

# FRANKLIN RIVER



# BLOCKADE HANDBOOK

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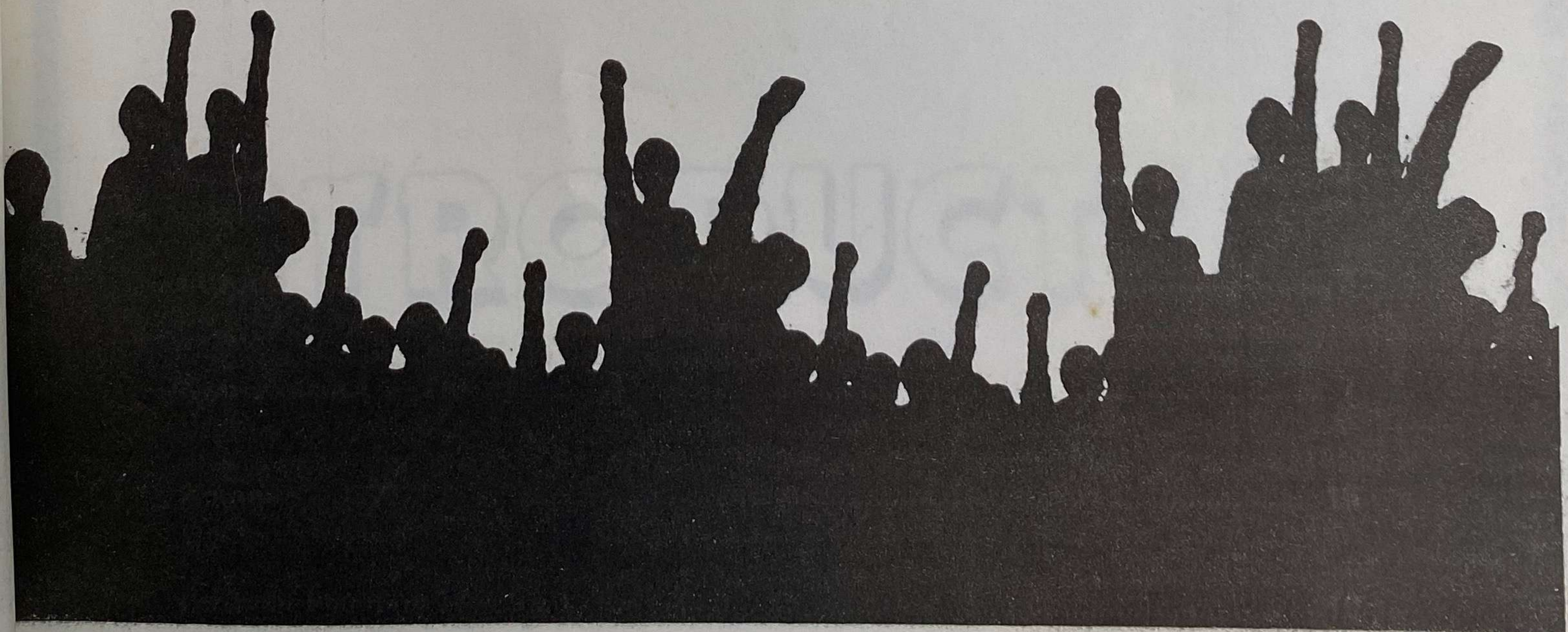
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Resource Manual for a Living Revolution, Coover, et al.

Building Social Change Communities, MNS Training/Action Group

These are available by writing to:

MNS Network Service Collective  
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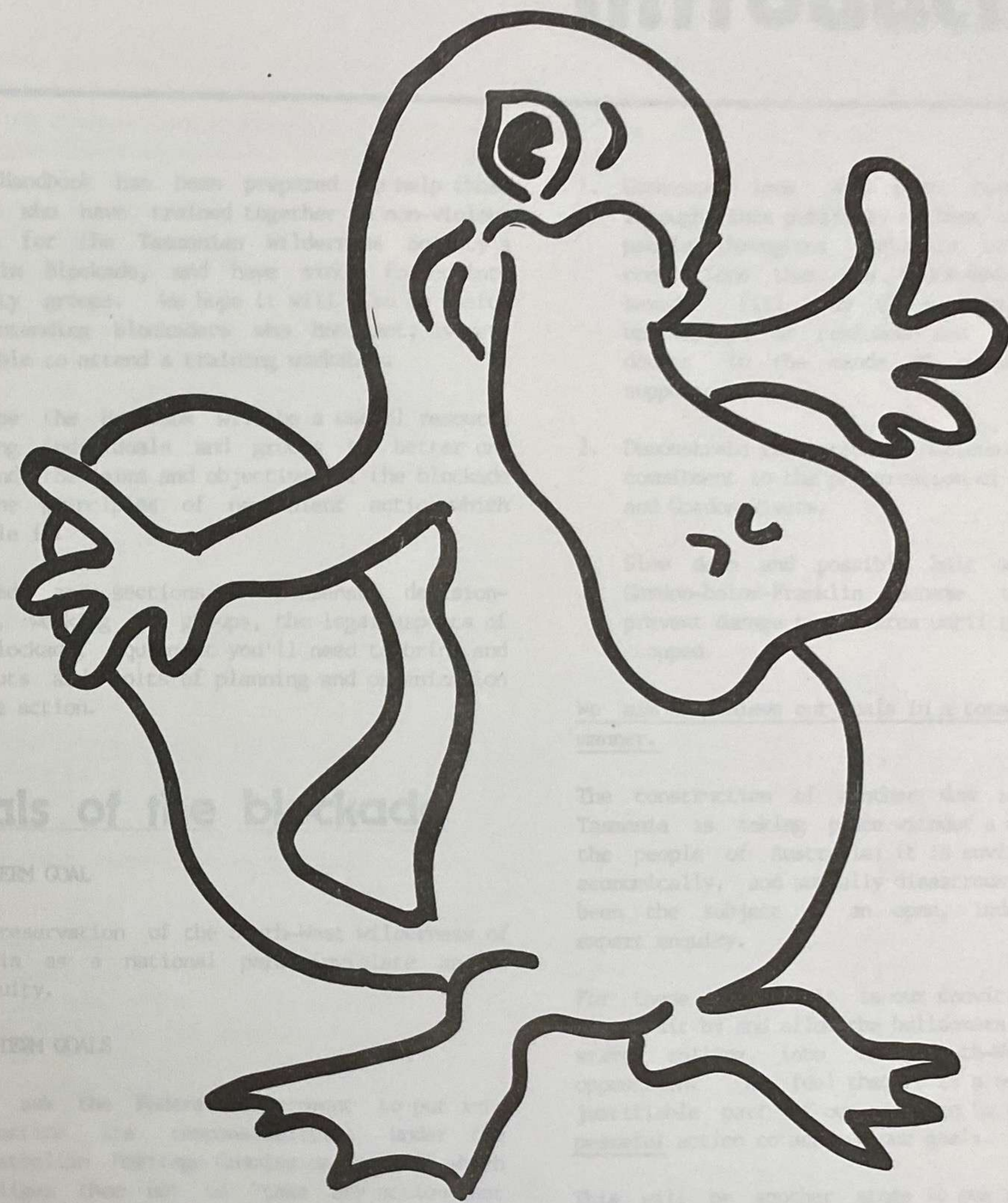
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# INTRODUCTION



# Introduction

This Handbook has been prepared to help those people who have trained together in non-violent action for the Tasmanian Wilderness Society's Franklin Blockade, and have since formed into affinity groups. We hope it will also be useful for intending blockaders who have not, as yet, been able to attend a training workshop.

We hope the Handbook will be a useful resource enabling individuals and groups to better understand the aims and objectives of the blockade and the principles of nonviolent action which underlie it.

Included are sections on consensus decision-making, working in groups, the legal aspects of the blockade, equipment you'll need to bring and the nuts and bolts of planning and organization for the action.

## Goals of the blockade

### LONG-TERM GOAL

The preservation of the South-West wilderness of Tasmania as a national park inviolate and in perpetuity.

### SHORT-TERM GOALS

1. We ask the Federal Government to put into practice its responsibilities under the Australian Heritage Commission Act 1975 which obliges them not to "take any action that adversely affects...a place that is in the register" unless they are satisfied that "no feasible and prudent alternative" exists.
2. To this end we ask that the Federal Government invoke the Environmental Protection (Impact of Proposals) Act 1974 with a full federal enquiry into the future of South-West Tasmania.
3. We ask that the Tasmanian Government declare a moratorium on development within the Franklin and Lower Gordon Wild Rivers National Park (as declared in July 1980) until the enquiry is completed and acted upon.

### MEANS

In conjunction with other avenues of protest and action, the blockade will:

1. Generate long and short term publicity. Through this publicity we hope to (i) inspire people throughout Australia to act on their convictions that the South-West should be saved; (ii) sway those people presently uncommitted or confused and possibly raise doubts in the minds of present pro-dams supporters.
2. Demonstrate the extent of national concern and commitment to the preservation of the Franklin and Gordon Rivers.
3. Slow down and possibly halt work on the Gordon-below-Franklin Scheme in order to prevent damage to the area until the scheme is stopped.

We aim to achieve our goals in a totally peaceful manner.

The construction of another dam in South-West Tasmania is taking place without a mandate from the people of Australia; it is environmentally, economically, and socially disastrous; it has not been the subject of an open, independent and expert enquiry.

For these reasons it is our conviction that we cannot sit by and allow the bulldozers to actually start rolling into the South-West without opposition. We feel that it is a necessary and justifiable part of our campaign to take direct, peaceful action to achieve our goals.

This will be another stage in our campaign - a campaign which may continue for some years to come. It will hopefully be the catalyst which brings about Federal intervention. It is by no means a last-ditch effort to save the South-West, but more a means of preventing initial, but possibly severe, damage to the area. Other areas of protest will continue alongside direct action - including legal moves, political lobbying and media work.

For the benefit of the campaign we ask you to refrain from aggressive behaviour of any kind, including damage to property.

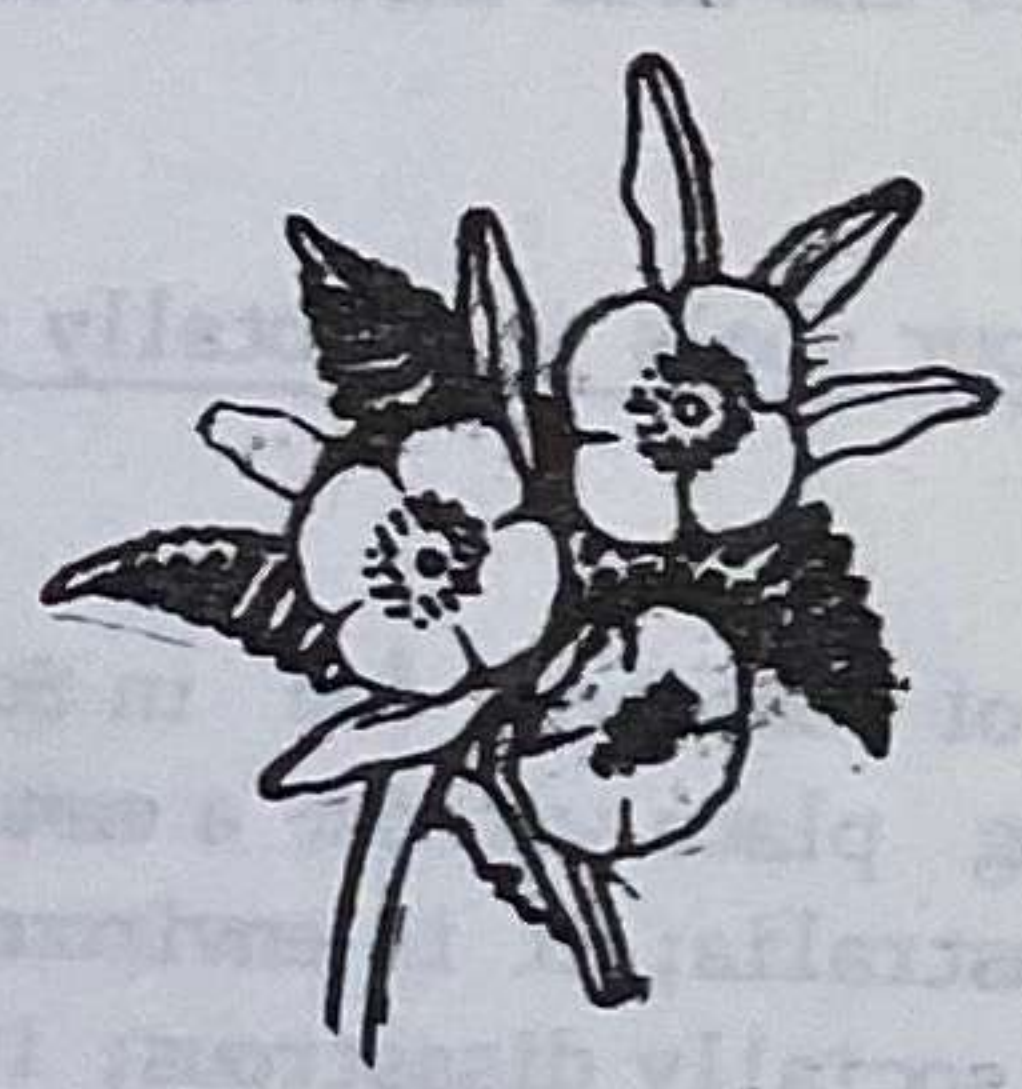
We have, over the years, generated considerable public awareness and support. Our image is one of being reasonable and moderate whilst adopting a determined, no-compromise stance. This has given us credibility and respect in the community. Only



by continuing to influence the public in a positive way, and through the power of public opinion on the behaviour of politicians will we, in the final analysis, save the South-West.

Non-violence does not mean passivity - it is an active, positive and powerful way of making a protest and ensuring that it is heard. We have no argument to pick with the H.E.C. workers, but rather with the political system which allows the H.E.C. to continue to dictate the direction Tasmania takes at the expense of the environment, social needs and, ultimately, democracy.

We urge you to recognise that the H.E.C. workers and the police also have their job to do - that they have every right to hold opinions differing from our own. Note also that the police will be there to maintain law and order which includes protection of ourselves and our property - we need to be on good terms with them.



### Affinity groups

Affinity groups will form the backbone of the blockade. They will be basic decision-making units and will be the source of security and support for demonstrators during the action.

Affinity groups are small groups of 6-10 people who know each other well and between whom there is a feeling of trust and mutual support. In addition group members will have a commonly understood commitment to look out for each other and to come to each other's assistance in times of need.

If you have participated in a non-violent action training workshop then it is likely that you are already a member of an affinity group. However it is unlikely that members of your affinity group will be able to attend the blockade together, so you may need to join with other people to form a new group specifically for the blockade.

People who are not yet members of an affinity group will be given assistance in joining with others to form groups for the blockade.

Affinity Groups will benefit the campaign on a number of levels.

Firstly, the individual. In our affinity groups we become part of a small group of friends whom we can share our concern for the campaign as well as more personal aspects of our lives as seems appropriate.



Secondly, in the affinity group itself mutual support and trust give us confidence to go on with the campaign and provides a creative environment for developing strategies and taking ACTION. It is also a safe situation to be in when faced with hostility or violence.

Thirdly, the TWS Campaign affinity groups provide a network of people throughout Australia who are trained in the principles of non-violent action, and who are well-informed and active. This network of groups also provides a very fast means of spreading information and sharing ideas on the campaign.

Finally, during the Blockade the two important features of our behaviour as a large group are that -

- (i) we must be able to develop new strategies quickly when faced with changing circumstances.
- (ii) WE MUST REMAIN ACTIVE BUT NON-VIOLENT. Should any blockaders react violently, the Government may use that to turn the issue into a law and order campaign and wilderness destruction will be a forgotten issue; far more people are likely to get hurt; we will alienate large numbers of voters on whom the very success of the campaign may depend.

The only way to ensure that both of these happen and that we act creatively but in unison, is to

make decisions by consensus. But this is very difficult to do quickly and in large groups - if we don't know one another, have little practice in this method, and do not trust one another.

Affinity Group maintenance and skill at enlarging the group, or reforming with some other Affinity Group members, is a key method for ensuring that the consensus method can work.

#### TRUST AND AFFIRMATION

It takes time to develop the skills for effective campaigning. Regular meetings of affinity groups will give the opportunities to develop trust to support this purpose.

Faced with the negative attempts at wilderness destruction it is very important to communicate with one another an affirmation of both the positive nature of our joint action and our personal growth.

The government and HEC actions attempt to present as a "fait accompli" a negative reality - their assumed 'right' to destroy wilderness. It is an attempt to wear down resistance and create discouragement or apathy. An effective activist will counter this 'authoritative pessimism' at every turn. We need an on-going positive evaluation of our work, consistently affirming ourselves and each other.

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 their accomplishments will be incapable of organizing effectively for change.

Where group or individual behaviour is not constructive we need to learn to separate the people or person from the unconstructive role and affirm them as people, while challenging and not cooperating with the latter. Affirmation is a real and accurate appreciation of the good which is apparent in each person, just as s/he is and is a powerful tool.

#### SUGGESTED PROGRAMME

To establish an affinity group, people should meet regularly - once a week. It is a good idea if you can share a meal at different group members' houses and follow this with role-plays, theory discussion, games etc. Your group should have a list of items to be 'followed up' from your training workshop. A programme based on these points would be an excellent start.

Try not to structure all your time together. Social gatherings are also important for getting to know each other. But, when you are discussing aspects of the action try to formulate agendas, times, brainstorm etc. It is amazing how a little

structure makes you feel you are getting somewhere.

Members of your affinity group may be involved in other TWS campaign activities or in planning for the blockade. However, time should be spent together just with the affinity group and not as part of a wider planning group.



#### Group activities can include:

- eating together
- bushwalking and camping
- putting up affirmation charts where you meet and adding to them. Charts can be for individuals and one for the group as a whole
- sharing: each person talks about their satisfying accomplishments for the week, what is special about the person on their left/right, concentrating on each individual in turn and saying what is appreciated about that member
- hugs and affectionate gestures
- playing games
- meeting in each other's homes and getting to know more about the personal lives of one another, the people who are dear to other members
- do some work together that requires cooperation with one another, like mailing out TWS material, joining the garden for one of the group members, painting walls etc.

#### MAINTENANCE OF AFFINITY GROUPS

- (a) A coordinator is needed to convene each meeting and prepare a draft agenda. It is best to rotate this role.
- (b) Plan ahead as far as possible the dates for affinity group meetings, like once a week.
- (c) Ensure that the meeting places are comfortable for the group size, where you can hear one another speak. Ensure that all members have transport, baby-sitters or other appropriate arrangements.
- (d) Make sure everyone knows the venue and details for the following meeting before you leave.



(e) Use a facilitator, timekeeper, and a note-taker where appropriate.

(f) Follow agenda items point by point and end on time, or re-negotiate a new time if necessary.

(g) Evaluate good and bad points about the meeting at the end and don't finish until concrete suggestions are made for improving the negative aspects.

(h) Before leaving have an activity that affirms the group's togetherness and marks the closure of the meeting.

CONFLICT

Conflict will be unavoidable in the growth of your affinity group. Some degree of conflict is present in all groups, and its recognition and creative resolution are vital to maintain a strong cohesive group.

A few hints about resolving conflicts:

(a) Don't gloss over conflicts. Your group has made a commitment to stay together, and submerged feelings will stop any real development. Bring things out early; finding out each other's feelings will help develop trust.

(b) Try to let off steam before discussing a conflict. You can do this by seperating, talking to someone close to you, going out and chopping some wood etc. Agree to talk after letting your anger subside.

(c) Try to identify points which people hold in common, and seperate individual points of conflict.

(d) If you need to, call in a neutral third party to help resolve the conflict.

(e) A good way to bring small conflicts to the surface is brainstorming things which are producing frustration and gripes as positive aspects of the group. This gets things discussed without pressure on individuals.

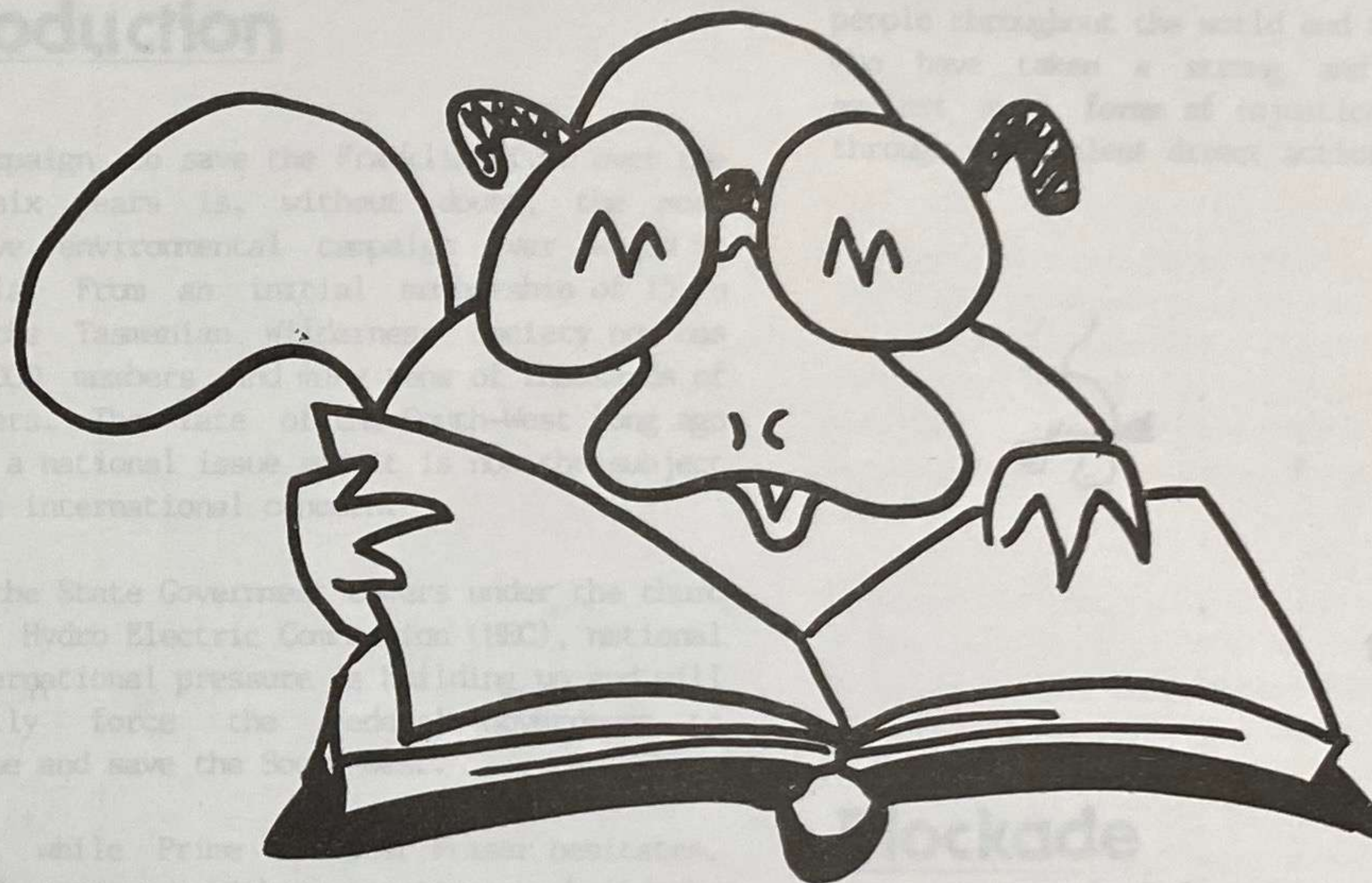
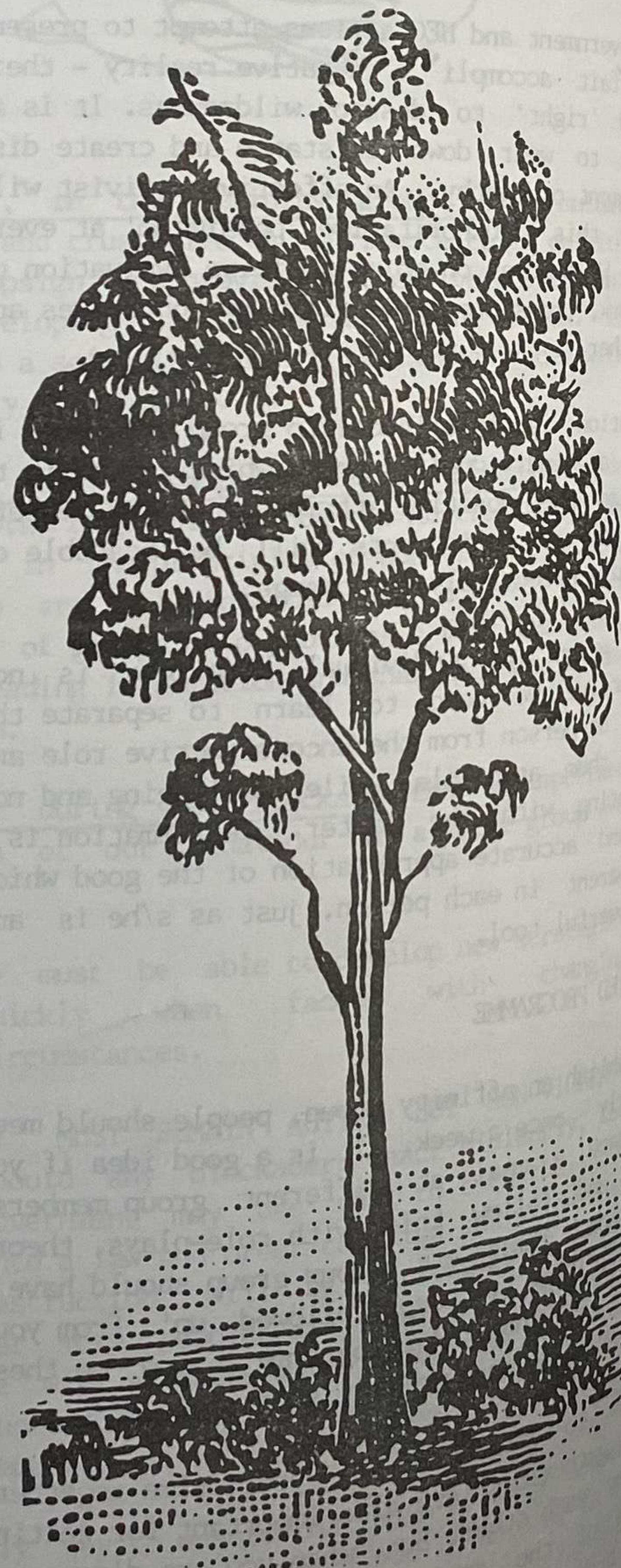
UNDERSTANDING NON-VIOLENT ACTION

This booklet includes some detailed discussion on the theory of Non-Violent Action. It is important to include discussion of this in your affinity group because an understanding of this theory will help you fit various aspects of our campaign into a wider framework.

Being able to do this will mean that our decisions and actions will fit together, they will be easier to explain to others, and being part of an overall strategy, will be better thought out and more likely to succeed.

The basis of Non-Violent theory is that the power structures of society are supported only by the cooperation and consent of individuals. As deep an understanding as possible of this analysis and examples of its working, are necessary to counteract traditional ideas of power as outside ourselves and to feel that our action fits into a wide range of social change activities.

The campaign has gone through many stages, and the Non-Violent theory gives our present action a place in the overall progress through institutional protests to peaceful direct action.



# THEORY- NON-VIOLENCE



# Theory - Non-Violence

The purpose of this section of the Handbook is to place the blockade in its proper perspective; how it relates to the rest of the campaign; what its aims are and what factors will affect its success. It also includes a brief look at the concept of power which underlies non-violent action.

## Introduction

The campaign to save the Franklin River over the past six years is, without doubt, the most effective environmental campaign ever waged in Australia. From an initial membership of 15 in 1976, the Tasmanian Wilderness Society now has over 3000 members and many tens of thousands of supporters. The fate of the South-West long ago became a national issue and it is now the subject of great international concern.

While the State Government cowers under the thumb of the Hydro Electric Commission (HEC), national and international pressure is building up and will eventually force the Federal Government to intervene and save the South-West.

However, while Prime Minister Fraser hesitates, the HEC continues with preparations to build the dam. The result - permanent scarring and irreparable damage to an area of internationally recognized world heritage significance.

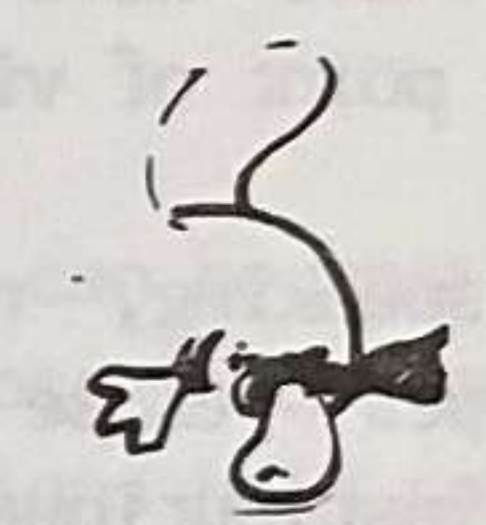
Already thousands of concerned people have fought a long and arduous campaign to save this area. Yet that battle is far from over. The time has come for all those who care to continue to demonstrate their commitment to saving our priceless wilderness heritage. Now, as the bulldozers move relentlessly into the heart of the wilderness we must progress to peaceful direct action.

It appears that to save the South-West constitutes so fundamental a challenge to current government policy and thinking that the normal institutional means open to us are not enough to resolve the issue. So by necessity the conflict moves into the sphere of direct action.

The Franklin blockade follows in a world wide tradition of Non-Violent Direct Action as a means of bringing about change. This tradition is strong in Australia and other parts of the South Pacific, such as New Zealand. Actions such as the obstruction of rainforest logging in the Terania

Creek Basin, the Vietnam Moratorium Movement, the campaign against the NZ Springbok tour, the Women Against Rape, Anzac Day marches and the occupation of Alcoa's Wagerup refinery site in WA by the Campaign to Save Native Forests, are all non-violent actions.

In taking this action we join with millions of people throughout the world and throughout history who have taken a strong and principled stand against many forms of injustice and exploitation through non-violent direct action.



## Blockade & wider campaign

The blockade is only a part of the ongoing campaign to save the Franklin River and the unique South-West wilderness. The activities of the campaign over its six year development have been diverse and exhaustive; from meticulous background research and the production of films and photo-displays, to public meetings and rallies, street stalls and political lobbying.

The range of activities which have been, and will be carried out, can be grouped under a number of commonsense headings which comprise the long-term campaign. These are:

1. Investigations
2. Negotiations
3. Public Education
4. Direct Action
5. Long-term Struggle

This series of stages doesn't just apply to the no-dams campaign, it applies to any environmental or other social change campaign you care to name - from woodchipping or nuclear disarmament to campaigns for full employment or social equality.

THEORY -

NON-VIOLENCE



There are times in any campaign when some stages will need to be tackled before others, for example there's not much point in visiting a politician (negotiations) before we've done our homework (investigations). However by and large, campaign stages overlap or occur simultaneously. For example political lobbying and public education have run in parallel throughout the no-dams campaign.

INVESTIGATIONS in the Franklin River campaign have shown that HEC estimates of future power demand are inordinately high, and that economically, environmentally and in terms of employment further hydro-industrialization is not the best option for Tasmania. When the energy is required, power from energy conservation, wind, and co-generation will be most suitable.

Politically, investigations show that the Federal Government has the responsibility and the power to save the South-West.

NEGOTIATIONS Meetings with politicians from both State and Federal Governments and Opposition parties, the HEC, unions and business organizations have been invaluable as forums to clarify and debate all aspects of the issue. As a consequence all have a greater understanding of the other's point of view.

Generally speaking, negotiations can be divided into two types - those initiated by ourselves, and the more institutionalized forms. Both of these have played an important role.

One of the great strengths of this campaign is the willingness of our members and supporters to take on and initiate lobbying, petitions, letters and deputations to their local member, involvement in marginal electorate campaigns and so on.

The more institutionalized forms of negotiations - such as the Senate Standing Inquiry - have been very important both in fact-finding and in indicating to politicians the level of support for the campaign through the huge numbers of submissions received.

PUBLIC EDUCATION must surely be one of the great achievements of the no-dams campaign. A spectacular array of educational materials have been produced, posters, stickers, badges, discussion papers, books, calendars, pamphlets, displays, street theatre, films, slide shows..... the list is endless. What Australian hasn't heard of the Franklin River, hasn't seen its beauty? Public education also made people aware of the threats to the South-West, of the alternatives and, most importantly, that Mr Fraser can save the South-West if he chooses.

The importance of this stage of the campaign is that ultimately the power to stop the dam lies with ordinary people - you and I. Politicians can only go on making bad decisions whilst we sit back

and let them. So one of the central aims of any campaign must be to get out and tell people what's going on and let them know they can help.

DIRECT ACTION can be separated into two distinct phases: the preparation for action and the action itself. This Handbook is part of the preparation phase, as is the logistical planning which has been underway for some time. This has been very comprehensive and includes transport, communications, equipment, legal aspects, first aid, and so on.

Non-violence training is also part of the preparation phase. In this we seek to ensure that people are equipped for the pressures and risks they'll face as demonstrators; that the goals and aims of the blockade are clearly understood; that intending blockaders' expectations are realistic and that everyone is proficient in the techniques which will enable us to act as a cohesive group.

The second phase of direct action is the action itself. It is critical that we understand that the blockade is simply another tactic. Its importance in relation to the rest of the campaign, and its potential impact must not be overrated.

The blockade of itself will not stop the dam. Direct action usually does little more than 'force the government's hand' through publicity favourable to the demonstrators. The Terania Creek demonstration is a case in point. After negotiations and normal methods of public education failed to get an inquiry into rainforest logging, the demonstration took the issue Australia wide and eventually forced the Wran government to concede to the demonstrators' demands.

What we seek to do through obstructing HEC destruction is to show all Australians what the dam will do to our heritage. Our actions will draw people into the campaign and, we hope, inspire presently inactive no-dams supporters to act on their convictions: e.g. to write to or visit their member of parliament, join the TWS or blockade.

The blockade may crystalize the issue for people previously confused, uncertain or apathetic and it may even cause passive pro-dams supporters to think again.

As Martin Luther King put it non-violent action "seeks to dramatize the issue so that it can no longer be ignored."

LONG-TERM STRUGGLE Engaging in non-violent action is no guarantee of success; the coming blockade may not bring resolution to the no-dams campaign. The HEC's programme may be too firmly entrenched in Tasmania's thinking to be shaken in 6 short years. Thus we must be prepared for the struggle to continue for some time to come. All

the campaign stages may have to be repeated and escalated using new and imaginative tactics.

A successful campaign will be inspiring and empowering to all those who've worked so hard and it will be a great victory to all Australians. It will show that ordinary people can bring about change if we simply take power into our own hands. It will make it so much easier to move on and tackle other threats to the South-West wilderness - the mining, the logging and other dams! Our victory will have profound implications. It will stimulate and inspire social change movements throughout the world.



Clearly, without the agreement and co-operation of the community at large and the people who make up the state apparatus, the government is powerless. For example, imagine how the Tasmanian Government /HEC would manage without the co-operation of engineers and draftspeople to design the dam, secretaries to run their offices, police to control demonstrators etc. The dam wouldn't be built!

While we don't expect to stop the dam from being built in this way, this somewhat far-fetched example does demonstrate the fragile nature of power assumed by governments.

The concept of power outlined above is central to non-violent action and points the way forward to a clear means by which we can all have control over our own lives and take actions (such as saving the South-West) which improve society.

Pro-dams politicians derive their power - the power which would enable the dam to be built - not only from the state apparatus they control, but most importantly from the support they have in their own parties and from the community in general. Thus our aim must be to undercut that support, i.e. undercut the power they have to build the dam.

Thus, goals of the blockade can be most clearly understood by keeping uppermost in our minds the question - "How will our actions help to further undermine the dwindling support which pro-dams politicians have?"

## What is NVA?

With the recognition that power lies with people, such power can be exercised to bring about social change using any, or a combination of three broad categories: (1) protest and persuasion (2) non co-operation (3) non-violent intervention.

Protest and persuasion includes such activities as street marches, rallies, speech making, picketing, petitions, vigils and street theatre. The methods of protest and persuasion usually aim to persuade on-lookers and third parties or perhaps the opponent; or aim to simply express dissent or disapproval through largely symbolic means.

When carried out under conditions of government tolerance these methods can be comparatively insignificant. However, when the views expressed are unpopular or controversial or when the action itself goes against government policy, even the mildest

## Empowerment

The conventional view of social and political power is that it is something that some people have and that others do not have: that power resides with the Government, authority, in the ownership of wealth, the Police Force and soldiers, and institutions such as the Hydro Electric Commission (HEC).

By contrast the assumption underlying non-violent action is that the power of any government depends on the goodwill, consent and co-operation of the people governed.

In order to wield power governments must be able to direct the behaviour of other people, draw on a large pool of people and material resources, control some means of coercing dissenters (police force/army) and direct a bureaucracy which administers its policies.



action may have quite a powerful impact. Street marches in Queensland are a case in point.

Non co-operation is the second and largest category of non-violent actions. It includes strikes, boycotts, draft resistance, civil disobedience, hunger strikes, refusal to pay taxes and withholding rent.

In this kind of action the demonstrators act by withdrawing or withholding social, economic or political co-operation. Voting 'no dams' in the Tasmanian referendum in 1981 is an example of political non co-operation.

Non-violent intervention. The demonstrating group attempts to interfere with the normal workings of a social institution through their disruptive presence. This includes sit-ins, occupations, obstructions of 'business as usual' in offices, in the street and elsewhere. It also includes the creation of new social institutions which compete with the old order for sovereignty.

Non-violent intervention tends to pose a more direct immediate challenge than other methods and often brings a quicker success or sharper repression.

All three methods will be used during the Franklin blockade. People unable to be on-site may be involved in protests - vigils, rallies etc in support of the blockade.

The blockade itself will involve non-violent intervention as we will use our physical presence to slow down road works and dam building. It will also involve non co-operation through civil disobedience, e.g. the refusal to recognize trespass laws which exclude us from HEC controlled land.

## How NVA works

The various methods of non-violent action operate by producing power changes in two different ways. Firstly, by enabling demonstrators to seek and gain support from a wider group than is actually involved in the demonstration. Pressure on Federal politicians to adopt a no-dams position will be increased as thousands of people throughout Australia are inspired to take action, for perhaps the first time, to save the Franklin.

An 'Age Poll' conducted early in October ('The Age' 4/10/82) showed that Australia-wide 39% of people are opposed to flooding the Franklin, 37% are unsure and only 24% are in favour of the dam.

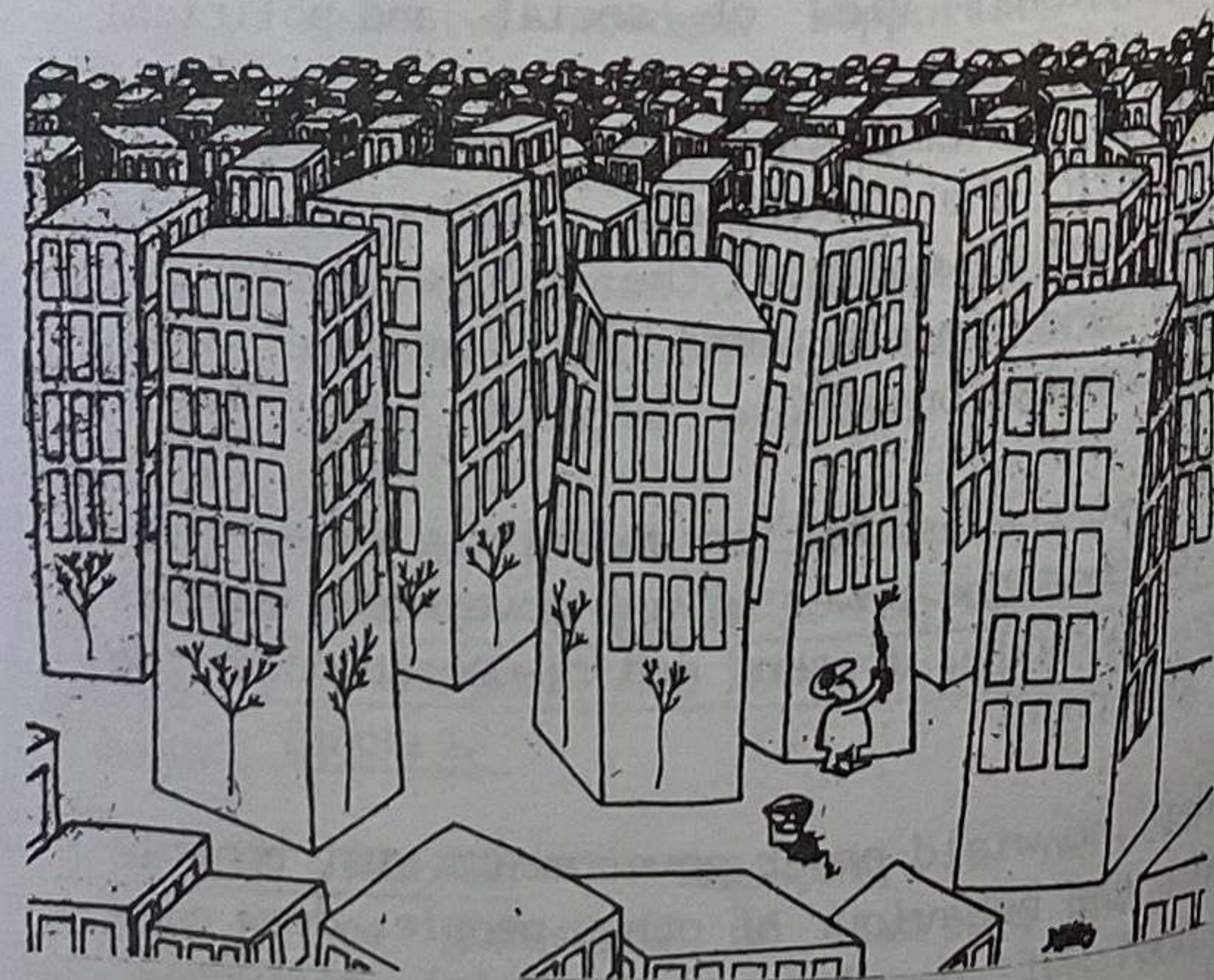
The best we can hope to achieve with those who support the dam, is that they'll think again and perhaps withdraw their active support from pro-dams politicians. The other two groups will be the focus of our efforts: no-dams supporters may be drawn into the campaign, boosting TWS membership, finances and even person-power; most importantly those who are unsure may be persuaded. This will be a critical mechanism in bolstering the support available to no-dams politicians, thus creating the necessary power shifts.

Secondly, the nature of non-violent action makes it possible for us to win support from within the opponent's camp. Members of the Liberal Party and of the Police Force are two such groups. (This point is examined in more detail later - see 'Conversion'.)

Maintenance of the non-violent approach is a prerequisite for these advantageous power changes. This is perhaps best illustrated through the negative effects that violence would have.

Violence towards the police, HEC workers or damage to property would give the State Government the way forward to using violence towards us. The issue would rapidly become one of 'law and order', the dam and the wilderness being lost in the confusion, in which case the publicity generated would not be the sort which will inspire people to take action to save the river.

In addition, the use of violence is threatening and alienating to our supporters and potential supporters: so many of the 37% who are uncertain and may come on-side, won't, because they value peaceful means of change. If we lose our present active supporters, we lose the financial support, the personnel and the political pressure we depend on. In short we lose our power.



## How NVA succeeds

Non-violent action may attain its goals in three main ways: - conversion,  
- accommodation,  
- non-violent coercion.

Conversion means that the opponent has a change of heart or mind and comes to agree with and work towards the actionists' goal. At the top of the social structure this is fairly unlikely but you sometimes get dissident government officials or scientists who do change their position, either openly or covertly. People like this have come forward in Australia, or their leaked documents have been of great service in exposing 'iniquity in high places'.

At the other extreme is non-violent coercion, where the actionists have it directly in their power to frustrate the opponent's will. The green bans are a classic example of that. Most commonly the outcome is determined by an intermediate process. Accommodation means the opponents give in, partly or completely, not because they have changed their minds, and not because they are completely powerless, but because it seems a lesser evil than any other alternative.

Advocates of non-violent action have differed in their attitude to these mechanisms. Exponents of a non-violence derived from religious conviction who emphasize conversion frequently see non-violent coercion as closer to violence than to their own beliefs. Exponents of non-violent coercion often deny the possibility of conversion and see that approach as alien to their efforts. There are also middle positions.

The choice of one of these mechanisms will affect the strategy, tactics and methods used. It is important for activists to be clear which of these mechanisms they have chosen, although some elements of the other two may also play a role in a campaign.

### CONVERSION

The aim of non-violent action which uses the mechanism of conversion is not simply to free the subordinate group, but also to free the opponent, who is thought to be imprisoned by her/his own system and policies. In line with this attitude, while maintaining their internal solidarity and pursuing the struggle, non-violent actionists emphasize that they intend no personal hostility towards members of the opponent group.

Conversion efforts are often aimed at some specific sub-group(s) of the opponent. Mr Gray and other members of the Tasmanian Government are unlikely to be converted by our actions. However,

other members of the Liberal Party, particularly on the mainland, are likely to be influenced favourably by our actions.

Already throughout the campaign prominent members of the major political parties have taken a strong no-dams position. For example, Senator Missen (Liberal, Vic) and Honourable Stewart West (Labour, NSW, Shadow Minister for Home Affairs and Environment) have taken public platforms alongside conservationists, pledging their support for the wilderness.

However, at this stage neither the Liberal nor the Labour Party have been willing to commit themselves, in Parliament, to using the powers which the Federal Government has to intervene and save the South-West (despite the fact that the Labour Party has a strong no-dams policy').

Within each Party, loss of support for the pro-dam view and increasing support for saving the South-West will make it more and more difficult for the present Federal Government to continue arguing that this is a State issue.

In addition there are numerous historical examples of conversion of members of the army or police force so that the government's means of forcing its will on demonstrators has been greatly reduced.

For example, in the resistance to the right-wing Kapp regime in Germany in 1920, striking workers carried on an open discussion with the troops serving Kapp, who, it soon turned out, could no longer rely on his own soldiers.

We must remember that, just as in any other group in the community, amongst the police we encounter on the blockade some will be pro-dams, others confused or uncertain and some may even support our actions. It is their job to apprehend us if necessary, but we have no quarrel with them.

### Some factors influencing conversion

The factors influencing the operation of the conversion mechanism in non-violent action may be roughly divided into external factors and internal factors - external factors being those inherent in the conflict situation and outside the direct control of the non-violent group. Internal factors are those under the direct control of the non-violent group and involving either its internal condition or the actions it may take in efforts to persuade the opponent.

#### EXTERNAL FACTORS

(a) The degree of conflict of interest. If the opponent has strong vested interests in the issue at stake, the non-violent actionists can expect that it will be more difficult to convert her/him to their point of view than



if the issue at stake is of relatively little importance to the opponent.

- (b) **Social distance.** At one extreme, if members of the non-violent group are not even regarded as human beings, the chances of conversion being effected are nil.
- (c) **Personality of the opponents.** Some opponents will be more readily susceptible to conversion by non-violent self-suffering than others.
- (d) **Shared beliefs and norms.** If the opponent and the actionists share beliefs and norms of behaviour there is more likelihood of conversion. If the opponent is committed to belief in the right or duty of domination, there will be 'formidable barriers' to the conversion of the opponent.
- (e) **The role of third parties.** Whether or not the opponent group cares about praise or condemnation from third parties, and whether and how those groups respond to repression of the non-violent actionists, will frequently be an important factor in influencing conversion.

**INTERNAL FACTORS** According to Gandhian thinking there are at least eight factors influencing conversion which are under the control to the non-violent group.

- (a) **Refraining from violence and hostility.** If the non-violent group wants to convert the opponent, it emphasizes the importance of abstention from physical violence and also from expressions of hostility towards the opponent.
- (b) **Attempting to gain the opponents trust.** Trust of the non-violent actionists may significantly increase the chances of conversion. This trust may be cultivated through truthfulness (statements to the opponent and public should be as accurate as possible) and openness concerning intentions.
- (c) **Refraining from humiliating the opponent.** A person is much more likely to 'come around' to our point of view if they don't feel they'll lose face in doing so.
- (d) **Making visible sacrifices for the cause.** Gandhi argued that self-suffering can have a great impact on the opponent's conversion. In our case, our willingness to give up our holidays, homes and comforts, and to risk arrest and possible injury to stop the dam, may be enough to make some people think again.

- (e) **Carrying out constructive work and developing viable alternatives.** Many people will stick to a pro-dam position whilst they believe there are no alternatives, but may come around when these are pointed out.
- (f) **Maintaining personal contact with the opponent.**
- (g) **Developing empathy, goodwill and patience toward the opponent.** Conversion will be helped if the actionists can achieve a high degree of empathy with respect to motives, effects, expectations, and attitudes of the members of the rival group. With such empathy, the non-violent actionists may be more able to anticipate the opponent's moves and reactions, and will also have a more sympathetic understanding of her/his outlook, feelings and problems, while disagreeing with her/him on policy.

#### ACCOMODATION

Accommodation as a mechanism of non-violent action falls into an intermediary position between conversion and non-violent coercion. This may be the most common mechanism of the three in successful non-violent campaigns. In the mechanism of accommodation, the opponent resolves to grant the demands of the non-violent actionists without having her/his mind changed about the issues involved. The main reason for this willingness to yield is the changed social situation produced by the non-violent action. Accommodation has this in common with non-violent coercion. It differs from non-violent coercion in that the choice to partially or fully meet the actionists' demands is made while the opponent still has the power to continue resisting. There are a variety of reasons why the opponent may give in to the actionists' demands.

The factors influencing accommodation may be summarized as the degree of conflict of interest, all factors influencing the conversion mechanism, actual and potential support for the non-violent actionists and their cause in the opponent's group and among third parties, the degree of effectiveness of the opponent's repression and other counter measures, economic losses produced by the conflict, the estimated present and future strength of the non-violent actionists and the estimated chances of victory and defeat and their consequences.

#### NON-VIOLENT COERCION

Failure of both conversion and accommodation does not always mean victory for the opponent. The

demands of the non-violent group may also be achieved against the will of the opponent; that is he/she may be non-violently coerced. This type of non-violent change has often been neglected in favour of the other two mechanisms. This neglect of the mechanism of non-violent coercion has often left the field clear for advocates of violence.

Non-violent coercion may take place at or in any of the following three ways:

- (1) the defiance may become too widespread and massive to be controlled by the opponent's repression;
- (2) the non co-operation and defiance may make it impossible for the social, economic and political system to operate unless the actionists' demands are achieved;
- (3) even the opponent's ability to apply repression may be undermined and may at times dissolve.

The 1920 Kapp Putsch against the Weimar Republic is a clear case of this mechanism. The general strike and political non co-operation made it impossible for the usurpers to govern, despite their successful occupation of Berlin. They were unable to win the assistance of those persons and groups whose help was essential. Without that assistance and the submission of the people, the Kappists remained an impotent group, pretending to govern a country whose loyalty and support were reserved for the legal government. The Putsch therefore simply collapsed.

It is the capacity of the non-violent technique to cut off the sources of an opponent's political power which gives it the power of coercion. Political power emerges from the interaction of all, or several, of the following sources of power, (each of which derive from the co-operation, support and obedience of the subjects): authority, 'human resources', skills and knowledge, intangible factors, material resources and sanctions.

#### Some factors influencing non-violent coercion:

Non-violent coercion is more likely when the numbers of non-violent actionists are very large, both numerically and in proportion to the general population. It is then possible for the defiance to be too massive for the opponent to control; paralysis by non co-operation is more likely.

The degree of the opponent's dependence on the non-violent actionists for the sources of her/his power is also important. The greater the dependence, the greater the chances of non-violent coercion.

The ability of the non-violent group to apply the technique of non-violent action will be very important. This will include the capacity to choose strategy, tactics and methods, the times and places for action, and ability to act in accordance with the dynamics and requirements of this non-violent technique. Ability to apply non-violent action skillfully will help to overcome the weaknesses of the non-violent group, to capitalize on the opponent's weaknesses and to struggle against the opponent's counter-measures.

Other factors influencing non-violent coercion include the ability of the actionists to maintain defiance and non co-operation; the sympathy of third parties for the non-violent group; the means of control and repression which the opponent can use and the actionists' response to them.

#### THE MEANING OF DEFEAT

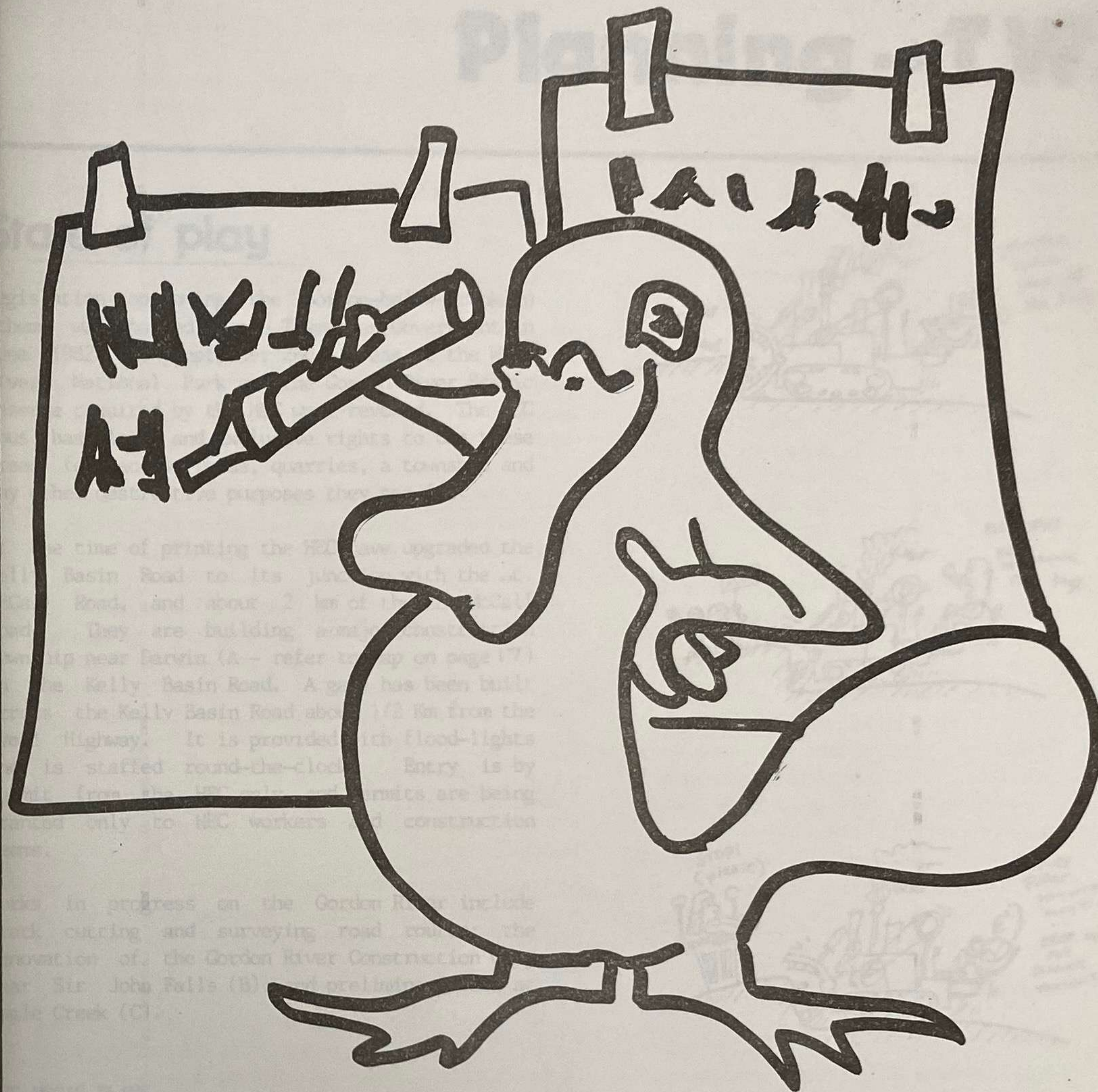
The simple choice of non-violent action as the technique of struggle in the no-dams campaign does not and cannot guarantee victory, especially on a short-term basis.

Even if the blockade doesn't in itself stop the dam, that will not mean the end of the campaign. If we increase our spirit of resistance, expand the organizational strength of the TWS, improve our skill at applying the non-violent technique and gain sympathy and supporters who may be useful in the future, then even a tactical defeat may become a prelude to success!

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# PLANNING - TWS



# Planning - TWS

## State of play

Legislation approving the Gordon-below-Franklin scheme was passed by the Tasmanian Government in June 1982. On September 2nd, areas of the Wild Rivers National Park and the Gordon River Scenic Reserve required by the HEC were revoked. The HEC thus has legal and exclusive rights to use these areas for access roads, quarries, a township and any other destructive purposes they see fit.

At the time of printing the HEC have upgraded the Kelly Basin Road to its junction with the Mt. McCall Road, and about 2 km of the Mt. McCall Road. They are building a major construction township near Darwin (A - refer to map on page 17) on the Kelly Basin Road. A gate has been built across the Kelly Basin Road about 1/2 Km from the Lyell Highway. It is provided with flood-lights and is staffed round-the-clock. Entry is by permit from the HEC only, and permits are being granted only to HEC workers and construction teams.

Works in progress on the Gordon River include track cutting and surveying road routes; the renovation of the Gordon River Construction Camp near Sir John Falls (B); and preliminary work at Eagle Creek (C).

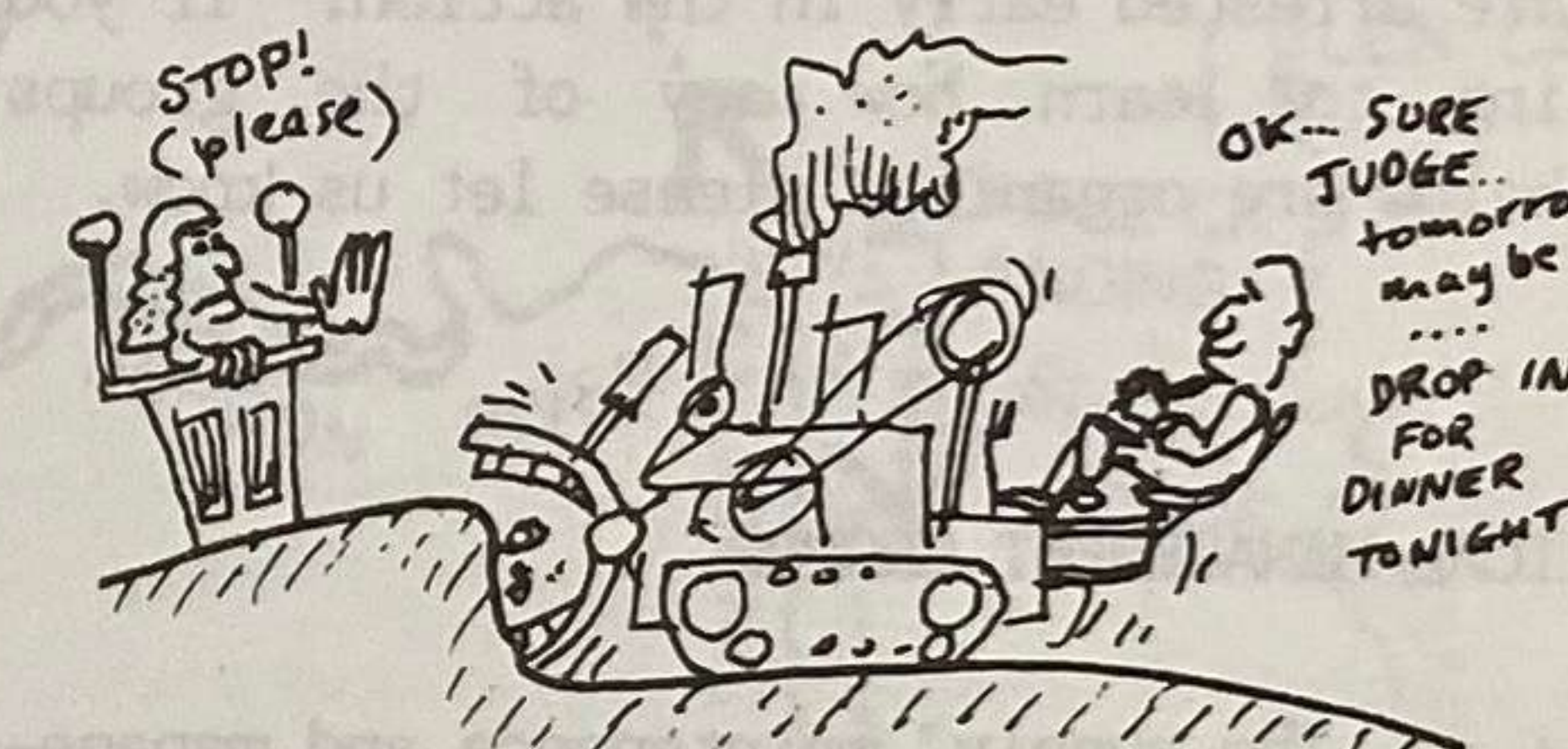
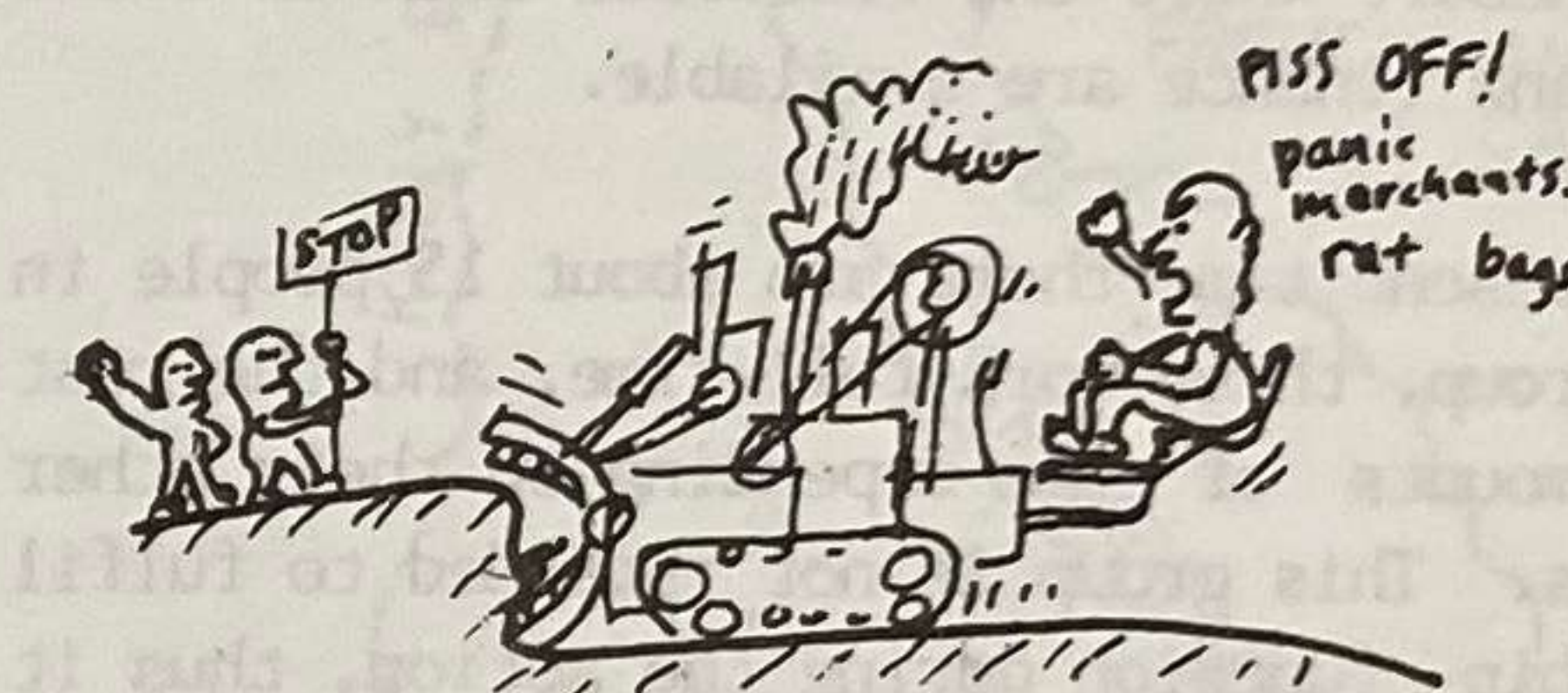
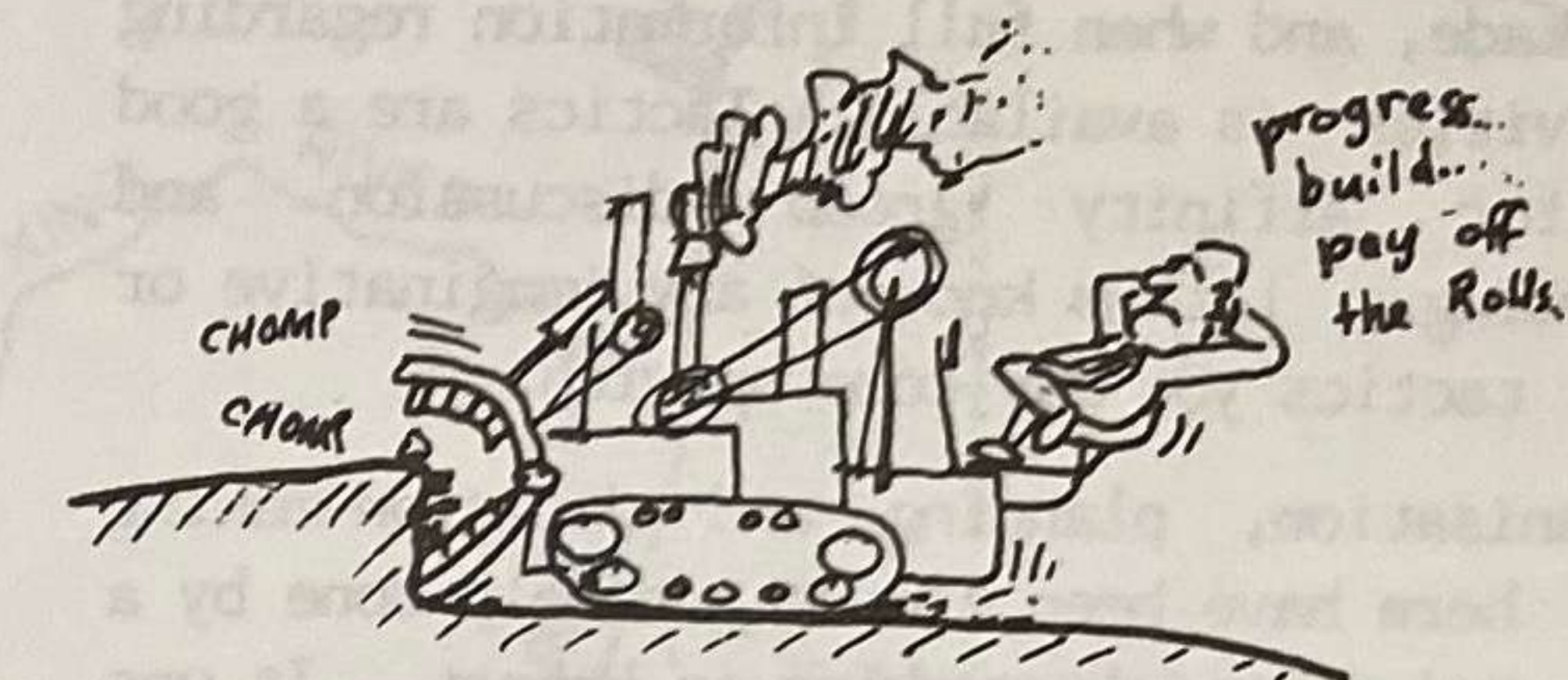
### THE HEC'S PLANS

The HEC plan to build a new road from the Kelly Basin Road south through virgin rainforest to Eagle Creek and thence along the banks of the Gordon River to the damsite (D). This route is subject to a cost/benefit analysis to be considered by the Tasmanian Upper House in December, in comparison with another possible road route from the Kelly Basin Road and east of the Elliot Range. It is highly unlikely that permission for the HEC to take their preferred route along the banks of the Gordon will be refused.

If the road is to be built along the Gordon River the HEC will start work in two possible areas, Eagle Creek and/or Butler Rivulet (E), with access by barge from Strahan (carrying heavy equipment) and by helicopter.

### POSSIBLE SITES FOR ACTION

From this brief review of HEC actions, there are a



number of possible sites of action for the blockade.

1. Kelly Basin Road (a) blocking the upgraded road probably within 10 km of the Lyell Highway.
  - (b) blockading at the point where the new road is being pushed off the Kelly Basin Road.
2. Strahan
  - (a) when heavy machinery arrives or is loaded onto barges.
3. Gordon River
  - (a) preventing the landing of equipment and bulldozers at Eagle Creek and blocking ensuing roadworks.
  - (b) At Butler Rivulet which may also be an access point for roadworks.



TACTICS

Considerable energy has gone into looking at the advantages and disadvantages of staging our blockade at these locations. Final decisions concerning our location(s) and the tactics we will use will have to be made by those taking part in the blockade, and when full information regarding HEC activities is available. Tactics are a good topic for affinity group discussion and brainstorming. Let us know of any imaginative or different tactics you may come up with.

The organisation, planning and decision-making outlined here have been almost entirely done by a 'core group' of people working in Hobart. It was necessary to have a central organisation for efficiency's sake and it was practical to organise this from Hobart where the resources both in terms of people and finance are available.

At the present time there are about 15 people in the core group, three work full-time, and the rest varying amounts of time depending on their other commitments. This group is not intended to fulfil a leadership function during the action, thus it is essential that their knowledge and skills be passed-on to other participants as soon as practically possible. This will avoid the possibility of co-ordination failing if core group members are arrested early in the action. If you are willing to learn how any of the groups outlined below are organised please let us know.

1. PRACTICAL MANAGEMENT GROUPS

**Equipment:** The supply, maintenance and management of communal, safety and strategy equipment. This is a basic minimum of equipment including items such as large tents, cooking gear, fire extinguishers, loud-hailers, maps, binoculars etc.

**Supply:** The overseeing and re-stocking of consumable items such as kerosene, batteries, disinfectant. Also a supply of food for use as back-up and in emergency. Note that participants will have to bring their own supply of food for a period of about two weeks.

**Medical:** Supplies and re-stocking of medical items and equipment. Comprehensive first aid kits have been prepared. This task area includes the rostering of medical personnel.

**Transport:** Organisation and maintenance of transport. Includes transport of personnel equipment and supplies to the site, and between-site transport such as runabouts.

**Communication:** The establishment, maintenance and operation of radio communications between all sites and base-camp. Includes communication by

telephone to Hobart and other Tasmanian Centres.

**Camp Maintenance and Safety:** Organisation of on-site job rosters, repair of equipment, safety rosters and safety guide-lines.

**Journal:** Records of all actions will be kept on cine-film, video, still photographs and in writing. A documentary film will be made of the entire blockade on 16 mm cine film.

**Legal:** Qualified legal personnel will be available to represent participants at bail hearings and court cases. While this cannot be guaranteed, it is expected that qualified legal people will be available on-site to offer advice.

**Entertainment:** Organisation of all types of entertainment including collation and writing of songs about the issue and the blockade.

**Publicity and Fund Raising:** Preparation and distribution of material aimed at raising interest in the blockade, informing the general public of the aims and rationale of the action, and raising funds to pay fines and assist in funding the blockade.

**Printed Material:** Preparation and distribution of written material for those taking part in the blockade.

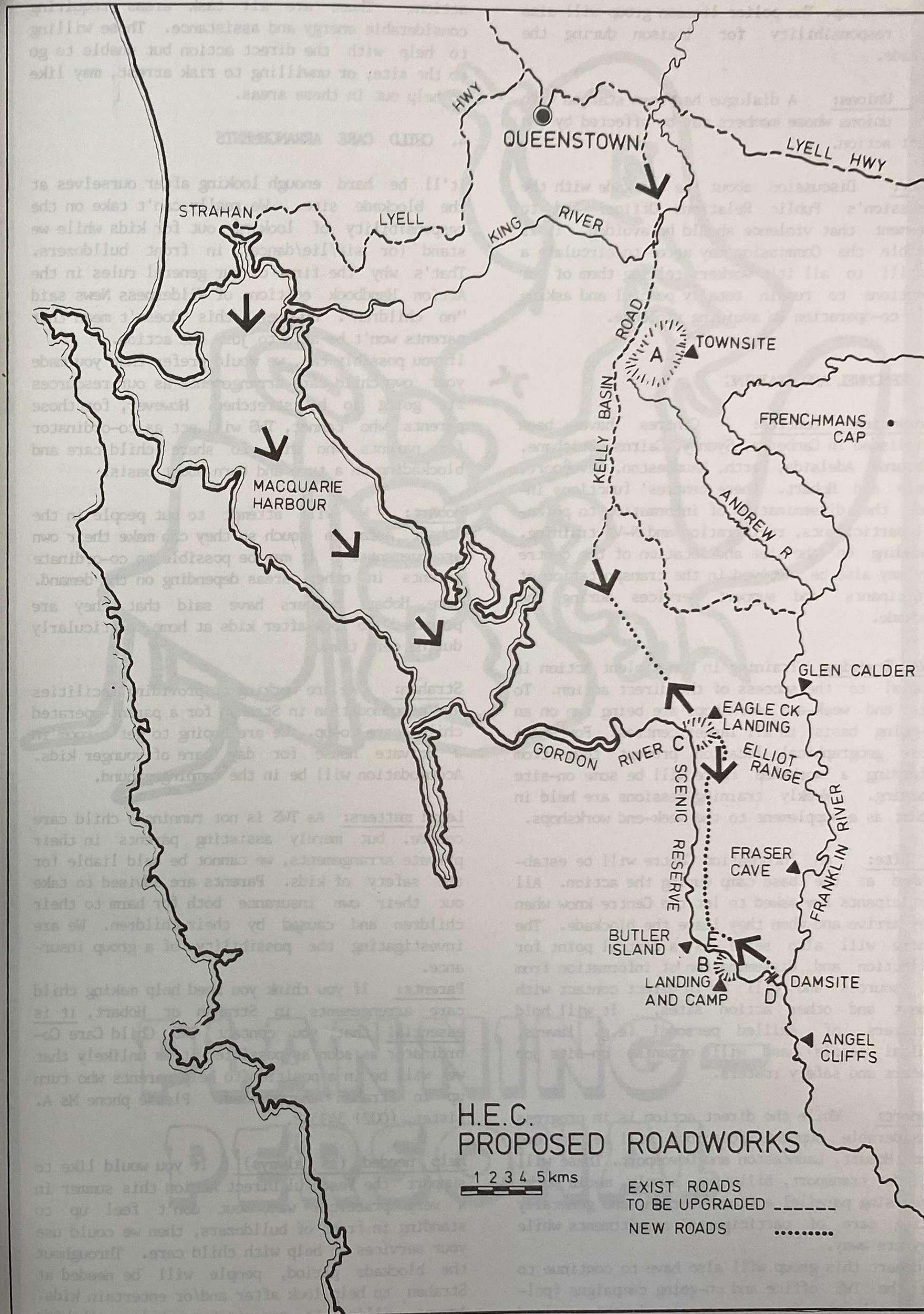
**Reconnaissance:** Checking-out likely sites for the action and camp-sites. Keeping a watch on the activities of the HEC by regular flights over the area.

**Child Care:** This is not an 'official' Wilderness Society group since a policy of excluding people under sixteen years of age at action sites has been made. However, children may be in Strahan, and a group of people are organising child-care facilities so that parents can be free to help with the blockade. (See below)

2. LIAISON GROUPS

**Media:** Contact has been made with all Tasmanian and mainland media, considerable interest has been shown, both in the activities leading up to the blockade, and in the blockade itself. This group will also be responsible for people delegated to speak to the media during the action.

**Police:** Contact has been made with the Assistant Commissioner responsible for the West Coast of Tasmania. These discussions have been fruitful with an agreement that the direct action should remain peaceful. Liaison with the Assistant Commissioner will continue throughout the blockade. Two inspectors of police have attended a training meeting in Hobart at the invitation of





the core group. The police liaison group will also take responsibility for liaison during the blockade.

**Trade Unions:** A dialogue has been started with those unions whose members may be affected by the direct action.

**H.E.C.:** Discussion about the blockade with the Commission's Public Relations Officer led to agreement that violence should be avoided. It is possible the Commission may agree to circulate a handbill to all it's workers telling them of our intentions to remain totally peaceful and asking their co-operation in avoiding violence.

### 3. PERSONNEL AND TRAINING

**Information Centres:** Centres have been established in Canberra, Sydney, Cairns, Brisbane, Melbourne, Adelaide, Perth, Launceston, Devonport, Burnie and Hobart. These centres' functions include the dissemination of information to potential participants, registration and N-VA training. Depending on the size and location of the centre they may also be involved in the transportation of participants and support services during the blockade.

**N-VA Training:** Training in Non-Violent Action is crucial to the success of the direct action. To this end week-end workshops are being run on an on-going basis in all larger centres. For those whose geographical location prevent them from attending a workshop there will be some on-site training. Weekly training sessions are held in Hobart as a supplement to the week-end workshops.

**On Site:** An Information Centre will be established at the base camp during the action. All participants are asked to let the Centre know when they arrive and when they leave the blockade. The Centre will also serve as a central point for collection and dissemination of information from all sources and will be in direct contact with Hobart and other action sites. It will hold registers of skilled personnel (e.g. lawyers, medical people) and will organise on-site job rosters and safety rosters.

**Support:** While the direct action is in progress considerable support functions will be provided from Hobart, Launceston and Devonport. These will include transport, billeting, supply, media work, organising parallel actions in town, and generally taking care of participants' commitments while they are away.

In Hobart this group will also have to continue to run the TWS office and on-going campaigns (political, legal, forestry, etc.). In the mainland centres the support functions include participants' commitments, media work and parallel

action. These are all task areas requiring considerable energy and assistance. Those willing to help with the direct action but unable to go to the site, or unwilling to risk arrest, may like to help out in these areas.

### 4. CHILD CARE ARRANGEMENTS

It'll be hard enough looking after ourselves at the blockade site. We really can't take on the responsibility of looking out for kids while we stand (or sit/lie/dance) in front bulldozers. That's why the first of our general rules in the Action Handbook edition of Wilderness News said "no children". However, this doesn't mean that parents won't be able to join the action. If you possibly can, we would prefer that you made your own child care arrangements as our resources are going to be stretched. However, for those parents who cannot, TWS will act as co-ordinator for parents who wish to share child care and blockading on a turn and turn about basis.

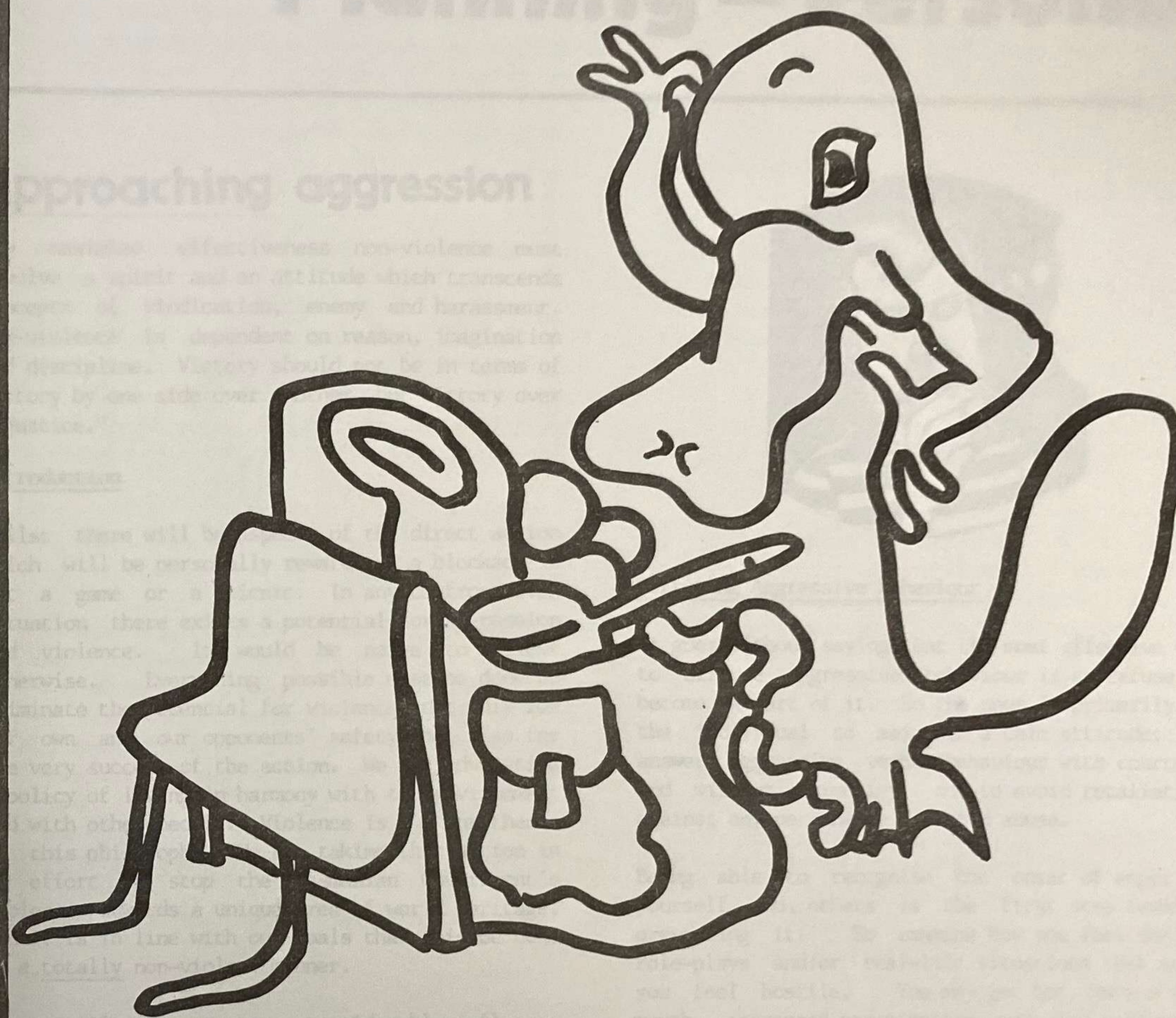
**Hobart:** We will attempt to put people in the Hobart area in touch so they can make their own arrangements. It may be possible to co-ordinate parents in other areas depending on the demand. Some Hobart members have said that they are prepared to look after kids at home, particularly during term time.

**Strahan:** We are working on providing facilities and accommodation in Strahan for a parent-operated child care co-op. We are hoping to get a room in a private house for day care of younger kids. Accommodation will be in the camping ground.

**Legal matters:** As TWS is not running a child care centre, but merely assisting parents in their private arrangements, we cannot be held liable for the safety of kids. Parents are advised to take out their own insurance both for harm to their children and caused by their children. We are investigating the possibility of a group insurance.

**Parents:** If you think you need help making child care arrangements in Strahan or Hobart, it is essential that you contact TWS Child Care Co-ordinator as soon as possible. It is unlikely that we will be in a position to help parents who turn up in Strahan unannounced. Please phone Ms A. Lister, (002) 343552.

**Help needed (as always)!** If you would like to support the Peaceful Direct Action this summer in a very practical way, but don't feel up to standing in front of bulldozers, then we could use your services to help with child care. Throughout the blockade period, people will be needed at Strahan to help look after and/or entertain kids. Anyone willing to organise or help with kids activities in Strahan will be particularly welcome. Please phone A. Lister, (002) 343552.



# PLANNING - PERSONAL



# Planning – Personal

## Approaching aggression

"To maximize effectiveness non-violence must involve a spirit and an attitude which transcends concepts of vindication, enemy and harassment. Non-violence is dependent on reason, imagination and discipline. Victory should not be in terms of victory by one side over another, but victory over injustice."

### Introduction

Whilst there will be aspects of the direct action which will be personally rewarding, a blockade is not a game or a picnic. In any confrontation situation there exists a potential for aggression and violence. It would be naive to believe otherwise. Everything possible must be done to eliminate the potential for violence, not only for our own and our opponents' safety, but also for the very success of the action. We are advocating a policy of living in harmony with the environment and with other people. Violence is the antithesis of this philosophy. We are taking this action in an effort to stop the Tasmanian Government's violence towards a unique area of world heritage, and it is in line with our goals that this be done in a totally non-violent manner.

As participants we have considerable influence over the way in which a confrontation proceeds. We can actively work towards the prevention of violence of any kind in the majority of circumstances by diffusing volatile situations, and, should we have aggressive or violent situations thrust upon us we can refuse to become violent ourselves, to retaliate.

This requires a special sort of self-discipline both as individuals and as a group, and a willingness to accept personal suffering if necessary. Experience is the basis of discipline - either direct or through NVA training and working in affinity groups. A willingness to accept personal suffering comes only if one fully accepts the proposal that success in this type of action depends on its remaining totally peaceful, and a dedication to the goals of the action and your reasons for taking part.

If you feel strongly that this proposal is unreasonable you may like to consider doing your part towards the preservation of the wilderness in a support capacity where confrontation will not occur.



### Diffusing Aggressive Behaviour

It goes without saying that the most effective way to diffuse aggressive behaviour is to refuse to become a part of it. So the onus is primarily on the individual to maintain a calm attitude; to answer aggressive verbal behaviour with courtesy and without animosity; and to avoid retaliating against any personally directed abuse.

Being able to recognise the onset of anger in yourself and others is the first step towards preventing it. So examine how you feel during role-plays and/or real-life situations that make you feel hostile. You may get hot, have a dry mouth, increased perspiration, muscular tightness and so on. Learn to recognise these physiological aspects of anger and frustration, and if you have the opportunity, discuss them in your affinity group.

Be aware of your thinking processes as fear/tenseness/aggression develop. They may become irrational and fixed solely on the person/event inciting the feelings. You may begin to lose control of your behaviour in that you lose sight of the consequences of your actions. At this point it is important to resolve to put aside your feelings to prevent aggression escalating, for the safety of your friends and antagonists, and ultimately to serve the purpose for which you are at the blockade. You may have to 'swallow' abuse or arguments that are outright rubbish - it does no harm to do so, and makes the abuse no more valid than if you retaliate. You may have to put up with threats, or physical intimidation and again, for safety's sake there's no need to react aggressively to this - bear in mind that this is exactly what the aggressor wants.



There will undoubtedly be people amongst us who have difficulty in keeping cool under pressure. It is up to us as a group to help our friends calm down, take them away from the situation if necessary, and help them to come to terms with their feelings.

Other points to note when confronted with aggressors:

- don't make sudden movements. If you are standing, keep your hands behind your back. Stand still, not approaching the aggressor nor backing off (unless you decide that for your physical safety it is time to move).
- if you are sitting down, stay sitting down if possible, and if you decide to stand up do so very slowly.
- never ignore an aggressor but always talk to him/her calmly and reasonably, bringing the conversation round to positive or neutral topics (e.g. their family, hobbies, or anything else you can think of!).
- don't confront an aggressor's basis for your action (e.g. threat to their job) but show an understanding of their situation and explain why you are there giving personal reasons rather than trying to debate the issue. See if you can agree that each has the right to different opinions.
- don't swear or raise your voice.
- maintain eye-contact.
- if you can, divert the anger into laughter (difficult but incredibly effective).
- before any confrontation make sure that you are grouped with at least one other person so that you can:
  - (1) watch each other's movements
  - (2) identify and bring to general notice anyone haming others in your group
  - (3) provide moral support for each other
  - (4) give yourself another focus so you don't become centred on your own tensions.
- Be prepared to include others in your group if the need arises.
- maintain supportive, physical and verbal contact with people around you.

Later, if you are still tense or have internalised the anger or frustration, let it out. Share your feelings, have a massage, do some physical work, join in music or whatever. That way it won't hang over to the next confrontation.



### Avoiding Police Violence

Firstly, policemen/women are individuals as well as a uniformed, armed group. Recognise this, be courteous, and take an interest in them as individual people whenever you have the opportunity. Good liaison at all times, whilst not preventing confrontation, will make life easier and more peaceful for both parties. At the same time recognise that the police have a job to do and they will do it as peacefully as they are able.

This depends to a very large extent on our behaviour.

Confrontations and mass arrests are tense situations when anger and frustration on the part of police and demonstrators can erupt. Again it is essential to keep calm and not to resist arrest. Resisting arrest means doing anything other than voluntarily going with the policeman/woman or going limp and allowing yourself to be carried away. So kicking, hanging on to each other, pushing, in fact any movement which restricts the police arresting you can be called resisting.

A police officer is instructed to use 'all reasonable force' to effect an arrest - 'reasonable' being subject to interpretation by the arresting officer. If you resist they can force you to be arrested. This will result in anger, possibly violence, a higher penalty for you, and no benefit whatsoever to the protection of wilderness. If the media are present they will 'home-in' on anything which even looks violent (it makes a good story) with the result that public sympathy will decline rapidly. We need public support. This latter point holds good for screaming, shouting abuse and ridiculing the police. Avoid these types of fruitless behaviour - they won't do us or the cause any good whatsoever.

While you're being arrested talk to the police. If they haven't told you why you are being arrested ask them; if they are hurting you, say so. Don't necessarily expect a reply - they may have been instructed not to talk to protestors - so don't get uptight if they do ignore you - it's worth attempting dialogue anyway. If the police are wearing numbers try to remember the number of the arresting officer.

A few points about clothing in confrontation situations:

- remove all jewellery particularly pierced earrings.
- don't wear loose shoes or braces or other clothing with parts which could be used to drag you.
- long hair should be plaited and tied back under a hat or scarf.
- glasses should be on a cord around the neck. Wear an old pair if you have them.
- wear sensible loose-fitting clothing - strong trousers and a long-sleeved top in case you are dragged. Flimsy shirts and pants can be torn all too easily.
- remove all sharp or potentially harmful objects from pockets, and any objects (e.g. pocket knives) which could be construed as weapons.

### Provocateurs

In some previous direct actions people have been planted amongst the demonstrators for the purpose of starting a fight or generally disrupting the proceedings. There is no way of determining if provocateurs have been planted, nor who these people might be, and to try to do so creates suspicion and destroys trust. The best approach is to deal with aggressive people within our own ranks without accusation or suspicion, to calm them down, and, most importantly, to remove them from the scene. By acting in peaceful solidarity we can make the work of provocateurs extremely difficult, if not impossible.



## What to bring



South-West Tasmania is notorious for its extreme and rapidly changing weather conditions, and for its rugged terrain. It is essential for your safety and comfort that you have adequate clothing and equipment. This list outlines a basic minimum of gear you will need if you are taking part in the blockade.

If you have spare equipment to lend, please check with your local TWS branch.

A useful activity for affinity groups before leaving for the blockade is firstly to meet and discuss equipment needed, and what is lacking, and then to go on a 'dry run' - pack all your equipment, and go on a hike.

All gear should be packed in a large, sturdy, comfortable (test it) back-pack. You may have to walk for several hours at a time.

All gear must be clearly and indelibly labelled.

### 1. CLOTHING

#### Waterproof jacket and overtrousers.

When it rains in the South-West it can be unmerciful and can continue without a break for many days. If you get wet you also become very cold, and it is not often possible to dry out. So good quality waterproofs, trousers as well as jacket, are absolutely essential.



The best jackets are heavy-duty plastic (unless you intend to use them later for bushwalking), japara, goretex or proofed nylon. Heavy-duty plastic, proofed nylon or goretex overpants are preferable to japara.

#### Warm Clothing.

Even in summer there can be periods of very cold weather (particularly for people sitting or standing around for long periods) so you'll need:-

- \* Two heavy wool shirts or sweaters
- \* Two light wool vests or sweaters
- \* Wool trousers (ex-army wool trousers are cheap and strong)
- \* Wool socks (thick)
- \* Wool beanie or balaclava
- \* Wool gloves/mittens.

Please make sure that you get pure wool. These items can often be got from 'Op Shops' or army disposal stores.

Acrylics and other synthetics are poor insulators, and won't keep you warm at all when you get wet. The exception is clothing made from fibrepile, or chlorofibre, which may be used instead of wool. But this costs more of course.

#### Hot Weather Clothing.

Unpredictable South-West Tasmania can also produce hot, dry weather, and because of the latitude and lack of pollution in Tasmania the risk of sun-burn is increased. So you will need a sun-hat, light clothing which covers your arms, neck etc., and block-out lotion.

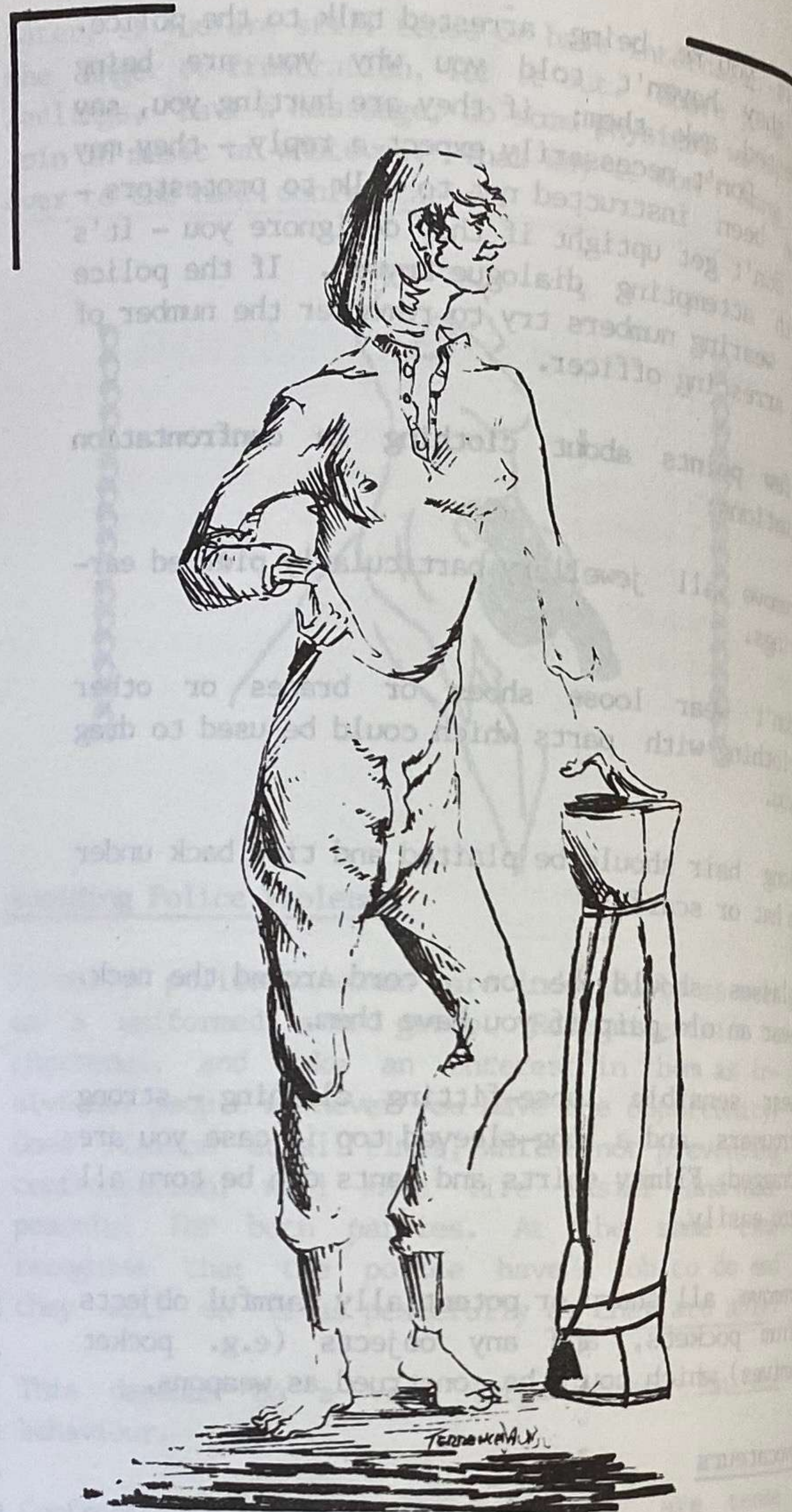
#### Footwear.

You will need footwear which keeps your feet as dry as possible and which is sturdy enough to cope with rugged, muddy terrain and thick vegetation. Walking boots are ideal, waterproofed with 'Sno-seal' or 'Dry-skin'. It is essential that your boots are comfortable. Try them out at home! A pair of light camp shoes (e.g. sandshoes) are useful.

## 2. CAMPING

#### Tent and Groundsheet.

These must be waterproof, i.e. 'supermarket-type' tents are useless in South-West Tasmania. All tents must have a fly unless they are japara tents without built-in ground sheets. Please test your tent for its water-proofness if you have any doubts at all - will it keep you dry after many hours of heavy driving rain? A 2 or 3 person tent can be shared, thus saving weight to carry. A large strong groundsheet will be very useful.



FASHIONS FOR THE SOUTH-WEST,  
WARM WOOLLY LONG JOHNS.

#### Sleeping Bag.

Good quality dacron or down which will keep you warm down to 0 degrees Centigrade. Keep it in a stuff-bag which is lined with 2 layers of plastic bag.

Sleeping mat. A closed cell foam mat is ideal.

Eating utensils. Plate / mug / bowl / knife / spoon. (Plastic keeps hot food warm longer.)

#### Torch and Batteries.

Use long-life batteries. When not in use, reverse one battery. Have a spare globe and batteries.

#### Stove and Fuel.

It will be possible to have only a limited number of fires at the blockade, due to fire-danger and lack of wood, so cooking will be on light-weight portable stoves where possible. The best are Optimus 85, 77, 88 and 89, Primus 71L and Svea 123. Similar kerosene stoves are also good. Gas is not suitable. Spare fuel should be carried in a leakproof aluminium bottle (e.g. 'Sigg' brand). It is illegal to carry fuel in aircraft; buy in Tasmania. Stoves should be shared within affinity groups; one between 2 or 3 people.

### 3. GENERAL

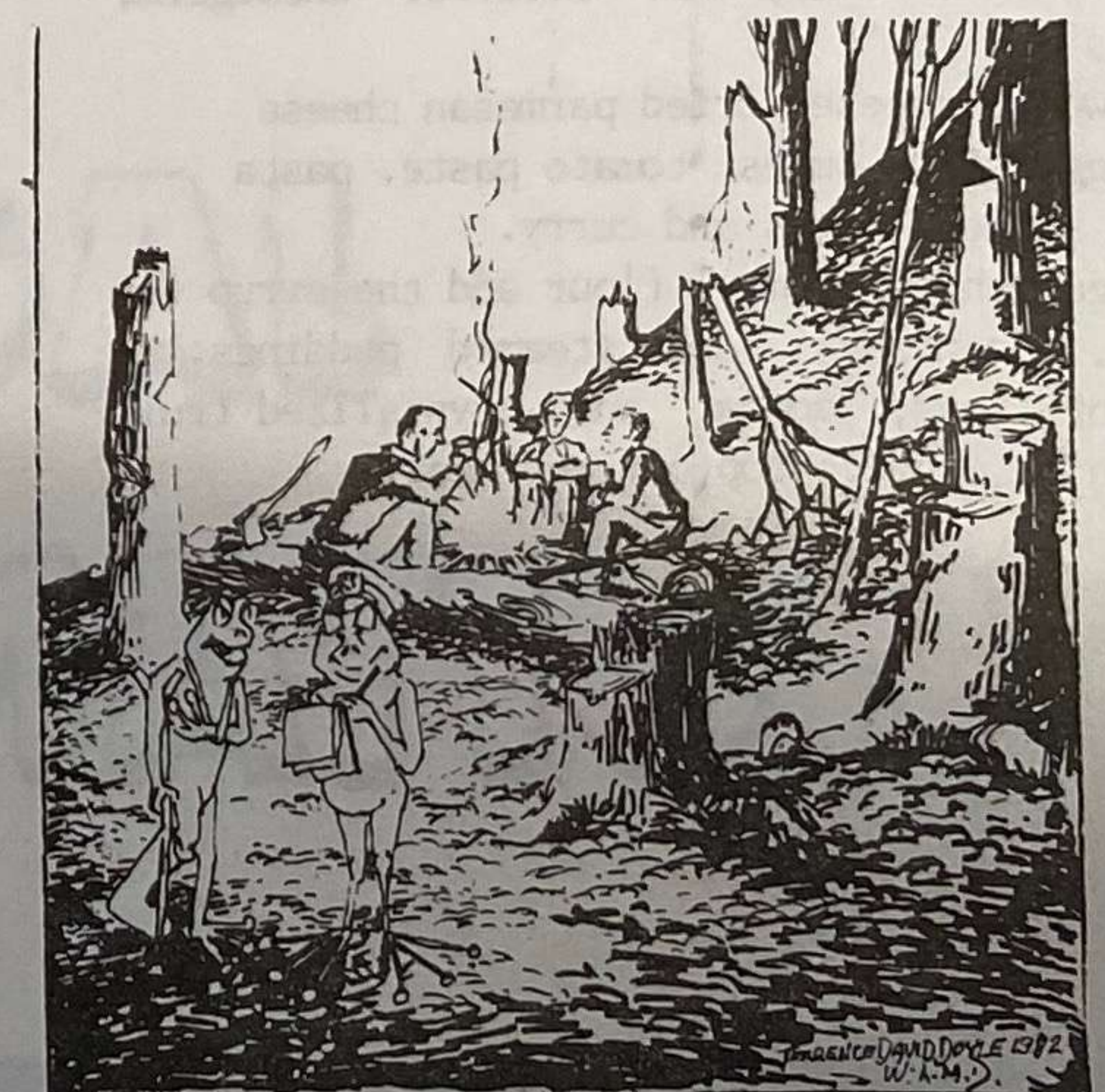
- \* Sunburn cream, lip-salve
- \* Insect repellent
- \* Identification (e.g. driver's licence)
- \* Pens, pencil, paper, for keeping journal, taking notes, etc.
- \* Games, cards, books, etc.
- \* Personal items (toothpaste, toilet paper, hand-towel etc.)
- \* Medication (if required)
- \* Candles
- \* Waterproof and windproof matches
- \* Maps and compass (in plastic bag). The relevant maps are 'Franklin' and 'Olga' 1:100,000 Tasmans.
- \* Billy(s), compact aluminium, 1 or 2 litre
- \* Pot scourer
- \* First aid kit: triangular bandage with safety pin, band-aids, elastoplast, antiseptic cream, aspirin
- \* Day pack
- \* Money
- \* Water bottle/bag
- \* Music: be it voice or instrument. Music is a very important part of our action.
- \* Whistle on cord
- \* Watch
- \* Plastic bags for waterproofing. Get dozens of strong bags, of all sizes, from those large enough to line your rucksack, to small ones.
- \* Nylon cord: a 6m length for repairs, emergencies etc.
- \* Small sharp knife for repairs.

### 4. OPTIONAL

- \* Long Johns (wool)
- \* Shorts
- \* Gaiters
- \* Camera, with black & white and colour film, to record events
- \* Mending kit (needles, thread, wool, buttons, patching material)
- \* Sunglasses
- \* Rafting gear / wetsuit

#### References:

- 'Safety in the Bush' - Hobart Walking Club.
- 'Equipment for Mountaineering' - Melbourne University Mountaineering Club.





### 5. FOOD FOR THE BLOCKADE

It is necessary that people at the blockade are self sufficient, having a supply of food for at least one week, preferably two. You will have to be able to fit food in your pack (along with all the other gear), so keep it light and compact. Beyond one week, there is a possibility of air drops of essential supplies.

It is suggested that you work within your affinity group to rationalise what food is taken, and to avoid duplication. Food can be bought in Tasmania, and Strahan has a (relatively expensive and limited) general store. Cooking in groups of 3 or 4 seems practical.

Lightweight, whole, dried foods are the things to take, along with the surprise of a select delicacy or two (...or three); fruit cake after dinner, a chocolate bar to munch on.

Breakfasts can be muesli or porridge with reconstituted milk powder, nuts and dried fruit (...or raisin toast?).

Lunch can be a variety of cheeses, whole-meal, rye and pumpernickel breads, nuts, nut butters, vegemite, honey, jam, pickles, and maybe a bright red tomato and a crunch of celery or bean sprouts. All these are easy and satisfying. Fresh fruit, packed carefully to prevent squashing will be appreciated.

Dinners. A shared packet of soup is a good way to draw the group together. Delicious extravaganzas can be created through judicious use of ingredients such as the following:

- small grains, beans and legumes (roasted at home, or sprouted on site to reduce cooking time; note that soy beans have a long cooking time)
- commercially available dried vegetables (peas, beans, corn, carrots, mushrooms, onion, capsicum) - nuts, nut butters, wheatgerm, soygrits
- milk powder, cheese, dried parmesan cheese
- dried egg, stock cubes, tomato paste, pasta
- sauces, spices, herbs and curry.

Don't forget the wholemeal flour and the syrup for chapattis, pancakes and steamed puddings. A variety of teas, cocoa, and crystalized fruit drinks can be used to top off any meal.

### Other points:

Avoid tinned or bottled foods; they are very heavy and the empties are a disposal problem. Fresh meat is also a problem; it will go off very quickly.

Scroggin can be varied with eucalyptus chips, mint leaves(lolly), cooking chocolate, smarties, dried and sugared lemon and orange peel. A handful of glucose powder prevents sticking together. The acknowledged weight of food per day on a dehyd. basis is no less than 900 grams. This includes everything you can eat. If you go with less than this weight you may be underfed!



# LEGAL INFORMATION



# Legal Information

These are very brief and simplified. For greater details refer to documents entitled:

1. "Legal Guide". This contains the possible offences in lay terms, arrest, bail, procedures and penalties.
2. "Field Operations - Some Relevant Laws". This contains photo-copies of relevant sections. (Copies of these documents are available at your nearest Information Centre.)

The value of these notes may be effected by the declaration of a State of Emergency. However unless specific legislation is introduced to change the possible offences and penalties, the only effect of a State of Emergency will be on arrest powers, powers of detention and bail. A State of Emergency will not of itself increase the penalties.



## Possible offences

### A. NON-VIOLENT OFFENCES

These offences, generally minor ones, are probably not avoidable in this blockade. They carry little penalty and the social stigma and employment consequences of conviction are slight. There is a very restricted right of arrest for these offences.

### Unlawful Entry onto (private) land.

We will be on private (HEC) land and will be committing an offence. There a \$100.00 maximum fine or up to 6 months imprisonment for this offence. The chance of a gaol sentence is very remote, provided no damage is done and you behave in a non-violent way.

You can only be arrested for this offence if what you are doing involves:

- substantial injury (or serious danger of this ) to someone,
- any damage to the landowner's property if it is the landowner who is arresting you,
- any damage to public property,
- serious damage to any property.

You must give your name and address, if asked, to the owner of the property or to the police (if they have been given the authority to request the name and address on their behalf).

### Unlawful use of Crown Land.

Nearly all land in the area not owned by the HEC is Crown Land. It is highly unlikely that we will 'use' the land in a technical legal sense. The maximum penalty is \$200.00, and likely penalties will be much less in a non-violent scenario. There is no arrest power without a warrant.

### Riot and Unlawful Assembly.

These are very technical offences and a charge is most unlikely. They are really avoidable in any event.

### B. VIOLENT OFFENCES

These offences are avoidable. Under the Criminal Code and Police Offences Act they carry very harsh maximum penalties (up to 21 years gaol) and you can be arrested on the spot for committing them.

#### Examples:

- Assault (i.e. hitting someone, or threatening to when the other person reasonably thinks you are able to).
- Restricting or obstructing police.
- Damaging property.
- Damaging private property.

These are old offences, formulated in the times when the rulers considered force was the only way to deal with the less fortunate. The statutory maximum sentences will not be applied. However, if you commit these offences, you do face the likelihood of a gaol sentence. It depends on the seriousness of your offence, your prior record,



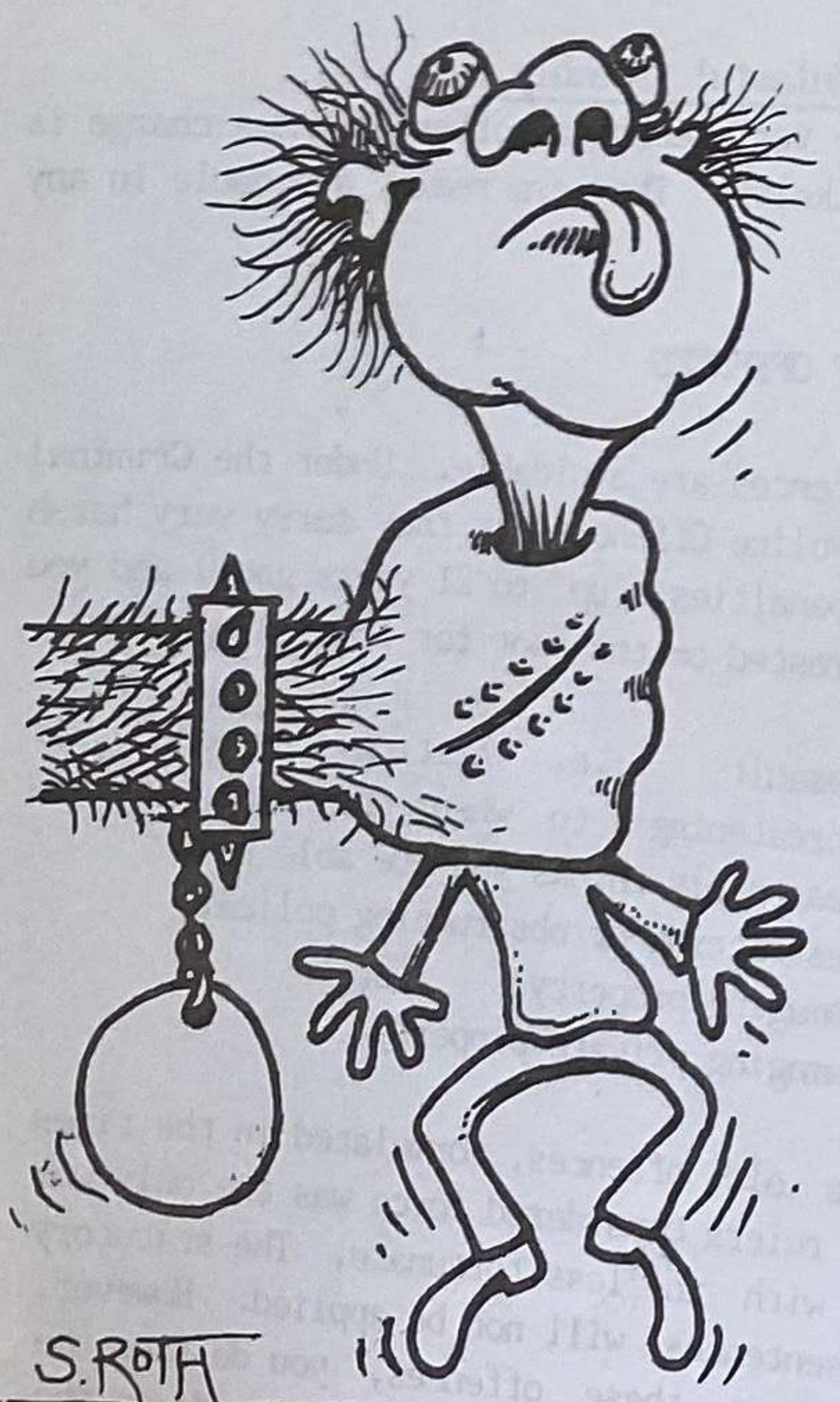
any extenuating circumstances (such as provocation) and the views of the magistrate or judge.

## Procedure after offence

### A. ARREST

Powers of arrest for non-violent offences are very restricted. However the police may be forced into arresting you without the legal power to do so. It is usually best not to resist in these cases. The police are not entitled to arrest you without power, but if you resist you may find that the court will judge otherwise, and the penalties for resisting are harsh. If you commit a violent offence, the police can arrest you straight away, using all reasonable force.

- Arrest or apprehension consists of seizure or touching of a person's body with a view to detaining him/her. If there is no touching of the body there is no arrest unless the person submits and goes with the arresting officer.
- The person arrested has an immediate right to and must be informed of the substance of the charge (if only in general terms) i.e. the reason for arrest.
- The amount of force which can be lawfully used during arrest is proportional to the amount of resistance.



### B. DETENTION AND QUESTIONING

After arrest you may be obliged to give your name and address (and under the Road Traffic Act) sign your name. You don't have to tell the police anything more. We suggest you keep silent, as people are frequently convicted only on their statements to the police. Note: you may be asked your name and address before arrest if the police reasonably believe you have committed an offence.

- There is no power in the police to 'detain for questioning'. No person is obliged to accompany police to the police station for any reason if s/he is not charged with an offence.
- A police officer can lawfully search the body, clothing and property in the immediate possession of a person arrested for only two reasons:
  - to discover weapons
  - to secure evidence which relates to the charge.

Searches should be confined to 'frisk'-type searches and should not extend to more intrusive bodily searches.

(c) Every citizen's right to silence may be used at all stages of the criminal process. Furthermore a suspect cannot be compelled to provide police with fingerprints or photographs or to engage in identification parades. A suspect, however, should never answer some questions and refuse to answer others. Unless a reasonable excuse can be provided to the police a suspect ought to say "I have received legal advice not to answer questions at this stage" to every question asked.

(d) The difficulty is often not so much a lack of knowledge about what to do, but rather a lack of confidence. In order to give yourself more of a chance of coping with police questioning, try to remember the following:

- Breathe deeply and look around you, taking in surroundings and useful information like the number on the policeman's uniform.
- Remind yourself continually that you are perfectly within your rights to remain silent and that you are entitled to contact someone on the outside as soon as possible.
- Repeat politely that you have no comment and wish to consult your solicitor.

### C. BAIL

After arrest you must 'be taken before a justice without delay'. You can apply for bail at that hearing. See 'first hearing' below. Bail is simply a promise by you that you will pay the state a certain amount of money if you do not attend the next hearing. The amount of bail is determined by the magistrate's view of the chances



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of you attending. Sometimes a cash bail is required, i.e. you have to pay cash which is returned to you if you do attend.

Frequently a surety is also required. This is a promise by someone else to pay the State if you don't attend. It may be that for political reasons all participants decide not to apply for bail. If you are refused bail or refuse to take bail when offered, you will be detained. Even before the first hearing the police may grant you 'police bail'. You should ask for it.

#### Bail Solidarity

The non-cooperation of participants need not necessarily end on arrest. As a group we can agree to certain actions to support our cause after arrest. An example of this is bail solidarity.

One condition of bail may be that those released on bail do not return to the blockade site(s), or even to the South-West. This would effectively remove people from the blockade since breaking bail can result in heavy penalties. However, those arrested can decide en masse not to accept this condition of bail, and to remain in custody until a lawyer is present to argue the case. (There are sound legal arguments).

In this way it may be possible to avoid this condition of bail being enforced. But, it does require solidarity amongst the group so that a large number of people object rather than simply one or two.

### D. FIRST HEARING

As well as discussion of bail, the issue of adjournment will be decided. Unless you wish that

matter to be heard straight away (which may be unwise) you will be required to come back before the court in a week or two. You need say nothing about the offence or how you will 'plead' (i.e. say you are guilty or not) but should ask for an adjournment to seek legal advice.

In any event it is almost certain that a lawyer will be in court to appear for you. The Wilderness Society has arranged for this to be done without cost to you.

If no legal advice is available, and you are required to appear on criminal charges in a Magistrates Court, there are some points which will help your case.

- Speak up and address the Magistrate as "Your Worship".

- Try to present what is called a 'well-groomed' appearance.

The court procedure will be as follows:

You will be asked to stand up near the front and will be asked how you plead to the charge.

i. If you plead "Guilty" - (you should really only do this on legal advice)

(a) The Prosecuting Officer will call as a witness, the police officer to give evidence of the circumstances of the charge.

(b) You may ask that witness any questions about his evidence.

(c) The Magistrate will then ask if you have



anything to say. You should say:

- no prior offences; - haven't much money;
- regret offence, apologise; - ask for an opportunity to keep your record clean.

- (d) The Magistrate will then ask whether you have a prior record.
- (e) The Magistrate will then impose the penalty.
- (f) You should ask for a month in which to pay any fine.

ii. If you plead 'Not Guilty' -

- (a) The police witness will be called and you may ask the witness any questions you desire such as:

- whether you resisted arrest; - whether you co-operated with police; - questions exposing lies or inaccuracies in his/her evidence.
- whether or not you committed the offence;
- any defect in the summons such as incorrect street (or creek') names.

- (d) The Magistrate will then ask you if you have anything to say. (Cover same matters as in

i.(c) such as apologies, no priors, no money etc.).

- (e) The Magistrate will then decide whether you are guilty or not. Ask for a month to pay any fine.

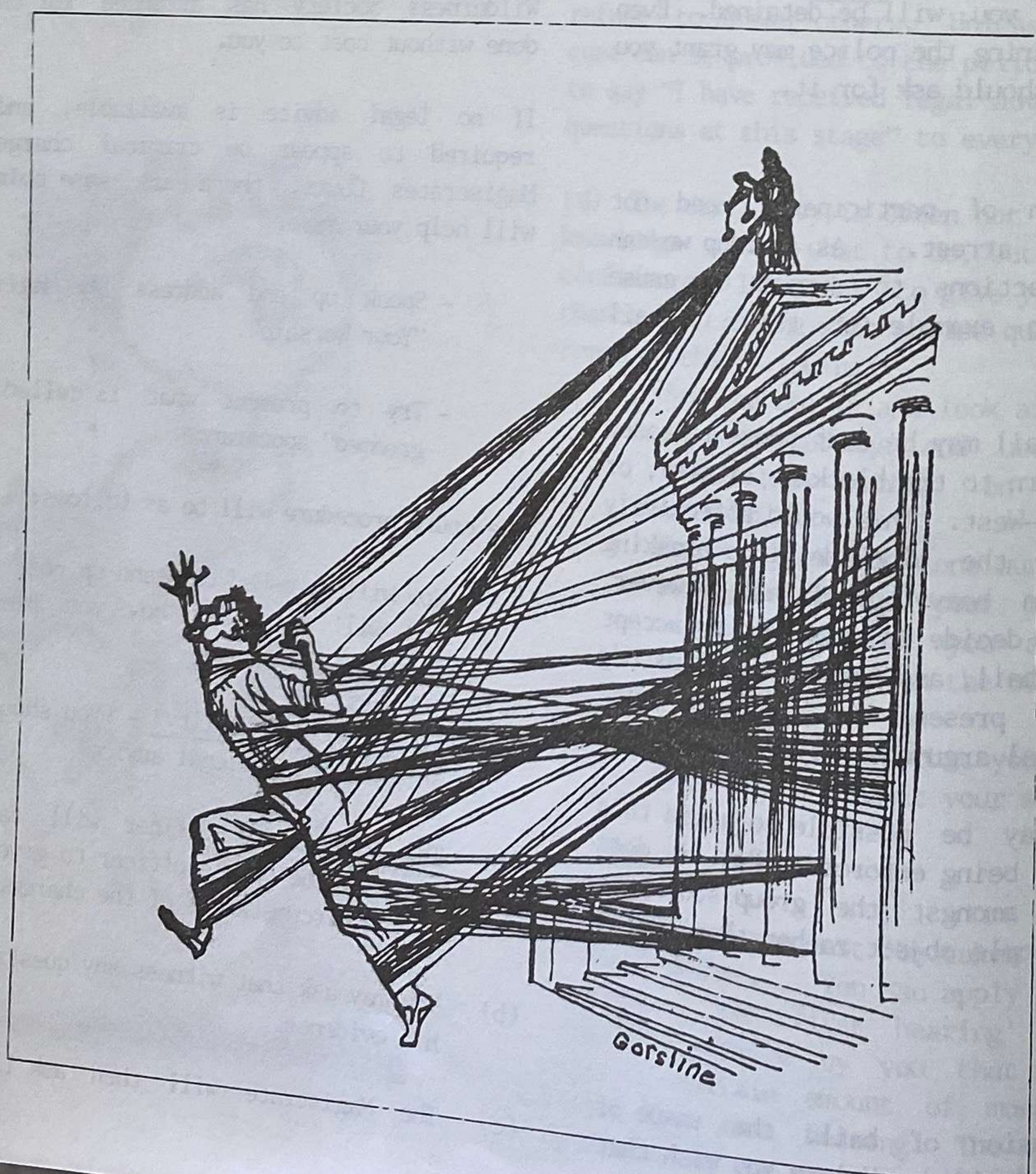
\* These notes are intended to assist only where a Solicitor is not available for consultation. In the last resort, it is possible to ask the Magistrate for an adjournment for two weeks or a month in order to obtain legal advice.

### Legal consequences

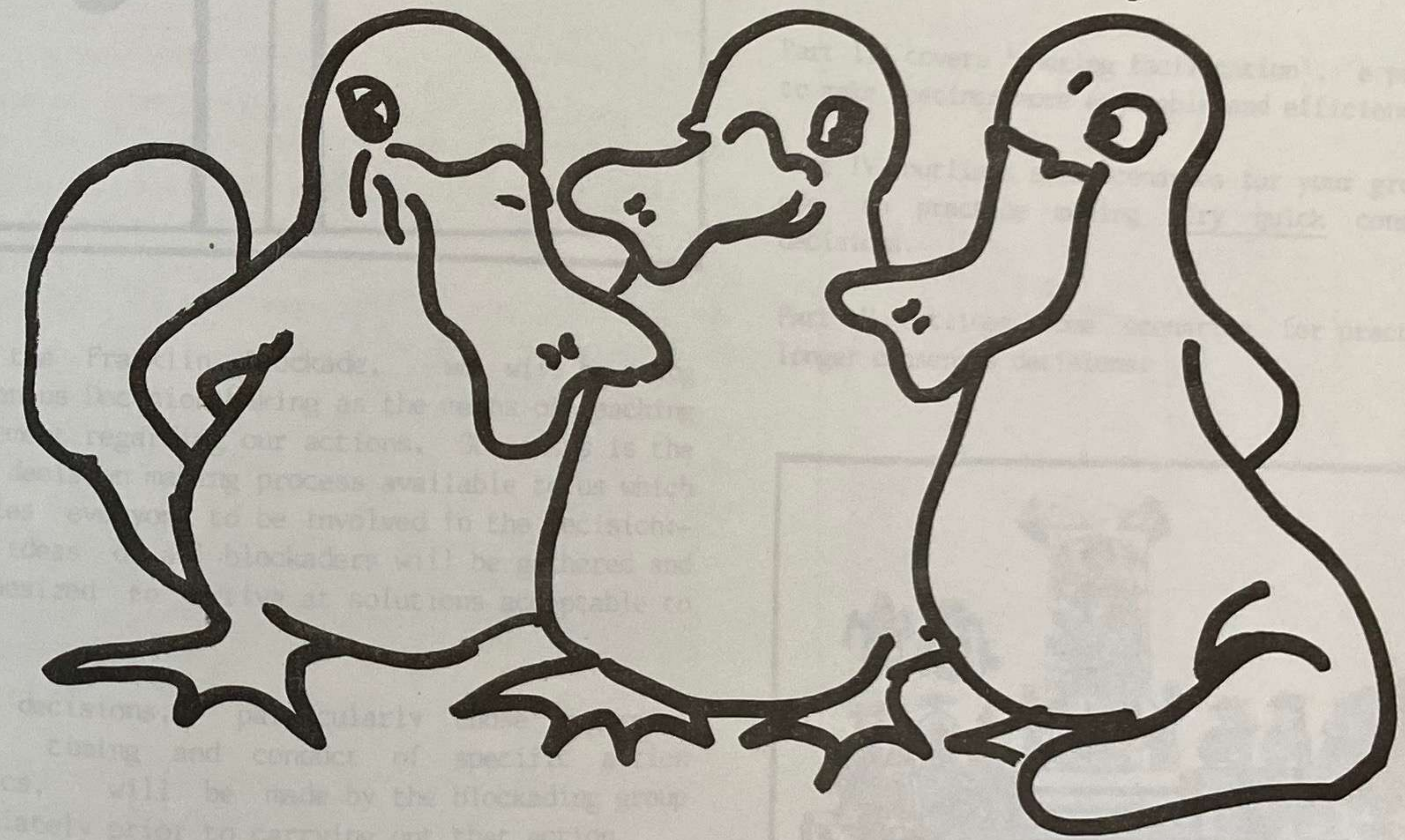
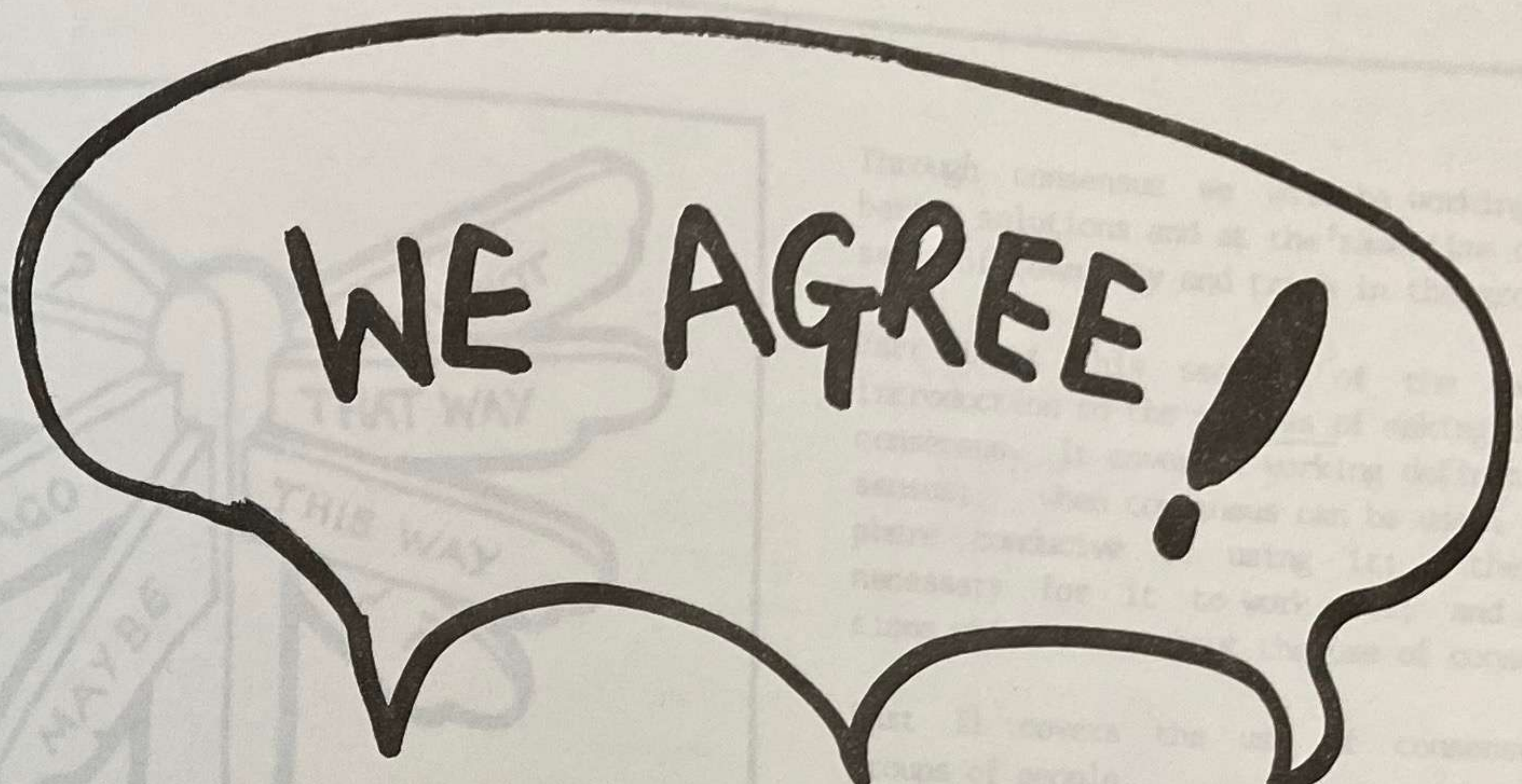
Professional persons, licensees and public servants may have their careers adversely affected by a conviction. This is most unlikely for a non-violent offence.

### Legal assistance on site

The Wilderness Society has been offered legal advice on site. However the lawyers concerned must keep a very low profile, as their careers could be severely impeded by association with the blockade.



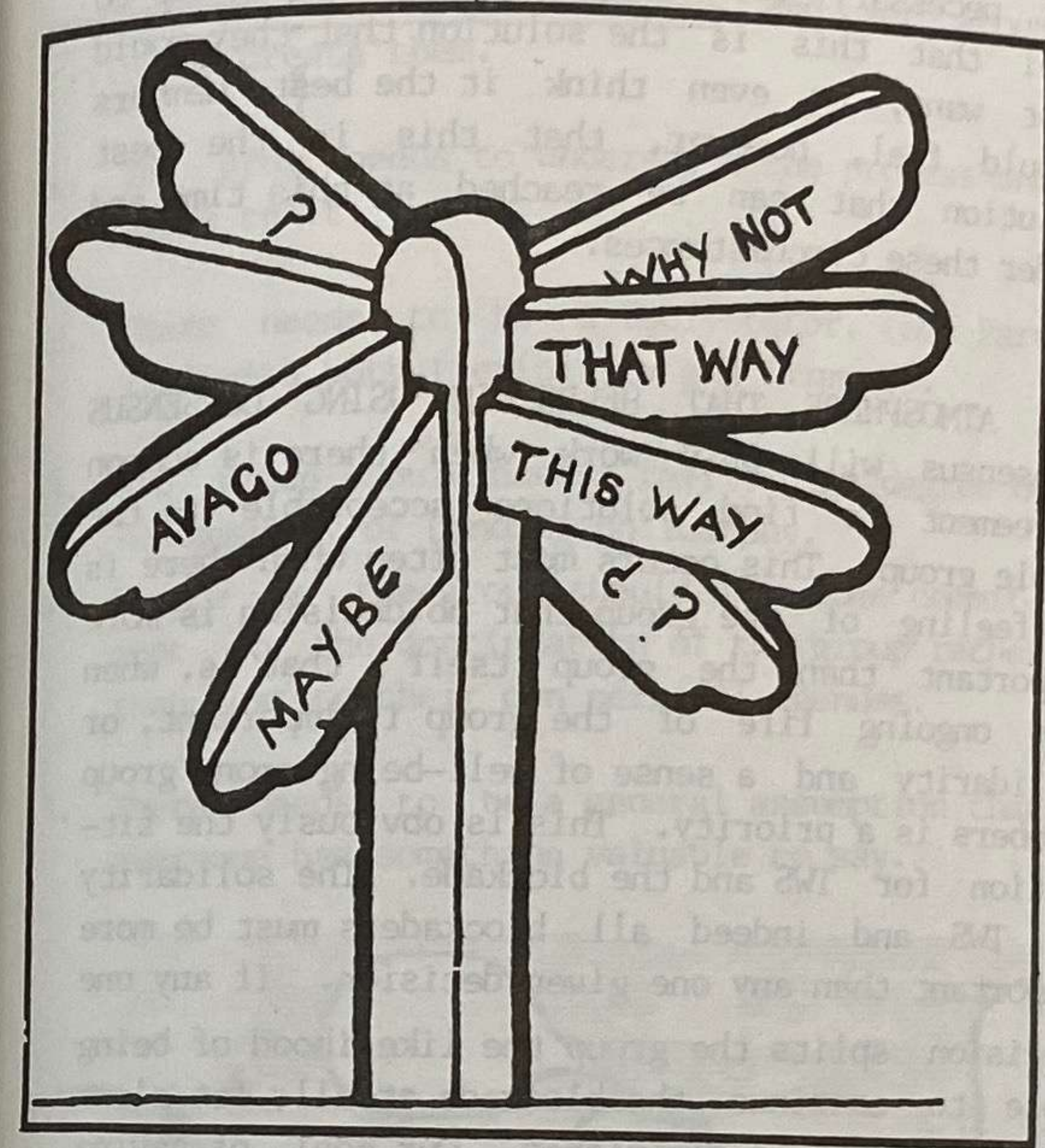
# Decision Making



# DECISION MAKING



# Decision Making



Through consensus we will be working to achieve better solutions and at the same time developing a sense of community and trust in the group.

Part I of this section of the Manual is an introduction to the process of making decisions by consensus. It covers a working definition of consensus; when consensus can be used; the atmosphere conducive to using it; the conditions necessary for it to work well; and a few questions which arise about the use of consensus.

Part II covers the use of consensus in large groups of people.

Part III covers 'meeting facilitation', a process to make meetings more enjoyable and efficient.

Part IV outlines some scenarios for your group to use to practice making very quick consensus decisions.

Part V outlines some scenarios for practicing longer consensus decisions.



For the Franklin Blockade, we will be using Consensus Decision Making as the means of reaching agreement regarding our actions. Consensus is the only decision making process available to us which enables everyone to be involved in the decision: the ideas of all blockaders will be gathered and synthesized to arrive at solutions acceptable to all.

Many decisions, particularly those regarding exact timing and conduct of specific action tactics, will be made by the blockading group immediately prior to carrying out that action.

Through the blockade in general, and through some actions in particular, each one of us will be putting ourselves at significant risk. For example we will be enduring physical hardship in cold wet weather, we may risk arrest and jail or fines, and there is always the possibility of physical injuries. These cannot be taken lightly. Because we all face these risks together it is essential that we all feel we have a say in decisions which determine our actions. There is no point in 'majority rules' decisions when something less than half the people may, when the crunch comes, find they can't go along with the majority, and the unity of the blockading group is lost.

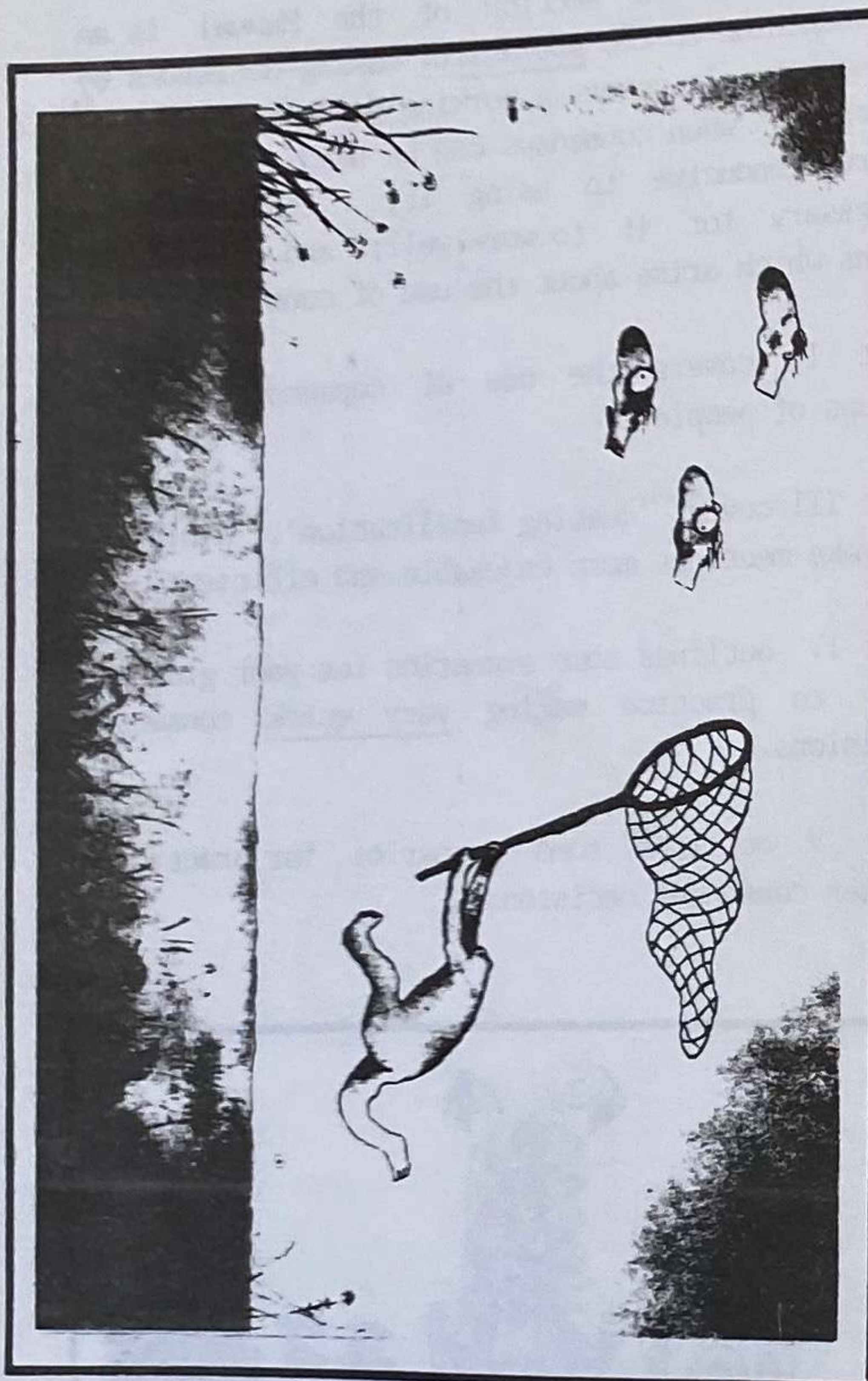
Group unity and full participation in the action will be crucial to the success of the blockade.



## Consensus process

Consensus is best learned by practice and what follows by no means covers all possibilities that come up. Probably one of the most important functions of your affinity group, during the time leading up to the blockade, will be to practise using consensus.

The following steps are used to achieve consensus:



- An issue is brought to a group, usually in the form of a proposal.
- Questions for clarification only are asked.
- The issue is discussed and questioned, and concerns raised.
- Differences and disagreements as well as similarities are drawn out and encouraged.
- Modifications and adaptations of the original proposal are made.
- The group creates a new proposal based on ideas raised in discussion.
- The group reaches a decision that is acceptable to all in spite of reservations or

differences.

Consensus is the process where the entire group seeks out the best decision to which all can agree.

However, consensus does not mean unanimity. It is not necessary for every person in the group to feel that this is the solution that they would most want, or even think it the best. Members should feel, however, that this is the best solution that can be reached at this time and under these circumstances.

THE ATMOSPHERE THAT HELPS IN USING CONSENSUS  
Consensus will only work when there is common agreement to find solutions acceptable to the whole group. This occurs most often when there is a feeling of the group that no decision is more important than the group itself - that is, when the ongoing life of the group is important, or solidarity and a sense of well-being among group members is a priority. This is obviously the situation for TWS and the blockade. The solidarity of TWS and indeed all blockaders must be more important than any one given decision. If any one decision splits the group the likelihood of being able to continue the blockade at all, let alone successfully, is diminished. Our goal, of saving the Franklin, must be kept uppermost in our minds at all times.

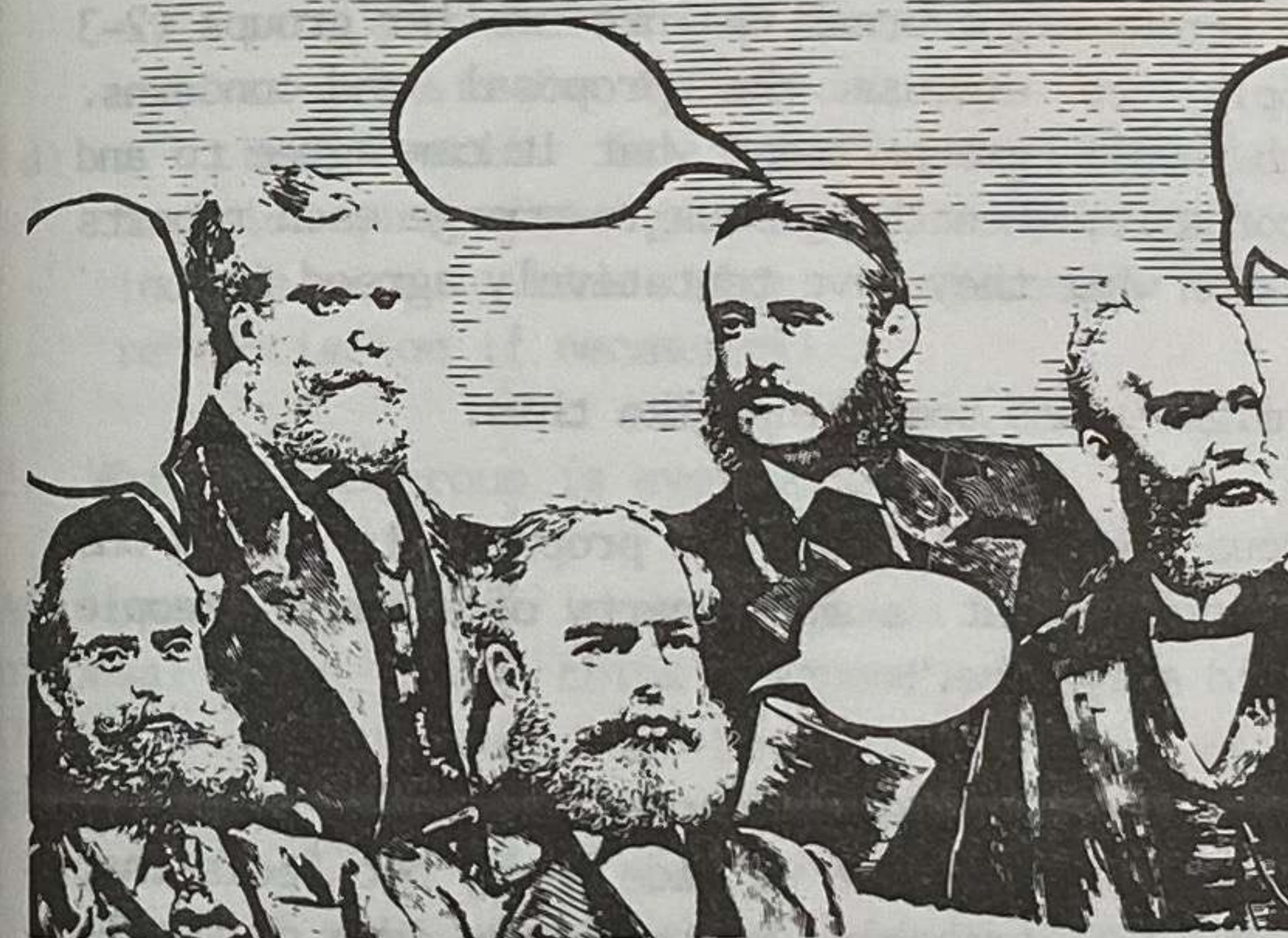
There are many factors which will contribute to the atmosphere which allows consensus to be used with ease including:

- A sense that people's intelligence and thinking are affirmed. Group members must be confident that they will be heard and their ideas respected.
- There should be the willingness to bring out, listen to, and deal with hidden feelings that are affecting people's willingness or ability to hear ideas and make decisions.
- For a group to use consensus successfully, it must understand the necessity of surfacing and sensitively dealing with grudges and conflict that are affecting the group.
- For a group to operate at its full potential and make its best decisions, power relationships must be continuously pointed out and examined carefully. It is no longer appropriate for decisions to be influenced by people simply because they are older, stronger, more wealthy, male or louder.
- It is necessary to have the expectation that the best decisions reflect the thinking and agreement of all members.

## CONDITIONS FOR USING CONSENSUS

Your affinity group may or may not have this kind of atmosphere yet. It is important that you try to create that atmosphere in the group well before the blockade. Meeting regularly will help particularly if you keep in mind the following conditions for using consensus and set about trying to create them.

- The group needs to understand the process and agree to it.
- There needs to be a facilitator, (see Part III) with both flexibility and firmness.
- The group should have a fairly high degree of homogeneity or bonding philosophy.
- People in the group should have some commitment to the continuation of the group rather than just to their own personal agendas.
- There needs to be a general assumption that everyone has something valuable to say.



## REASONS FOR USING CONSENSUS

Some of the reasons why consensus will be used during the blockade are outlined in the introduction to this section. However there are many other reasons for using it. Here are some of them.

- It decides without voting, and therefore without a 'losing' and 'winning' side. Consensus makes a stronger decision than voting - everyone can give willing assent to an idea and participate more fully in implementation.
- It is a way of accumulating viewpoints and synthesizing, rather than choosing one idea over another.
- It aims at persuasion and not coercion.
- It provides an opportunity for everyone to contribute information and participate.
- There are more opinions than in a voting system.

- Consensus affirms that the integrity of the group is more important than any one issue that the group may face.
- It affirms the group's ability to think as a group rather than considering proposals from individuals and then compromising.
- Consensus discourages back room politics and encourages openness.

## CONSENSUS AND MEETING FACILITATION

The absence of voting or any other more coercive form of decision making, doesn't simply mean anything goes! The consensus process is not based on letting anyone say or do anything s/he wants. It is based on an orderly progression and thoughtful discussion of ideas.

It is important to follow the process and create the atmosphere outlined above and to ensure that everyone has the opportunity to have a say, without one or two people dominating.



An effective way of doing this is using the group facilitation process described in Part III ('Meeting Facilitation - the no magic method'). A facilitator is someone who takes responsibility to help the group make the necessary decisions and plans for implementing them. S/he also ensures that the group moves through the agenda in the time available.



The questions that good facilitators are always asking themselves are:

- What is happening to the people in this group?
- Are people following and understanding what is going on?
- What is the most reasonable next step that people will understand?

WHAT DOES CONSENSUS LOOK LIKE IN PRACTICE?

One example might look like this. (Remember there are dozens of scenarios for how proposals can get made, discussed, and decisions made):

**Background:** A group of 100 demonstrators are blockading the building of extensions to the Crotty Road into the wilderness. Word has just arrived from Hobart that heavy machinery is being moved from Tullah to Strahan. The HEC plans to load the 'dozers onto barges at Strahan and float them up the Gordon River and begin road building from the river back to join the Crotty Road.

There are presently not enough demonstrators to attempt a blockade at Strahan to prevent equipment being loaded onto the barges.

Each of the 10 affinity groups at the road blockade has been asked to make a decision on the proposal. "The Crotty road camp be broken and demonstrators be moved to set up a blockade in Strahan."

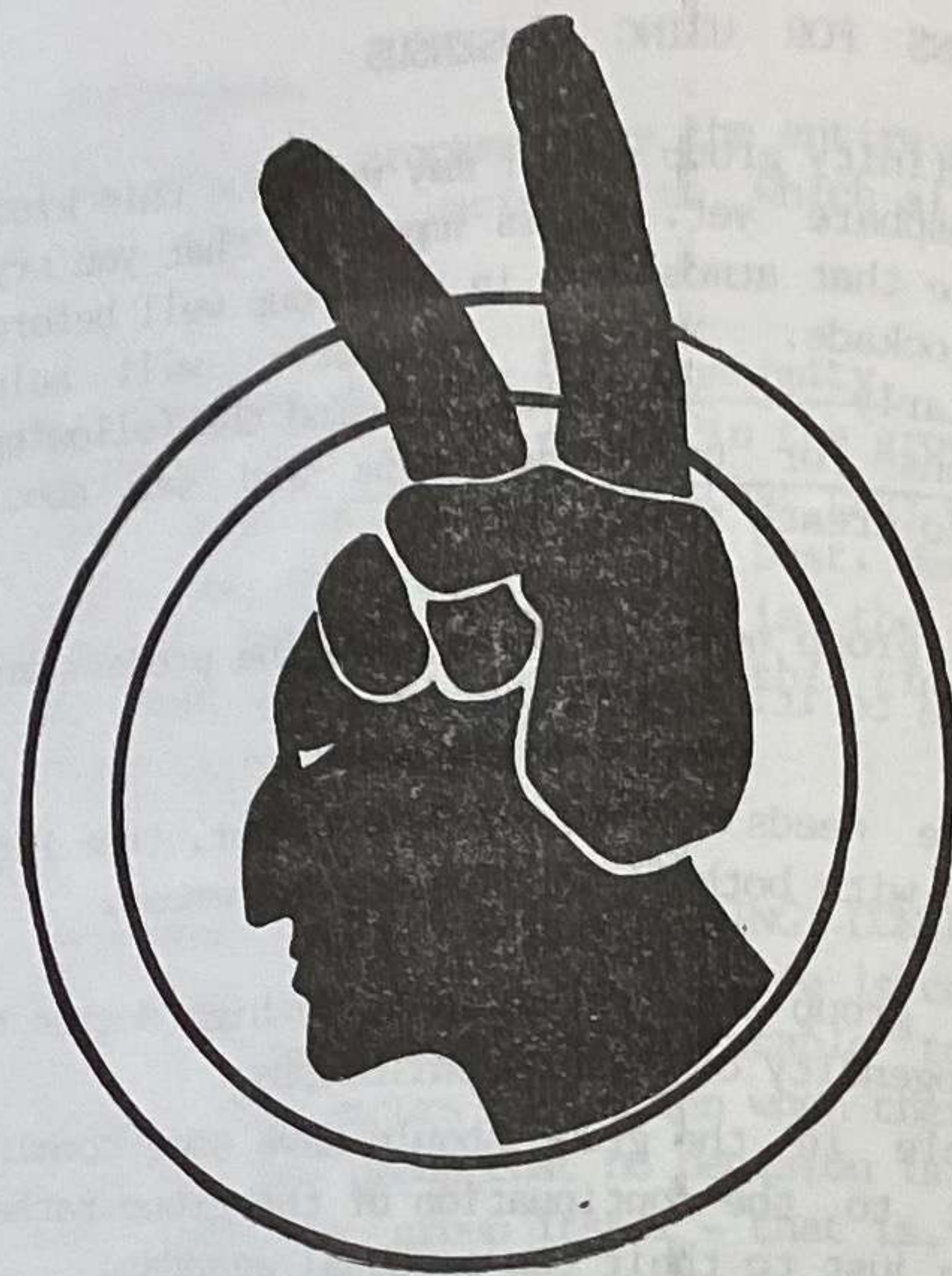
There is only one hour for each group to make their decision.

**How it might work:** After a facilitator and time-keeper are appointed, the facilitator asks for clarifying questions only (for 10 minutes). These might include -

- "How long will it be until the dozers arrive in Strahan?"
- "When/how will we get to Strahan?"
- "Do we have any indication from Hobart TWS as to the relative importance of maintaining one blockade over another?" etc.

As soon as questions start drifting into the category of - "What would happen if we broke camp and moved, would others be able to replace us in a few days?" - then the facilitator indicates to the group that they seem to be moving into raising concerns.

If there are no more questions for clarification then the group brainstorms their concerns about the proposal (for 5 mins). Records should be kept of all points raised, preferably on big sheets of paper, but since this may be impossible on-site ordinary paper may have to do.



The positive points about the proposal should also be brainstormed (for 5 mins). If it seems there is a wide divergence of opinion in the group or if there are a lot of concerns to be worked through, the group might break up into smaller groups (2-3 people) to discuss the proposal and concerns. Each small group sees what it can agree to and records it; when the groups re-emerge each reports back on what they have tentatively agreed to.

It might sound something like this:

"Group one thinks that the proposal is a good one but feels that a small party of about 25 people should stay here."

"Group two has some reservations about giving up the good ground we've made here, but feels that Hobart TWS probably has a better idea of what's needed so we're willing to go up."

In the remaining 15 minutes, when each group has reported back, the facilitator (use more than one whenever possible) makes an educated guess as to what the group is thinking and summarizes, "It sounds like we are willing to break up camp and be moved to Strahan if we can work out the following points. Do we have 25 people willing to stay? Does Hobart TWS consider Strahan as tactically important as this site?....etc."

People might make suggestions to resolve the problem of a smaller party staying behind. In addition the group would appoint someone to relay the question to the radio operator and bring back a reply from Hobart.

For a proposal less complicated and potentially divisive than the one outlined above, the step of discussion in small groups might not be necessary. Pressure of time might also render it impossible for quick decisions.

Two points that make this process go smoothly are the facilitator's ability to sense and state points of agreement and to encourage an orderly flow of ideas and concerns without letting the group go off on tangents.

WHAT IF

1. What if one or two people disagree with the rest of the group?

Make sure that their ideas have been listened to carefully. If it seems that the rest of the group has considered their ideas but there is still disagreement, ask if the one or two feel strongly enough to block consensus. They may stand aside if they feel the group has acknowledged their idea. Sometimes people are willing to stand aside if special considerations can be made such as:

- (a) They don't have to do the work on a given task.
- (b) If their dissenting ideas are recorded.
- (c) If it is stipulated that the decision does not set a precedent and therefore cannot be used as a basis for future decisions.
- (d) A trial period is set for testing the decision and its implementation (this would include a time for evaluation and renegotiation if necessary).

2. What if the group is evenly divided?

Ask people to meet in small groups to develop a proposal that they think everyone can agree to. Or call for silence so people can think and reflect.

3. What if there seems to be pressure exerted on one or two persons to 'give in'?

It is the responsibility of the facilitator to ensure that the individual's right to disagree is protected. The facilitator has several options for doing this depending upon the situation:

- (a) State again for the person/s what the facilitator senses the agreement among the rest of the group to be. S/he then asks the one or two persons who are disagreeing to state their specific objections. This is often helpful if there have been misunderstandings on either part.
- (b) If the objections seem to be reasonable, the facilitator can ask the group to meet again in small groups to consider the persons' ideas. The group may also continue to meet as a whole, but unnecessary pressure is often relieved by small group work.

- (c) If objections seem to be inappropriate or off the track, the facilitator can state as objectively as possible that it is his/her sense that the group has listened as well as it can, but the person's concerns are not appropriate for this time.

- (d) Call for a break in order to defer the decision, if possible - i.e., give breathing and thinking space to the dissenters. This could be as little as five minutes or as much as hours or days.

4. What if the group cannot reach agreement?

The facilitator or a group member restates clearly where the group has gone in its discussion, what the outstanding issues are, what steps might next be taken, and where the decision-making can begin at the next meeting.

WHEN A DECISION IS MADE

Double check to make sure there is agreement to a specific and restated decision. The facilitator might say "I would like to check again - it is my understanding that we will break camp and move the blockade to Strahan. Everyone will be packed and ready to go by 8.00 in the morning. Are there any objections?"

When the agreement on any issue is made, clarify details and get agreement on implementation. Congratulate yourselves - literally! Shake hands, applaud, or take a deep breath. But do acknowledge that you have done it!





## A FINAL WORD

The main advantages of the consensus process are that it increases the likelihood of sound and well thought out decisions, and ensures that people within the group feel happy with them.

Consensus is not easier than voting. In many ways it requires much more thought and energy. Consensus decisions can be made efficiently once a group is used to working with the process and has developed a measure of mutual trust. Remember, it takes time for a group to work together well.

It is for this reason that affinity groups are being set up well in advance of the blockade, you will have the opportunity to get to know each other and to practise consensus.

At the end of this section of the Manual are some suggested scenarios for you to use and practise consensus, HAVE FUN!

(Adapted from "The Consensus Decision Making Process" in *Building Social Change Communities* by the Training/Action Affinity Group of Movement for a New Society.)

## Decisions in large groups

For most of the blockade we anticipate upwards of 50-100 demonstrators being on-site at any one time. In a group of this size the use of voting and other coercive decision making techniques will only further distance each of us from feeling we are contributing to decisions. The larger the group, the less in control of our own actions we're likely to feel, unless we all get a chance to contribute through the consensus process.

Thus, though consensus takes longer with a large group than a small group, the importance of using it increases with the size of the group.

It is obviously impossible to make consensus decisions in one large group of hundreds of people, so the basic decision making unit will continue to be affinity groups. A special series of steps is used to make decisions.

1. The proposal will be outlined to the large group (or to a meeting of spokespeople representing each group) along with any background information which may be necessary.
2. The group then breaks up into affinity groups and makes a consensus decision in the normal way.

3. A spokesperson is then selected who will represent the affinity group's point of view at a spokespersons meeting later. The facilitator should make sure that the spokesperson understands what the group's opinion(s) is/are and the reasons and feelings which lead people to that position, so that s/he can fairly and accurately represent the group.
4. A meeting of spokespeople is convened, and a facilitator (who is not a spokesperson) is selected. Each spokesperson then puts her/his group's point of view to the meeting and the spokes group works through the consensus process.
5. When the spokespersons' group has made a decision, the spokespeople return to their affinity groups for ratification of any modifications of the decision which may come up at the spokesperson's meeting.

Clearly the spokesperson must have a good feeling for what may or may not be acceptable to her/his group, so that if modifications to the proposal do come up during the spokesperson's meeting s/he can quickly make an educated guess as to the likelihood of the new proposal being accepted by the affinity group.

In addition the spokesperson must be someone that the rest of the group feels they can trust to put their case. The task of the spokesperson is a very special one. S/he has an enormous responsibility to be fair and accurate in her/his representation of group opinion.

The group may decide to have one spokesperson for the whole of the blockade, or alternatively they may decide to rotate the responsibility amongst the whole group. Rotating responsibility will give everyone the opportunity to represent the group and to understand the special difficulties and responsibilities in doing so.

Most TWS centres are planning large group consensus practice days before the blockade, so that each affinity group will be able to see how it works.

Contact your nearest Wilderness Centre for details.



## Meeting facilitation

Meetings are occasions when people come together to get something done, whether it is sharing information or making decisions. They may be good, bad or indifferent. Some of the ingredients of good meetings are:-

- Commonly understood goals.
- A clear process for reaching those goals.
- An awareness that people come with their personal preoccupations and feelings as well as an interest in the subject at hand.
- A sense of involvement and empowerment; people feeling that the decisions are their decisions; that they are able to do what needs doing.

During the blockade, and during the lead-up time, a lot of decisions will have to be made and there will be a lot of meetings to attend. For example, Affinity Groups will need to meet regularly to get to know each other better and to develop the necessary skills (see introduction) for the blockade to go well. Meetings don't have to be a chore, and what follows is an attempt to make them more efficient and enjoyable.

While there is no foolproof way to ensure successful meetings, there are a number of guidelines that will go a long way toward helping groups to meet both joyfully and productively.

### CHOOSE A FACILITATOR.

A Facilitator is someone who takes responsibility to help the group make the necessary decisions and plans for implementation. S/he ensures that the group moves through the agenda in the time available.

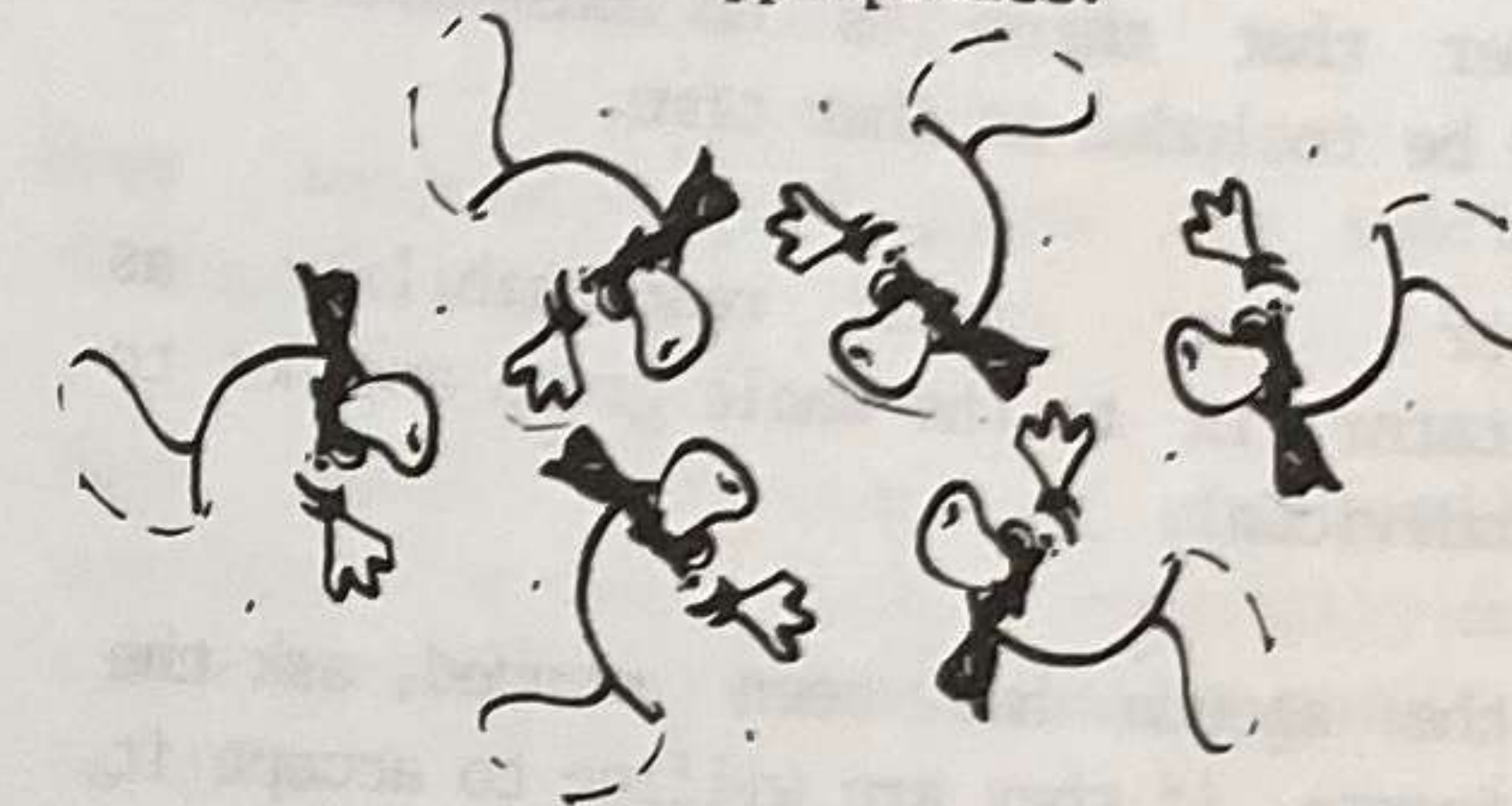
A Facilitator is not quite the same as a leader or chairperson. S/he makes no decisions for the group but suggests ways that will help the group move forward. S/he works in such a way that the people present at the meeting are aware that they are in charge, that it is their business that is being conducted, and that each person has a role to play.

It is important to emphasize that the responsibility of the facilitator is to the group and its work, rather than to the individuals within the group. Furthermore, a person with a high stake in the issues discussed will have a more difficult task functioning as a good facilitator.

It is probably a good idea to rotate the job of facilitator amongst all group members, so that over a number of meetings, everyone gets to have a go. It is often a good idea to choose the

facilitator for the next meeting before the close of the present one.

The more people within a group who are aware of good group process skills, the easier the task of the facilitator and the more satisfactory the meeting. In fact, group members shouldn't regard the task of facilitation as falling only to the person chosen as facilitator. Everyone is responsible for contributing to the meeting facilitation process, not holding back because someone else is the facilitator but taking on the necessary functions as appropriate.



### GUIDELINES FOR FACILITATORS

Most people can learn how to facilitate a good meeting, but it does take some time and attention.

If at all possible, plan the agenda before the meeting. It is easier to modify it later than to start from scratch at the beginning of the meeting. If very few agenda items are known before the meeting starts, try to anticipate by thinking about the people who will be there and what kind of process will be helpful to them.

### Try to start the meeting off on a positive note.

The tone of a meeting is usually set in the beginning. It's important to start on a note of confidence and energy and with the recognition that those present are people, not just roles and functions. Sometimes singing will do this - especially in large gatherings - or a quick sharing of good things which have happened to individual people lately. The time it takes is repaid by the contribution it makes to a relaxed and upbeat atmosphere in which participants are encouraged to be honest with each other.

The next step is the Agenda review - it's a good idea to have the agenda written on large sheets of newsprint or on a blackboard, so that everybody can see it. By reviewing the agenda the facilitator can give the participants a chance to modify the proposed agenda and then to contract to carry it out.

1. Go through the whole agenda in headline form, giving a brief idea of what is to be covered and how.
2. Then and not before, ask for questions and comments.



3. Don't be defensive about the agenda you have proposed, but don't change everything at the suggestions of one person - check it out with the group first.
4. If major additions are proposed, make the group aware that adjustments must be made because of limited time available, like taking something out, postponing something until later, etc.
5. If an item that some people do not want to deal with is suggested for discussion, consider that there is no consensus and it cannot be included at that time.
6. Remember that your responsibility as facilitator is to the whole group and not to each individual.
7. When the agenda has been amended, ask the participants if they are willing to accept it - and insist on a response. They need to be aware of having made a contract with you about how to proceed. Besides, it is their meeting!

Next, move on to the Main Items - if more than one item needs to be dealt with it is important to set priorities. If at all possible, start with something that can be dealt with reasonably easily. This will give the group a sense of accomplishment and energy.

The more difficult or lengthier items, or those of most pressing importance, come next. If there are several, plan to have quick breaks between them to restore energy and attention (just a stretch in place, a rousing song, a quick game).

A big item may be broken into several issues and discussed one at a time to make it more manageable. Or it may be helpful to suggest a process of presenting the item with background information and clarification breaking into small groups for idea sharing and making priorities, and then returning to the main group for discussion.

Finish with something short and easy to provide a sense of achievement and enthusiasm for next time.

#### Agenda items proper

1. Arrange (before the meeting) to have somebody else present each item.
2. Encourage the expression of various viewpoints - the more important the decision, the more important it is to have all pertinent information (facts, feelings and opinions) on the table.
3. Expect differences of opinion - when handled well, they can contribute greatly to creative

solutions.

4. Be suspicious of agreements reached too easily - test to be sure that people really do agree on essential points.
5. Don't let discussion continue between two people, but ask for comments by others. After all, it is the group that needs to make decisions and carry them out.
6. As much as possible, hold people to speaking for themselves only and to being specific when they refer to others. NOT "some people say...", "we all know," "they would not listen...." Even though this practice is scary in the beginning, it will foster building of trust in the long run.
7. Keep looking for minor points of agreement and state them - it helps morale.
8. Encourage people to think of fresh solutions as well as to look for possible compromises.
9. In tense situations or when solutions are hard to reach, remember humor, affirmation, quick games for energy, change of places, small buzz groups, silence etc.
10. When you test for consensus, state in question form everything that you feel participants agree on. Be specific: "Do we agree that we'll meet on Tuesday evenings for the next two months and that a facilitator will be found at each meeting to function at the next one?" Do not merely refer to a previous statement: "Do you all agree that we should do it the way it was just suggested?"

11. Insist on a response. Here again the participants need to be conscious of making a contract with each other.

12. If you find yourself drawn into the discussion in support of a particular position, it would be preferable to step aside as facilitator until the next agenda item. This can be arranged beforehand if you anticipate a conflict of interest.

13. Almost any meeting will benefit from quick breaks in the proceedings - energy injections provided by short games, songs, a common stretch, etc.

Announcements - After the main business of the meeting is completed is the proper time for announcements.

Evaluation - serves 2 main purposes: to provide a quick opportunity for people to express their

feelings about the proceedings and thus to provide a sense of closure to the experience; and to learn to have better meetings in the future.

Evaluation can be done quickly and easily. Particularly if a simple format is used: on top of a large sheet of newsprint or a blackboard put a plus sign on the left side, a minus sign in the middle, and an arrow pointing ahead on the right side. Under the plus sign list positive comments, things that people felt good about. Under the minus sign, list things that could have been done better, that did not come off so well. Under the arrow, list specific suggestions for how things could have improved.

Don't get into arguments about whether something was in fact helpful or not; people have a right to their feelings. It is not necessary to end with a positive comment. Meetings almost invariably get better after people get used to evaluating how they function together.

Closing - Try to end the meeting in the same way it was started - with a sense of gathering. Don't let it just fizzle. A song, some silence, standing in a circle, a group hug - anything that affirms the group as such and puts a feeling of closure on the time spent together is good.

## Special roles

There are a number of different roles the group members can take on (with the agreement of the group) to make the facilitator's job easier.

### I. Time Keeper

Someone with a watch, or who can see the clock takes on the responsibility for keeping an eye on the time. The facilitator should estimate the time needed for each item and put it on the agenda chart. This will:

- indicate to participants the relative importance of the items
- help participants tailor their participation to the time available
- give a sense of progress to the meeting.

Ask people what time they have to leave. Does the estimated time needed for the meeting fit into the time people have available? If not, perhaps some items will have to wait until next week, or else individual items will have to be dealt with more quickly.

If an agenda item is supposed to take 10 minutes, then the time-keeper lets the group know when 5 minutes are up. S/he simply calls out "5 minutes", and later "time". When time is up the facilitator asks the group if they wish to extend the time on that item for say 5 minutes, making

them aware that the meeting will end 5 minutes later than projected. It is up to the group to decide if they wish to extend, they may feel that they have spent enough time on that item and that they wish to go on to the next one; or that the item is very important and more time is essential. (In which case the time-keeper lets the group know when the additional time is up).

### II. Co-facilitator

Instead of the usual practice of having one facilitator it is often wise to have two facilitators. Here are some of the reasons and circumstances for team facilitation.

1. More information and ideas are available during the planning.
2. More energy (physical and emotional) is available to the group - especially during times of conflict or when handling complicated matters.
3. If a facilitator becomes personally involved in the discussion, it is easy to hand the job over to the co-facilitator for the time being.
4. Co-facilitation is a way for more people to gain experience and become skilled facilitators.
5. It is less exhausting, demanding and scary.

For people who are not used to working as a team, it is probably wise to divide responsibility for the agenda clearly before the meeting. However, co-facilitation means that the person who is not currently 'on-duty' is still responsible for paying attention as 'vibes watcher' and pitching in to help clarify issues, test for consensus, etc.

In evaluating their work together, people who work as co-facilitators can help each other by giving feedback and support, and thus learn to grow.

### III. 'Vibes Watchers'

At times when discussion is expected to be particularly controversial or when there are more people than the facilitator can be aware and attentive to, it may make more sense to appoint a 'vibes watcher' - a person who will pay attention to the emotional climate and energy level of the attenders. Such a person is encouraged to interrupt the proceedings when necessary with an observation of how things are going and to suggest remedies when there is a problem. As 'vibes watcher' you pay most attention to the nonverbal communication, such as:

1. Body language: are people yawning, dozing, sagging, fidgeting, leaving?



2. Facial expressions: are people alert or 'not there', looking upset, staring off into space?
3. Side conversations: are they distracting to the facilitator or to the group?
4. People interrupting each other.

It is often difficult to interpret such behaviour correctly. Report what you observed and possibly suggest something to do about it. If energy is low a quick game, stretch, or a rousing song may wake people up. If tension or conflict level is preventing people from hearing each other, a simple getting up and finding new places to sit may help. A period of silence might also be helpful when people may have a chance to relax a bit and look for new insights.

5. Preventing people from hearing each other, a simple getting up and finding new places to sit may help. A period of silence might also be helpful when people may have a chance to relax a bit and look for new insights.
6. It is important for the vibes watcher to keep a light touch - don't make people feel guilty or defensive. Also, be confident in your role - there is no reason for apologizing when you have an observation or a suggestion for the group - you are doing them a favour.

It is important for the vibes watcher to keep a light touch - don't make people feel guilty or defensive. Also, be confident in your role - there is no reason for apologizing when you have an observation or a suggestion for the group - you are doing them a favour.

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#### CONCLUSION

The technique of meeting facilitation, like consensus decision making, becomes very easy with practice. The technique will help your group operate more efficiently and should help everyone participate more fully in the meeting.

Strong facilitation will be very important for meetings on-site during the blockade where people may be cold and wet, afraid, or tense and worried and where important decisions may need to be made. Under these circumstances quick meetings with a high level of participation will be crucial.

We hope that these notes will help you and your affinity group practice the techniques and become strong facilitators, proficient at using the consensus process.

(Adapted from 'Meeting Facilitation - The No Magic Method' by Bert Lakey, Movement for a New Society.)

## Consensus practice

This section comprises a list of scenarios for your affinity group to use to practice consensus. You should be able to think of lots of others to use.

Someone from the group should present the scenario, provide any additional information (ad. lib. if necessary) that group members need, and stop the group when time is up.

#### SCENARIOS

1. You are members of the police-liason group during the blockade and you are about to visit the Officer in charge of police operations, prior to today's action. Today's action involves blockading bulldozers as they move through untouched rainforest. You must decide what you are going to discuss. Time: 10 mins.

2. You are part of an advance party up the Gordon River to observe HEC survey-track cutting operations. You have been there a week. Some members of the group are becoming increasingly frustrated at having to sit back and watch the HEC hacking their way through the wilderness; they want to take some (non-violent) action to try to stop HEC activities. There are no media on site. Time: 10 mins.

3. You are part of a 'mainland' affinity group. A Tasmanian paper, which has in the past given unfavourable reports about 'mainlanders', has approached your group. The reporter has asked to do a detailed profile of your affinity group. He is waiting for a reply in 10 mins.

4. TWS is blockading road works in virgin forest. Terrain is difficult. Yesterday's action slowed down work considerably, but failed to prevent the felling of huge trees which are on the 'road route'. Today the HEC liason persons have given warning that a bulldozer is coming to doze the remaining trees. There will be blasting and levelling. They have clearly stated that they will not stop or be delayed. There is widespread anxiety. Time: 10 mins.

5. The blockade action has had three weeks of outstanding success. Three days ago all the HEC and police disappeared off the scene, equipment and all. There have been no comments from Mr Gray about the withdrawal. We have no indication whatsoever. Is this designed to confuse or a sign of political moves? Food is getting low and many are desperate for a shower. Woke this morning to falling snow and a gale. Radio weather forecasts are for further deterioration. Several people suggest its time to get out. Time: 15 mins.

6. We have been blockading road works for a week. Actions so far have had little delaying effect. In one confrontation many were arrested. Morale is low. There have been no significant changes politically even though press has been good. Next group meeting must decide what to do. Time: 30 mins.

#### QUESTIONS TO EVALUATE CONSENSUS DECISIONS

1. Was consensus achieved?
2. Was a facilitator appointed?  
- did they do their job?
3. Was a time-keeper appointed?  
- did they do their job?
4. Was a firm proposal put to the group?
5. Did everyone who needed to get a say?
6. Did anyone dominate the discussion?
7. Were there any unnecessary hindrances?  
- confused priorities,  
- unclear goals/aims, etc.

## Quick decisions

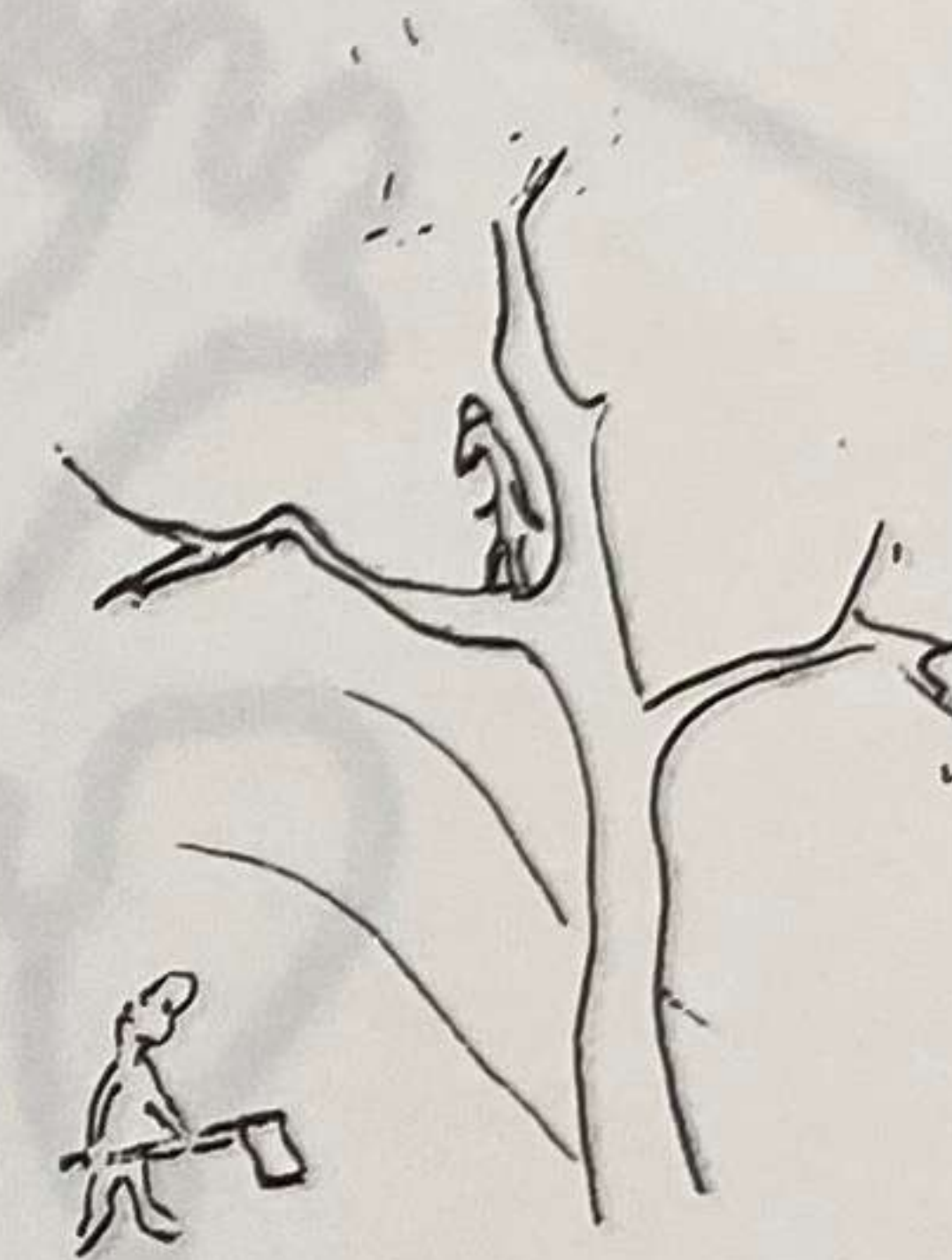
There will be times during the blockade when decisions are going to have to be made very quickly - in a matter of only a few minutes. This part sets out some scenarios for your affinity group to use, to practice making decisions in a short time. The list of questions to evaluate the consensus process in the previous section can be used to evaluate the quick decisions also.

#### SCENARIOS

1. You have heard that three barges loaded with heavy equipment have left Strahan under police escort. You are occupying a landing stage at Eagle Creek. There are about 100 of you. There is also a natural landing stage further upstream which you don't expect to be used.

One of the barges comes round the bend in the river and steams right past the landing. The other two are not yet in sight. You have a few run-abouts and many duckies. What will you do? Time: 3 mins.

2. One demonstrator has positioned him/herself in a tree in the path of HEC works. S/he wants to stay up there, but others in the group are concerned about the extreme danger of injury or death. The HEC workers are by now very determined to do their work. They are on the scene. No one has been injured yet by this type of situation. Several police are present. Time: 3 mins.



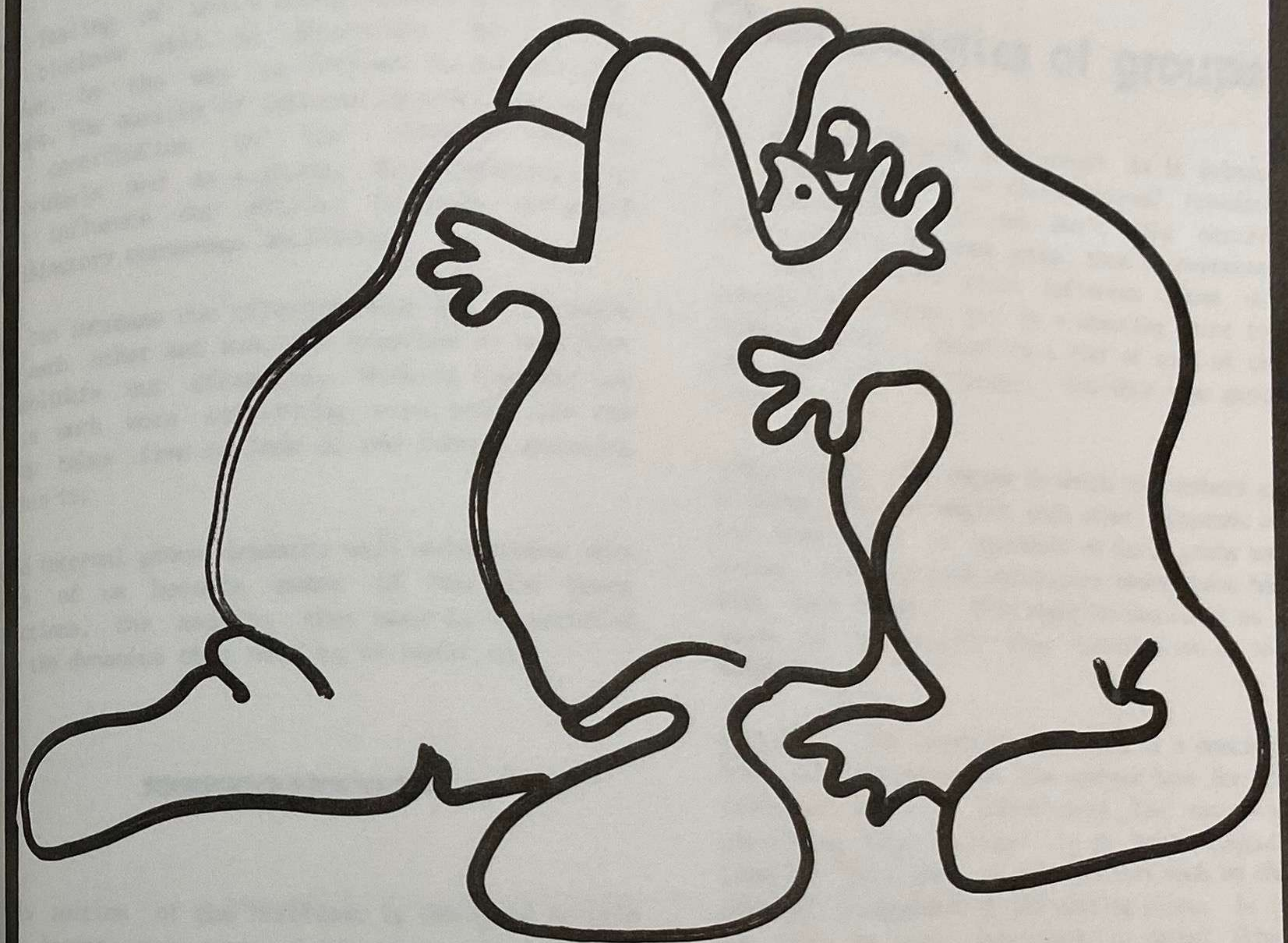
3. Two early-morning observers are watching for signs of activity while the rest are still snoring snugly in their warm down bags. There is sudden unexpected activity, and a 'dozer' is seen moving down the 'track'. One of the observers wakes and alerts two sleepy and disgruntled affinity groups camped near that work site. What to do? Time: 5 mins.

4. It's the first day of the actual blockade, and many people have just set up camp. The police arrive at your group's site at 6.00 PM and inform you that you are trespassing on land which has been set aside for 'special works'. You are instructed to clear camp and move off. Time: 2 mins.

5. Your group has the task of peacefully delaying work by one bulldozer on a particular narrow section where the road is being pushed ahead. You expect to see a 'dozer'. Instead two landrovers approach. Four workers with chainsaws and four others get out. Half a dozen police are present. What are your new tactics? Time: 2 mins.

Don't forget to evaluate each scenario you try!





# WORKING IN GROUPS



# Working in groups

The feeling of unity among demonstrators during the blockade will be determined, to a large extent, by the way we interact in our affinity groups. The quality of interactions will influence our contribution to the blockade both as individuals and as a group. Most importantly it will influence our ability to make quick and satisfactory consensus decisions.

We can increase our effectiveness if we are aware of each other and function together in ways that consolidate our strengths. Working together can be a much more satisfying experience when the group takes time to look at the forces operating within it.

Good internal group dynamics will only happen when each of us becomes aware of how the group functions, the aspects that need to be modified and the dynamics that need to be built on.



This section of the Handbook is designed to help you become more aware of how your affinity group (or any other group for that matter) is working. There is a list of some of the characteristics of groups; lists of the positive functions people take on in meetings, as well as some of the less positive ones; the question of leaders versus leadership is also examined. At the end of the section are some exercises to help you observe the dynamics operating in your group.

## Characteristics of groups

How would you describe your group? Is it relaxed or tense? Purposeful or directionless? Cohesive or fragmented? If you don't like certain characteristics of your group, then an awareness of factors which might influence those unsatisfactory things may be a starting point for changing them. Below is a list of some of the characteristics of groups. How does your group compare?

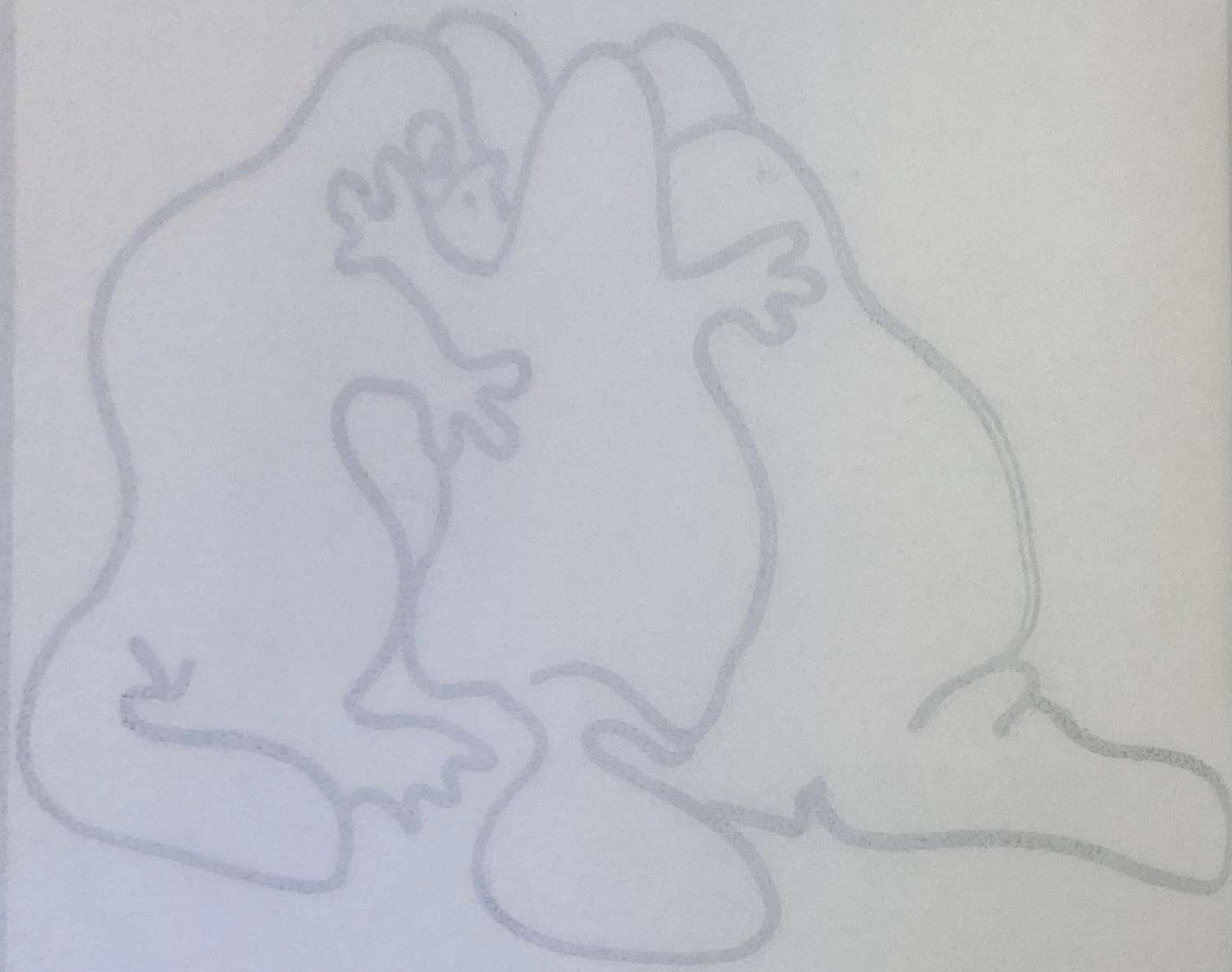
**Cohesiveness:** The degree to which the members of a group like and support each other. Depends on how much there is agreement on basic goals and values, how many good experiences member have had with each other. This might be described as a sense of "community". (See Introduction to the Handbook.)

**Climate:** The psychological tone of a meeting. How much attention do the members have for the issue at hand? Do participants feel easy with expressing their feelings? Is the spirit joyful, tense? The climate is affected very much by the physical arrangement of the meeting place. Is it too warm or cool; too crowded or noisy? Other factors affecting climate might be time pressure and uncertainty over goals. The climate is often set by the perceived leaders.

**Pressures:** Compelling influences. What are they? Time? Money? Are they external or internal pressures? To what extent do they help the group reach its goals or make members act in rigid ways?



WORKING  
IN GROUPS



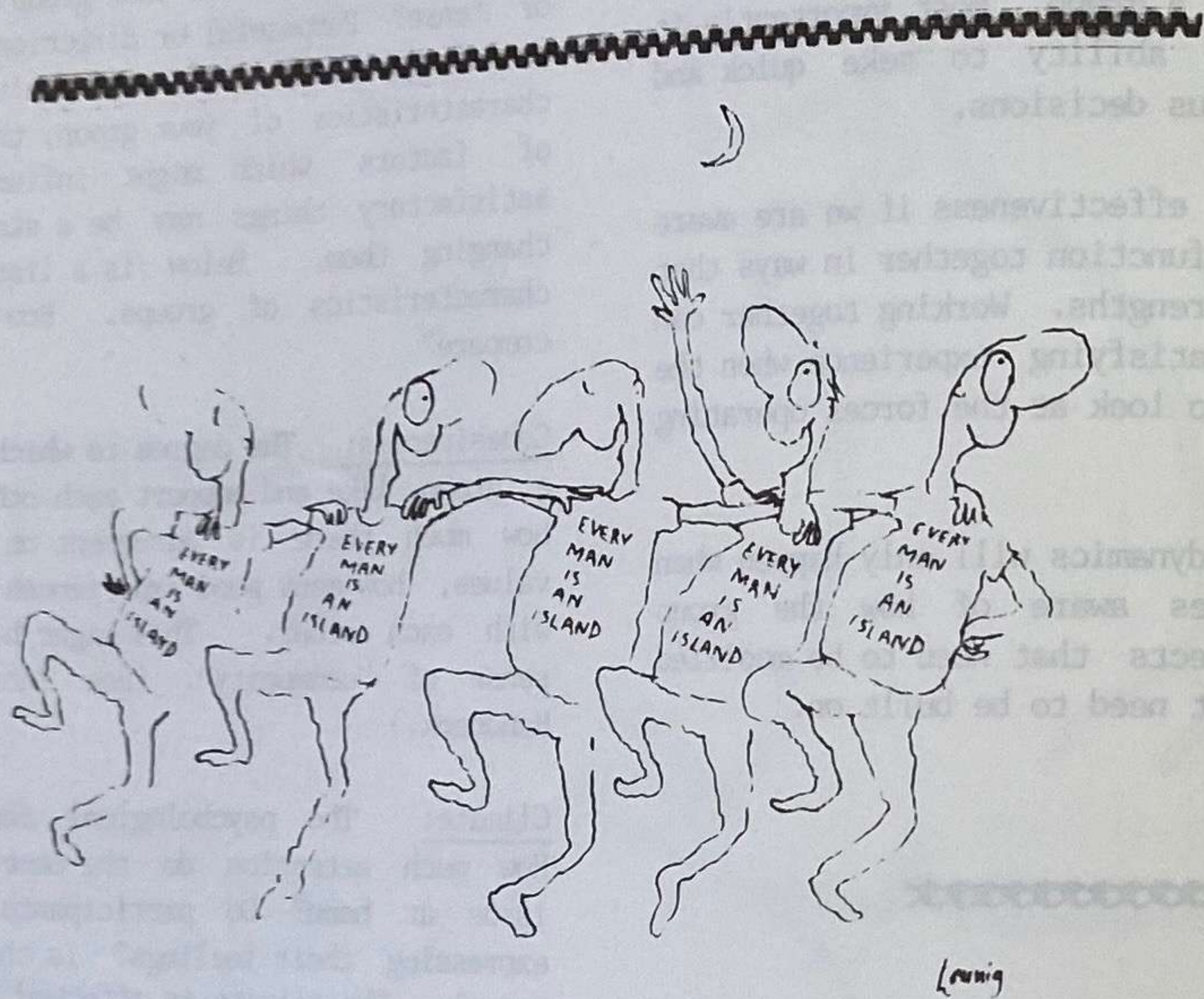


**Goals:** Ends the groups strives to attain. Goals can be long and/or short-range. If goals are clear, little leadership is needed. If goals are not clear and/or members are unclear how to accomplish the goals, leadership functions need to be filled. Have individuals clarified their own goals to the extent that group goals are possible?

**Standards:** Expectations regarding behaviour in the group, e.g. amount of involvement, or being on time. It makes a difference whether standards are set by "leaders" or all the members, and whether or not standards are conscious.

**Control:** Regulation of the group. How does a group insure its own continuation and the completion of its long term tasks? How are new members included or excluded? Controls of some sort are essential to the life of a group. Are controls used flexibly as needed? Do they work against the goals of the group?

**Structure:** Interrelationship of all the aspects of a group, such as: the decision-making process, different roles, membership, goals, styles and processes of communication. Structure may be formal, in that it is defined and deliberately followed by the group, or it may be informal.



## Individuals in groups

The activities necessary for effective group operation can be divided into two major categories: "task functions," needed to help the group achieve its goals, and "maintenance functions" needed to help build and maintain the group. These functions are set out in Tables A, B & C.

Ability to perform these functions is not hereditary, but is learned. When people take on a group function they are commonly said to have taken on a role. The term "role" conveys to many a rigidity of behaviour not intended here. Because we wish to stress the importance of roles being filled by different group members as needed, we will often use the term "function" to emphasize the distinction between the person and the behaviour. Please note that when referring to task and maintenance activities we use the terms "role" and "function" interchangeably.

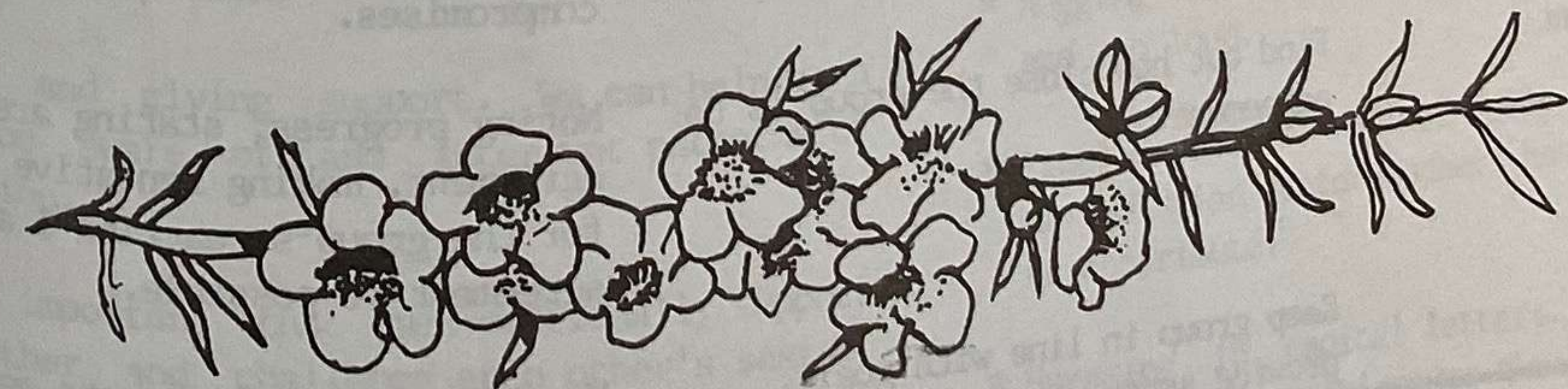
Understanding these roles will help your group discover and use its resources more fully. Interpersonal tensions may decrease as group members perceive many group problems not as people's "faults", but as unfilled roles. Experience with task and maintenance roles is also an important foundation for understanding 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 practise filling them.

TABLE A - GROUP TASK FUNCTION

This chart describes behaviour 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   | Techniques   |
|-----------------------|---|--|
| Initiator.            | Give direction and purpose to the group.  | Proposing tasks, goals, defining problems, suggesting procedures and solutions.                          |
| Information seeking.  | Make the group aware of the need for more information.                                  | Requesting relevant facts, and clarification.  |
| Information giving.   | Provide the 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 for 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.   |
| Co-ordinating.        | Adjust issues or harmonize issues that may conflict.                                    | Suggesting ways that different issues can be handled.  |
| Procedure developing. | Establish an order to the meeting.  | Suggest 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 (not people). |





**TABLE B - GROUP MAINTENANCE FUNCTIONS**

This chart describes behaviour 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.

| <u>Function/Role</u>       | <u>Purpose</u>   | <u>Techniques</u>   |
|----------------------------|--|---|
| 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. | Express own feelings and restating others' feelings and opinions.                             |
| Relieving tension.         | Reduce tension, allow group to express feelings.                 | Joking, clowning, attention expanders, breaks, etc.   |
| Compromising.              | Maintaining 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 & goals. | Make the group aware of direction and progress.                  | Expressing the group concern, suggesting tasks, & stating standards for the 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.  |

**TABLE C - TASK AND MAINTENANCE FUNCTIONS**

The following functions contribute 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.

| <u>Function/Role</u>    | <u>Purpose</u>  | <u>Techniques</u>   |
|-------------------------|---|---|
| Harmonizing, mediating. | Reconcile disagreements & reduce tension.                 | Conciliating differences, & offering compromises.   |
| Testing agreement       | Find out how close the group is to agreement.             | Noting progress, stating areas of agreement, making tentative proposals for the group's 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.   |

## Group responsibility

Task and maintenance functions are activities which people take on to help the group move forward. The other side of the coin are activities which make it difficult for the group to achieve its goals in a satisfactory way.

The most common problem is that of domination of some individuals over others. Too often in environmental groups, where we expect more sensitivity and responsibility, we run into all the same kinds of destructive behaviour we meet elsewhere - the heavy-handed authority of bosses at work, parents or spouse at home and teachers at school.

In order to work successfully in the campaign to save the South-West everyone needs to feel they can make a contribution and be active participants.

Dominating behaviour on the part of some will exclude those who feel less confident. Very often it is men who dominate group activity. This is not to say that women never act in this way, however, so often it is women who are the quiet, non-participating members, the ones doing the listening and supporting.

We all need to be conscious of how our behaviour affects others in the group.



Here are some specific ways we can be responsible to ourselves and others in groups:-

- \* Not interrupting people who are speaking. We can even leave space after each speaker, counting to five before speaking.
- \* Becoming a good listener. Good listening is as important as good speaking. It's important not to withdraw when not speaking; good listening is active participation.
- \* Getting and giving support. We can help each other be aware of and interrupt patterns of domination.
- \* It is important that men emotionally support each other and challenge each other's sexism, rather than asking women to do so. This will allow women more space to break out of their own conditioned role of looking after men's needs while ignoring their own.

\* Not giving answers and solutions. We can give opinions in a manner which says we believe our ideas to be valuable, but no more important than others' ideas.

\* Not speaking on every subject. We need not share every idea we have, at least not with the whole group.

\* Not putting others down. We need to check ourselves when we're about to attack or 'one-up' another. We can ask ourselves, "Why am I doing this? What am I feeling? What do I need?"

\* Interrupting others' oppressive behaviour. We should take responsibility for interrupting a person who is exhibiting behaviour which is oppressive to others.

\* Not sidetracking, e.g. raising interesting but irrelevant anecdotes will distract the group from the problem at hand. Try to keep to the point and avoid picking up on side issues and treating them as central.

\* Not talking over loudly.

\* Not trying to make one's opinions sound like facts.

\* Avoiding 'isms' - in speech, action and implication. Particularly sexism, and also racism, agism, classism, religionism etc.

\* Not bringing bad vibes to the meeting. Frustrations or conflicts at work or home can carry over into meetings and affect how we relate to others and how the group manages the task at hand. Sharing your feelings at the start of the meeting will let people know that you're irritable about something at work or home, not with the people at the meeting.



The following are some of the more common problems to become aware of:-

- \* Hogging the show. Talking too much, too long and too loud.
- \* Problem solver. Continually giving the answer or solution before others have had much chance to contribute.
- \* Speaking in capital letters. Giving one's own solutions or opinions as the final words on the subject, often aggravated by tone of voice and body posture.



- \* Defensiveness. Responding to every contrary opinion as though it were a personal attack.
- \* Nitpicking. Pointing out minor flaws in statements of others and stating the exception to every generality.
- \* Restating. Especially what has just been said by a non-dominant person.
- \* Attention seeking. Using all sorts of dramatics to get the spotlight.
- \* Task and content focus. To the exclusion of nurturing individuals or the group through attention to process and form.
- \* Putdowns and one-up-manship. "I used to believe that, but now ...." or "How can you possibly say that...?"
- \* Negativism. Finding something wrong or problematical in everything.
- \* Focus transfer. Transferring the focus of the discussion to one's own pet issues in order to give one's pet theories.
- \* Self-listening. Formulating a response after the first few sentences, not listening to anything from that point on and leaping in at the first pause.
- \* Inflexibility and dogmatism. Taking a last stand for one's position on even minor items.
- \* Avoiding acknowledging personal conflict. Intellectualizing, withdrawing into passivity or making jokes when it's time to share personal feelings.
- \* Condescension and paternalism. "Now, do any women have something to add?"
- \* Being "on the make". Using sexuality to manipulate people.
- \* Men seeking attention and support from women while competing with men.
- \* Running the show. Continually taking charge of tasks before others have a chance to volunteer.
- \* Withholding information. Protectively storing key information for one's own use and benefit.
- \* Speaking for others. "A lot of us think that we should..." or "What so and so really meant was...."

The sharing of wealth of knowledge and skills is severely limited by such behaviour. Women and men who are less assertive than others or who don't

feel comfortable participating in a competitive atmosphere are, in effect, cut off from the interchange of experience and ideas.

(This piece is abridged and adapted from an article written by Bill Moyers of the Movement for a New Society.)



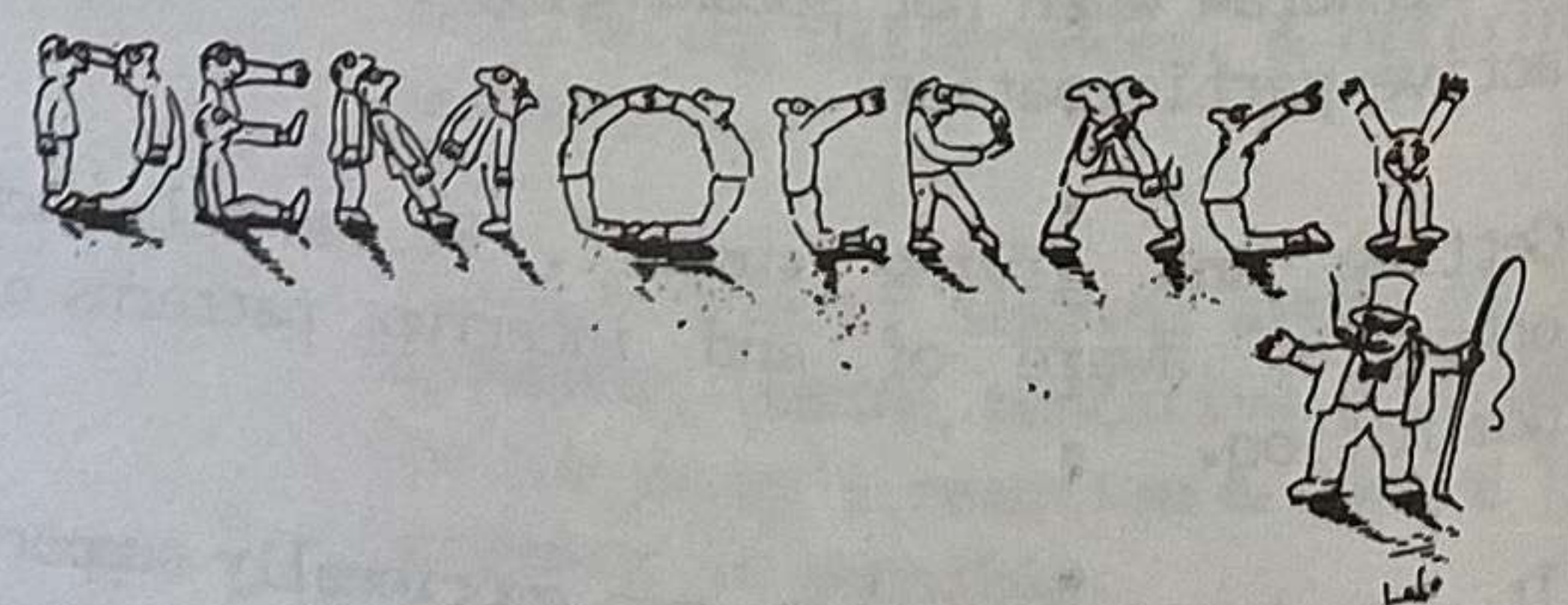
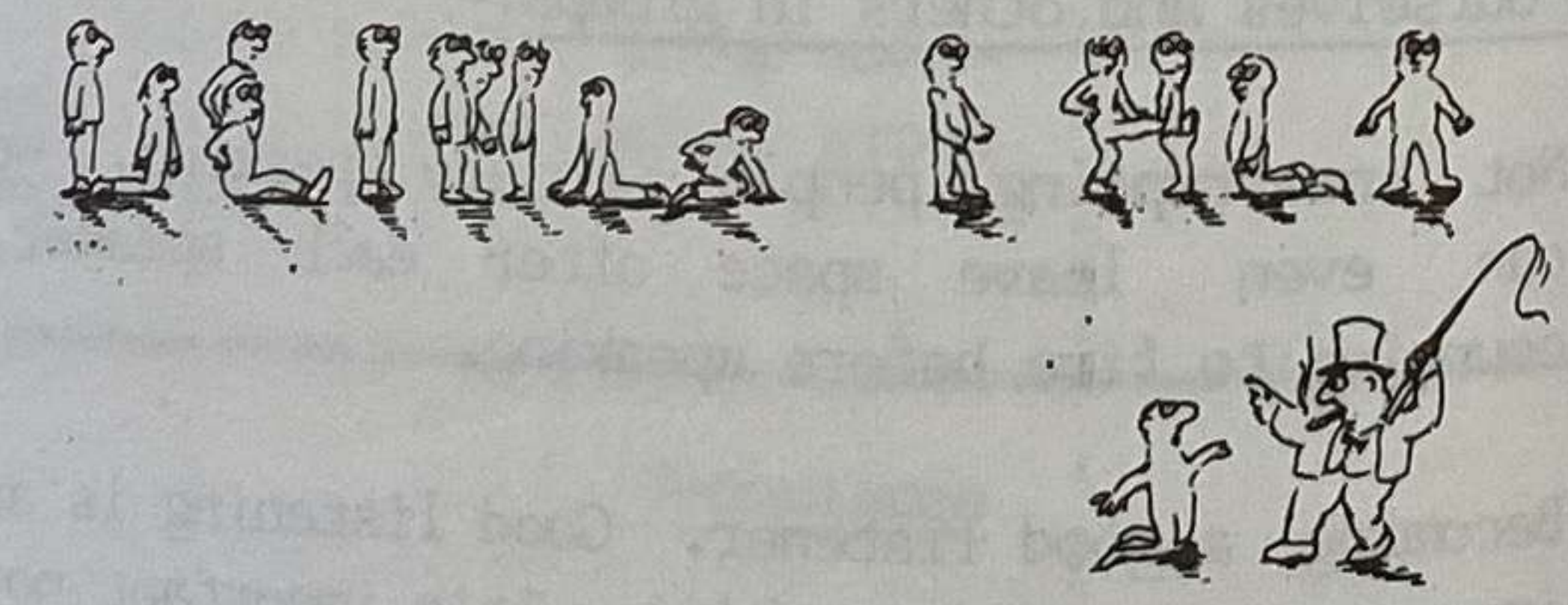
If you've come with a friend.

If you've joined your affinity group along with a close friend or perhaps your wife or husband, then the communication between the two of you is probably very good. The mutual support and understanding will facilitate decision making in the group.

It is important that feelings of trust, co-operation and caring are extended to the other members of your affinity group; that one particularly close relationship doesn't prevent this happening.

For people who are part of couples it is often difficult to be aware of the thoughts and feelings of others in the group, and it is difficult for others to reach out to people in couples.

Hopefully those who come as couples or with close friends will deliberately take time to reach out for others and consider their thoughts and feelings.



**Leaders?**

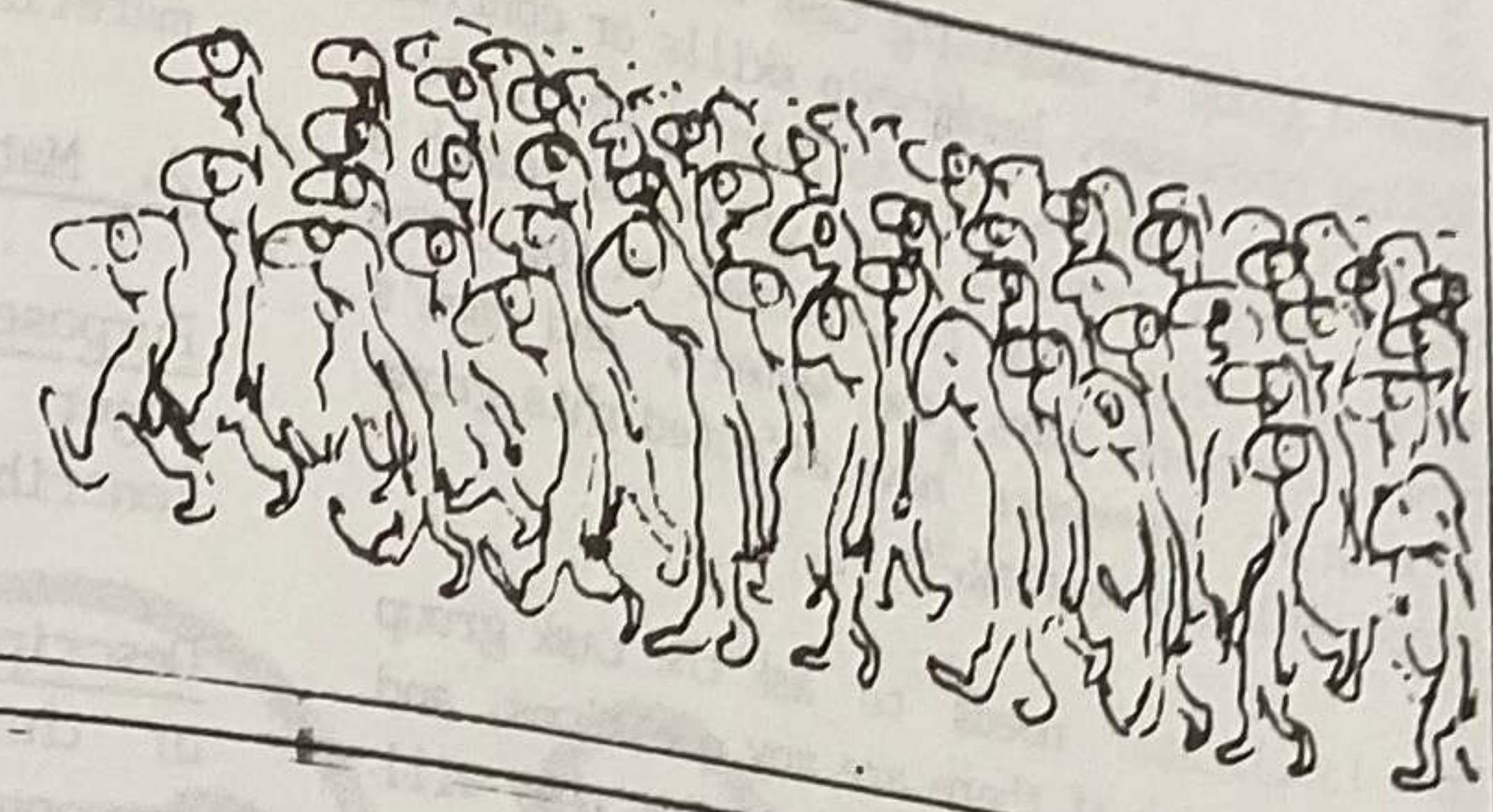
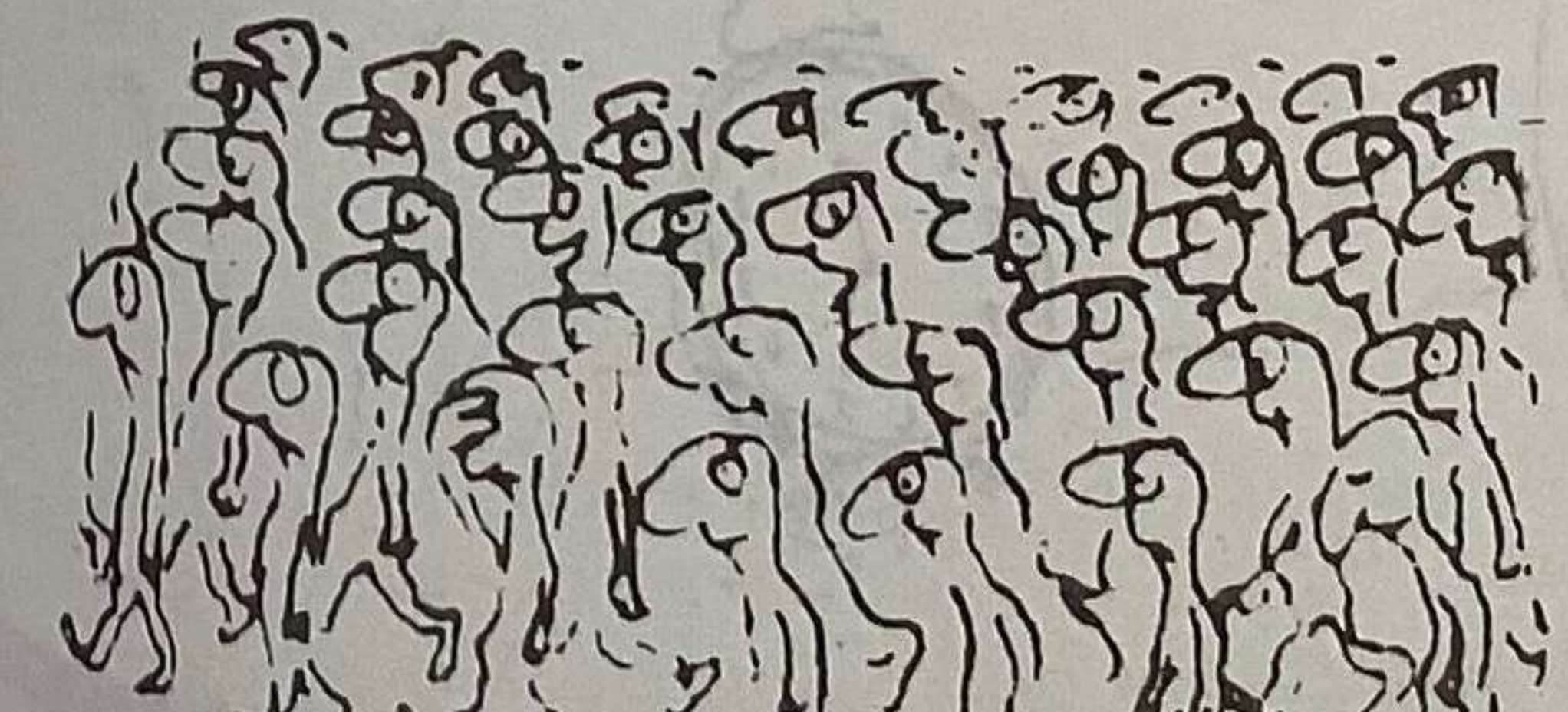
Leadership is often confused with the people who carry out leadership activities - 'leaders'. A leader is often seen as the person who has the authority (or charisma) needed to carry a group forward.

However, when the activities which leaders do are looked at very closely we find that they simply carry out a wide range of task and maintenance as well as other group functions. What this means is that a leader is carrying out a composite of learnable skills through which the efforts of individuals are co-ordinated to accomplish group goals.

It is useful, then, to differentiate between "leaders" and "leadership": leadership being a role everyone can step into and share with others, simply by learning to identify and fill unfilled roles in the group. Thus leadership can be best understood as a set of functions rather than as a personal trait belonging to the 'leader'.

When one person fulfills many of the group functions and roles, at the expense of, and with the co-operation of other members, the result is Dominating Leadership. By contrast, the form of leadership which is much more appropriate for the blockade is shared leadership, where all group members take on the responsibilities that would otherwise fall to one or two people.

The group becomes stronger as a result and is not vulnerable to the loss of one or two individuals. The advantages of this for the blockade are clear - the arrest or injury of any one, a few people, will not render the group ineffectual or directionless. When we all share leadership the group's cohesion and durability will tend to increase.



**Observing your group**

The purpose of the exercises in this section is to increase people's awareness of how their group is functioning and of their own participation in the group.

Fishbowl Exercise (60-90 min).

Purpose: To examine an issue in group process through observation of a group at work. To allow people to learn through guided observation. We have most frequently used the fishbowl structure to examine task and maintenance roles.

Description:

- a. Participants volunteer to be in one of two groups of about equal size: the task group ('fish') or observer group ('bowl'). The exercise gets its name because it works best when the task group sits close together inside an outer circle of observers.
- b. The observers should decide or be told beforehand what and how to observe. Observation check sheets or written instructions are helpful to point out what behaviour or problems to look for. When studying task and maintenance roles, charts or cards similar to tables A and B can be used.
- c. It may be useful to give the task group special instructions, depending on the goal of the exercise. For instance, some people might be assigned specific roles or given special information.
- d. The facilitator needs to make the task clear to the group before the exercise starts. The 'bowl' should not be aware of the task given to the 'fish'. When a group is examining maintenance roles it is helpful to choose a topic with which participants have some familiarity, e.g., "How have the women's and men's liberation movements affected our lives over the last few years?"



When a group is examining task roles, decision-making processes, leadership skills or conflict resolution issues, it is helpful to choose a topic which requires the group to reach a decision, e.g. "Come to consensus on the three most important ways the women's and men's liberation movements have affected this group since we began meeting."

- e. The facilitator needs to ask the task group before starting if there are any questions, and to tell both groups how much time they will have. It's usually not good to interrupt the group once time has started, even for informational questions. Interruptions will make evaluation more complicated and destroy the sense of 'reality' that the task group needs. Laughter or discussion among the observers will also be disruptive to the task group.
- f. Issues and problems in decision making may surface more quickly if time pressure is added.
- g. The facilitator calls time (s/he can give the group a warning if desired) and asks for evaluative comments - first from observers and then from the task group. Once the important issues have been brought out, the evaluation is ended.
- h. Often it's helpful to repeat the Fishbowl with a similar problem, reversing the roles of 'fish' and 'bowl'. Everyone then has a chance to observe, and some participants get an immediate opportunity to put their new insights to use.

Note: The observers learn most about group process, while the task group provides the raw material to them to examine.

### 2. Matchstick Discussion

Purpose: To place limits on dominant or over-eager speakers. To encourage shy speakers to contribute.

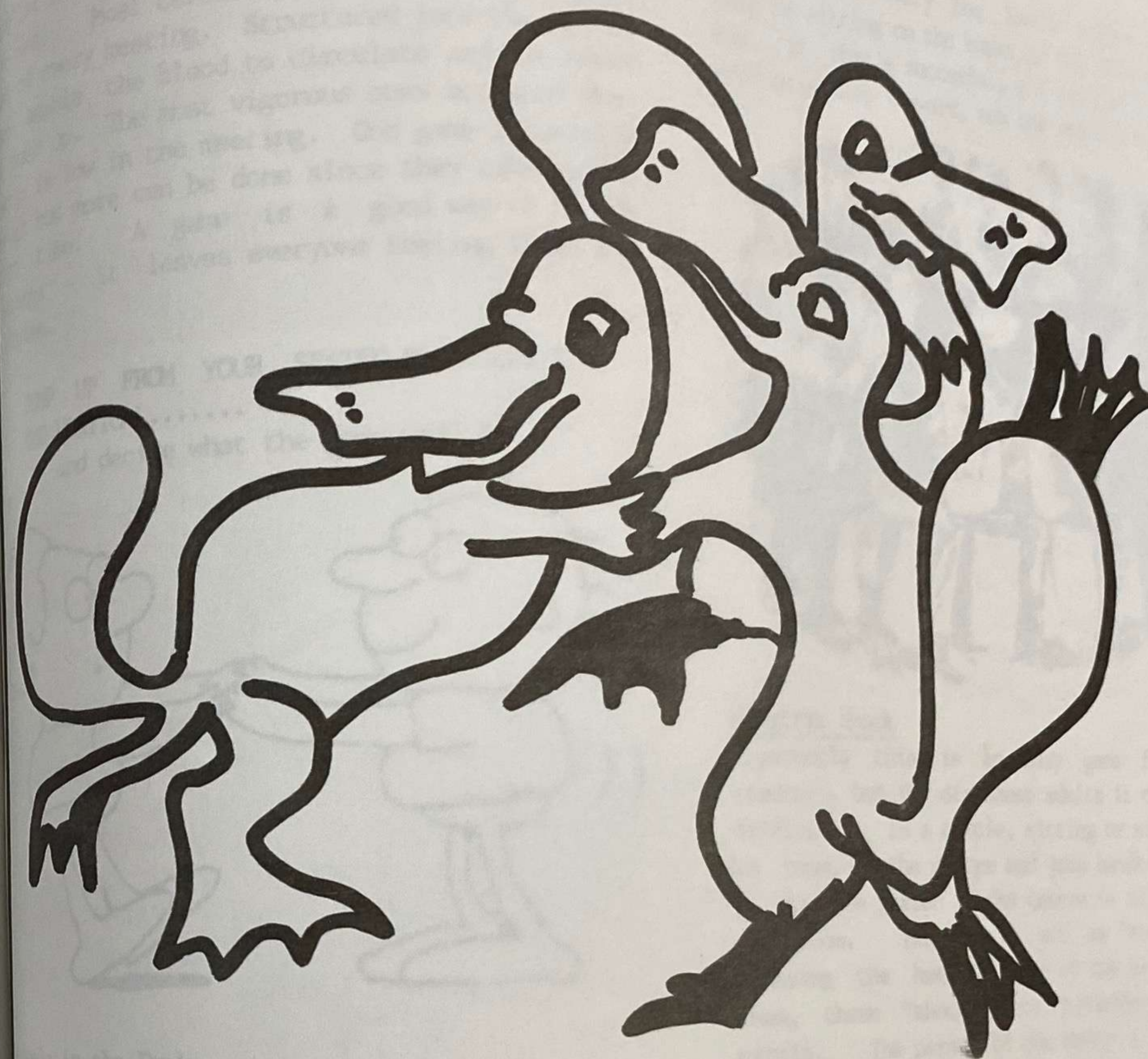
Description: Each participant is given one, two or three matches (same number each). Each time someone speaks s/he throws a matchstick into the centre of the group. When one person's matchsticks are all gone, s/he may not speak again until all matchsticks have been used and matches are redistributed, or a new process is agreed upon. People may not give their matches to other members of the group.

### 3. Conch Shell Discussion.

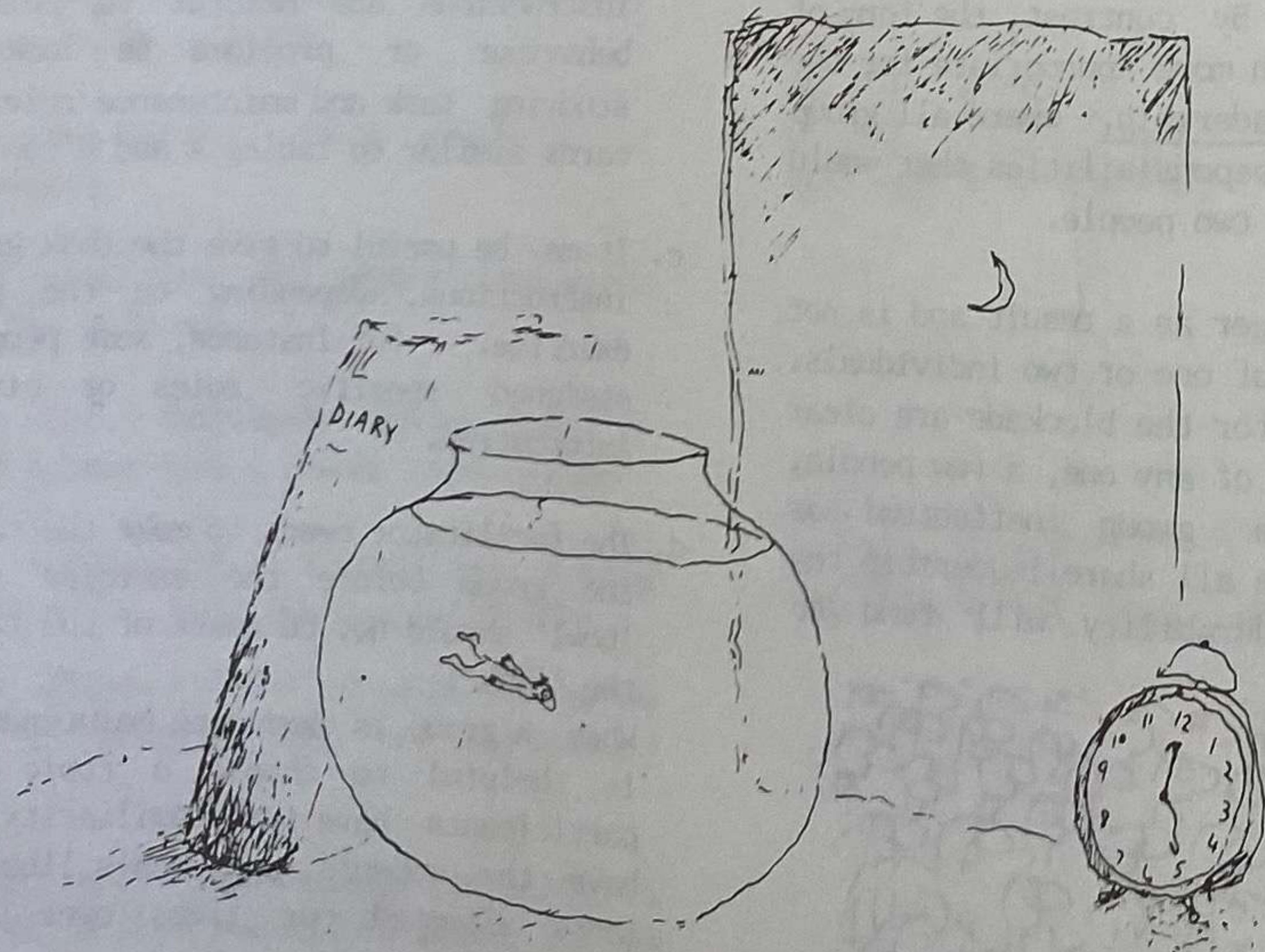
Purpose: To make people conscious of when they interrupt others. To help people break the habit of interrupting each other. To make clearer to the group who speaks most.

Material needed: One conch shell - or almost any object that is distinctive and won't be lost or forgotten. (The conch shell was suggested by Golding in his novel 'Lord of the Flies').

Description: Members of the group may speak only when they hold the conch shell. Speaker passes shell to next person who wants to speak. A group may wish to exempt a trainer or facilitator from this rule.



# GAMES

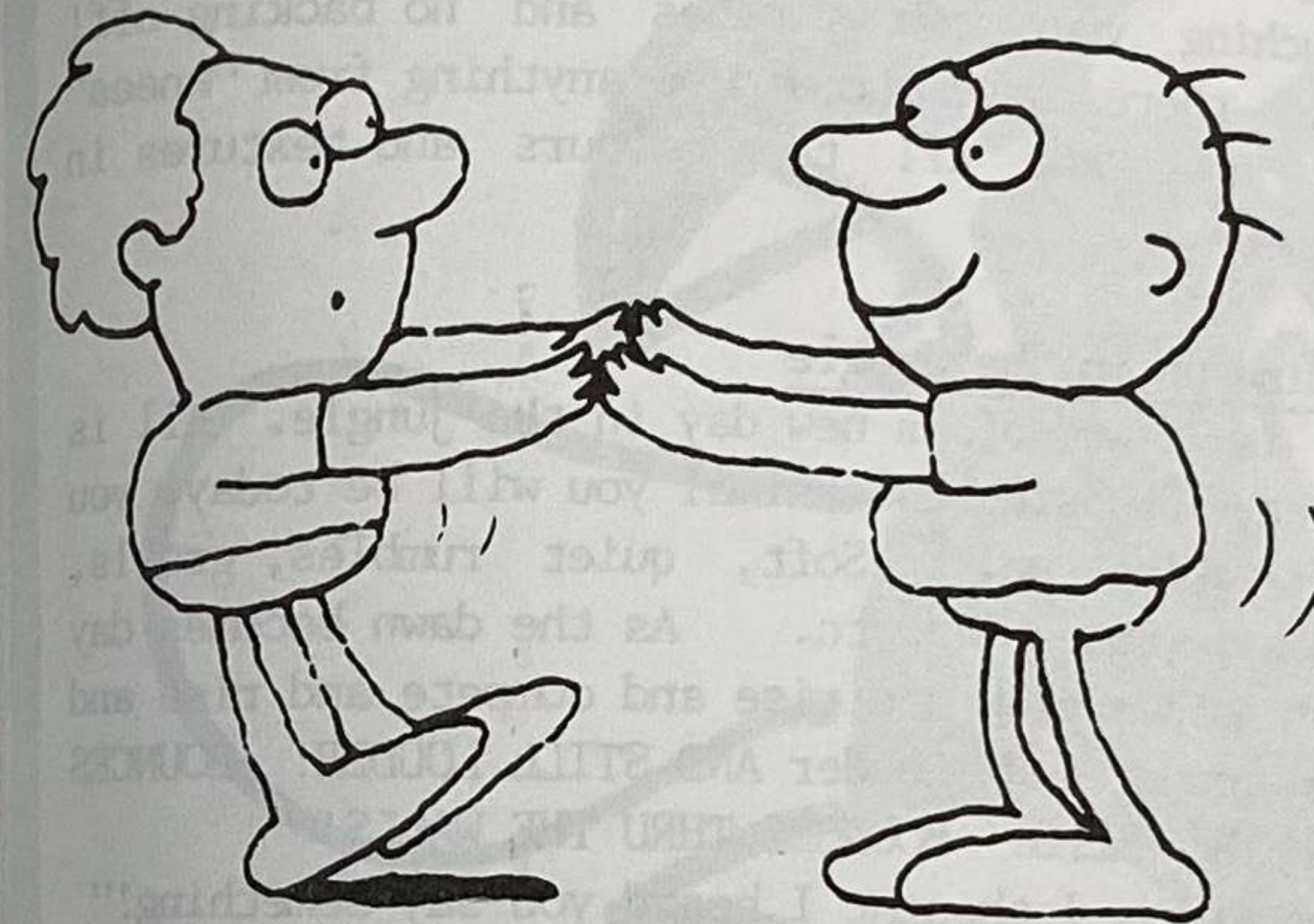




# Games

Some of these may be familiar - even if the names are not. Most certainly, games are an integral part of every meeting. Structured into the agenda they enable the blood to circulate and the brain to wake up. The most vigorous ones are good when energy is low in the meeting. One game is usually enough but more can be done since they take such a short time. A game is a good way to finish meetings - it leaves everyone feeling fresh and positive.

JUMP UP FROM YOUR SEATED POSITIONS TO THE VERTICAL.....  
and decide what the game will be!



### Animals in the Dark

One person goes around the group and whispers to each which animal they will be. The whisperer will have already chosen a number of animals so that 2-3 people end up portraying the same animal. With the lights out, each person makes the animal noise they have been assigned and the aim is to find your pair' i.e. Lions find lions, cockatoos find cockatoos, etc.

### Car Wash

Everyone stands in a circle facing the back of the person in front, so that everyone is facing the same direction. With the feet spaced wide apart one or two people crawl through the tunnel created by everyone else's legs. They rub, scratch, and massage the backs of the "cars" as they move through the tunnel. When the first two "cars" have done a lap two others follow, until everyone has had a turn.

### Circle sit - and Walk

Everyone stands in a circle facing the back of the person in front. It does need to be a circle and not an ellipse, and people need to stand very close to one another - so that they're touching.

Very Slowly, every one lowers themselves until they're sitting on the knees of the person behind. Now...if that's successful, all try taking one co-ordinated step forward, now the other foot...''



### Electric Shock

Apparently this is an easy game for year 7 students, but for dishonest adults it can be a bit difficult. In a circle, sitting or standing face in towards the centre and join hands. Hold them so that the person in the centre (a volunteer) can see them. Two people act as "stations", both pressing the hand of one of the people next to them, these "shocks" are transmitted around the circle. The person in the centre tries to guess where the "shock" is. A person can hold onto a "shock" for no more than 5 seconds before passing it on. The two stations call out "TOOT! TOOT!" shortly after they pass on the shock on. Stations are also allowed to change the direction the shock is travelling.

This game works more effectively in a large group.

### Emu Rumble

Standing in groups of 3, the centre person of each group bends over, hands to knees like a leap-frog position. The other two stand on either side of the centre person's shoulders. At the word "go" hands are gently "drummed" down the centre person's back and down to the ankles and back up again! Change!

### Group Hug

This is pure companionship and warmth, it simply consists of a circular scrum - arms across the shoulders of those next to you. Revolving and/or walking into the centre towards the person on the opposite side of the circle to you can be fun! A group hug is a great way to end a meeting. Individual hugs are great when de-roling from a tense roleplay.



Make an Animal

An animal is called out and the whole group tries to portray it, i.e. the whole group forms into a snake, or an elephant... Don't forget the vocals and the movement!

Monkey/Palm-Tree/Elephant

Everyone stands in a circle and faces inwards to the person in the middle. The person in the middle points to someone in the circle saying either "Monkey!" or "Palm-Tree!" or "Elephant!" The person pointed to and the two folk on either side impersonate that creature in the following way:-

**Elephant:** The centre person is the trunk, the two hands joined in front and waved side to side, in a bending position. The other two make ears with outside (to the middle person) arms on hips and inside arms across the trunk's back.

**Monkey:** All three people jumping up and down on the spot making loud monkey noises.

**Palm-Tree:** The centre person stand up-right with arms raised and the two side people hold their arms out to the side as the palm fronds.

The middle person spots someone doing the wrong actions, or doing them too slowly, and changes places with them.

The game should be played quickly, going from one creature to the next in quick succession.

My Bonnie Lies Over the Ocean

With every one standing in a circle, arms raised above heads, on the "B" of the song "My Bonnie Lies Over the Ocean" every one touches their toes. On the second "B" arms go above heads again etc. "Oh bring back my Bonnie to me, to me...Oh bring back, bring back....!"

Snake

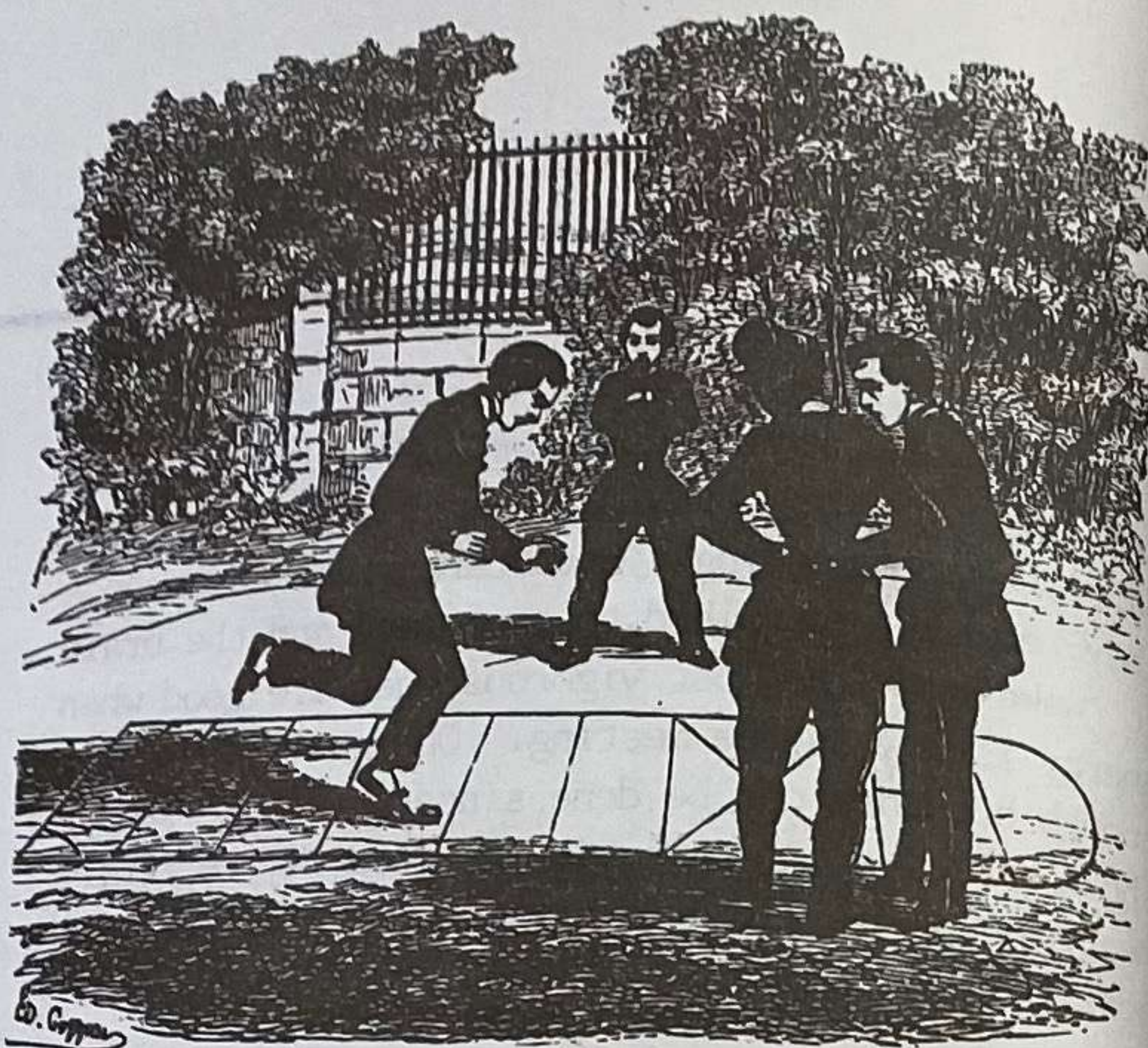
Outside in a line, everyone joins hands. Running forward, the leading person stopping or slowing, the others find that their speed and direction are altered. Movement can be quite random and unexpected!

Supporting Trust

This game really helps build trust in the group. Get into a tight circle, standing shoulder to shoulder, facing inwards. One person stands in the centre, arms by their side, stiff but relaxed, eyes closed. S/he falls outwards to the circle of people. There s/he is caught and supported across and around the group without being allowed to fall. Everybody gets a turn!

Tangles

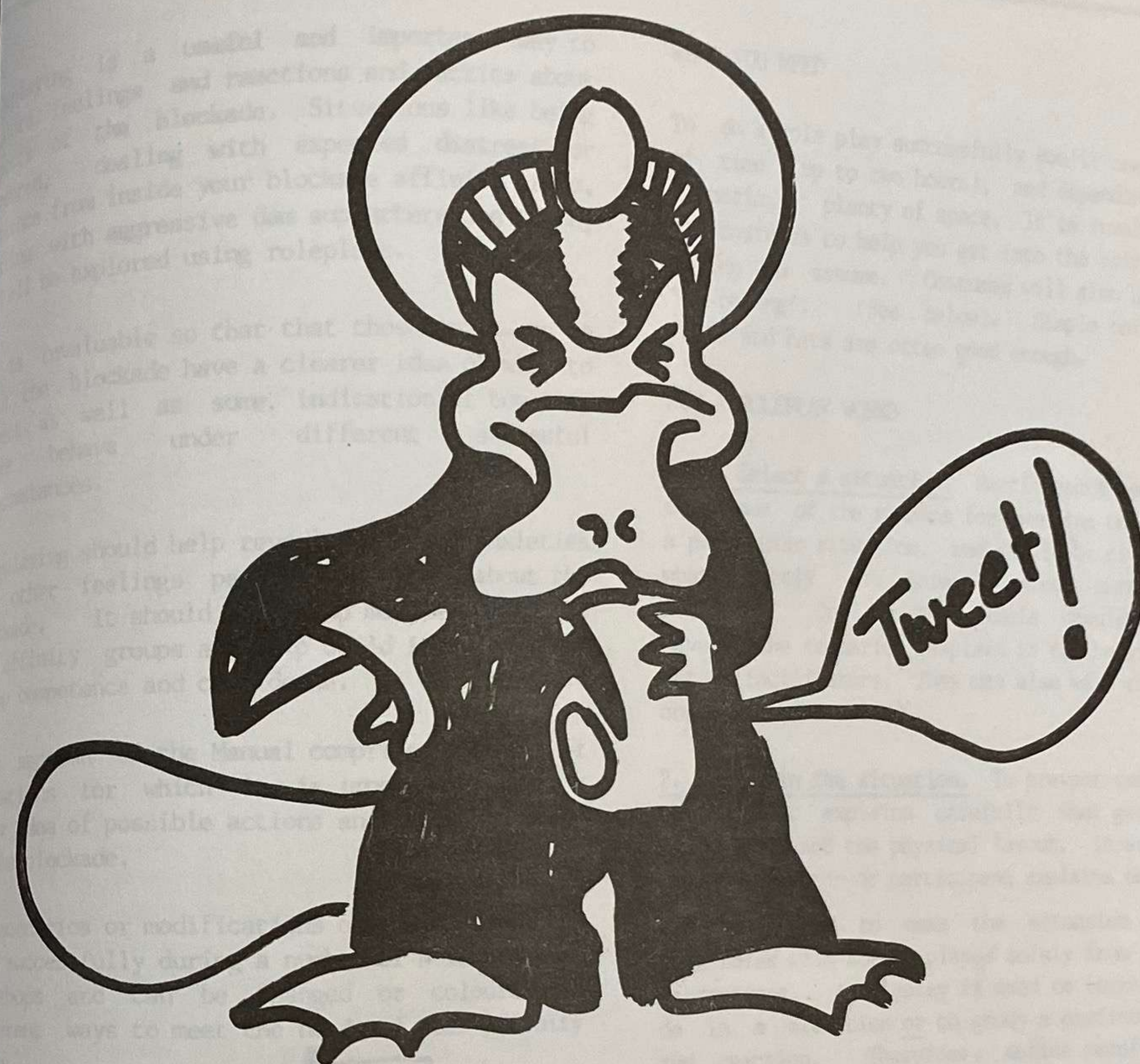
Everyone stands facing into the circle. With eyes closed and hands stretched out in front find two other hands to hold. Open eyes and see who you've found. Now...try to untangle the knot you've got yourselves into without breaking hand holds.

Touch Blue

"Touch blue" someone cries and everyone does! No touching your own clothes and no backing off! From there the cry could be anything from "knees" to "noses" and all the colours and textures in between.

Waking up in the Jungle

It is dawn of a new day in the jungle. All is quiet. Choosing the animal you will be today, you are waking up. Soft, quiet rumbles, growls, croaks, squeaks, etc. As the dawn becomes day your noises grow and rise and compete and rise and grow louder and Louder AND STILL LOUDER! BOUNCES FROM THE WALLS! BOUNCES THRU THE WALLS! "I'm sorry, I thought I heard you say something!"



# ROLEPLAYS



# Roleplays

Roleplaying is a useful and important way to explore feelings and reactions and tactics about aspects of the blockade. Situations like being arrested, dealing with expected distress or violence from inside your blockade affinity group, dealing with aggressive dam supporters and so on, can all be explored using roleplays.

It is invaluable so that those intending to join the blockade have a clearer idea of what to expect as well as some indication of how they might behave under different stressful circumstances.

Roleplaying should help reveal fears and anxieties and other feelings people might have about the blockade. It should also help morale to develop in affinity groups and help build individual and group competence and confidence.

This section of the Manual comprises a number of situations for which it is important to have a clear idea of possible actions and reactions prior to the blockade.

The scenarios or modifications of them, have been used successfully during a number of N-VA training workshops and can be changed or coloured in different ways to meet the needs of your affinity group.

## WHAT YOU NEED

To do a role play successfully you'll need plenty of time (up to two hours), and depending on the scenario, plenty of space. It is invaluable to use costumes to help you get into the role you are trying to assume. Costumes will also help with 'de-roling'. (See below). Simple things like coats and hats are often good enough.

## HOW A ROLEPLAY WORKS

1. Select a situation. Participants need to be conscious of the reasons for wanting to play out a particular situation, and should be clear about what exactly is being examined through the roleplay. One or two people should agree to develop the scenario, explain it to the group and act as facilitators. They may also wish to act as observers (See below).

2. Explain the situation. To prevent confusion, the trainer explains carefully what groups are represented and the physical layout. In addition, the facilitator or participant explains enough of the background to make the situation clear so that roles will not be played solely from personal stereotypes. A roleplay is used to learn what to do in a situation or to study a particular role and reaction. Therefore, define carefully the





situation or role to be examined, but not both, or spontaneity will suffer from over-programming.

3. Cast roles. Either people volunteer or the trainer urges people to take particular roles. It is good to cast people in roles that they do not identify with strongly. It is helpful if participants take fictitious names, whether they are to be used or not.

4. Assigning roles. Allow a few minutes for people to get into their roles, decide on their general perspective and plan their strategy. Ask people to think of other aspects of their role lives (job, family, motivations) to make the roles real. The trainer can assist people if the roles are unfamiliar to them. If there are any special or secret instructions to be given to a roleplayer, they can be given at this time. They can be written out prior to the roleplay.

5. Prepare observers. Observation is as important as playing a role. Observers may be used when groups are too large for all to be in the roleplay or may be persons too shy to participate (though with additional roleplays reluctant persons often become more willing). Prepare observers by suggesting specific developments in the conflict for which they should watch. Instruct observers to be careful of language, comments, etc. which may distract players from their roles. If observers get tense, trainers need to ask them to share their feelings early in the evaluation.

6. Set the scene. The facilitator establishes the scene, the physical layout and any other relevant details. Participants should know beforehand what to watch for, based on the goals of the roleplay and critical incidents that occur, such as development of tension/hostility/violence, nonviolent aspects, tone of voice or elements which decrease hostility.

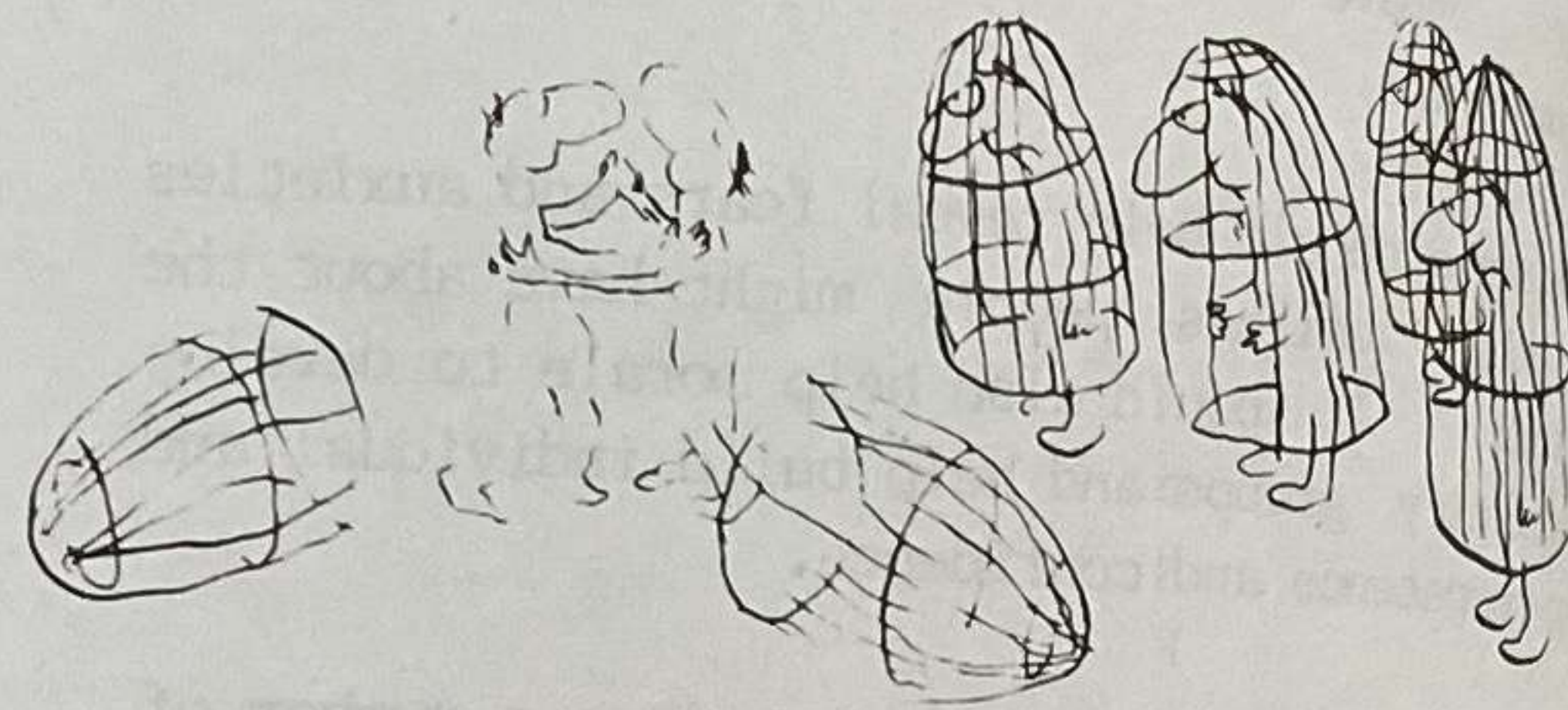
7. The roleplay itself. The facilitator indicates when to begin. She/he may ask for 30 seconds of silence so participants can get into their roles.

8. Cut. The facilitator cuts (or stops) the roleplay when enough issues have been uncovered, the action comes to a logical end, or people want to stop. Keep the goals of the roleplay clearly in mind. The facilitator obviously should cut if someone is injured or the roleplay dissolves into laughter. If participants don't seem 'into' their roles, the trainer should cut and redefine the situation or begin again. If a person over-identifies with a role (indicated by showing great tension), the roleplay should also be cut and the person helped to step out of the role. In this case, the trainer should stay with the group if

possible and ask a co-trainer or participant to spend time with the tense individual.

9. De-roling. When the action is over it is essential that people break the mood of the roleplay and 'come back to themselves'. If the scenario involved playing out violent or aggressive roles or was tense, that mood may be carried over into the evaluation of the roleplay and whatever else follows, so de-roling is very important.

A good way to start de-roling under those circumstances is to 'hug opposites' i.e. those who played police or dam supporters hug those who played demonstrators. This should be followed by an energetic game such as Monkey/Palm tree/Elephant.



10. Evaluation. This is an essential part of roleplaying, a time when people assimilate what took place. The tone of the evaluation is important; the facilitator is responsible for setting and maintaining it. If the trainer sees him/herself as having all the answers, people will tend to rely on him/her rather than on themselves for learning. However, if the trainer is accepting of ideas, is able to say 'I don't know' when that is so, is open to new ideas but has real contributions to make, then the learning process will be valuable and exciting.

It is probably a good idea to structure the evaluation, otherwise discussion may continue on and on without examining all the issues.

It is usually good to start by giving everyone an opportunity to say how they felt in their roles. This can be done by simply going one by one around the group.

Secondly the tactics used during the roleplay need to be examined. It is a good idea to break into small groups of 2-3 for this. To examine tactics players need to have a clear idea about what the goals of the situation being played were. That is for the roleplay of the arrest situation people should be clear about what demonstrators would be trying to achieve through blockading and being arrested. Thus during this part of the evaluation

the effectiveness of using those tactics can be assessed. When people return to the larger group each group can report back on their discussion. A brainstorm of alternative tactics is a useful way of drawing this section to a close.

During the evaluation people should be encouraged to relate their comments about specific actions to their theory of social change. For example, How do they see the necessary changes coming about that will save the Franklin?  
Refer to characters by the name used in the roleplay so the individual does not begin to feel hostility, anger and criticism directed at him/her personally.

Discourage negative evaluation of participants which indicates what they should have done. This makes roleplaying feel like performing and it will make it difficult for people to participate in future roleplays. Mistakes made during roleplays are excellent sources for learning. People should be complimented for acting boldly in difficult situations regardless of the outcome. Language that encourages roleplayers is: "Another option that you might try is ...", "Perhaps this would work ...", "I learned ... from your tactic and would like to try ...", "From the response you got... tactic might be used in the future".

Evaluation should not go on too long. If new insights come up, the group may wish to try them out in a new roleplay rather than talk about what might happen. When participants begin to lose interest, they are ready to go on to a new roleplay.

11. Summing up. When the series of roleplays and evaluations is finished, summing up helps people achieve a sense of accomplishment. It is the facilitator's role to assist this process. Ask participants to list new insights and new solutions which have occurred to them during the whole process. Pooling information often reveals very creative and useful insights.

#### Suggested agenda for roleplay

Total time needed: 2 hours.

Explanation and clarification of scenario: 10 minutes.

Assign roles: 5 minutes.

Rolling-up: 10-15 minutes.



#### SCENARIOS

##### 1. Reactions to pro-dams outsiders.

You have maintained a successful road blockade for 2 weeks, little work has been possible during that time. HEC workers were laid-off 2 days ago while Messrs. Gray and Frazer argue about federal intervention.

It is Saturday night, and you have heard by radio from people at the gate across the road that 2 car loads of angry, drunken dam supporters are on their way. They will be here in about 10 minutes.

There are only about 20 demonstrators on site; and no police.

What can you do to diffuse the potentially explosive situation? How will you minimize/avoid injury to yourselves and avoid injury to the pro-dams people?

NB. It may be a good idea to extend the rolling-up period (say over a meal) and have those playing demonstrators and those playing pro-dams outsiders separate for an extended period.

This scenario could be replayed assuming there are police on site, assuming there are larger or smaller numbers of demonstrators and so on.





2. Arrest.

Work on the road has halted because you have successfully obstructed movement of heavy equipment.

Police with whom you have fairly good relations move in and arrest all demonstrators for trespassing. The senior police officer reads out the relevant laws and gives you 5 minutes to disperse before you are arrested.

3. Police Aggression

After a week of successfully obstructing work on the road - which has been very slow and stopped on a number of occasions - the police with whom you have built up fairly good relations are removed from the site. They are replaced by a new force of younger officers who have been drilled by a very aggressive senior police officer.

The senior officer has been instructed that the demonstrators are to be removed in the quickest most efficient way.

In turn he has instructed the other police that they will not be held responsible for any unfortunate accidents that might occur in removing demonstrators quickly. The officer in charge reads the relevant laws and gives you 2 minutes to disperse before you will be arrested.

NB. i. It is a good idea for someone to develop the role of Senior Police Officer to drill the other police during roling-up. It takes a while to do this seriously but it is worth it!

ii. Have the observers watch the situation from the point of view of the press.

4. Dealing with media.

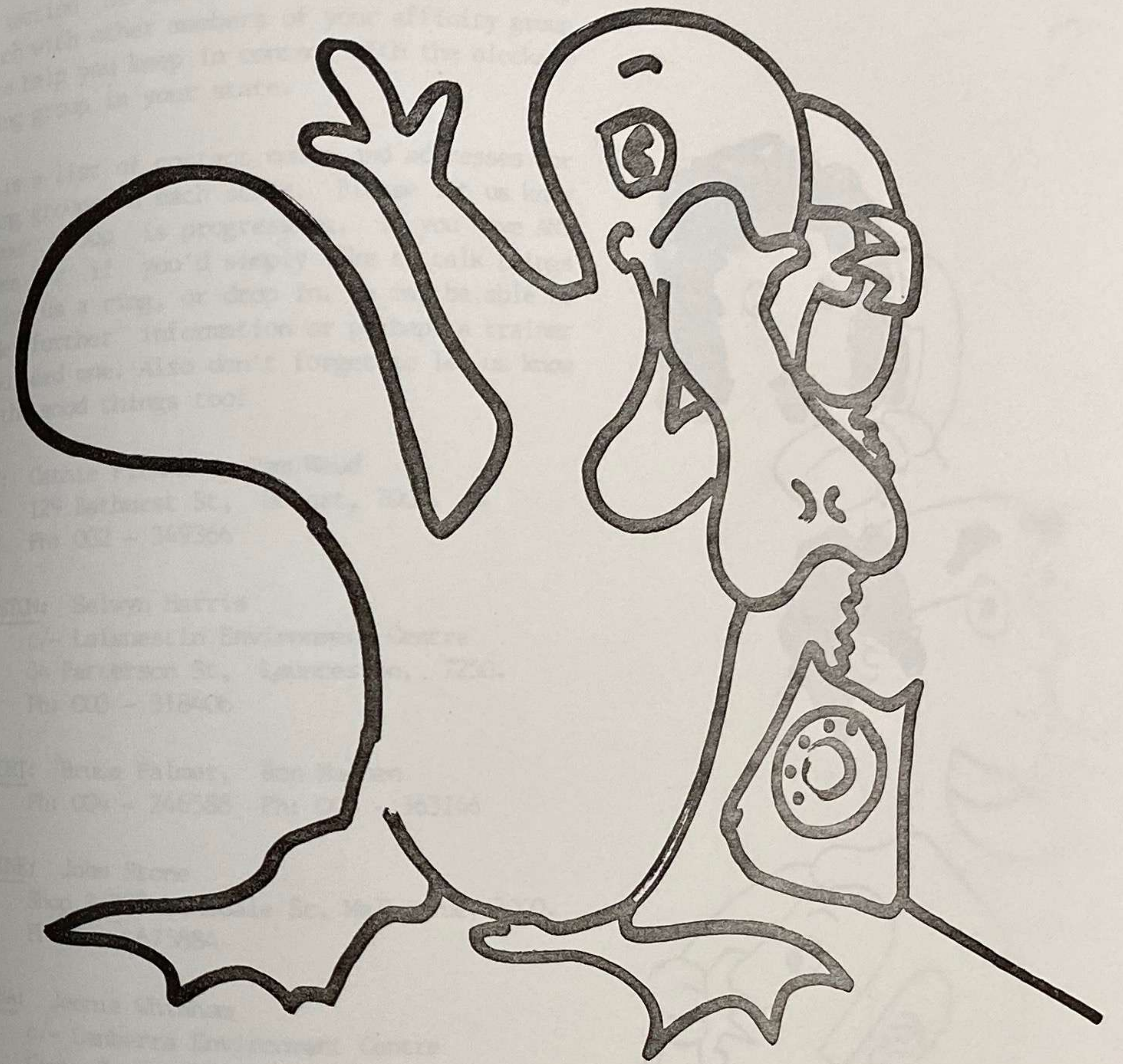
Get hold of a tape recorder and get everybody to roleplay being approached by the press on-site. Think about what is necessary for good press coverage!

Conclusion.

Roleplaying is a most valuable tool. Use it! If you are not used to these situations the best way to learn is to give it a go.



Keeping in touch



**KEEPING  
IN TOUCH**



# Keeping in touch

This section of the Handbook is to help you keep in touch with other members of your affinity group and to help you keep in contact with the blockade planning group in your state.

Below is a list of contact names and addresses for planning groups in each state. Please let us know how your group is progressing. If you have ANY problems or if you'd simply like to talk things over give us a ring, or drop in. We may be able to provide further information or perhaps a trainer if you need one. Also don't forget to let us know about the good things too!

**HOBART:** Cathie Plowman, Pam Waud  
129 Bathurst St, Hobart, 7000.  
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**LAUNCESTON:** Selwyn Harris  
c/- Lalsnestin Environment Centre  
34 Patterson St, Launceston, 7250.  
Ph: 003 - 318406

**DEVONPORT:** Bruce Palmer, Ron Machen  
Ph: 004 - 246588 Ph: 004 - 363146

**MELBOURNE:** John Stone  
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Ph: 03 - 675884

**CANBERRA:** Jennie Whinham  
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Civic Square, Canberra, 2600  
Ph: 062 - 473064

**SYDNEY:** David Westmore  
c/- South West Tasmania Committee  
399 Pitt St, Sydney, NSW  
Ph: 02 - 2677929

**ARMIDALE:** David Curtis, Ph: 067 - 727282

**BRISBANE:** Liz Bourne, Ph: 07 - 221k188

**CAIRNS:** 070 - 511204

**ADELAIDE:** Katny Preece, Ph: 08 - 2961828

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c/- Environment Centre  
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