.

**Circle Games.** The group stands in a circle. Person 1 initiates action by moving into the middle of the circle however s/he chooses for example: hopping. He/she then uses a different technique; say crawling, to move to a second person of his/her choosing. Person 2 copies the second style (in this case crawling) to move to the center of the circle, then moves to person 3 via another form of locomotion. Hence: 1 jogs in and rolls over to 2. 2 rolls in and skips over to 3, and so on. OR The leader assigns numbers to people so that each can clearly see the person with the next lowest number. In this, #1 initiates the movement, #2 follows, #3 follows #2, and so on. Meanwhile #1 is actually doing the old one. The more alert the group, the shorter the lag between the first and last parties and the more fluid the actions.

**Paired Mirror Games.**  
1. Everyone pairs off, partners facing one another. Person A is the mirror reflecting person B. Then switch roles.  
2. person B initiates the activity, with person A mimicking in an exaggerated way like a fun house mirror. Switch roles after awhile.  
3. Voice mimicking. Person B is speaking with person A trying to repeat simultaneously. Speech should be relatively slow and clear, care must be taken not to anticipate whole phrases.

**Love/Hate Maze.** This is a moving exercise in trust and hostilities. A large space is needed. One person is chosen as "it". The rest take up random or staggered positions around the room, creating a human "maze" through which "it" must wander.

At first, the maze is friendly. The leader tells "it" we're your friends we love you, we're open to you, emphasising a trust attitude. "It" is spun around and set to wander through the group. Each time she/he comes in contact with a person they must give her/him a caress of some sort.

Once "it" feels comfortable enough, the leader suddenly says: freeze, you are surrounded, we hate you, we are out to get you. The idea is to create a hostile environment by tapping, poking, bumping, jostling, etc. After a point, return to the loving maze and allow the person who is "it" to experience that feeling again, IT IS IMPORTANT TO ALWAYS END WITH A WARM, OPEN SETTING.



IV. At some point in the meeting the group should discuss when a good meeting time is, and who will plan the next meeting. This is important unless you want to set up a tradition of planning the meetings yourself. WHERE DO YOU GO FROM HERE?

The local group must decide on its own goals. One way to do this is to sit down in a circle and appoint one person to take notes. Then someone starts by saying: "This is one thing I want to do in this local", this continues on around the circle until

everyone has said everything they want to. It could be a picnic, more structured experiences, or games, a social actions project, going to a movie or play, producing a play, inviting speakers, or just sitting around talking. After the brainstorming process has been finished, the notetaker reads back the ideas and the group discusses which ones they want to concentrate on. If your group doesn't do so well in thinking of ideas, you might see what the continental office of LRY has to offer. We have many program packets, ranging from ideas for programs to working within your church or fellowship. A list can be obtained by writing 25 Beacon St. Boston, Ma. 02108.



Incorporating the ideas that the group wants to do into the structure is another facet of LRY. That is, youth taking responsibility for their own activities and actions. Not everyone has interest in being a leader, as that role doesn't fit everyone. Depending on the attitudes of the people in your local group depends on how you should structure it. These structures below are some tried and true methods:

**I. President, Vice President, Secretary, Treasurer.** These people are elected for one year, although this may vary. The president and vice president are responsible for the planning and carrying out of the meetings. They are also responsible for being liasons to the church or fellowship's board of trustees. The secretary is responsible for the files of the group and for being the local group contact for the federation and continental LRY. The treasurer keeps the money straight and in the bank. If the local group puts out a newsletter, it could be the responsibility of the newsletter editor. This structure is good for local groups where a few people have interest in the leadership responsibilities. However, one trap to it is that the rest of the group tends to take for granted that the president and vice president will entertain them. Which is an attitude that is destructive to building a supportive community.

**II. Chairthing, Underlings, and Secretary/moneytender.** The Chairthing is elected every six weeks. Her/his responsibility is to plan the meetings and activities and to serve as a liason to the church or fellowship's board of trustees. The underlings are asked by the chairthing to help him/her during the term of office with her/his responsibilities. The secretary/moneytender is elected every April for the following year. Her/his responsibilities include keeping the local group's files, keeping the finances straight and in the bank, and acting as liason to the federation and continental LRY. The advantages to this are that the duties of the local meetings are spread over a group of people instead of one or two people. This is a good structure for local groups who don't want to have a constant heirarchy and a social system set up on that heirarchy. This can be a bad structure if there are not very many people in the group who want to take responsibility for the running of the group, as it will happen that one or two people do it anyway.

**III. Committees.** This is where committees are set up to take care of planning the meetings and activities. There should be one person designated to act as liason to the federation and continental LRY. There should also be some sort of system for guaranteeing continuity with the money and files. The advantage to this structure is that everyone who is interested can serve on a committee without the fear of being dominated and with the assurance that they don't have to do everything themselves. This is not a good structure for local groups that don't have alot of people directing energy into making it happen.  
**IV. Variations.** Any variations of the structures above should be tried. All local groups should regularly asses what they want as the membership changes, and the members change in their attitudes.

# • PROGRAMS •

**Personal Journal- A self evaluation.**

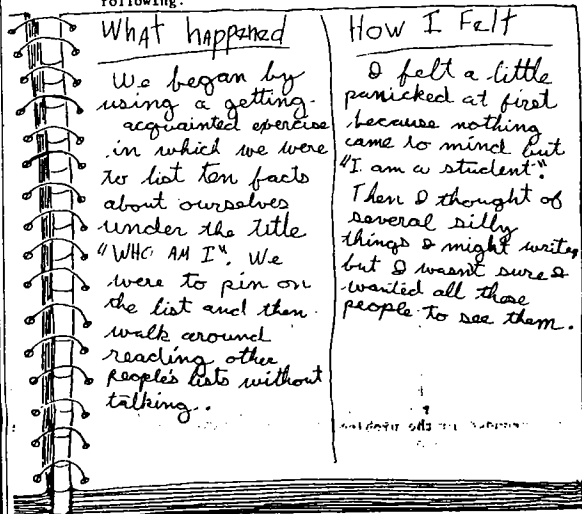
The goal of this exercise is to heighten participants' awareness of the sequence of events and the corresponding emotional development which takes place at workshops.

It will take any number of periods ten to fifteen minutes long.

Materials needed are pencils, and paper.

**Process:**

- I. The leader introduces the concept of personal-journal keeping as a way of understanding better the learning experiences that will take place during the workshop.
- II. S/he gives each participant paper and pencil.
- III. S/he asks the participants to use the left-hand side of the paper for objective descriptions of the process of the group, and the right-hand side of the paper for subjective reactions to the process described. S/he may wish to post a typical journal entry such as the following:



**Variations:**

- I. The facilitator may wish to use the journals along with Dyadic Encounters as a means of encouraging self-disclosure.
- II. As a part of closing activities, the facilitator may wish to have participants graph their subjective responses during the entire workshop, to refocus on peak experiences and to get a sense of what the group experience has meant for them.

**Giving and receiving positive feedback:**

**Goals:**

- I. To make individuals in the group feel good.
- II. To learn to feel comfortable giving positive feedback within a group structure.
- III. To compare perceptions of how the group views one individual.

**Group Size:** 6-12

**Time:** Ten minutes per person.

**Physical Setting:** Everyone is seated in a circle.

**Process:**

- I. The facilitator explains the goals and process.
- II. The group chooses one person to start with.
- III. Going around the circle, each member of the group says everything s/he can think of about that person.
- IV. The group repeats the process until everyone has been talked about.

**Variations:**

- I. After doing positive feedback, do negative feedback. It is a good exercise in being able to get negative feelings about a person out.

**Rumor Clinic: A Communications Experiment.**

The goal of this experiment is to illustrate distortion that sometimes occurs in the transmission of information from its original source through several individuals to a final destination.

You will need a minimum of about eight participants. It will take approximately thirty minutes to go through this exercise.

Copies of the Rumor-Clinic Observation Form, pencils, and newsprint will be needed for the process observers. You will also need a meeting room and a smaller room in which volunteers can be isolated.

**Process:**

- I. The leader asks for six volunteers. (The rest of the group acts as process observers.)
- II. Five of the six volunteers are asked to go into the smaller room. One remains in the meeting room with the leader and the observers.
- III. The leader distributes Rumor-Clinic Observation Forms to all of the observers, who are asked to take notes on the proceedings.
- IV. The leader then reads the "accident report" to the volunteer who may not take notes on what s/he hears.
- V. The leader asks a volunteer in the smaller room to return.
- VI. The first volunteer repeats to the second what s/he heard from the leader. IT IS IMPORTANT THAT EACH VOLUNTEER TRANSMIT THE MESSAGE IN HIS/HER OWN WAY, WITHOUT HELP.
- VII. A third volunteer returns, and the second repeats what s/he heard from the first.
- VIII. The process is repeated until all volunteers but the sixth have had the message transmitted to them.
- IX. The sixth volunteer returns to the room. The fifth participant repeats the message to him/her. The sixth person writes the message on newsprint for the group to see.
- X. The leader then posts the original message (previously prepared on newsprint) so it can be compared with the sixth version.
- XI. Observers are asked to report their notes. Volunteers then discuss their experience.

**Accident Report:**

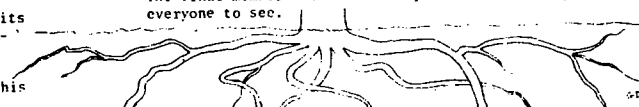
"I cannot wait to report this accident to the police. must get to the hospital as soon as possible.  
 "The delivery truck, heading south, was turning right at the intersection when the sports car, heading north, attempted to turn left. When they saw they were turning into the same lane, they both honked their horns but continued without slowing down. In fact, the sports car seemed to be accelerating just before the crash."

**Rumor Clinic Observation Form:**

| VOLUNTEER # | Additions— | Deletions— | Distortions— |
|-------------|------------|------------|--------------|
| 1           |            |            |              |
| 2           |            |            |              |
| 3           |            |            |              |
| 4           |            |            |              |
| 5           |            |            |              |
| 6           |            |            |              |

**Variations:**

- I. The succession of messages can be recorded (either audio or video) for replay during the processing.
- II. The message can be rewritten to be more pertinent to the group.
- III. The entire group can be used as conveyors of messages. (No observers are used.) Groups of six are formed, and five persons from each group are sent to the smaller room. The leader reads the message to the remaining participants. One member from each group is brought back into the meeting room at the same time to receive the message. The final members simultaneously write the message for everyone to see.







# FORCE FIELD ANALYSIS: INDIVIDUAL PROBLEM SOLVING



Goals: To study dimensions of problems and to devise strategies for solving them through diagrams and analysis.  
To experience the consultative role.

Group Size is an unlimited number of triads.

Time Required is approximately two and one half hours.

Materials- copies of the force field analysis inventory for everyone participating. Pencils.

Physical Setting- a room large enough so that triads may carry on a discussion without distracting other triads. A writing surface for each person is desirable.

### Process-

1. The facilitator distributes a Force Field Analysis Inventory and a pencil to each person.
2. The facilitator announces that participants have thirty minutes to complete parts I and II of the inventory.
3. When everyone has finished parts I and II of the inventory the facilitator introduces part three by reading the following paragraph:  
"In planning specific changes to deal with a problem, one should be aware that increasing the driving forces to change the status quo also produces increased tension. One should also be aware that whatever change in status quo has been accomplished will be lost if the driving force is reduced. A change in the status quo can be best accomplished by reducing the strengths of the restricting forces while maintaining the force of the drive. If the driving forces are not maintained, the tension will be reduced without any change in the status quo."  
4. The facilitator directs participants to work for about 10 minutes on part three. They may not complete the task in the allotted time but, the next step does not require its completion.
5. Participants are instructed to select two other people with whom they feel comfortable in working on their problems. These triads are seated so that they do not distract each other.
6. Three rounds of consultation are begun. In three thirty minute periods, each member of the triad, in turn plays the role of a consultant, then a client, and then a process observer. In each period, twenty minutes should be allotted for consultation and ten minutes for feedback.
7. A discussion on the experience should be held when it is over.

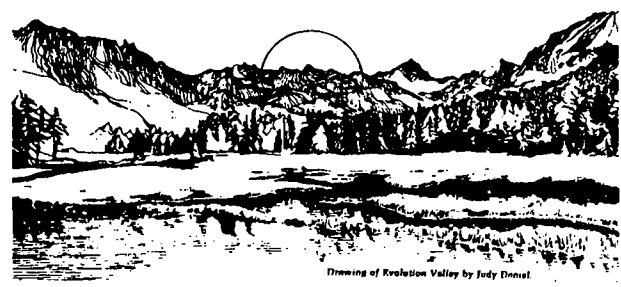
Variations are easily made so that this activity can be used in private, in dyads, or in groups. This would be effective for brainstorming within a group on a particular problem.

### Force-Field Analysis Inventory

#### Part I: Problem Specification

Think about a problem that is significant in your "back-home" situations. Respond to each item as fully as necessary for another participant to understand the problem.

1. I understand the problem specifically to be that...
2. The following people with whom I must deal are involved in the problem:  
  
Their roles in this problem are...  
  
They relate to me in the following manner:
3. I consider these other factors to be relevant to the problem:
4. I would choose the following aspect of the problem to be changed if it were in my power to do so (choose only one aspect):



#### Part II: Problem Analysis

5. If I consider the present status of the problem as a temporary balance of opposing forces, the following would be on my list of forces driving toward change: (Fill in the spaces to the right of the letters. Leave spaces to the left blank.)

|       |    |       |
|-------|----|-------|
| _____ | a. | _____ |
| _____ | b. | _____ |
| _____ | c. | _____ |
| _____ | d. | _____ |
| _____ | e. | _____ |
| _____ | f. | _____ |
| _____ | g. | _____ |
| _____ | h. | _____ |

6. The following would be on my list of forces restricting change:

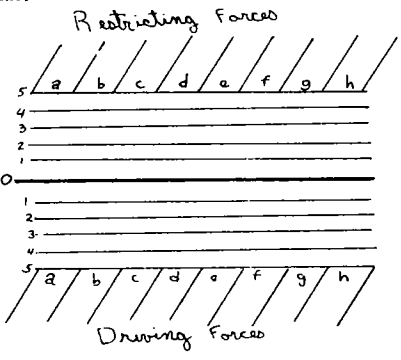
|       |    |       |
|-------|----|-------|
| _____ | a. | _____ |
| _____ | b. | _____ |
| _____ | c. | _____ |
| _____ | d. | _____ |
| _____ | e. | _____ |
| _____ | f. | _____ |
| _____ | g. | _____ |
| _____ | h. | _____ |

7. In the spaces to the left of the letters in item 5, rate the driving forces from 1 to 5.

1. It has almost nothing to do with the drive toward change in the problem.
2. It has relatively little to do with the drive toward change in the problem.
3. It is of moderate importance in the drive toward change in the problem.
4. It is an important factor in the drive toward change in the problem.
5. It is a major factor in the drive toward change in the problem.

8. In the spaces to the left of the letters in item 6, rate the forces restricting change, using the number scale in item 7.

9. In the following chart, diagram the forces driving toward change and restricting change that you rated in items 7 and 8: First write several key words to identify each of the forces driving toward change (a through h), then repeat the process for forces restricting change. Then draw an arrow from the corresponding degree of force to the status quo line. For example, if you considered the first on your list of forces (letter a) in item 5 to be rated a 3, draw your arrow from the 3 line in the "a" column indicating drive up to the status quo line.



#### Part III: Change Strategy

10. Select two or more restricting forces from your diagram and then outline a strategy for reducing their potency.

11. Apply the following goal-setting criteria (the SPIRO model) to your change strategy:
  - S- Specificity: Exactly what are you trying to accomplish?
  - P-Performance: What behavior is implied?
  - I-Involvement: Who is going to do it?
  - R-Realism: Can it be done?
  - O-Observability: Can others see the behavior?

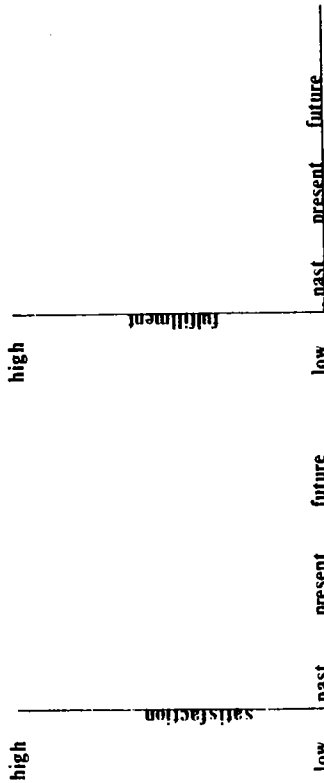
# LIFE PLANNING

The goal of this exercise is to apply concepts of planned change to personal and interpersonal development.

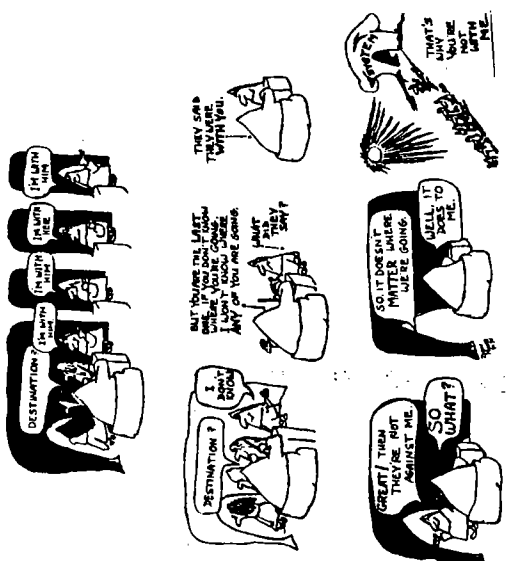
**Suggested time:** Six hours divided into two hour sessions.

**Materials:** Copies of this exercise for everyone and pencils. You will also need a large room.

**Process:** Divide people into groups of three, pass out copies of this exercise. Proceed to go through the program.

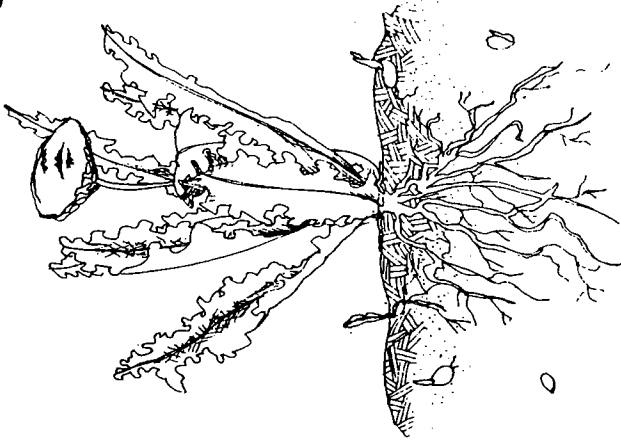


- Part I: Where am I now?**
- Draw a line that depicts the past present and future of your personal relationships (how you get along with family, friends, etc.).
  - Write a brief explanation of your line. When everyone is done, share the information.
    - Draw a line that depicts the past, present, and future of your personal development.
    - Write a brief explanation of the line you have drawn. When everyone is done, share this information.
  - List twenty adjectives which describe you accurately in regard to your personal relationships (family, friends...).
  - List twenty adjectives which describe you accurately in regard to your personal development.
  - Regroup the adjectives you wrote in regard to your relationships with people under the categories of Positive, Negative, and Neutral.
  - Regroup the adjectives you used to describe your personal development under the categories of Positive, Negative, and Neutral.
  - When everyone is done, share these lists with your group.



### Part II. Where do I want to be?

- What is your conception of ideal attainments in your personal relationships? Be as specific as possible in setting these goals. Try to list ten of these. Example: I want to be able to communicate with my parents.
- What is your conception of ideal attainments in your personal development? Be as free as possible selecting these goals. Try to list ten of these. Example: I want to learn to fly an airplane.
- Using the following four-point scale, assign a value to each of the personal relationship goals by writing the appropriate number in front of each goal you listed in item II-1:
  - Of little importance
  - Of moderate importance
  - Of great importance
  - Of very great importance
- Using the preceding scale, assign the appropriate value to each of the personal development goals you listed in item II-2.
- Share and discuss all your priority values with the other members of your group. You may modify your value ratings if you wish.
- Make a combined list of your goals in items II-1 and II-2.
- This should reflect the relative importance of your specific goals.
- When everyone is done, share this information.



### Part III. How do I get to where I want to be?

- From your preceding combined list of goals, select at least three for detailed planning. Establish a program with specific steps and deadlines for reaching these goals.
  - Establish written contracts with the other members of your group for reaching these goals.
  - From your combined list, choose three additional goals and establish a programmed schedule for each.
  - Make plans to establish written contracts with people not in your group for reaching this second set of goals.
- Variations:**
- Several exercises to build trust and openness can be used as a prelude to the life-planning session.
  - Sections of the Life Planning exercise can be deleted or new sections added.
  - The programs can be used one section at a time, in separate meetings, with a scheduled follow-up meeting.

# Joe Doodlebug - Group Problem Solving

### Goals:

- I. To explore the effect of participant's response in a group problem solving activity.
- II. To observe leadership behavior in a problem solving situation.

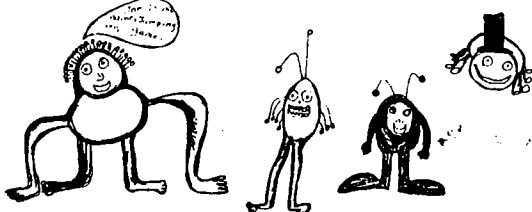
**Group Size:** Unlimited number of groups of six (five members and one observer).

**Time Required:** Approximately forty-five minutes.

**Materials:** Joe Doodlebug rule cards (a set of five per group), Joe Doodlebug briefing sheets, and problem solving observation form.

### Process:

- I. The facilitator distributes Joe Doodlebug briefing sheets to members of each group. Observers are given copies of the problem solving observation form.
- II. After everyone has had time to read the background information the facilitator distributes Joe Doodlebug rule cards. Within each group each member gets a different rule card.
- III. Groups begin solving the problem in accordance with the rules. When there is substantial agreement within a group that the solution has been reached, the process observer gives a report and leads a discussion of how the group organized to accomplish the task.
- IV. The facilitator solicits brief reports of the groups on the process they developed to solve the problem. Then s/he asks for the solution from each group.
- V. Group members are asked to give each other feedback, with the observer's help, on what behaviors each displayed that influenced the group.
- VI. The Solution: At the moment Joe's owner placed the food down, Joe had already jumped once to the east. He therefore has to jump sideways three times more to the east and once sideways back to the west, landing on top of the food.



JOE DOODLEBUG BRIEFING SHEET:

### The Situation:

Joe is a strange sort of imaginary bug that can and cannot do certain things. He has been jumping all over the place getting some exercise when his master places a pile of food three feet directly west of him. As soon as he sees all this food, he stops in his tracks, facing north. He notes that the pile of food is a little larger than he.

After all this exercise Joe is very hungry and wants to get to the food as quickly as he can. He examines the situation and then says, "Crap, I'll have to jump four times to get the food".

### The Problem:

Joe is a smart bug, and he is dead right in his conclusion. Why do you suppose Joe has to take four jumps, no more and no less, to reach the food?

JOE DOODLEBUG RULE CARDS

Each of the following five rules should be typed on a 3"x 5" card. These sets are to be distributed to groups, the cards to be given out randomly within each group of five members

Card 1: Joe can jump in only four different directions: north, south, east, and west. He cannot jump diagonally.

Card 2: Once Joe starts in any direction, he must jump four times in that direction before he can change his direction.

Card 3: Joe can only jump. He cannot crawl, fly or walk.

Card 4: Joe can jump very large distances or very small distances, but not less than one inch per jump.

Card 5: Joe cannot turn around.



# The Portrait Game - Individual Feedback

### Goals:

- I. To allow participants to receive a composite feedback picture from the members of their group as a departure from single source individual feedback.
- II. To provide an opportunity for participants to compare their individual perceptions of how the group is experiencing their behavior with the reality of the group's experience.
- III. To develop skills in giving and receiving constructive feedback.

**Group Size:** No more than nine participants.

**Time Required:** A minimum of twenty minutes per participant.

**Materials:** Sheets of newsprint, markers, and masking tape.

**Setting:** A comfortable, intimate room with a place to display the "portraits" so that everyone can see them.

### Process:

- I. The facilitator explains that group members will have an opportunity to request individual feedback from the entire group. They may choose to have the feedback heavy or light depending upon how comfortable they feel with receiving feedback or the nature of the risk they are willing to take. They need neither to give nor to receive feedback if they do not wish to. S/he also suggests that the participants can wait to make this decision after the experience begins if they wish.
- II. The facilitator chooses a person to write down the feedback, preferably someone who doesn't plan on participating (or s/he may decide to do this her/himself). Should the person decide later that s/he wants to take part, a member who has already had their portrait done can do it.
- III. The facilitator asks a member who is ready to receive feedback to instruct the group to give her/him heavy or light feedback and to leave the room. That person should make notes on what s/he expects to hear from the others.
- IV. The group will concentrate on the person who has just left the room. They should verbalize their feelings when they are ready. Each statement should be written down on the sheet of paper. No one may comment about what is being said, but they may enlarge on previous statements or provide comments in opposition to what has been previously stated. This brainstorming session should last ten or fifteen minutes.
- V. The facilitator brings the person outside the room, back in. S/he reads the ideas that have been stated aloud. S/he may ask for further explanation if wished. S/he may comment on individual statements or the portrait as a whole, sharing her/his predictions.
- VI. The process is repeated until everyone who wishes to participate, does.
- VII. The group should discuss the whole experience; how it feels to receive positive or negative feedback.

### Variation:

Two people may solicit feedback on their relationship.



PROBLEM SOLVING PROCESS OBSERVATION FORM

- (be sure to space this so that the observer can make notes on the sheet)
- How did the group get started?
  - How did they begin to share their resources?
  - What procedures did they develop to solve the problem?
  - How did the group get out all of the information?
  - What data were accepted? Rejected?
  - How was the information collated or compiled?
  - How did the group stay on track?
  - What decision rules emerged?
  - What visual aids were employed?
  - How was consensus achieved and tested?
  - How did the group discuss its own functioning?
  - What climate emerged in the meeting?

