



**Building
Sustainable
Societies**

*Training for
Community
Leadership*



Community Action Workshop Manual

Serving Communities Across Canada and Around the World



Since 1985, Harmony Foundation has served community groups and educators from every Canadian province and 31 countries around the world. Our goal is to build the skills of individuals, schools, communities and other organizations so that they are prepared to deal with the challenges facing them. As a result of our training, many people have developed school and community projects that have helped raise environmental awareness and contributed to local environmental improvement. Our approach is characterized by:

Self-Sufficiency

Our programs and publications provide the skills and tools that communities, organizations and educators need to deliver their projects self-sufficiently and to organize independently.

Capacity Building

Our programs assist individual action, community initiatives and the development of educational programs and resources. Most importantly, we build the capacity of individuals and organizations so that they can respond positively to the environmental problems they face.

Global Perspective

Environmental education and community initiatives must be understood within their regional, national and global context in order to be truly supported by and integrated into society. Our programs encourage cooperative action on environment and development issues and active Canadian leadership and participation in the global campaign.

National Unity

Through our Institute for Environmental Values Education and other programs Harmony Foundation continues to bring Canadians together around common concerns leading to an increased sense of national unity and pride.

Efficient Use of Resources

By providing our programs and resources to organizations across Canada we avoid duplication of effort and encourage efficient use of resources. Through our partnerships with other organizations we respond to the needs of the public in a cost-effective way.

Leveraged Support

We have maximized our support by using it to persuade other corporations, foundations and government agencies to join our efforts – thus leading to more extensive results. This approach has helped us attract a broad base of support and cooperation from corporations, foundations, federal and provincial governments and international agencies.

THE GLOBAL 500



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“Whatever you may do may seem insignificant, but it is most important that you do it.”

– Mahatma Gandhi

Foreword

For over 15 years, Harmony Foundation has created and delivered education programs for individuals, communities, educators and workplaces working towards positive solutions to environmental problems and their underlying causes. During that time it has become increasingly clear that the most effective solution to environmental problems is prevention, based on the knowledge, skills and cooperation we need to make sound decisions in our own lives and work together internationally, regionally and in the communities where we live. Education will be a central part of any successful strategy.

There is a wide array of environment and community development training and education programs based on single themes such as nature appreciation, resource management or applied science and technology. These approaches, while having their place, have been too limited to deal with the complexity of most community, environmental and social issues.

At the root of global environmental crises are the values that cause us to behave in destructive and selfish ways. The role of education must be to develop values and skills that will lead to environmentally sound and humanitarian decisions and, ultimately, to positive action. Such education must be widely accessible, with a multi-disciplinary focus. It must help people of all ages and backgrounds to understand the interrelationships between values and behaviour and environmental quality, social justice and equity, and provide the tools to act on this knowledge. Links between community, national and global concerns must also be stressed. As environmental and community development issues increase in number, importance and complexity, we will be forced to rethink our goals and values to ensure they lead to environmentally sound and just behaviour in communities worldwide, contributing to national efforts and global cooperation.

Our challenge is to provide education and training programs that are comprehensive, integrative, positive and responsive to changing environmental, social and economic realities. We must also counter the stumbling blocks to positive action, including disempowerment, cynicism, lack of knowledge or skills and inadequate leadership. Education, at its best, must develop a population that is aware of the world and concerned about it, and has the knowledge, skills, goals and commitment to work together toward solutions to current problems and the prevention of new ones.

The need for environmental scientists, regulators and advocates is clear. However, to successfully meet our environment and community development challenges we must promote a massive program of training and education that will help individuals develop goals and values that respect others, are compatible with a healthy environment, promote progressive social and economic decisions and lead to positive action for the benefit of people around the world, as well as other species and future generations. We know the problems, we have the means to deal with them, and future generations will judge us harshly if we fail to act.

Michael Bloomfield
Founder and Executive
Director,
Harmony Foundation

‘When a group of people are sailing in a boat, none of us has the right to drill a hole under our own seat’

Community Action Workshop Manual

Foreword	v
Introduction	1
Guiding Principles	4
Workshop Agenda	5
Background Reading: Sustainable Societies in a Global Village	11
Living Within Our Limits _____	12
The Power of Communities _____	12
Protecting the Land: Traditional Stewardship _____	13
Restoring the Land: Positive Action for Change _____	14
Exploring the Interconnections _____	14
The Global Context _____	15
Climate Change: Its Effects and Causes _____	16
The Population Debate _____	17
Communities: Toward a Sustainable Future? _____	18
References _____	19
Facilitating a Workshop	21
Introduction _____	22
Understanding Your Audience _____	22
Your Role as a Facilitator _____	23
Sharing Responsibility Within the Workshop _____	24
Facilitation Style _____	24
Incorporating Experiential Learning _____	25
Facilitation Tools for All Learners _____	27
Troubleshooting _____	30
References _____	33
Further Reading _____	33
Evaluating a Workshop	35
Introduction _____	36
During the Course of the Workshop _____	37
At the End of the Workshop _____	39
Documenting Results _____	39
References _____	40
Further Reading _____	40
Community Action Workshop	41
Module 1: Pre-Workshop Planning and Communication	42
Introduction _____	42
References _____	42
Materials for Module 1 _____	43
Module 1 Agenda _____	43
Planning the Workshop _____	44
Setting Ground Rules _____	48

Community Action Workshop Manual

Module 2: Understanding the Big Picture	50
Introduction _____	50
References _____	50
Materials for Module 2 _____	50
Module 2 Agenda _____	51
Welcome, Opening Remarks, Introductions and Overview _____	52
Analysing Our Issue _____	56
Values and Behaviour: Widening Our Circle of Concern _____	58
Module 3: Focussing Our Community Vision	62
Introduction _____	62
References _____	62
Materials for Module 3 _____	62
Module 3 Agenda _____	63
Profiling Our Community _____	64
Defining a Problem _____	66
Mapping Our Assets _____	68
Creating Our Vision _____	70
Module 4: Moving From Awareness to Action	72
Introduction _____	72
Materials for Module 4 _____	72
Module 4 Agenda _____	73
Developing Our Action Plan _____	74
Meeting the Challenges _____	76
Measuring Success _____	78
Planning for Follow-Up _____	80
Community Action Workshop Closure _____	82
Facilitator Evaluation _____	84
Module 5: Taking the Next Steps	88
Introduction _____	88
Materials for Module 5 _____	88
Module 5 Agenda _____	89
Preparing to Launch _____	90
Glossary	95
Resources	97
Books _____	98
Organizations _____	99
Periodicals _____	103
Participant's Workbook	Appendix

Congratulations on taking an important step towards positive change in your community. By participating in Harmony Foundation's *Building Sustainable Societies Program*, you'll be learning how you can tackle environmental problems in your community while contributing to national and international objectives.

The Program

As the diagram on page 3 illustrates, *Building Sustainable Societies* is a three-tiered program composed of training sessions, community action workshops, and local environmental initiatives. The goal of the program is to provide community groups with the necessary project planning skills and background knowledge to launch local environmental projects.

The Training Session

In our Training Sessions, we prepare community group representatives to run Community Action Workshops. If you've taken part in a Training Session already, you'll be familiar with all the Workshop activities and you'll know about the other useful material contained in this *Manual*. If you haven't participated in a Training Session, you might want to give us a call to find out if we'll be offering one in your region. But don't worry, you don't need special training to run this Workshop! Everything you need to know is in this *Manual* – so set aside some time to read all it has to offer.

The Community Action Workshop

The Workshop provides your group with an opportunity to learn more about a selected environmental issue, identify community assets and needs, articulate a vision to solve a particular problem of your choice, and develop an action strategy. It is divided into five modules to make it as flexible as possible: a pre-planning module provides you with detailed instructions on preparing to run the modules that follow; **Understanding the Big Picture, Focussing Our Community Vision** and **Moving from Action to Awareness** form the heart of the Workshop; and finally, a follow-up module ensures your group has a clear strategy for your local initiative. You'll find agendas for each module on pages 5 through 9.

During the course of this Workshop you'll be challenged to draw upon your skills and knowledge, broaden your perspective, and work cooperatively with other group members. By the end, you'll be ready to launch a practical and innovative initiative tailored to the environmental needs of your community.

You'll find the Workshop is designed to work best for established groups with a clear focus and shared purpose, but it can be adapted to meet your particular needs. This program can benefit many different types of organizations, including elementary, secondary and post-secondary schools and institutions; environment and community development groups; government departments at all levels; First Nations communities; and international organizations.

The ideal group size for one person to lead is about 16 participants or fewer –

You'll find the Workshop is designed to work best for established groups with a clear focus and shared purpose

Introduction

if you have a group larger than this, you may wish to consider working with a co-facilitator. It is helpful, but not essential, to have some facilitation experience prior to leading this Workshop. Above all, the Workshop is an opportunity for your group to work together as a team.

The *Community Action Workshop Manual*

This *Manual* provides you with all the material you'll need to run a successful Workshop: group process skills, facilitation strategies, and step-by-step instructions for each activity of the Workshop. It was developed with input from a broad range of experts in education, community capacity building, program facilitation and environmental issues. We hope you'll find it a valuable planning resource and a comprehensive guide to leading your Community Action Workshop.

Ready to start? Begin by reviewing the Conditions of Use at the front of this *Manual*, and Guiding Principles and the Workshop Agenda on the following pages. **Facilitating a Workshop** and **Evaluating a Workshop** are particularly helpful if you don't have much experience leading workshops, but even seasoned facilitators will find they contain useful techniques and tips.

Whatever issue you choose as the focus for your Workshop, you'll find the **Background Reading: Sustainable Societies in a Global Village** provides an excellent introduction to sustainable development. Note as well that **Harmony Foundation offers profiles of specific environmental issues**.

The heart of the *Manual* is the **Community Action Workshop** section. Here you'll find detailed instructions for running each activity. Spend some time before the Workshop thoroughly familiarizing yourself with this section so you'll be fully prepared to lead the activities. Finally, the **Participant's Workbook** contains all the materials your group members will need to prepare for the Workshop and take part in each activity.

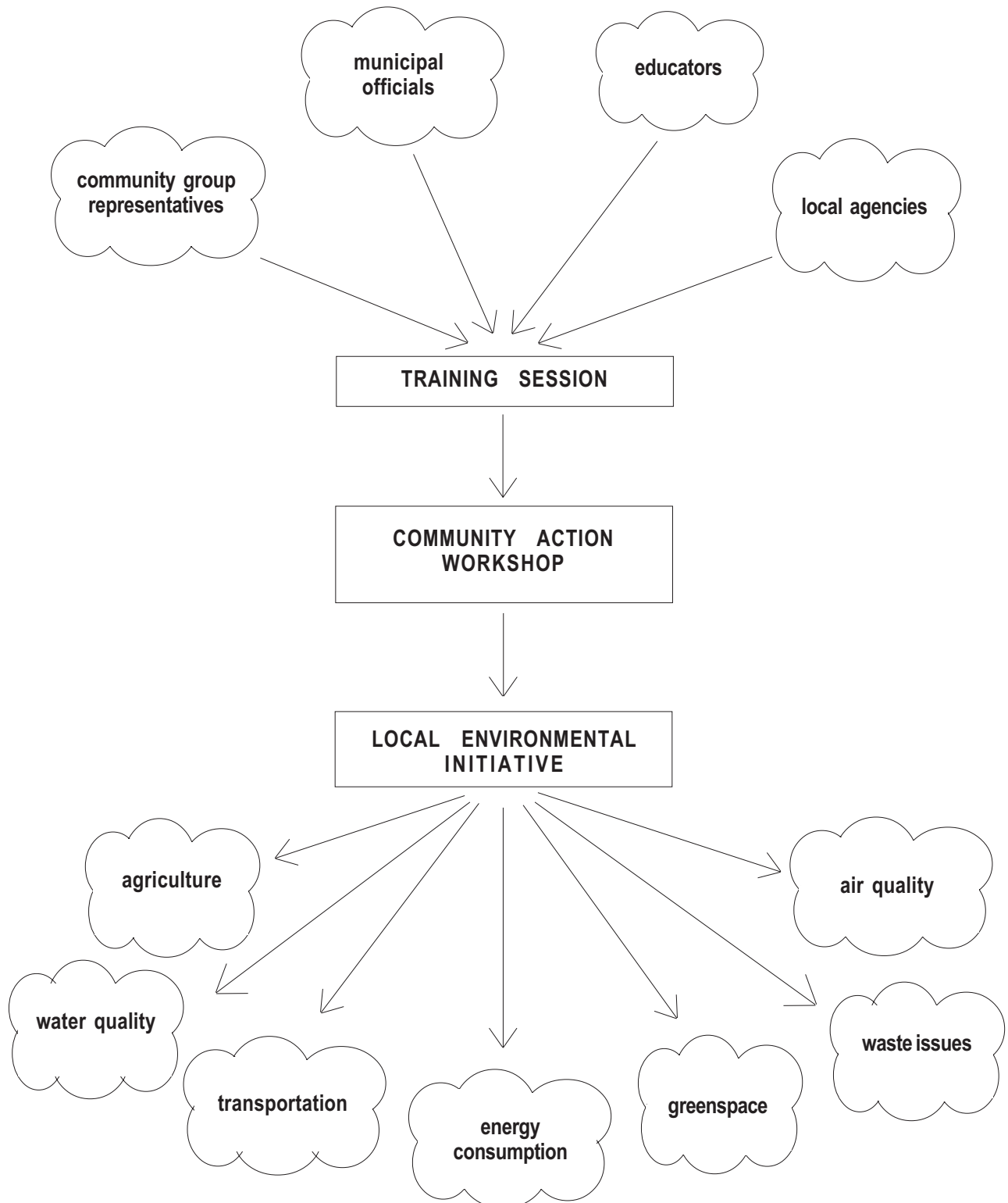
Local Initiative

We're not going to tell you what kind of initiative to undertake – that's for your group to decide during the course of the Workshop! It might be quite modest or something more ambitious. It could focus on one of any number of environmental issues: excessive car use, energy inefficiency, or poor water quality, to name just a few. Whatever you decide, we hope you'll find a wealth of ideas and information in the following pages, and a planning framework to help ensure your particular project is as effective as possible.

Good luck with your efforts and, finally, please use the evaluation form at the end of Module 4 to let us know what worked and what didn't and, most importantly, what actions resulted from your Community Action Workshop. Your feedback helps us to help others and to encourage support for positive actions like yours.

Contact Harmony Foundation to find out what issue profiles are currently available.

Building Sustainable Societies Project Structure



Guiding Principles

The design and content of the *Building Sustainable Societies* program are based on the following educational principles:

Values-Based

An examination of values provides the foundation required to effectively understand one's own and other's worldviews. From this understanding participants can consciously and conscientiously benefit from various perspectives and actions to generate innovative solutions.

Experiential

Experience is at the base of learning. The experiential learning cycle involves concrete experience, reflection on the experience, concept building and application, and it challenges people to risk beyond their current level of thinking and acting.

Holistic and Multi-disciplinary

Holistic education involves the whole person. It appeals to all dimensions of an individual (i.e., emotional, spiritual, intellectual, physical). A multi-disciplinary approach promotes learning through the integration of subjects. Effective social change education programs examine the interrelationships amongst many fields of study and amongst the various elements of societies.

Systemic

Understanding the systemic relationships between individuals, societies and the environment contributes to an integrated approach to problem solving. Everything we do affects something or someone else.

Cooperative

Cooperative learning is interdependent; we learn with each other and from each other. Both the facilitator and the participants contribute to the educational process.

Critical

Critical thinking is a process, not a result. Critical thinkers aim to identify and challenge their own assumptions and knowledge about a particular topic or issue, along with information presented to them. They are open to forming new ways of viewing an issue and generating innovative solutions.

Situated within a Global Context

Community-based initiatives are central to effective environmental and social action, yet they must be understood within regional, national and global contexts in order to effectively bring about long-term change. Societal change must happen at all levels in order for initiatives to be truly supported by and integrated into societies.

Module 1: Pre-Workshop Communication and Planning

	ACTIVITY	PURPOSE	TIME
1.	Planning the Workshop	<ul style="list-style-type: none">• To arrange all logistical and administrative details well in advance of the Community Action Workshop• To assign responsibilities for various tasks	20 minutes
2.	Setting Ground Rules	<ul style="list-style-type: none">• To set the climate for a constructive and meaningful group experience• To establish a set of ground rules for managing the group process for the Community Action Workshop• To develop skills in cooperation and consensus decision making.	25 minutes
TOTAL			45 minutes

Workshop Agenda

Module 2: Understanding the Big Picture

	ACTIVITY	PURPOSE	30 minutes
1.	Welcome, Opening Remarks, Introductions and Overview	<ul style="list-style-type: none"> To welcome participants and help them get to know one another To review agenda, ground rules and logistics 	TIME
2.	Analysing Our Issue	<ul style="list-style-type: none"> To understand the importance, scope and complexity of your selected environmental issue 	60 minutes
3.	Values and Behaviour: Widening Our Circle of Concern	<ul style="list-style-type: none"> To explore how values affect our behaviour To acknowledge that our behaviours affect other people, cultures, species and future generations To acknowledge and respect the diversity of values in our society, and to recognize that while these values can sometimes conflict, it is important to confront issues, not each other To look at a concrete example of values in action 	60 minutes
		TOTAL	2 hours, 30 minutes

Module 3: Focussing Our Community Vision

	ACTIVITY	PURPOSE	TIME
1.	Profiling Our Community	<ul style="list-style-type: none"> To identify how your community is contributing to environmental problems To identify how your community is currently addressing environmental problems To identify environmental issues not being adequately addressed by your community 	60 minutes
2.	Defining a Problem	<ul style="list-style-type: none"> To identify a specific problem for your group to focus on that fits with its mandate and capabilities To analyse the underlying causes and effects of the problem your group has chosen 	45 minutes
3.	Mapping Our Assets	<ul style="list-style-type: none"> To identify the groups and individuals who will be affected by the project To clearly define assets in the community that can help achieve the group's purpose 	45 minutes
4.	Creating Our Vision	<ul style="list-style-type: none"> To develop a vision of what your group's project will accomplish To analyse what needs to be done to achieve that vision 	45 minutes
TOTAL			3 hours, 15 minutes

Workshop Agenda

Module 4: Moving From Awareness to Action

	ACTIVITY	PURPOSE	TIME
1.	Developing Our Action Plan	<ul style="list-style-type: none"> To create an Action Plan to address the problem 	90 minutes
2.	Meeting the Challenges	<ul style="list-style-type: none"> To analyse key challenges in the proposed Action Plan and brainstorm ways to meet these challenges 	30 minutes
3.	Measuring Success	<ul style="list-style-type: none"> To determine criteria suitable to judge the success of your group's Action Plan 	45 minutes
4.	Planning for Follow-Up	<ul style="list-style-type: none"> To develop plans to follow up on the Action Plan your group developed To confirm a date for Module 5, no later than one month following the Community Action Workshop 	15 minutes
5.	Community Action Workshop Closure	<ul style="list-style-type: none"> To bring closure to the Community Action Workshop 	30 minutes
TOTAL			3 hours, 30 minutes

Module 5: Taking the Next Steps

	ACTIVITY	PURPOSE	TIME
1.	Preparing to Launch	<ul style="list-style-type: none">• To report on tasks completed• To identify any areas that require further attention• To prepare to launch your community initiative	45 minutes
TOTAL			45 minutes

Purpose

The following essay, entitled ‘Sustainable Societies in a Global Village’, focusses on the power of communities to take action and reshape their future. Key to this is understanding the interrelated elements which give strength to communities but which also add a high level of complexity. Environmental issues cannot be viewed in isolation. Success can be achieved at the community level when interconnections are acknowledged and taken into account. By highlighting current global issues and the ways in which they may be interpreted, the role of communities in environmental action can be rooted in the larger context.



Background Reading

“We must not leave our children a country that is economically stronger and socially richer, but environmentally poorer.”

**– David McGuinty,
Executive Director and
CEO of the National Round
Table on the Environment
and the Economy**

Living Within Our Limits

In pre-conquest times, off the coast of what are now Chile and Peru, there were island mountains of guano. The guano was an integral component of the agricultural cycle, providing one of the richest sources of fertilizer. This important resource was utilized not only by coastal communities, but also by inland mountain communities. Its gathering was strictly regulated. Each community had its own location from which to extract the guano and there were strictures about how much guano could be removed each year. There were also prohibitions against visiting the islands during the nesting season. The guano was replenished and the needs of many individuals and communities were met on an ongoing basis. When the Spaniards arrived these strictures seemed to them absurd as there was clearly so much there for the taking, which they did. By the end of the colonial period, the mountains had been reduced to bare rock.

The above piece of history illustrates what we are seeing all around us today in so many ways and at so many levels. Consumption with no thought to sustaining continued yields or providing for future generations is affecting sectors such as forestry, fishing and agriculture. This leads not only to environmental crises, but also to grave social consequences as we destroy our livelihoods and are forced to move from place to place seeking new resource supplies.

At local levels we are facing many challenges. Community water supplies are threatened as watersheds are indiscriminately logged. A lack of firewood for cooking fuel becomes acute as supplies are diminished and forests are razed for cattle grazing. Local economies collapse when resources upon which they depended can no longer sustain them and, with that collapse, comes loss of independence and sustainability.

At the global level, crises are also looming. Global warming is no longer a suggestion but a reality and with it comes drought, crop failure, and diminishing food reserves. Loss of species continues unabated as habitat destruction extends around the globe in the name of progress and development. The gap between the rich and poor worldwide also continues to grow with the poorest fifth receiving only 1.4% of world income, while the richest fifth takes 85% (Kane, 1995).

The Power of Communities

While the crises continue to loom, both locally and globally, we can take solace in the fact that there is increasing consensus that the solutions to these crises may be found, at least in part, at the local level. Movements for aboriginal self-government and grassroots community groups have long argued that they have the local knowledge and the incentive to ensure that the needs of their locality, both human and environmental, are met. What we see happen-

ing now, is that governments and international organizations are also recognizing their inability to be effective in meeting local needs and are channeling their efforts through local initiatives.

We must be careful not to isolate the notion of communities and their power; community empowerment should also be understood in a global context. The worldwide trend of globalization is affecting the way we think, make decisions and do business in communities, boardrooms and policy forums around the globe. As trade barriers are broken down, local and regional economies are able to access new markets and forge enterprising partnerships. At the same time, locally driven economies struggle to survive as the locus of control of markets and resources moves outside of the community. Global telecommunications has brought the world together – that is, those who have access to the technology – yet the influence of mass media, driven by a handful of companies, has become all too powerful. Even elements such as culture are becoming more homogenous and increasingly commercialized. In the face of globalization, communities will need to rise to the challenge of dealing with issues which may have their causes or critical decisions determined half-way across the planet. This is one very important reason why the power of communities for positive action needs to be rooted in a global context.

Our belief in the power of community-based initiatives is rooted in many real-life examples. Whether we look back across time or just around the corner, we can find examples of communities living in balance with their surroundings or taking on the challenge of restoring their local environments after years of imbalance and destruction. Following are two examples which illustrate the power of communities, both for stewardship and for change. They also show that acknowledging the interconnections between the environment, economics, health and social issues is a key element to successful community initiatives.

Protecting the Land: Traditional Stewardship

The Ikalahan people of Luzon Island in the Philippines have been struggling for more than two decades to protect their mountain home from the threats posed not only by logging but also by the encroachment of their traditional territory from lowlanders. The necessity of seeking title to land runs counter to the beliefs of many indigenous peoples, implying ownership of something that cannot be owned. The Ikalahan decided to take this step of fighting for and eventually gaining communal title to their ancestral lands because they saw this as a way of safeguarding not only the future of their children and grandchildren, but also of the land itself. The Ikalahan elders clearly understood that the health of their people, their communities and their culture was intimately tied to the health of their traditional land. In addition, the Ikalahan realized the crucial role of education. Rather than continuing to send their children to distant schools, they opted to build their own school.



“We worked together to achieve a vision, we mapped out how we would work together to achieve that vision, and we were fortunate to place that vision in a community that was ready for it.”

– Wendy Francis, Canadian Parks and Wilderness Society

Background Reading



They understood that a locally-controlled school would be able to teach the skills that young people would need if they were to pursue careers helpful to their community, such as forestry, health care or education. At the same time, education could also be rooted firmly in Ikalahan tradition, with a strong emphasis on land stewardship (Ikalahan Elders, 1992).

Restoring the Land: Positive Action for Change

In Canada, in Vancouver's inner-city neighbourhood of Strathcona, local residents have rediscovered community roots through organic community gardening. Turning what had been for years a local dumping ground into an urban oasis, the gardeners (mainly women) have been able to restore the land, feed their families and create a community in the midst of what outsiders often see as a threatening environment, rife with such social ills as drug use and prostitution. Over the ten years since its founding, the gardens have spread to an adjacent site and continue to flourish. The work is not only in the tilling and the planting; politics and community activism to ensure the garden's continued operation never relent. One of the gardeners recounts that, ". . . when she first began gardening, she told her friends that it was a good way to escape politics. 'Now it's turned into the biggest political battle of my life,' she says. 'Land is inherently political, and land in the heart of an urban area is extremely political'" (Strathcona Community Gardeners, 1992: 117).

Exploring the Interconnections

When we examine the examples above, what becomes clear is that communities have the power to meet challenges, in part, because at the community level it is easier to view the complex web of interconnections which form the whole. Both the Ikalahan elders and the Strathcona gardeners know that their environment is connected at numerous levels with their health, their economics, their politics and their community. Sustainable societies are those in which these elements are in balance, or at least adequately accounted for in the scale.

Too often the environment is seen as separate from human needs; a backdrop against which our human drama has unfolded. Environmental challenges are viewed as separate from economic, political, health and social issues and development. Part of the solution is not only to make the environment a part of the play, but also to respect the other players. It is a complex story and the interwoven threads are many and inseparable.

It might seem quite obvious that economic decisions have environmental impacts. But we also need to be clear that actions to solve environmental challenges may also have economic impacts, and that these have social implications. This is not to say that environmental actions should be avoided. Rather, we must view the world in an holistic way and aim for balance in all

that we do, taking into account not only ourselves but also future generations and other species. We also need to be clear that when we do pit one element against another, we risk alienating people who could better serve as allies than adversaries. Cooperation and valuable partnerships can be the very real and productive results of acknowledging the degree of interrelatedness, and using it to our common benefit.

Progressive action in any one sphere demands acknowledgement and action in other spheres. To be an environmentalist one must take into account other movements for change, such as women's issues, human rights, social justice, or aboriginal issues and rights. It is only when all these movements for change can come together, at both the local and global levels, that real change is likely to occur. Of course, there are challenges inherent in this interconnected approach. For example, animals rights activists have often clashed with aboriginal peoples over trapping issues, and Northern environmentalism has often led to the export to the South of toxic wastes or polluting industries. It is yet another level where we must be clear that our actions have consequences, close to home and far away as well. In anything we do, we must acknowledge this and be aware of the trade-offs inherent in our decisions.

The Global Context

Once we understand the interrelated elements of sustainable societies, we can expand our thinking to encompass a global framework. At this level we can look at the continuum between personal, community, regional, national and global dimensions of society. We often view this as a linear progression, from near to far, but it may be more useful to view this continuum as different ways in which we act. In some situations we will be focussing on what happens at our community level, and at other times, it will be the global arena in which we need to centre ourselves. "Let us by all means think globally and act locally. But let us also think locally and as well act globally, and try to tune our global and local thinking as the several notes of a single and common chord" (Callicot, 1994: 12).

At the global level, we may need more information to bring the picture into focus. It may seem easier for us to be informed of the issues that shape our daily lives and the conditions of our immediate environment. It is, for most of us, a far greater challenge to open our minds to the issues and crises we are facing globally. It is an even greater challenge to understand that how we view these issues and crises is very much shaped by our own values, perspectives and place in the world. The following examples of global warming and population serve to illustrate not only the magnitude of the global crises we are currently facing, but also the variety of perspectives from which they can be viewed and the importance of understanding others' points of view. From understanding others' perspectives, we can move to reconciling them with our own and acting together from this new knowledge.

Climate Change: Its Effects and Causes



Although there is still scientific debate over the issue of climate change, earth-based temperature readings indicate that global warming is indeed a real trend. Ten of the fifteen warmest years on record, since we began keeping records in 1861, have been recorded since 1990. Carbon emissions from the burning of fossil fuels continue to increase, signalling that the warming trend will likely continue. As a result of increased temperatures, unusual events, such as violent storms and severe drought, may become more common and more severe. Glaciers are shrinking, coastline is disappearing and the permafrost in areas of Canada and Russia is melting.

Climate change and resulting drought have both social and ecological implications. But these implications depend very much on where one sits. As a result of increased drought there is a drop in the carry-over stocks of grain. A drop in carry-over grain production and a corresponding increase in grain prices may mean that Canadians pay more for a loaf of bread. The effect of that price increase will depend on whether one can afford that loaf in the first place or whether that loaf is more likely to come from the food-bank shelf. For others, especially in the South, increased grain prices may serve to highlight that green revolution agricultural techniques have left communities growing crops for an export market, while becoming dependent upon expensive purchased food sources. Communities are now without traditional seed stocks of often more suitable crops.

The analysis of the roots of the crisis – continued growth in the levels of atmospheric carbon dioxide – is also open to varying interpretation and critique. The Framework Convention on Climate Change, signed at the 1992 Earth Summit, was an attempt to set a time frame for industrial countries for limiting their carbon emissions, but these targets, almost without exception, are not being met. In 1995 the burning of oil, coal and natural gas all increased, as did the production of automobiles. Countries of the North have been critical of tropical deforestation, in part because of its role in the carbon cycle, but have been unwilling to address, in a serious way, emissions and deforestation at home. From the perspective of the South, this often looks like a continued means of dominance.

A telling indication of the cost of our continued dependence on fossil fuels was the execution of Ogoni leader Ken Saro-Wiwa and eight other Ogoni activists in late 1995. The Ogoni protest against the environmental damage they believed was caused by oil fields was met by Nigeria's military government suppression of the protest, and, ultimately, led to the execution of the activists. Many believe that there was an active corporate role working with the government to these ends. "These tragic events are symbolic of the Faustian nature of the world's dependence on petroleum. This gooey liquid on which more than one billion people depend for transportation and other vital tasks is poisoning the atmosphere, waterways, and even the political fabric of some countries" (Flavin, 1996: 48).

The Population Debate: Too Many People or Too Much Consumption?

The world's population stands at over 6 billion with about 80 million people being added each year (UNEP, 1999). Much of the debate in environment and development fields over the past two decades has focussed on population growth, highlighted by the International Conference on Population and Development (ICPD) held in Cairo in September 1994. There is an emerging consensus that the upholding and expanding of women's rights, especially in the areas of health, education, and income-generating employment are critical in slowing down the pace of growth. However, there are still great differences at a multitude of levels. Religion is a key factor in shaping women's roles and rights both with regard to reproductive issues and, more generally, to their position in society. Economics also play a pivotal role; birth rates tend to fall as income and security rise. Perhaps more important than anything in the population debate, is the role of consumption.

One approach to understanding the impacts of human consumption is to calculate the "ecological footprint" or resources consumed per person (Wackernagel and Rees, 1996). This model shows that the average Canadian consumer lifestyle requires about 4.3 hectares to sustain it. At the world's present population there are 1.5 hectares of ecologically-productive land available per person; therefore, Canadians are consuming almost three times their fair share (Wackernagel and Rees, 1996). At current growth rates, over the next decade India and China will each add ten times as many people as the United States. If per capita consumption remains constant, the impact of American consumption on the environment could exceed the impact of both India and China combined (*New Internationalist*, 1996). The average consumption in India requires 0.4 hectares to sustain it, while the average consumption in the United States requires 5.1 hectares.

Other approaches focus more on production. Would Canadians, for example, be consuming so much if they didn't have a society structured around maximizing production for private profit? It is also important to acknowledge that per capita data can obscure social inequalities. Does an elderly woman living on a pension in Toronto have the same "ecological footprint" as a corporate executive?

While critics in industrialized countries bemoan the growth rates of the South and argue for strenuous measures to curb population growth, many in the South view the consumption issue as a double-edged sword. On the one hand, many people in industrialized countries are consuming more than they have a right to take. On the other hand, when issues of sustainability are raised, Northerners tell those in the South that they may never aspire to greater wealth which has long been the vision of prevailing development models. Reconciling these issues is not easy. The challenge is to understand that there are very different ways of looking at an issue and that problem-

Background Reading

“I invite everybody to share the water we have to drink and the food produced by the earth. Let us look at it as if it were ours, not to destroy, but to build. Let us become aware, because it is for the good of your children, your grandchildren, and all the generations. Since we are only passing through, at least we can leave them some pure air to breathe.”

**– Rodolfo Montiel Flores,
Farmer and Environmental
Activist, Mexico**

solving depends on understanding each other’s point of view and developing new models which include respect for the environment as well as respect for these differences.

Communities: Toward a Sustainable Future?

Communities need to be rooted in the global context we have just explored due to increasing globalization and the very nature of the interconnections discussed earlier. As we return our focus now to the roles of communities, we see that within themselves communities are not homogenous nor are all communities the same. These additional challenges also provide the seeds for success.

Community is a word to which we may attach various meanings. For some it has connotations which root it in a traditional past inherently connected to land. There is often a great deal of romance with this notion of community yet this type of community has been largely destroyed in the industrial countries by the very process of industrialization. In areas where industrialization is rapidly picking up speed, traditional communities which have persisted over time are at risk. What then of modern communities?

Modern communities are determined more by choice than by birth, and although necessarily connected with place, may be less tied to the land. Along with common interests, there may also be strong divisions in local communities, relating to differing access to resources or power. As the world’s population becomes increasingly urban it is necessary to ensure that a focus on communities also includes the urban community. Urban communities also have their strengths. As a medieval German saying goes, “city air makes people free.” The modern community may be more of a challenge – it will not be homogenous and will have a greater fluidity than communities of the past afforded. This very diversity is what gives modern communities their ability to succeed. Different perspectives, different ideas and different values dictate that people must be willing to work through these issues, recognize the ways in which they are tied together and find common ground if they want to live in healthy, peaceful communities where benefits are shared by all.

Communities have the power to take positive action not only for the environment, but also for development which encompasses values such as economic equity, human rights and social justice. While there may be a growing realization that communities are well placed to effect this change, it is also true that increasing globalization presents a new challenge for local action. To gain a broader understanding of local issues, it is helpful to view them within a global context.

It is important to remember that while we are citizens of a local community, we are also citizens of planet Earth. We should understand that communities are not only those which fit a more traditional land-based model. In fact, most communities are more modern and many are urban, with the inherent chal-

lenges of increased diversity. Out of this complexity comes the basis for change, renewal and a move towards building sustainable societies.

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Purpose

The Community Action Workshop is designed to be easy to facilitate, even if you have very little experience. Whether you are new to facilitation or not, this section will give you some valuable background and practical tips on understanding your audience, the role of the facilitator, facilitation style, experiential learning, useful facilitation tools, and troubleshooting.



Facilitating a Workshop

Introduction

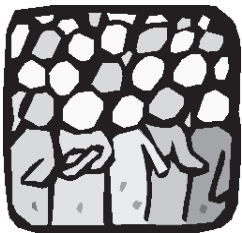
The craft of facilitation and group management has been described as “thinking on your feet” (Arnold *et al.*, 1991). Throughout this section it will become clear that there are ways to anticipate and to prepare for most situations. You’ll also find that your most valuable assets as a facilitator are empathy, critical reflection and decisiveness, enabling you to lead from behind the scenes and remain flexible.

Great facilitators are not just born and they are not just made; in reality, it is a combination of the two. Developing an understanding of yourself – your assumptions and tendencies, your strengths and limitations – is a starting point for determining your facilitation style in any given situation. While there is much to learn, the most important attribute of a good facilitator is to focus on the needs of the group. The goal of this section is to provide you with a basic awareness of:

- participant learning needs
- facilitation styles
- workshop delivery techniques.

This information is a starting point for your own journey of self-discovery as a Community Action Workshop leader.

Understanding Your Audience



Adults as Learners

Who are your Community Action Workshop participants? It’s important to understand where they come from, what work they do, how old they are, and what past life and learning experiences they bring. All these factors will shape your participants’ expectations about their ability to learn, how they learn, and the roles they see for themselves and for the Community Action Workshop facilitator.

Motivation for Learning

When you profile your participants, you may find as many reasons for attending the Community Action Workshop as you have participants. While you may have clearly expressed the Community Action Workshop objectives and content to your participants at the time of registration, you cannot assume that all participants are attending for those specific reasons.

Motivation for involvement in adult education activities, such as a workshop on community environmental action, can generally be classified as goal-oriented, learning-oriented and activity-oriented. People may attend the Community Action Workshop because they want to create a community waste reduction program (goal-oriented), they want to learn more about cooperating with others (learning-oriented), or they want to take part in what they see as an engaging social activity (activity-oriented). Most likely, a

combination of these three categories will be present, in varying degrees, in each individual. Recognizing this will help you to balance the needs of your participants with the style and methods you use to deliver the Community Action Workshop.

Learning Styles

Not only do people have different motivations and reasons for learning, but they learn in different ways. Learning style refers to ways in which individuals perceive and respond to their environment.

Your participants' learning styles will translate into their preferences for certain kinds of facilitation approaches and techniques. Some participants prefer "hands-on" exercises, while others prefer to watch or listen. Some may learn independently and intuitively; others through collaboration with others. Starting with the big picture will suit some individuals; others will be more analytical in their approach, building their knowledge through a step-by-step process. Most of us benefit from a combination of approaches even though we may prefer one particular style.

Learning styles must be considered in program design and facilitation. The Community Action Workshop employs a variety of educational approaches, often within the same activity, to address a range of learning styles.

Your Role as a Facilitator

Facilitation is about working effectively with a group to help them to reach the objectives for an event. In the Community Action Workshop, the roles of facilitator and organizer are combined. Your responsibilities include locating the necessary resources, planning the event and delivering the program. Don't be afraid to ask your group members to help! The following list, adapted from *Educating for a Change* (Arnold *et al.*, 1991), describes some of the key responsibilities that are involved in facilitating program delivery in education for social change.

A good facilitator will:

- create a learning environment that is physically and emotionally comfortable;
- monitor the time and ensure that pacing is appropriate to the group;
- encourage active participation of all group members;
- acknowledge and draw upon differences within the group;
- encourage the precise and frank naming of issues;
- draw on the range of knowledge and experience in the group;
- balance the intellectual and emotional atmosphere;
- offer information, frameworks and insights when appropriate;
- summarize what has been accomplished at strategic points during the sessions;
- address conflict and discomfort constructively;

Facilitating a Workshop

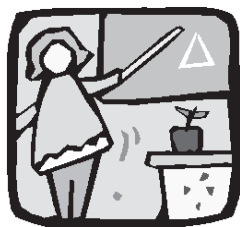
- work democratically with space, resources, time and people;
- encourage critical questions and problem-solving; and
- consciously build a spirit of collective as well as individual inquiry and will to act.

In the Community Action Workshop, the facilitator works with participants to educate and guide them through a process. This process might include critically examining the issues, broadening participants' perspectives and knowledge base, recognizing the perspective and knowledge of others, and determining courses of action based on these new understandings. Be aware of your own biases regarding the program content.

Sharing Responsibility Within the Workshop

You may wish to share the responsibilities of facilitating the Community Action Workshop. The following are some ideas for sharing the work:

- Form a committee of people from within the group to take on a variety of organizational tasks.
- Team up with a local resource person, a representative from a community decision-making agency, a community development specialist, or any other person with relevant experience.
- Divide the group into pairs who then lead the activities, while you act as a resource person and help out if any pair has difficulty. Pairs may also “bid”, auction-style, on the activities they wish to lead. In this variation, the activity leaders need to read any applicable background information.



Facilitation Style

Your facilitation style is the sum of everything you do as a teacher – how you use your hands and your voice, how you interact with learners and how you organize materials. Embedded within your style are a philosophy about yourself and what you are doing, about learners and your content, indeed about the world and how you see it (Apps, 1991).

A useful way of thinking about style in facilitation is to consider what Apps describes as teacher metaphors. The traditional teaching style can be described as a “bucket filler”, as the teacher pours information into the empty container of the learner. The “gardener” cultivates the mind by nourishing, enhancing the climate, removing the weeds or barriers to learning and then allowing the growth to occur. The “challenger” questions learners’ assumptions and helps them to see the subject matter in fresh ways, thereby developing critical thinking skills. “Travel guides” assist people along the path of learning (Apps, 1991). Who you are as a facilitator in a given situation is shaped by many influences and variables, including your life experiences, your teaching and leadership philosophies, your own learning styles, the

immediate teaching situation, the needs of the participants, and the Community Action Workshop content.

The Community Action Workshop has been designed in a way that does not position you as the “bucket filler” or content expert. The intent of the Community Action Workshop activities is to tap into the experience of both you and your participants and thereby to encourage the creation of knowledge by the group. You may choose to bring in local resource people to broaden and to enhance the knowledge of the group.

Incorporating Experiential Learning

Experiential learning is used throughout the design and activities of the Community Action Workshop as a basic premise of learning.

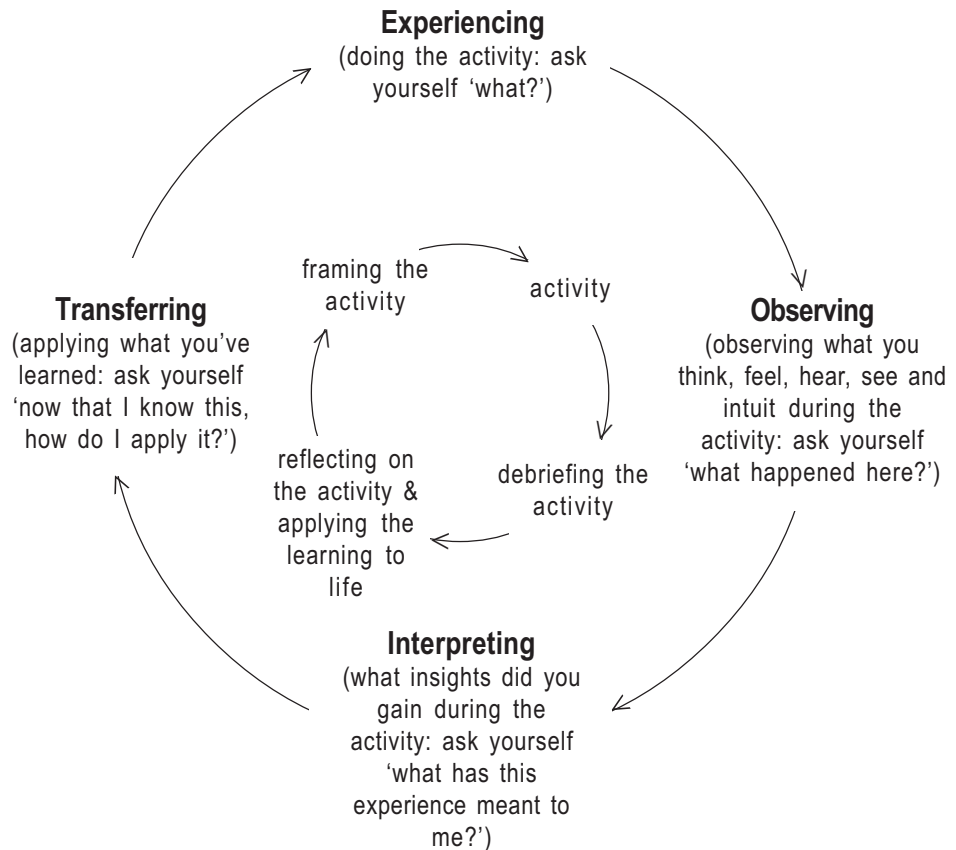
Main Principles of Experiential Learning

Most people learn by experience. It is a powerful method of learning and a powerful way of helping people understand more about themselves, others and the communities or places where they live. The following are some common principles of experiential learning:

- The action is direct, personal, recent and executed by the learner. It is not simply observed or heard by the learner.
- The experience involves the use of most of our senses.
- The consequences of any decisions or actions are quick, immediate and personal, and involve comfort levels, emotions, feelings and interactions with other people.
- In the learner’s mind, there is ownership of the experience. Ownership implies responsibility and the desire to learn. Responsibility is the willingness to hold oneself accountable for one’s actions and reactions, while desire to learn refers to the learner’s desire, and is not bound or restricted by the facilitator’s objectives.
- In the learner’s mind and at the gut level, there is a perceived risk, which most commonly surfaces as an emotional expression.
- Within the activity, an effort is made to visualize, relate to, internalize, reflect upon, and/or draw conclusions from the learner’s reactions, feelings and emotions.
- The experience happens in an environment in which the learner is not comfortable. In reacting to or making sense of the experience, learners must rely upon how they feel, rather than on how “society” has conditioned them to respond.
- Experiential learning encourages the use of both sides of the brain together: the analytical “left” side and creative “right” side.
- The only situation in which the facilitator has the right to say “STOP!”, or to dictate a particular procedure, is when safety is compromised. A participant’s sense of safety can be threatened on a physical, emotional, social or spiritual level.

Facilitating a Workshop

Figure 1:
An Experiential Learning
Cycle



- A learner's reactions to some stimuli may be inappropriate. Although this is sometimes called a mistake, it can be an excellent opportunity for learning. (For example, a participant bursts out laughing at another group member's attempt to express herself. The incident is discussed by the group and the behaviour is questioned. The participant learns that his action was inappropriate and determines not to act that way again.) An inappropriate act is a mistake only if you learned nothing.
- The facilitator is responsible for creating an experience which is safe and for creating an environment in which the participants can react, appropriately or inappropriately, as many times as necessary to enable learning to take place.

The Experiential Learning Cycle Model (see Figure 1) contains two interpretations of the experiential learning cycle. The outer circle, which includes the experiencing, observing, interpreting and transferring of learnings, is adapted from David Kolb's learning style's methodology (Kolb, 1984). The inner circle outlines the way an activity is set up – framing the activity, doing the activity, debriefing (talking about) the activity, and reflecting on the activity/applying the learning. As you are planning, adapting or creating activities for the Community Action Workshop, consider including these components of experiential learning.

Framing the Activity

Framing involves “setting up” an activity by using a technique to stimulate a dialogue or thinking process (e.g. reading a story related to the activity and posing questions for participants to consider during the activity). Framing must be done with clear intentions of the desired outcomes.

Doing the Activity

Activities should relate to the program’s learning objectives (e.g. if one program objective is to understand the value of cooperation, an activity could focus on how well the group works together to solve a problem).

Debriefing the Activity

Debriefing is a structured time where specific questions are asked that lead participants into deeper understandings of the topic, the activity, themselves and their relationships with others in the group. Debriefing provides opportunities for learners to share their thoughts, feelings and insights, and to synthesize their experiences. Have clear intentions about the debriefing, and structure your questions accordingly.

Reflecting on the Activity

Reflecting is an opportunity for participants to reflect on the experience, alone or with others. You can either ask some questions to guide the reflection, or allow people to reflect in their own way. Journal writing is a popular tool for reflection. Reflection is often a catalyst for discovering connections between recent and past experiences, and for realizing ways to apply new knowledge in one’s life. Reflection helps make experiences meaningful and transformative.

Facilitation Tools for All Learners

Open-ended Questions

What are they?

A major goal as a facilitator is to ensure all group members participate fully. One of the best ways to encourage group members to participate is to ask questions that are open-ended (Maker, 1982).

Open-ended questions do not have ‘yes/no’ answers. This means that group members do not need to fear being right or wrong. Examples of open-ended questions include:

- In what ways might ...?
- What are some ways that ...?
- What are some of the things that worked well for you ...?

How do I use them?

Open-ended questions can be used to great advantage in:

- brainstorming
- mind mapping



Facilitating a Workshop

- large group discussion
- small group discussion

Levels of Questions

The kinds of questions or activities involved in the learning process can help guide participants to increasingly complex thinking. This is particularly important when the topic focusses on attitudes, beliefs and values. The most common approach is called “Bloom’s Taxonomy of Educational Objectives” or “Bloom’s Cognitive Taxonomy” (Maker, 1982).

According to Bloom, the first cognitive level is *knowledge*. It only requires remembering what an individual has read, seen or been told, not any transformation of the information. An example is the answering factual questions about the information in a newspaper article about global climate change.

The second cognitive level is *comprehension*. Comprehension is made up of three skills. These are translation, interpretation and extrapolation. Examples of these are restating or paraphrasing information about global climate change from a newspaper article, summarizing the information, and considering the implications of this information at the local level.

The third cognitive level is *application*. This is where abstractions or general principles are applied to new problems or situations. An example is applying information about the global climate change newspaper article to the local community – learners are not shown how to use the principles involved but must determine these on their own.

The fourth level is *analysis*. It involves breaking down or analysing information into its component parts and clarifying the relationship between and among those parts. An example is analysing the strengths and the weaknesses of current local responses to climate change.

The fifth level is *synthesis*. Synthesis involves putting elements together to make something whole. An example is developing an Action Plan to address a particular aspect of climate change at the local level.

The sixth and final level is *evaluation*. It involves making evaluations and judgments of something, for example the feasibility of your Action Plan.



Brainstorming

What is it?

Brainstorming is a creative tool for generating a large number of ideas in a short time.

How do I use it?

Write the question or problem on a piece of paper. Provide five minutes to generate ideas. Participants call out ideas or answers to the question while you write them on the paper. Anyone may ask for a quick clarification but ideas should not be criticized or judged. Write down every idea – anything

goes at this point – the wilder the better. Encourage people to build on each other’s ideas. When the flow of ideas slows down have the group reflect on the list; add any new ideas that are expressed. Now go through the list to eliminate duplicates and rank ideas. Further discussion on the ideas can now take place.

Mind Mapping

What is it?

Mind mapping is a technique for generating and sorting ideas. It helps build a comprehensive picture of an issue or concept which highlights intriguing relationships between ideas. Mind mapping enhances the traditional left-brain approach to problem-solving by engaging the intuitive and creative right side to promote more holistic thinking. It is also known as web charting, free wheeling or branching.

How do I use it?

Write a word in the centre of a sheet of paper and draw a circle around it (e.g. pollution). Create lines – like spokes on a wheel – out from the main circle and connect them to words/ideas that you associate with the first word (e.g. dirty, unhealthy, clean-up, garbage). Continue to expand your ideas by recording third-level associations branching from the second group of words (e.g. clean-up: cost, responsibility, standards). Continue until you have exhausted all ideas in relation to the words you are recording. Connecting lines can be drawn between any points to demonstrate relationships and linkages. The end result will look something like a lazy spider’s web. Don’t restrict yourself to using words – symbols or pictures are an effective form of expression.

Large Group Discussion

What is it?

Large group discussion is a way of involving people in sharing ideas about a topic. The emphasis should be on interaction among the participants and sharing of experiences and points of view. Large group discussion is usually most effective with at least five people and no more than 25.

How do I use it?

Present a specific topic or question for the group to discuss; be clear yet concise in your introduction. Allow the participants a few minutes to reflect on their thoughts, then open up the floor for discussion. Keep the discussion on track by raising specific questions from time to time. Ask participants to clarify their own vague or off-topic contributions. Summarize the main points verbally or write them on a flipchart. Politely discourage people from dominating or getting into one-on-one debates (e.g. “Thank you for your contribution. Can we now move on to . . .?”) (adapted from Apps, 1991).

Facilitating a Workshop

Small Group Discussion

What is it?

Small group discussion is a technique for encouraging discussion in groups of three to six participants. Small group discussion allows people to talk in a more intimate, non-threatening setting than is experienced in large groups.

How do I use it?

Divide the large group into smaller groups to discuss an assigned question or topic. You can direct people sitting around the same table to form a group or number people off. A creative way to break people into groups is to ask five people in the group to name their favourite fruit and then move about the large group assigning people to be part of the five “fruit” groups. Each group selects a recorder/spokesperson who will report back to the large group. Specify the time allotted and allow the groups to discuss. Circulate among the groups to answer questions or to listen to the discussions. Following the discussion period, the spokesperson from each group reports the results of their discussion. Each group can record their own ideas on separate pieces of paper to be displayed during their reporting.

The Parking Lot

What is it?

The parking lot is a way for keeping a discussion on track while storing a key idea for later follow-up.

How do I use it?

On a flipchart, entitled “parking lot”, record any question, comment or statement that takes the group away from the discussion at hand. The question, comment or statement will remain “parked” there until the end of the day or until a more appropriate time arises for discussion. Do not park the question, comment or statement and ignore it for the rest of the Community Action Workshop or you could lose your credibility and some great ideas – make sure you return to the “parked” material and address it.

Using Flipcharts

What are they?

Flipcharts are a means of recording, organizing and visualizing ideas.

How do I use them?

Print large and legibly and use a variety of colours (dark are usually best as light colours are not easily read from afar). Post completed flipchart sheets on a nearby wall for further reference. Write the words exactly as they are stated, or paraphrase only with permission. Symbols or pictures can be used as well as words.

Troubleshooting

Even the best facilitators face problems. Here are some common situations and suggestions for dealing with them.

Situation 1:

You are nervous and lack confidence.

What can I do?

- In your introduction tell the group that everyone, including yourself, has equal responsibility for contributing to the success of the Community Action Workshop. Acknowledge that you are a learner as much as they are; this is a group process and everyone shares ownership.
- Launch into the activities, which are designed to put the emphasis on the participants' ideas rather than those of the group leader.
- Prepare well by familiarizing yourself with the activities, planning how you will give directions and listing the questions you will ask.
- Prior to the Community Action Workshop, practice presenting parts of your program to someone removed from the group or situation. Have them ask questions and point out gaps in information.
- Being nervous is normal for all presenters!



Situation 2:

You have one or two participants who ask inappropriate questions that lead the group away from the agenda.

What can I do?

- Acknowledge the question and ask how it relates to the discussion or task at hand.
- Use the “parking lot” technique from the previous section.
- If it is more appropriate to spend time on the question than the agenda, adjust the agenda.

Situation 3:

The space is not appropriate for the work you want to do. There is too much noise, not enough light, or no room to move. You need to be creative in how you arrange the day so the Community Action Workshop runs smoothly.

What can I do?

- If the problems can be dealt with quickly then take the time to do it (e.g. rearrange the room, notify the caretaker to turn on the lights or to stop the noise).
- Take advantage of your surroundings and move around to different spaces throughout the day's activities (e.g. go outside, use all available spaces for small group discussion).
- If possible, move to a different venue.
- State the problem to the group so they can help to generate solutions.

Facilitating a Workshop

Situation 4:

You panic when you see that your agenda items have been taken off track by the group, or people telling you that they are not getting what they came for.

What can I do?

- Call for a group break and take a breather.
- Summarize for the group what has been accomplished so far and what is still to come. Ask for group input about what they want to focus on in the time that remains. Adjust the agenda accordingly.
- Recognize that if the Community Action Workshop doesn't meet the needs of the participants, they will be unsatisfied no matter what you feel you have achieved.
- Avoid directing too much attention toward any one individual in the group; stay focussed on the group's collective need.



Situation 5:

There are people at the Community Action Workshop from the same community who have opposing views on the topic and are using the Community Action Workshop as a forum for promoting their views.

What can I do?

- Facilitate a discussion to identify the common interests and purposes that all participants share. Use these as a starting point for constructive discussion.
- Remind participants the purpose of the Workshop is to work together to find solutions.
- Review the agenda with the group to determine the most constructive point from which to explore the various views that people hold.
- Explore the issue using examples from other communities or cultures.
- Help the group separate the problem from the people, to avoid taking the discussion personally.
- Ensure participants are using a respectful tone in their discussions.

Situation 6:

People are all talking at once.

What can I do?

- Call for the group's attention and state that it is difficult to hear an individual's contribution when others are talking. Ask them to be respectful of each other.
- Allow/invite participants to speak only when they are holding a certain object that you pass around, or only when you give them the nod to do so. Ask the group to allow a moment of reflective silence between speakers.
- Have participants take turns in the role of discussion moderator. This can build an awareness of group discussion dynamics.
- Do not devalue yourself or your role of facilitator by talking over others.

Situation 7:

One of the workshop participants becomes very emotional about a topic of discussion and starts to cry.

What can I do?

- Acknowledge and validate the demonstration of feelings by allowing the person time and space to collect their thoughts or to express themselves as they feel necessary.
- Offer support and allow other participants to do the same.
- Share your own feelings on the topic (as opposed to your thoughts) and encourage other participants to do the same.

Situation 8:

Participants consistently arrive late for the sessions.

What can I do?

- Start on time to honour the people who are punctual. One strategy is to award small prizes, for example pencils or candies, for those who are punctual.
- Ask participants to both respect the agenda they have agreed to and the other participants by arriving on time.
- If most participants consistently arrive late, ask the group if these times need to be extended. Adjust the agenda accordingly.

Situation 9:

One or two participants are not contributing to the group discussions.

What can I do?

- Recognize that some people need time to formulate their thoughts before speaking. Provide time for individual reflection on a topic before opening the floor for discussion.
- Facilitate a sharing circle and ask each person to contribute a comment.
- Use the small group discussion technique. Some people find large group discussion intimidating.
- Provide an opportunity for reluctant speakers to contribute (e.g. Martha, what are your thoughts about this topic?).

Finally, if at any point you feel stuck, remember that the Workshop is a group process, and that you can enlist the support of your group members to solve any problems that arise.

References

Apps, J. W. *Mastering the Teaching of Adults*. Florida: Kreiger Publishing Company, 1991.

Arnold, R. *et al. Educating for a Change*. Toronto: Between the Lines and Doris Marshall Institute for Education and Action, 1991.

Facilitating a Workshop

Kolb, D. *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs: NJ, Prentice Hall, 1984.

Maker, C. June. *Teaching Models in Education of the Gifted*. Rockville: Aspen Systems Corporation, 1982.

Further Reading

Schwarz, R.M. *The Skilled Facilitator*. San Francisco, Jossey-Bass Inc., 1994.

Purpose

As every good facilitator knows, getting feedback on the material you're delivering and on how you're delivering it is essential for a successful program. Without it, how will you know whether you are meeting the needs of your group?

Feedback can take many forms, from simply monitoring the number of yawns in the room to having participants fill out formal evaluation forms. This section gives you lots of ideas for evaluation techniques you can use during the course of the Community Action Workshop, reviews the evaluation forms to use at the end of the Workshop, and provides suggestions on how to document your Workshop results.



Evaluating a Workshop

Introduction

Evaluation can be defined as “. . . a systematic process to establish the ‘worth’ or value of something” (Devlin, 1991). The most common approach to evaluation is the goal-oriented approach, which focusses on the question “Did the program meet its objectives?”. Ongoing and thorough evaluations help ensure a responsive and successful experience and will help you grow as a facilitator.



Don't feel that evaluations are necessarily cumbersome, threatening, or even formal – in fact the more that you and your participants treat it as an ongoing and integrated component of the Community Action Workshop, the easier and more fun it can be. Feedback is easier to give and to receive in small doses. As group leader, you can respond to feedback that you receive throughout the Workshop on a module-by-module basis, by clearly acknowledging the participants' views and adjusting the program or your facilitation style accordingly. Participants will be pleased to find you so responsive. This in turn may empower them to take more ownership and responsibility for their own involvement and learning.

Evaluation techniques for your Community Action Workshop should:

- feel natural and democratic
- accommodate feelings and values
- incorporate intended and unintended results
- be short and simple
- use a variety of techniques
- be ongoing throughout the Workshop and used at the conclusion of the Workshop.

Examples of evaluation techniques include:

- observing people – how they participate in activities, how they interact;
- talking to people one-on-one or in a group through formal or informal discussion;
- examining information produced at the Workshop such as flipchart notes and action plans;
- facilitating a group critique or sharing exercise;
- using a written evaluation form;
- using journals for personal reflection on learning;
- organizing learning partners for reflection through paired discussion of the Workshop content and processes; and
- using quick evaluations – see the following section for examples.

An evaluation process can generally be broken down into two main elements: process and content (Renner, 1993).

The process element focusses on feedback about Workshop design and delivery. This information helps you improve the Workshop for future use, and your program planning and facilitation skills. By evaluating the process you determine:

- how participants viewed the Workshop
- the feedback participants can provide the facilitator and the Workshop designer

The content element focuses on how much participants have learned and accomplished. This information is valuable to participants (as individuals and as a group) in determining how far they have come toward reaching their anticipated results, and how far they have yet to go. You will need to determine the right balance of process and content evaluation for your situation. By evaluating the content you determine:

- how much participants have learned
- how far participants have progressed toward achieving the objectives

The following checklist helps plan your evaluation strategy. Examples are provided under each question as a guide. When you can answer the questions clearly, your evaluation needs are focussed enough to choose specific evaluative techniques and activities.

- What is the main purpose of the Workshop evaluation? (e.g. to improve the Workshop process for future delivery; report the results to the sponsoring organization; determine if learning outcomes were achieved.)
- What are some Workshop components that need to be evaluated? (e.g. content; Workshop process; planning process.)
- Who will use the evaluation data? (e.g. the group leader; a funding organization; the community group.)
- What form should the evaluation data take? (e.g. written comments; verbal responses; photographs.)

During the Course of the Workshop

Incorporate the following evaluation activities into your Community Action Workshop agenda to quickly assess, evaluate or close a session.

Quick Energy Level Check

(1 minute)

Ask participants to describe their present energy level on a scale of 0 to 5 by holding up one hand with fingers extended to show the number. If the numbers are generally 3 to 5, continue your program as planned. If most numbers are 0 to 3, adjust the program to help build energy in the group. To build energy, lead the group in a quick stretching exercise, change your session location (e.g. move outdoors) or call a break.

Evaluating a Workshop

“Voting” With Your Feet

(5 minutes)

Inform the group that they should respond to your questions by choosing a position on a spectrum, represented by a line on the ground. Indicate where the line will extend to and from. Pose a question, give a minute or so of reflection time, then ask participants to “vote with their feet” and place themselves along the line at the spot that represents their position on the matter. Consider questions such as:

- How well did this activity meet its intended learning outcomes? (right side of the room represents “not at all”, left side represents “completely”);
- How do you feel about the Workshop experience so far? (left side of the room represents “wonderful”, right side represents “terrible”);
- How confident do you feel about implementing the action plan in the community? (left side of the room represents “highly confident”, right side represents “insecure”).

Speedy Memo

(10 minutes)

Write one or two questions about your topic on a flipchart. These might include:

- What are some things you gained from this activity that you can use in the future?
- What are some of the things that you found confusing or difficult about the activity?

Provide five minutes for participants to write their answers on a piece of paper. They need not sign their names. Collect, shuffle, then read as many of the papers aloud to the group as time permits. Encourage further discussion on the insights and feelings expressed by asking open-ended questions, for example, “In what ways...? What are some...?” (Renner, 1993).

Circle Evaluation

(15 minutes)

This technique provides an opportunity for all participants to offer their comments on a particular topic. Seat the group in a circle so everyone can see each other. Pose a question for the group and provide a few minutes for each person to think about their answer. Have each person speak in turn or contribute in the order they choose. Ask questions that focus on the information you need for your evaluation. Some examples are:

- What are some of the things you plan to do next as a result of what has been talked about and learned in this session?
- What are some of your reactions to what you have heard?
- What are some things you have learned from this activity?
- In what ways is this information important to you?

At the End of the Workshop

You'll find evaluation forms for participants to fill out in the Participant's Workbook and a form for the facilitator to fill out on pages 84-86. Please make sure these are completed at the end of Module 4. Keep a copy for yourself, and send the originals to Harmony Foundation.

The questions on these forms evaluate the content and the format of the Workshop and provide valuable information for both you and us. By getting feedback on your facilitation, you can improve your skills as a facilitator, and Harmony Foundation can ensure we make future versions of the Workshop as easy to facilitate as possible. And by learning how useful the Workshop was for your group, how well the activities worked, and how helpful the *Manual* was, Harmony Foundation can improve our programs in future years, continuing to find better ways to support groups like yours.

Documenting Results

Documenting the Workshop process and the Workshop results are two general ways to evaluate the Community Action Workshop that may have value for your group's future work. Your decision on what and how to document, and what form the documentation will take, will depend on your overall evaluation strategy and needs.



The Workshop Process

While this *Manual* contains detailed descriptions of the Workshop activities, you may have adapted the style of presentation in your Workshop design, and during the Workshop delivery. Your records of these changes are valuable for modifying the activities for use in a future Community Action Workshop situation. Record your notes and suggestions for improvement directly onto the activity description pages in this *Manual*. Comments from evaluation forms and feedback sessions should also be recorded and synthesized for the purpose of improving your Workshop planning process.

The Workshop Results

Your group will have recorded the results of brainstorming exercises, discussions and action planning on flipchart sheets, which were posted around the Workshop room. Save this flipchart material and, after the Workshop, transfer the information to a summary report of the Workshop points and results. Record the information both as "raw data" directly from the sheets and as a synthesis. Some people may require the information in its initial form; some may prefer to read only a synthesis or summary of the data. The raw data is very important if further discussion and decisions are to be made based on the information.

It might be helpful to identify one or two participants as notetakers during the sessions, or rotate this responsibility during the Workshop. The notetaker's task is to record the activity results from their perspective. This

Evaluating a Workshop

provides you with further information for your synthesis of the Workshop. Distribute photocopied notes to participants during or at the end of the Workshop.

References

Devlin, L.E. *Program Planning in Adult Education*. Victoria: University of Victoria, 1991.

Renner, P. *The Quick Instructional Planner*. Vancouver: PFR Training Associates Ltd. 1993.

Further Reading

Patton, M.Q. *Practical Evaluation*. Beverly Hills: Sage, 1982.

Purpose

This section describes the Community Action Workshop activities and outlines the time, materials, preparation and step-by-step instructions required for each. The learning is designed to be constructive, progressive and transformational. Activities should be done in the order they are presented to help ensure the flow and impact of the Community Action Workshop.

To ensure the Workshop's success, and to be confident as a facilitator, you should be familiar with these activities and complete in advance all the preparation required.

The Workshop is broken down into five modules. Module 1 is a planning session that can be carried out by a small subcommittee if not all members of the group have time to attend. Modules 2, 3 and 4 form the heart of the Workshop, in which participants take a broad look at the issue in question, examine a local aspect of this issue, and develop an action plan to tackle that local problem. Module 5 is a follow-up session that ensures your group is ready to launch your local initiative.

Many activities include a section entitled **Framing the Activity**, which describes the thinking or rationale behind the instructions. We suggest you read this section aloud to your group before beginning the activity to “set up” the activity and ensure everyone shares the same expectations.

Leader's Notes are hints for you as the Workshop Leader to ensure each activity flows smoothly. In the **Activity Debrief** section, you'll find questions to pose to your group as a way of wrapping up each activity and providing participants with a deeper understanding of what they've just done. Finally, in the **Reflection and Application** section, you'll find questions for participants to stimulate further thought. Often, the Reflection and Application section suggests participants record their thoughts in a journal – journalling is an excellent tool to make sense of new information and record new experiences.



MODULE 1

Pre-Workshop Planning and Communication



Introduction

Organizing and delivering a Community Action Workshop is an exciting and satisfying challenge. The immense potential for learning and creating positive change drives us on in our efforts. While there are a number of important details to consider in organizing your Community Action Workshop, with a clear vision, a solid strategy for moving forward and help from others, the program planning process itself can be greatly rewarding.

Program planning “refers to the art of designing and implementing a course of action to achieve an effective (educational) program” (Baker, 1984). Those of you who have delivered educational programs, or are well-organized individuals, already understand the significance of planning in the delivery of a successful workshop or project. Others may be wondering “why this fuss over planning”? Simply put, we plan for two reasons: efficiency and effectiveness (Devlin, 1991).

An *efficient* program uses available resources to maximum advantage. You need to be efficient with your time, energy and organizational resources as you strive to create a successful learning experience for your participants. Planning ahead helps manage for efficiency.

An *effective* program optimizes learning conditions. The Community Action Workshop should be structured and facilitated so it provides participants with opportunities to meet their learning needs and achieve the results they are aiming for. Planning also helps to:

- focus the content and learning processes onto your group’s needs
- anticipate problems
- create a positive learning environment.

All of these help participants learn more effectively.

In this module, you will arrange all the logistical details of the Workshop, establish group ground rules for the Workshop, and prepare yourself to lead the Workshop. The logistics and ground rules are best handled as a group or sub-committee of the group. If a meeting in person is not possible, consider a telephone conference or communication by email.

An agenda for Module 1 is on the following page.

References

Baker, HR. *Extension Handbook*. Guelph: University of Guelph, 1984.

Devlin, LE. *Program Planning in Adult Education*. Victoria: University of Victoria, 1991.

Pre-Workshop Planning and Communication

Materials for Module 1

flipchart stand and paper
 marking pens
 paper and pens for each participant
 stick-it notes
 tape

Module 1 Agenda

	ACTIVITY	PURPOSE	TIME
1.	Planning the Workshop	<ul style="list-style-type: none"> To arrange all logistical and administrative details well in advance of the Community Action Workshop To assign responsibilities for various tasks 	20 minutes
2.	Setting Ground Rules	<ul style="list-style-type: none"> To set the climate for a constructive and meaningful group experience To establish a set of ground rules for managing the group process for the Community Action Workshop To develop skills in cooperation and consensus decision making. 	25 minutes
TOTAL			45 minutes

MODULE 1

Activity One: Planning the Workshop

20 minutes

pens or pencils
logistics planning chart
(p. 46)
list of Workshop
materials (p. 47)

Purpose:

- To arrange all logistical and administrative details well in advance of the Community Action Workshop.
- To assign responsibilities for various tasks.

Procedure:

As a group or as a small committee, fill out the Logistics Planning Chart on page 46. The information below will help you to do this.

Dates and Times

Determine the hours of your Community Action Workshop based upon participants' availability. Remember to consider the time you will need for activities, group discussion and breaks. Modules 2, 3 and 4, which comprise the actual workshop, can be delivered over a weekend (i.e. Friday evening and Saturday), or as a series of evening sessions. Module 2 requires 2 hours, 30 minutes; Module 3 requires 3 hours, 15 minutes; Module 4 requires 3 hours, 30 minutes. Module 5 requires 45 minutes and should be scheduled no later than one month following the Workshop.

Venue

Some communities allow non-profit or community-based groups to use meeting facilities free of charge or at reduced rates. When planning your venue, consider the following:

- adequate space (indoors and outdoors) to accommodate the group, with appropriate lighting, temperature and access to fresh air;
- tables and comfortable chairs, or floor space with pillows;
- flipchart stands for recording discussions;
- space and equipment for refreshments (e.g. coffee pot);
- nearby bathroom facilities;
- child-care arrangements;
- wheelchair accessibility;
- accessibility by public transit.

Refreshments

You may need to arrange for snacks, drinks or meals. A fun way to do this is to create a sign-up sheet asking for two volunteers per session/day to bring in snacks for the group. Drinks can be purchased using money from the group's Workshop fund, or contributed by a local merchant. Meals can be catered, or brought as bag lunches.

Consider the environmental aspects of your refreshments. Avoid the waste created by disposable cups, plates and utensils – have everyone bring their own place setting or mug, or, if you're hiring a caterer, ensure they use reusable tableware. Avoid the waste of single serving cream and sugar, and

use teaspoons rather than stir sticks. Compost, rather than throw out, all food waste. And don't forget to recycle bottles and cans!

Materials

Assign someone the responsibility of gathering the materials required for each module of the Workshop, listed on page 47. Where paper products are specified, use recycled paper with as much post-consumer content as possible.

Workshop Participant Package

It is ideal to communicate with participants at least two weeks prior to the Workshop in order to generate a shared sense of excitement and direction.

They'll need to receive the following material:

- agenda
- a copy of the Participant's Workbook with a cover letter asking them to complete the Community Profile and read the "Understanding Values" essay, along with any background material you provide on your selected issue, prior to the Workshop
- ground rules
- directions to the workshop location
- information on food: will it be supplied or should they bring their own?

Flipchart Sheets

The facilitator should prepare the flipchart sheets required for each activity in advance (refer to each activity for details).

Workshop Roles

You'll be able to focus more effectively on the role of facilitator if you have volunteers to help you set up the facility beforehand, take notes during the Workshop, and clean up afterwards. You may also decide to share the role of facilitator with other group members.

Workshop Results

You'll generate lots of flipchart notes over the course of the Workshop! Designate someone to collect these, type them up, and distribute them to participants afterwards, so everyone has a complete record of what happened.

Report to Harmony Foundation

We want to hear how your workshop went so we can continue to improve our programs. Please send us copies of the participant evaluations, as well as your own evaluation (see pages 84-86). We'd also love to hear how your project progresses.

MODULE 1

Activity One: Planning the Workshop

TASK	NOTES	COST	DATE REQUIRED	PERSON RESPONSIBLE
BEFORE THE WORKSHOP				
Confirm the dates and times for each module of the Workshop				
Locate and book facility				
Make snack and meal arrangements				
Supply Workshop materials				
Compile and distribute Workshop Participant Package				
Prepare flipchart sheets for each activity				
Assign Workshop roles: Facilitator(s) Facility set-up Workshop recorder Facility clean-up				
AFTER THE WORKSHOP				
Type and distribute Workshop results to participants				
Report on results of Workshop to Harmony Foundation				

Materials for Module 2

audio-visual equipment (optional)
coloured marking pens
flipchart paper
flipchart stand
index cards
journals or notebooks for each participant
name tags for each participant
pens or pencils for each participant
tape

Materials for Module 3

art supplies for making a mural (for example, crayons, markers, paint and brushes, magazines for cutting out images, etc.)
construction paper
flipchart paper
flipchart stand
long string or rope
marking pens (several colours)
paper for a wall mural
pens or pencils for each participant
stick-it notes (two different colours)
tape

Materials for Module 4

coloured marking pens
flipchart paper
flipchart stand
index cards
pens or pencils for each participant
scissors
tape

Materials for Module 5

pens or pencils for each participant

MODULE 1

Activity Two: Setting Ground Rules

25 minutes

flipchart stand and paper
marking pens
paper and pens for each participant
stick-it notes
tape

Purpose:

- To set the climate for a constructive and meaningful group experience.
- To establish a set of ground rules for managing the group process for the Community Action Workshop.
- To develop skills in cooperation and consensus decision making.

Procedure:

Ideally, this activity should be done by the group as a whole, so that everyone plays a role in developing the rules that will guide the Workshop. However, if this is not possible, it can be done with a sub-committee of the group, or you can establish them yourself and review them with the group at the beginning of Module 2.

Activity Instructions:

1. Find a comfortable environment for the activity where participants can sit in a circle at the same eye level with no desks in front of them. If possible, use a quiet outdoor setting.
2. Introduce the concept of ground rules: basic principles for communication, behaviour and interaction that build an atmosphere of trust and respect. They may include decision-making processes, problem-solving processes, guidelines for communication, guidelines for managing disagreements, processes for encouraging the true expression of different opinions, and methods for dealing with latecomers.
3. Ask participants to visualize a group they have been involved with – in a work, home or social situation – that they considered to be successful, as well as one that was ineffective or disappointing.
4. Post the following questions on a flipchart to stimulate reflection:
 - What were some of the factors that contributed to the success of the group?
 - What were some of the factors that contributed to the failure of the group?
 - In what ways did the participants communicate and manage themselves?
 - What roles did a facilitator play, if any?
 - In what ways were conflicts dealt with?
 - In what ways were “problem” members dealt?
 - Upon reflection as a group member or leader, what are some of the things that you would you do differently next time?
5. Participants spend five minutes alone to reflect and to write down three general recommendations for creating a positive group experience.
6. Reconvene the large group and go around the circle, asking each participant to offer one recommendation. Record these on a flipchart. Continue to go around the circle until ideas are exhausted.

Activity Two: Setting Ground Rules

7. Eliminate duplicates and group areas of overlap, and clarify ground rules that are vague or do not clearly specify how they will be implemented. Now go through the remaining rules, one by one, and ensure there is general agreement on each one. Omit ground rules that are not agreed upon by the entire group.
8. Post the ground rules in a prominent place for the duration of the Community Action Workshop for easy reference.

MODULE 2

Understanding the Big Picture



“Only when people are informed will they be aware, only when they are aware will they take action, and only then when they take action will species and the environment be saved.”

**– Ndyarkira Amooti,
Journalist and
Environmentalist, Uganda**

“What we know – not superficially but in our hearts and imaginations – has great power over how we act.”

– Stan Rowe, ecologist

Introduction

Environmental issues are often complex, encompassing social, economic and health factors, as well as ecological factors. In order to understand what we can do at the community level we first need to look at the big picture.

Imagine the earth as an intricately woven tapestry – its people, plants, animals and elements all reflected in a rich variety of colours, textures and patterns. Everything is an integral piece of the whole. Pulling on a single thread in one section strengthens or weakens the weave in another. Global environmental issues both influence and are affected by social and economic policies and practices, as their consequences and solutions are often expressed at the community level. While government and business leadership is essential, your actions or inactions can and do have an impact: on other people, cultures, species and future generations.

Although many of us now acknowledge these facts, we often fail to recognize the values that underpin our actions. Values are fundamental principles by which we lead our lives – they guide our behaviour and influence our view of ourselves and the world in which we live.

In this module, you will examine the impact of individual and societal values on the world around us, and use this understanding to analyse some of the causes of your selected environmental issue.

An agenda for Module 2 is on the following page.

References

Carter, Robert E., *Dimensions of Moral Education*. Toronto: University of Toronto Press, 1984.

Materials for Module 2

audio-visual equipment (optional)
coloured marking pens
flipchart paper
flipchart stand
index cards
journals or notebooks for each participant
name tags for each participant
pens or pencils for each participant
tape

Module 2 Agenda

	ACTIVITY	PURPOSE	TIME
1.	Welcome, Opening Remarks, Introductions and Overview	<ul style="list-style-type: none"> • To welcome participants and help them get to know one another • To review agenda, ground rules and logistics 	30 minutes
2.	Analysing Our Issue	<ul style="list-style-type: none"> • To understand the importance, scope and complexity of your selected environmental issue 	60 minutes
3.	Values and Behaviour: Widening Our Circle of Concern	<ul style="list-style-type: none"> • To explore how values affect our behaviour • To acknowledge that our behaviours affect other people, cultures, species and future generations • To acknowledge and respect the diversity of values in our society, and to recognize that while these values can sometimes conflict, it is important to confront issues, not each other • To look at a concrete example of values in action 	60 minutes
		TOTAL	2 hours, 30 minutes

MODULE 2

Activity One: Welcome, Introductions and Overview

30 minutes

flipchart stand and paper
journal or notebook for each participant
marking pen for each small group
name cards for participants
pens and pencils for each participant
tape
Action Record Sheet (Participant's Workbook, pp. 12-16)
ground rules on flipchart (from Module 1)
Planning Model on flipchart (p. 54)

Purpose:

- To welcome participants and help them get to know one another.
- To review agenda, ground rules and logistics.

Learning Outcomes:

- Introduce yourself and the Community Action Workshop.
- Initiate interaction among participants.
- Review agenda, ground rules and logistics.

Preparation:

- Prepare the planning model (see page 54) on flipchart.

Framing the Activity:

- This activity provides a clear starting point for the Community Action Workshop where you can:
 - introduce yourself, other leaders and resource people
 - review logistics
 - provide an overview of the ground rules
 - help participants get to know each other
-

Activity Instructions:

Part One (15 minutes):

1. Introduce yourself and any other group leaders or resource people. Outline your role and responsibilities as a facilitator.
2. Provide a brief overview of why you are gathered as a group. Provide other remarks you feel are important. For example, you may wish to summarize the general goals of the Community Action Workshop or discuss your group's specific reasons for being present. This is a good time to:
 - identify that you are assembled to look at your selected issue in new ways
 - identify a specific problem to address in your community
 - analyse the problem and work cooperatively to develop a realistic Action Plan to resolve this problem.

Part Two (10 minutes):

1. Divide the group into pairs.
2. Explain that partners will have a few minutes to:
 - introduce themselves to each other
 - discuss their expectations for the Community Action Workshop
3. Tell participants that they will be asked to introduce their partner to the group following their discussion.
4. All participants then reconvene in a circle and take turns introducing their partners and reporting their expectations.
5. List the expectations on one flipchart as they are presented.

Activity One: Welcome, Introductions and Overview

6. Clarify the expectations listed, then group similar expectations together. Eliminate duplicates from the list.
7. Post the final list of expectations in a prominent place so you can refer to them throughout the Community Action Workshop.

Part Three (10 minutes):

1. Review the purpose of the Community Action Workshop: to increase the group's understanding of your selected issue, both globally and locally, and to develop a plan for an effective project to tackle some aspect of the issue in your community.
2. Review the Community Action Workshop agenda and briefly describe how the activities will address your goals.
3. Post the planning model in a visible spot. Describe each step of the planning model and relate it to the Workshop goals. Point out the Action Record Sheet (pages 12-16, Participant's Workbook) and describe how each section will be filled in as the workshop progresses.
4. Refer to the expectations listed in Part Two and briefly discuss how these may be met during the Community Action Workshop.
5. Distribute pens or pencils and journals to each participant, suggesting they may want to record their thoughts throughout the course of the Workshop.

Part Four (5 minutes):

1. Post the Group Ground Rules in a visible location and review them with participants. Mention the process used to develop them.
-

Leader's Note:

- You may wish to make minor adjustments to the agenda at this time to meet participants' expectations.

Activity Debrief:

- In what ways can you, as a participant, help the group achieve its goals? Note these in your journal.

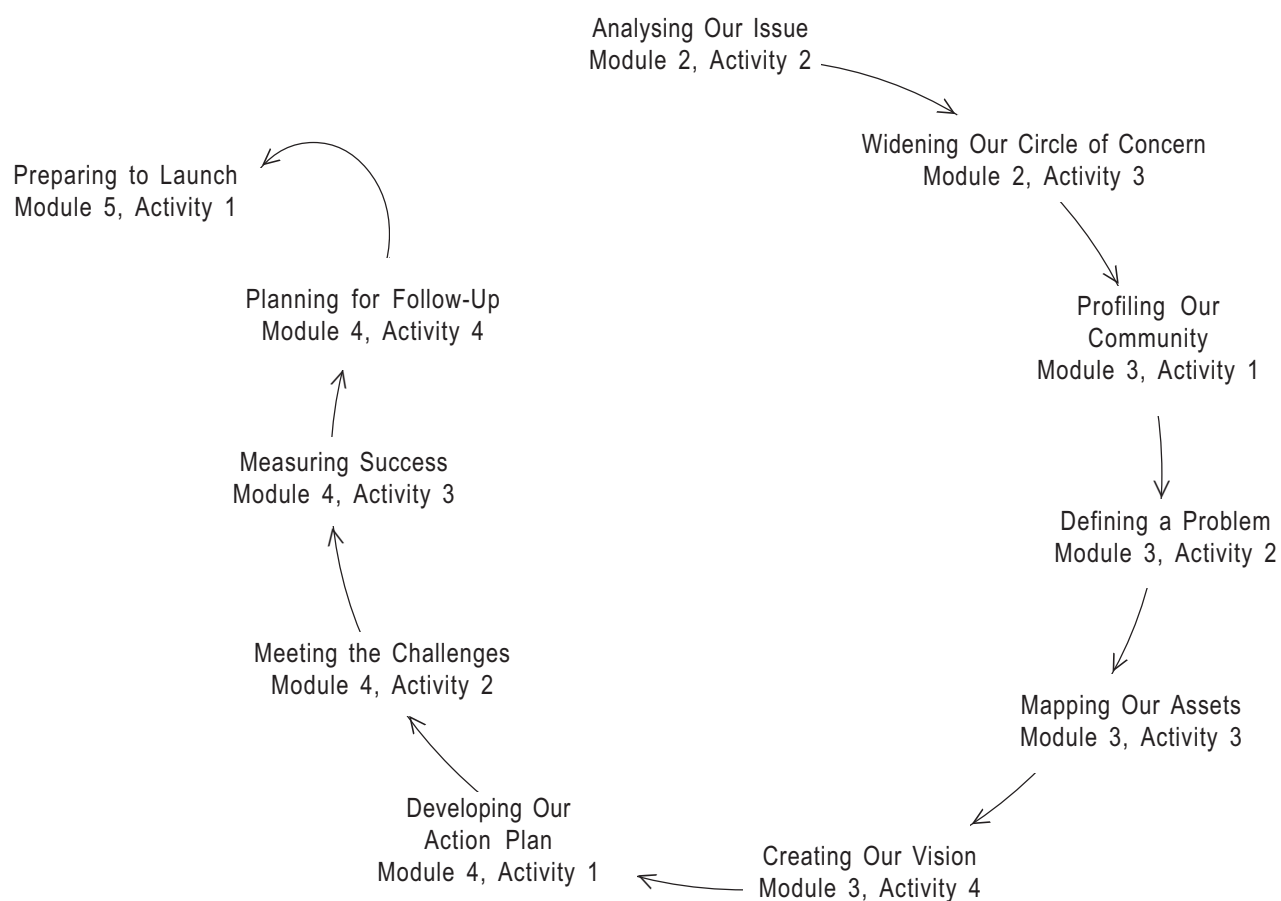
Reflection and Application:

- It is important to regularly review goals and expectations. What are some ways that your group can do this kind of check-in with its activities?

MODULE 2

Activity One: Welcome, Introductions and Overview

The Community Action Workshop Planning Model:



MODULE 2

Activity Two: Analysing Our Issue

60 minutes

audio-visual equipment
for presentation (if
required)
flipchart stand and
paper
marking pens
tape

Purpose:

- To understand the importance, scope and complexity of your selected environmental issue.

Learning Outcomes:

- Understand some of the causes and consequences of your selected environmental issue.

Preparation:

- Collect and review background material on your selected issue. (Note that Harmony Foundation offers profiles of a number of environmental issues that include an issue overview, profiles of successful community initiatives that address the issue, resource listings, and a two-page ‘cheat sheet’ summarizing the issue.
- Prepare a 10 to 15 minute presentation on the issue based on your reading, locate a short video, or invite a local speaker. You may also decide to prepare a one- or two-page ‘cheat sheet’ for your participants, summarizing key aspects of the issue.
- In the centre of a large sheet of paper write ‘Causes’ and circle it.
- On a second large sheet of paper, write ‘Consequences’ in the centre and circle it.
- Prepare a flipchart sheet with a brief definition of your issue.

Framing the Activity:

- This activity uses the technique of mind mapping, which is sometimes also called web chart analysis.
- This activity provides an opportunity for participants to draw on their own knowledge, as well as any background information you’ve provided, to investigate your selected issue.
- Note that this activity is not designed to turn participants into experts, but to provide a broad picture of the issue in question. Subsequent modules will focus on specific, local aspects of the issue.

Activity Instructions:

- Introduce the purpose and learning outcomes for the ‘Analysing Our Issue’ activity.

Part One (15 minutes):

1. Post the definition of your issue and review it with participants.
2. Distribute copies of the cheat sheet, if you have chosen to use one.
3. Provide a brief overview of the issue by giving a short talk, screening a video, or having a local speaker make a presentation.

Part Two (20 minutes):

1. Post the causes sheet.
2. Divide participants into four groups and ask participants to brainstorm a

Activity Two: Analysing Our Issue

list of causes for your selected issue. You may ask each group to examine a particular aspect of the issue. For example, if the issue is climate change, one group might focus on transportation, one on energy generation and consumption, one on industry, and one on agricultural practices.

3. After 5 to 10 minutes, ask each group to report the results of their discussion. As causes are suggested, record them on the causes sheet, scattered loosely around the 'Causes' circle.
4. Now ask the participants to identify which causes are primary causes – the ones that are the real root of the issue. Circle these in red.
5. Which are the second-level causes that follow from each primary cause? Circle these in blue, and draw spokes to the primary causes they are associated with.
6. Are there any third-level causes? Circle these in green and draw spokes to the second-level causes they are associated with. By this time, you should have lots of lines connecting lots of causes, and the end result will look something like a spider's web.

Part Three (20 minutes):

1. Tape the consequences sheet to the wall.
2. Ask participants to discuss the consequences of your issue (positive and negative). Again, you may choose to ask each group to examine the consequences from a particular perspective. Using the climate change example, one group might represent a small island state, one the Canadian Prairies, one the Arctic, and one a developing nation.
3. Map the primary, second-level and third-level consequences of the issue, as you did for the causes in steps 4-6 of Part One.

Part Four (5 minutes):

1. Give participants a moment to reflect on the web charts they have created. Then pose the following questions:
 - What impact did your group's identity have on your thinking?
 - What did you learn about your own thinking during this exercise?

Activity Debrief:

- Was the web chart process useful in analysing your issue?

MODULE 2

Activity Three: Values and Behaviour

Widening Our Circle of Concern

60 minutes

flipchart stand and paper
index cards
marking pens (several colours)
pens or pencils
tape
Causes and Consequences sheets from previous activity
Our World: Present Snapshots and Future Visions sheet (Participant's Workbook, pp. 10-11)

Purpose:

- To explore how values affect our behaviour.
- To acknowledge that our behaviours affect other people, cultures, species and future generations.
- To acknowledge and respect the diversity of values in our society, and to recognize that while these values can sometimes conflict, it is important to confront issues, not each other.
- To look at a concrete example of values in action.

Learning Outcomes:

- Identify some societal values and the behaviours resulting from them.
- Recognize and respect the diversity of values that exist in our own society and in others.
- Think critically about the impact of our values.
- Understand some of the values underlying the causes of your selected issue.

Preparation:

- Prepare a flipchart sheet with the following definition of a value:
A value is a fundamental principle that guides our behaviour and shapes our view of the world. Example: respect for all forms of life.
- Review the 'Our World: Present Snapshots and Future Visions' sheet and read the 'Understanding Values' essay in the Participant's Workbook.
- Create identity cards by labelling four index cards 'plant and animal world', 'industrialized world', 'developing world' and 'future generations'.

Framing the Activity:

- Begin by explaining that this exercise presents some complex questions about values, behaviours and their impacts, and that no clear answers are likely to emerge. However, this exercise will stimulate thought and discussion and provide participants with a framework to understand many issues, including some of the particular issues that will be explored in the rest of the Community Action Workshop. **NOTE:** the goal of this exercise is not to impose a set of values on anyone.
- Understanding how our values affect our behaviour, how our behaviours affect others, and how values can conflict with one another is key to understanding environmental issues. We will examine these links during this activity using role-playing techniques.

Activity Instructions:

- Introduce the purpose and learning outcomes for the 'Values and Behaviour' activity.

Activity Three: Values and Behaviour

Widening Our Circle of Concern

Part One (20 minutes):

1. Refer to the Causes and Consequences sheets from the previous activity. Point out how the behaviours listed on the Causes sheet lead to negative consequences.
2. Post the sheet defining a value. Briefly come to terms with a common understanding of values in this context.
3. Note that the values of industrialized societies underlie many environmental and social issues, and that to address the causes of a particular problem, it is helpful to understand the values associated with them.
4. Ask participants to turn to the 'Our World: Present Snapshots and Future Visions' sheet (pages 10-11 of the Participant's Workbook) and look at the 'Present Snapshots' section. Point out that many environmental, social and economic problems are facing our planet and highlight some of the trends presented on the sheet.
5. Divide participants into four groups and give them 5 minutes to brainstorm a list of values that underlie our current world situation.
6. After the groups have finished brainstorming, ask a representative from each group to report the values they generated. Record these on a flipchart sheet entitled 'Prevailing Values'.
7. Now ask participants to turn to the 'Future Visions' section, which presents one vision of a sustainable future. Point out that moving towards a sustainable future will involve shifting our current values. Ask each group to spend 5 minutes developing a list of values that will promote a more sustainable future.
8. Have a representative from each group report the values they generated. Record these on a flipchart sheet entitled 'Values of Sustainability'.
9. Compare these two lists to the chart on page 107. If key values are missing in the lists your group generated, add them from the chart.

Part Two (20 minutes)

1. Now turn participant's attention back to the Causes sheet. Which of the prevailing values they identified in Part One underlie the causes of your issue? Can they suggest other values that contribute to the causes of the issue? Record these values on a flipchart.
2. Divide participants into four groups and assign each group an identity card.
3. Ask each group to decide which three of the values underlying your issue they would like to see eliminated, based on their assigned identity. Explain that the object is for participants to view the values from the perspective of a particular group and think about the impact each value would have on them. **NOTE:** having a stimulating discussion is more important than reaching consensus or developing a complete list.

MODULE 2

Activity Three: Values and Behaviour

Widening Our Circle of Concern

4. Now ask each group to suggest three values they would like to substitute, based on their assigned identity, to help ensure their particular needs are met. They may choose to use values from the Values of Sustainability list generated in Part One, or they may suggest others. Once again, remind participants it is not necessary to reach consensus or develop a complete list.

Part Three (10 minutes):

1. Ask a reporter from each group to summarize which values they eliminated and which values they substituted. Record these on a flipchart.
2. Ask participants, in their groups, to review the choices they made. Did any choices disregard other groups?
3. Note that environmental issues involve conflicting interests or values, or both. For example, when a debate over a new logging proposal focusses on the benefits of the logging versus the presence of an existing fishery that would be harmed by logging, it is a conflict of interests. However, when the logging is proposed in a unique ecosystem, it becomes a conflict between the economic value of development versus the value of preserving wilderness. Understanding and respecting the core values of each group is the first step to finding common ground.
4. Describe how the remainder of the workshop will focus on how we can change our behaviours at a community level in order to address our selected problem. Note that changes in behaviour are likely to be more permanent and more effective if they reflect a change in underlying values. What are the ways you can shift your community values?

Part Four (10 minutes):

1. Tell participants that while the preceding discussion may seem very broad and theoretical, it is important to understand the global context and the inter-relationships between the social, economic and environmental aspects of your issue in order to plan concrete, local projects. Understanding the values that motivate people is a key step to persuading them to change their behaviours.
2. Acknowledge that the scope and complexity of many environmental issues can be overwhelming. Assure participants that they will not leave the workshop feeling overwhelmed, because from this point forward, they will be focussing on developing plans for concrete action to deal with your selected issue in ways meaningful to their lives.
3. Point out that this is the final activity for Module 2 and provide an opportunity for participants to give feedback on the workshop to date.
4. Review the agenda for the upcoming Modules.

Activity Debrief:

- Is there more clarity on how values affect behaviour now that this exercise is completed?

MODULE 2

Activity Three: Values and Behaviour

Widening Our Circle of Concern

- Does understanding the values involved provide any insight into how to tackle an issue?

Reflection and Application:

- Record any insights you've gained in your journal.
-

VALUES CHART

Prevailing Values

- > human dominion over nature
- > nature is an inexhaustible warehouse of resources for human use
- > unlimited economic development is the best way to provide a secure future
- > expanding technology offers a prosperous future
- > globalization
- > human-centred decision making
- > competition
- > short-term planning
- > material wealth is the single most important measure of quality of life
- > education for skills and employment
- > ethics have little place in science and commerce
- > preoccupation with needs of own culture, society or nation

Sustainable Values

- > respect for nature and natural diversity
- > nature can only provide limited resources without causing imbalance or extinction
- > development based on sound environmental and social principles offers the most secure future
- > we need to choose appropriate technology, making conscientious choices about the costs and benefits
- > community empowerment and consensual decision making
- > regional self-sufficiency
- > eco-centred decision making
- > cooperation
- > long-term planning
- > emphasis on quality of life, rather than an increasingly higher material standard
- > holistic education for life skills
- > ethical considerations are central to commerce and science
- > respect for the rights and needs of other people, cultures and future generations

MODULE 3

Focussing Our Community Vision



“If you witness something that is wrong, you can’t close your eyes and turn your head. Your energy comes from the conviction that life is a treasure which nobody should destroy. Your will becomes the only thing that can turn hope into reality.”

**– Anna Giordano,
Ornithologist and Director
of the Trapani and Paceco
Nature Reserve for the
World Wildlife Fund for
Nature, Italy**

Introduction

In the face of globalization, communities are forced to deal with issues that may have their causes or critical decisions determined half-way across the planet. While the global challenge may seem daunting, communities have the power to work cooperatively to create home-grown solutions through local initiatives. What’s required is a clear vision, a strong sense of commitment, and a good understanding of the issues.

In this module, you will examine your selected issue within the context of your community, identify a specific problem to address, create a common vision to strive towards, and lay the groundwork for action.

An agenda for Module 3 is on the following page.

References

McKnight, John; Kretzmann, John. *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community’s Assets*. Chicago: ACTA Publications, 1996.

Materials for Module 3

art supplies for making a mural (for example, crayons, markers, paint and brushes, magazines for cutting out images, etc.)
construction paper
flipchart paper
flipchart stand
long string or rope
marking pens (several colours)
paper for a wall mural
pens or pencils for each participant
stick-it notes (two different colours)
tape

Module 3: Focussing Our Community Vision

	ACTIVITY	PURPOSE	TIME
1.	Profiling Our Community	<ul style="list-style-type: none"> • To identify how your community is contributing to environmental problems • To identify how your community is currently addressing environmental problems • To identify environmental issues not being adequately addressed by your community 	60 minutes
2.	Defining a Problem	<ul style="list-style-type: none"> • To identify a specific problem for your group to focus on that fits with its mandate and capabilities • To analyse the underlying causes and effects of the problem your group has chosen 	45 minutes
3.	Mapping Our Assets	<ul style="list-style-type: none"> • To identify the groups and individuals who will be affected by the project • To clearly define assets in the community that can help achieve the group's purpose 	45 minutes
4.	Creating Our Vision	<ul style="list-style-type: none"> • To develop a vision of what your group's project will accomplish • To analyse what needs to be done to achieve that vision 	45 minutes
TOTAL			3 hours, 15 minutes

MODULE 3

Activity One: Profiling Our Community

60 minutes

construction paper
flipchart stand and
paper
long string or rope
marking pens
tape

Action Record Sheet
(Participant's
Workbook, pp. 12-16)

Community Profile
(Participant's
Workbook, pp. 4-6)

Purpose:

- To identify how your community is contributing to environmental problems.
- To identify how your community is currently addressing environmental problems.
- To identify environmental issues not being adequately addressed by your community.

Learning Outcomes:

- Identify community strengths and weaknesses in addressing environmental issues.
- Identify areas for further research.

Preparation:

- Decide which sections of the Community Profile are relevant to your group: if your group works exclusively on transportation issues, for example, you may decide to look only at the transportation section of the Community Profile, or if your group is from a rural area, you can eliminate the urban questions.
- Prepare a flipchart sheet with each of the relevant headings and question numbers for the Community Profile.
- Prepare five sheets of construction paper to create a scale from one to five: write '1' on the first sheet, '2' on the second, etc.
- Write 'YES' on one sheet of construction paper and 'NO' on another.

Framing the Activity:

- This activity helps the group to determine where the strengths and weaknesses of the community are in terms of environmental issues.
 - Acknowledge that further research may be required for certain questions on the Community Profile.
-

Activity Instructions:

1. Introduce the purpose and learning outcomes for the 'Profiling Our Community' activity.
2. Ask each participant to spend a moment reviewing the relevant sections of their Community Profile (pages 4-5 of the Participant's Workbook).
3. Pose each question to the group. For the 'yes/no' answers, place the long rope on the ground with 'YES' on one side and 'NO' on the other, and ask participants to move to the appropriate side. Have an assistant count the responses while you record them on the flipchart sheet. Do all of these questions.
4. For the 5-point scale questions, place the long rope on the ground, place the numbered construction paper sheets at intervals along it, and ask participants to place themselves at the point they marked on

Activity One: Profiling Our Community

their score card. Have an assistant count the responses while you record them on the flipchart sheet.

5. Quickly circle the questions that had the greatest amount of variation in answers, for example, a question where there were equal numbers of 'yes' and 'no' responses.
 6. Ask open-ended questions to achieve clarity around each of these questions identified above. For example, 'John, I noticed that you were one of the individuals who stood at one end of the rope – what were some of your reasons for standing there?'
 7. Repeat the exercise with the contentious questions to determine if the variation has decreased or disappeared.
-

Activity Debrief:

- In what ways is this activity important?
- Has your thinking about your community's response to environmental issues altered?

Reflection and Application:

- Record any further research required in your Action Record Sheet under "Research". Who will undertake this task?
- Record any new ideas or revelations that you had in your journal.

MODULE 3

Activity Two: Defining a Problem

45 minutes

flipchart stand and paper
marking pens for each participant
tape
Action Record Sheet (Participant's Workbook, pp. 12-16)
flipchart sheets from 'Profiling Our Community'

Purpose:

- To identify a specific problem for your group to focus on that fits with its mandate and capabilities.
- To analyse the underlying causes and effects of the problem your group has chosen.

Learning Outcomes:

- Define a problem to focus on during the Community Action Workshop.
- Determine the underlying causes and effects of the problem.

Preparation:

- None required.

Framing the Activity:

- Note that while many environmental issues are global in scope, groups can take concrete action at the local level by identifying community problems related to the bigger issue.
-

Activity Instructions:

- Introduce the purpose and learning outcomes for the 'Defining a Problem' activity.

Part One (30 minutes):

1. As a large group, brainstorm a list of community problems or concerns related to your group's mandate. Encourage participants to refer to the profile results to help generate ideas. Record and post the ideas and quickly review them to eliminate duplications and group similar ideas together. Explain that issues not discussed during the Workshop will be recorded for future use.
2. On another flipchart, brainstorm a list of parameters to use when choosing a problem for the group to focus on. For example, how big a project will you be able to handle? (Think of the staff time, volunteer time and money that will be available.) Will you need to work within a certain timeframe? Does your group have a particular focus or mandate? Record these ideas on a flipchart and quickly review to eliminate duplicates and group similar ideas together.
3. Eliminate any problems or concerns that don't fall within the parameters you've established.
4. Facilitate a weighting process to determine the top priority issue. Provide a few minutes for participants to review and consider the list of problems and give them an opportunity to ask for clarification on any idea they don't fully understand. Participants then choose their top three priority issues for the group to focus on during the Workshop. Group members put one check mark beside each of their three top priorities.
5. Total the check marks and focus on the three ideas that received the most check marks. Discuss each idea in turn to determine which

Activity Two: Defining a Problem

alternative is most realistic to start working on, given the boundaries you've identified. Write the chosen problem on a separate flipchart sheet labelled 'Statement of Problem' and post it in a visible spot for the remainder of the Workshop.

Part Two (15 minutes):

1. On a flipchart sheet, write the word 'causes' in the centre and circle it. Ask the group to suggest some of the causes of the problem you have identified. Record these answers on the flipchart sheet, scattered loosely around the 'causes' circle.
 2. As you did in the 'Analysing Our Issue' exercise in Module 2, ask the group to identify primary causes. Circle these in red, and draw spokes from them to 'Causes'.
 3. Now ask participants to identify the second-level causes. Circle these in blue, and draw spokes to the primary causes they are associated with.
 4. Are there any third-level causes? Circle these in green and draw spokes to the second-level causes they are associated with.
 5. Give participants a moment to ponder the resulting 'mind map', then ask them to suggest effective approaches to addressing the problem. Record the suggestions on a separate flipchart sheet.
-

Activity Debrief:

Check whether the issue falls within the identified parameters by asking:

- Does it meet our mandate or fall within our main area of focus?
- Is it appropriate?
- Is this really our group's problem?
- Is it realistic considering our time, group skills, knowledge of the issue, community acceptance and resources?

Reflection and Application:

- Record the selected problem on the Action Record Sheet.

Leader's Note:

- The weighting process used in this activity helps determine the starting issue. Other high priority issues can be selected in the future.
- The process helps determine which action to start with. If there is a tie, select the action that is most realistic in terms of available time, resources and access to information.

MODULE 3

Activity Three: Mapping Our Assets

45 minutes

flipchart stand and paper

marking pens

stick-it notes (two different colours)

tape

Action Record Sheet (Participant's Workbook, pp. 12-16)

Purpose:

- To identify the groups and individuals who will be affected by the project.
- To clearly define assets in the community that can help achieve the group's purpose.

Learning Outcomes:

- Identify groups and individuals in the community who will be affected by the project, and in what ways.
- Identify groups and individuals in the community who may contribute to your group's goals.
- Identify community assets and build connections to create community actions.

Preparation:

- Prepare the following diagrams on flipchart paper:

COMMUNITY IMPACTS
Businesses
Institutions
Retirees
Community Groups
Youth
Other

COMMUNITY ASSETS
Skills
Leadership
Volunteerism
Materials
\$\$\$
Location

Part One (25 minutes):

Framing the Activity:

- This activity helps the group broadly define those individuals and organizations who will be affected in some way by your project

Activity Instructions:

1. Divide participants into groups of three and give each group several stick-it notes of each colour and a marking pen.
2. Post the Community Impacts diagram and ask participants to brainstorm individuals and organizations who will be affected (positively or negatively) by their project. Have a reporter record the ideas on the stick-it notes, using one colour for those positively affected and the other for those negatively affected. Encourage participants not to

Activity Three: Mapping Our Assets

forget groups that have traditionally been marginalized by decision-making processes.

3. Ask the reporter from each group to post the stick-it notes on the appropriate sector of the diagram, describing their reasons for including this individual or organization.
4. Ask the group to focus on the individuals or organizations that may be negatively affected by your project. Can they suggest any ways to reduce this impact? Record the suggestions on a flipchart sheet.

Part Two (20 minutes):

Framing the Activity:

- In this activity, the group identifies the parts of their community that may contribute to their stated purpose, and in what way they can contribute. This activity emphasizes the importance of getting people involved and assessing resources from a positive standpoint and complements the information gathered in ‘Profiling Our Community’.
- Observing these community assets can be inspiring and motivating for the group.

Activity Instructions:

1. Provide each group with several stick-it notes.
 2. Post the Community Assets diagram and ask participants to brainstorm on which community sectors or individuals can contribute what assets to your project. Have a reporter record the ideas on stick-it notes, one per asset.
 3. Ask the reporter from each group to post the stick-it notes on the appropriate sector of the Community Assets diagram, describing their contribution and their reasons for including it.
-

Activity Debrief:

- What are some things we learned from this activity?
- What new ideas or revelations did you have while doing this activity?

Reflection and Application:

- Record individuals or organizations who will be affected by the project on the Action Record Sheet under “Community Impacts” and how they will be affected.
- Record key individuals or organizations that have been identified as assets on the Action Record Sheet under “Community Assets” and what they can contribute. Who will contact them?
- Record any new ideas or revelations that you had in your journal.

MODULE 3

Activity Four: Creating Our Vision

45 minutes

art supplies (marking pens, crayons, paint and brushes, magazines for cutting out images) for each participant

flipchart stand and paper

marking pens

paper to create a wall or floor mural

tape

Action Record Sheet (Participant's Workbook, pp. 12-16)

list of causes from 'Defining a Problem'

problem statement from 'Defining a Problem'

Purpose:

- To develop a vision of what your group's project will accomplish.
- To analyse what needs to be done to achieve that vision.

Learning Outcomes:

- Create a vision of the future for resolving the group's problem.
- Analyse the gap between the current situation and the future vision.
- Create a Statement of Purpose for the group.

Preparation:

- Post the two blank murals on the wall. Label one "*Current Situation*" and the other "*Future Vision*".
- Prepare the following formula for a statement of purpose:
To + an action verb + subject + by how much / by when?
For example, a statement of purpose for a Walking School Bus, which provides a safe, active alternative to being driven to school, could be: "To increase the number of children walking to school in our community by 20% by the end of the next school year".

Framing the Activity:

This activity:

- compares the current state of the problem to the ideal future vision
- challenges participants to think of ways to close the gap between current and ideal
- defines a Statement of Purpose for their Action Plan.

Activity Instructions:

- Introduce the purpose and learning outcomes for the 'Creating Our Vision' activity.

Part One (20 minutes):

1. Review the problem selected as the Community Action Workshop focus.
2. Explain that participants will create one mural representing the community's current situation in terms of your selected problem and a second mural representing the ideal future vision regarding that problem.
3. First, participants work on the current situation mural. They may use pictures, symbols, words, etc. They may choose to discuss and pre-plan the layout of the mural.
4. Then participants create the future vision mural.
5. Once finished, the group gathers around the current situation mural, then the future vision mural to share the input of each participant. Capture the main points of the reporting on two flipchart papers titled 'current situation' and 'future vision'.

Part Two (15 minutes):

1. Analyze the gap between current situation and the future vision by asking the following question:
What are some of the things that need to be done to narrow and close the gap between the current situation and the future vision?
Record the responses on the flipchart.
2. Post the list of causes of your group's problem that you developed in 'Defining a Problem'.
3. Which of these actions address the causes of the problem? Put a star next to those that do.
4. Having revisited the causes of the problem, can participants think of any other actions that should be added to the list? Record these on the flipchart and put a star next to them.

Part Three (10 minutes):

1. Post the model Statement of Purpose to which participants can refer.
 2. Explain that the group will compose a Statement of Purpose outlining what they want to achieve regarding their chosen issue, incorporating key words from the list generated above.
 3. In the large group, ask participants to call out words or phrases that convey their ideas for the group's purpose.
 4. Divide into small groups and have each group generate a Statement of Purpose based on the words and phrases.
 5. Record these Statements of Purpose on a flipchart. Clarify, eliminate duplications and merge ideas to create an overall statement. Note that the Statement doesn't need to be finalized at this point – a group member or subcommittee can be assigned the task of refining and polishing it later and bringing it back to the group for approval.
 6. Post the group's draft Statement of Purpose in a visible location.
 7. Point out this is the final activity of Module 3 and provide an opportunity for participants to give feedback on the Workshop to date.
 8. Review the agenda for the upcoming Modules.
-

Activity Debrief:

- Review the Statement of Purpose and discuss whether it is SMART (i.e. Specific, Measurable, Achievable, Realistic and Time-Related).

Reflection and Application:

- On the Action Record Sheet, record your Statement of Purpose and Action List.

Leaders Note:

- Save the Action List created in the gap analysis for use with the upcoming activity 'Developing Our Action Plan'.

MODULE 4

Moving From Awareness to Action



“I decided to accept the challenge – the challenge of facing the future and of safeguarding the interests of coming generations. For it was abundantly clear: We needed a mandate for change.”

**– Gro Harlem Brundtland,
Politician and
Environmentalist, former
Prime Minister of Norway**

Introduction

If good intentions could carry us where we wanted to go, many of the world’s problems would have been solved long ago. The key to effective action is good planning. Spending time at the outset to reflect on the need, analyse the problem and develop a strategy is worth the time and effort when action results in fundamental change.

In this module, you will develop a detailed plan of action, strategies for dealing with key challenges, and criteria to measure the success of your project.

An agenda for Module 4 is on the following page.

Materials for Module 4

coloured marking pens
flipchart paper
flipchart stand
index cards
pens or pencils for each participant
scissors
tape

MODULE 4

Moving From Awareness to Action

Module 4 Agenda

	ACTIVITY	PURPOSE	TIME
1.	Developing Our Action Plan	<ul style="list-style-type: none"> To create an Action Plan to address the problem 	90 minutes
2.	Meeting the Challenges	<ul style="list-style-type: none"> To analyse key challenges in the proposed Action Plan and brainstorm ways to meet these challenges 	30 minutes
3.	Measuring Success	<ul style="list-style-type: none"> To determine criteria suitable to judge the success of your group's Action Plan 	45 minutes
4.	Planning for Follow-Up	<ul style="list-style-type: none"> To develop plans to follow up on the Action Plan your group developed To confirm a date for Module 5, no later than one month following the Community Action Workshop 	15 minutes
5.	Community Action Workshop Closure	<ul style="list-style-type: none"> To bring closure to the Community Action Workshop 	30 minutes
TOTAL			3 hours, 30 minutes

MODULE 4

Activity One: Developing Our Action Plan

90 minutes

flipchart stand and paper
marking pens for each small group
scissors
tape
Action Record Sheet (Participant's Workbook, pp. 12-16)
list of actions from 'Creating Our Vision'
problem statement from 'Defining a Problem'
Sample Action Plan (Participant's Workbook, pp. 17-18)

Purpose:

- To create an Action Plan to address the problem.

Learning Outcomes:

- Develop the specifics of an Action Plan.

Preparation:

- Post material from all previous activities relating to the problem identified by participants.
- Prepare large Action Plan templates on flipchart paper for each group with columns for Task, Person Responsible and Completion Date.
- Prepare a flipchart sheet with the questions to be addressed in each item of the Action Plan: who, what, when, how, where.

Framing the Activity:

- The first part of this activity is spent reviewing the actions defined in 'Creating our Vision'. Using this information, we then develop an Action Plan that answers who, what, when, where and how.
 - Note that the Action Plan is not a static document, but should be reviewed and revised regularly.
-

Activity Instructions:

- Introduce the purpose and learning outcomes for the 'Developing Our Action Plan' activity.

Part One (20 minutes):

1. Post the list of actions from 'Creating Our Vision' and ask participants to take a moment to consider which of these actions they consider to be highest priority. Remind them that the stars indicate actions that address the causes of your chosen problem.
2. Next, ask each participant in turn to put check marks next to three actions they consider top priority and give a brief explanation for their choices.
3. Total the check marks – for the remainder of this activity, the group will focus on the three actions with the most check marks.
4. Explain that the group will now develop an Action Plan to implement these three actions.

Part Two (45 minutes):

1. Divide participants into three groups and assign one action to each group. Then have them answer the following questions as specifically and concretely as possible:
Who:
 - Who are the players in the issue?
 - Who needs to be involved?
 - What are some strategies we can use to get them involved?

Activity One: Developing Our Action Plan

- With whom can we partner?

What:

- What are some of the resources we need?
- What are some kinds of information we need?
- What resources do we have?
- What information do we have?
- What are some ways we can access what we need?

When:

- What is our timeline?

How:

- What are the action steps we need to take to proceed?

Where:

- What is the most appropriate location?
2. Suggest that participants revisit the information posted from previous activities relating to the community or the community issue while they are developing their Action Plan, and refer them to the Sample Action Plan (pages 17-18 of the Participant's Workbook).
 3. Ask each group to develop Action Plan components, and have a group reporter record them on their Action Plan Template.

Part Three (25 minutes):

1. Ask each reporter to share their results with the large group and lead a discussion aimed at gaining additional input from other participants. Sharing responsibility for facilitating discussion begins to shift leadership responsibility from you to the group. During the group presentations, some overlap and some information gaps may become apparent. Use scissors and tape to cut and paste the different Actions Plans together to create a master Action Plan.
2. Further large group discussion can help streamline and complete the whole Action Plan. Either ask the small group reporters to facilitate this discussion, or designate a committee of participants to refine the Action Plan and report back to the large group.
3. Ensure responsibilities are assigned for each task in the Action Plan.

Activity Debrief:

- What are some other things we need to include to complete this Action Plan?
- What are some ways we can ensure that this takes place (e.g. buddy system, group commitment, reporting)?

Reflection and Application:

- Record the tasks in the Action Plan in your Action Record Sheet under "What steps will we take?".

MODULE 4

Activity Two: Meeting the Challenges

30 minutes

flipchart stand and paper

index cards

marking pens

pens or pencils for each participant

tape

Action Record Sheet (Participant's

Workbook, pp. 12-16)

Purpose:

- To analyse key challenges in the proposed Action Plan and brainstorm ways to meet these challenges.

Learning Outcomes:

- Determine challenges involved in carrying out the Action Plan.
- Develop a list of ways to meet those challenges successfully.

Preparation:

- Prepare a flipchart with the following discussion question:
What are some of the key challenges that are essential to achieving our Action Plan and effectively addressing our Statement of Purpose?

Framing the Activity:

- Every Action Plan includes a few key steps that will determine whether the project can continue: convincing an influential politician to support the project, for example, or getting permission for a particular committee. This activity identifies those key challenges and brainstorms ways to meet them successfully. The result will be a list of opportunities for progress.
-

Activity Instructions:

- Introduce the purpose and learning outcomes for the 'Meeting the Challenges' activity.

Part One (20 minutes):

1. Review the Statement of Purpose developed in 'Creating Our Vision' and the Action Plan.
2. Post the discussion question and ask participants to write a potential challenge on an index card.
3. Collect the cards.
4. Ask participants to take their chairs and create a circle of pairs with the inside circle facing the outside circle. Designate the inside circle people as 'A' and the outside circle people as 'B'. Distribute the index cards describing potential challenges. Describe how the A group will read their challenge to their B partners and the B partner will respond immediately (within 30 seconds) to the question:
How can we successfully meet this challenge?
5. Tell participants that their responses should begin with 'To meet this challenge we can ...'. A will then record B's answer on the index card. Remind participants of their community assets (e.g. people with specific abilities, financial support, community groups or support services that can help ensure your group's successful actions).
6. Explain that after 30 seconds the Bs will stand up and move one seat clockwise. Once B is seated A should read out their challenge again

Activity Two: Meeting the Challenges

- to their new B partner and repeat the process.
7. Start the activity. After 30 seconds give a signal for Bs to move.
 8. Repeat the process three times (so that each A will have three suggestions for meeting their challenge).
 9. After one and a half minutes, instruct participants to switch roles with a partner so that B reads out the challenges and A suggests the ways to meet it. This time on the signal the As should move one seat counter-clockwise. The final result will be that both A and B will have suggested three ideas to a partner. Ask each person to write their challenge and the three corresponding ideas for dealing with it on a flipchart in writing that is big enough and legible enough to be read by the whole group.
 10. Review the list with the group and ask for further suggestions for each challenge. The result will be a list of potential actions to address key challenges that the group may encounter.

Part Two (10 minutes):

1. To finish this activity, ask participants to stand in the two circles facing their partner. Ask each participant to hold a pen horizontally between their index fingers, with one finger pressed into each end. Encourage them to move around freely without letting the pen drop. You may choose to play music to encourage active movement. After a minute, ask the participants to join with their partners so that they are jointly holding two pens horizontally with their index fingers. Encourage them to move around freely without dropping the pens.
2. After another minute, ask participants to create groups of four, then eight, then have the whole group join together holding the pens by their index fingers and moving freely together.
3. Once finished, ask participants ‘What happened in this activity?’ Responses will likely be along the lines of:
 - When many people are involved it can be more difficult.
 - When many people are involved it is even more important to stay connected and cooperate.
4. Help participants relate their answers to the theme of challenges.

Activity Debrief:

- What are some reasons that it is important to look at and anticipate challenges?

Reflection and Application:

- On your Action Record Sheet, record the potential challenges and ways to meet them that you have identified.

MODULE 4

Activity Three: Measuring Success

45 minutes

flipchart stand and
paper

marking pens

tape

Action Record Sheet
(Participant's
Workbook, pp. 12-16)

list of actions defined
in 'Developing Our
Action Plan'

Purpose:

- To determine criteria suitable to judge the success of your group's Action Plan.

Learning Outcomes:

- Define the criteria for effective action.

Preparation:

- Prepare a flipchart sheet describing the SMART model for evaluating criteria:
 - Specific
 - Measurable
 - Achievable
 - Realistic
 - Time-Related

Framing the Activity:

- Monitoring outcomes is an ongoing process throughout the course of any successful project. It's important to know how well the project is staying on track and, ultimately, whether it has been a success. This activity will help the group evaluate whether the project is meeting its objectives. To do this, we need to determine a means of measuring success. In this activity, we will creatively express each criterion and then check it against the SMART model.
-

Activity Instructions:

1. Introduce the purpose and learning outcomes for the 'Measuring Success' activity.
2. Divide the group into pairs or groups of three.
3. Using the list of actions from 'Developing Our Action Plan', participants spend 15 minutes defining two criteria to help them judge whether the action will be successful or not. Divide the actions equally among the pairs or groups of three.
4. Ask participants to create a human sculpture or brief skit, using props if desired, to express the criteria that they have developed. For example, if the criteria is to double the number of children walking to school, one partner could strike a walking pose and the other could transform from a driving pose to a walking pose. (If there are a lot of criteria, suggest they select a few to act out.)
5. Reconvene the entire group in a large circle. Have each pair or group of three take turns standing in the centre and striking their poses or acting out their skit while the rest of the group tries to guess the criteria represented.
6. Record the criteria on a flipchart once they have been successfully guessed.

Activity Three: Measuring Success

7. Once the presentations are complete, record any additional criteria that were not acted out. Then ask participants if there are other criteria that they would like to add. The resulting list has all the criteria the group will use to monitor and evaluate the project.
-

Activity Debrief:

- Check each criterion against the SMART model and eliminate those that are not SMART.

Reflection and Application:

- Record the criteria on the Action Record Sheet. Record any other criteria that you personally would use to evaluate success.

MODULE 4

Activity Four: Planning for Follow-Up

15 minutes

pens or pencils for
each participant
Action Record Sheet
(Participant's
Workbook, pp. 12-16)

Purpose:

- To develop plans to follow up on the Action Plan your group developed.
- To confirm a date for Module 5, no later than one month following the Community Action Workshop.

Learning Outcomes:

- Create a follow-up plan.
- Ensure participant interest and commitment to participating in follow-up.

Preparation:

- None required.

Framing the Activity:

- As a final step, confirm the plans outlined in the last activities and determine whether participants are comfortable with the tasks they have selected.

Activity Instructions:

1. Introduce the purpose and learning outcomes for the 'Planning for Follow-up' activity.
 2. Review the group's Action Plan and ask whether clarification is required or if there are omissions.
 3. Participants in turn briefly describe the task they have selected and the dates they will report back to the group.
-

Activity Debrief:

- Do participants feel that the division of tasks is equitable?
- Do they feel that their selected tasks are manageable?
- If there are any concerns, you may wish to rearrange the division of tasks.
- Confirm a time and date for Module 5 no later than one month following the Community Action Workshop.

Reflection and Application:

- Record your follow-up plans on the Action Record Sheet.

MODULE 4

Activity Five: Community Action Workshop Closure

30 minutes

index cards

pens or pencils for
each participant

Planning Model (from
p. 54) on flipchart
sheet

Purpose:

- To bring closure to the Community Action Workshop.

Learning Outcomes:

- Reflect on the learning during the Community Action Workshop.
- Leave the Community Action Workshop feeling positive about the experience.

Preparation:

- Write each participant's name on an index card.
- Post the Planning Model from page 54 on a flipchart.

Framing the Activity:

- This activity will close the Community Action Workshop on a positive note.
-

Activity Instructions:

- Introduce the purpose and learning outcomes for the 'Community Action Workshop Closure' activity.

Part One (10 minutes):

1. Randomly distribute each index card with the name of a participant on it, ensuring no one gets a card with his or her own name on it.
2. Ask participants to write a positive comment on the back of the card about the person whose card they received, for example: 'I appreciated Jane's sense of humour and her positive contributions to the group.'
3. Collect the cards and read them aloud.

Part Two (10 minutes):

1. Have the group sit in a circle so everyone can see each other.
2. Give participants a few moments to think about what they have learned during the Community Action Workshop and what skills, feelings, and/or plans they are taking away with them. Then let each person in turn share his or her reflections with the rest of the group.

Part Three (10 minutes):

1. Ask participants to fill out the evaluation form in their Workbook and give it to you before they leave. Reassure them that they do not need to put their name on these evaluations.
 2. Review the agenda for Module 5.
-

Activity Debrief:

- In what ways do participants feel confident about the plans that have been made?

Activity Five: Community Action Workshop Closure

- What kinds of additional support might they need?

Reflection and Application:

- Completing the Community Action Workshop is one step in the process of having a positive influence on environmental issues in your local and global communities.

MODULE 4

Facilitator Evaluation

At the end of Module 4, please fill out the following evaluation form and, together with the participants' evaluations, forward your comments to Harmony Foundation. Your feedback will help us improve our programs.

Group: _____

Your Name: _____

Date of Workshop: _____

Focus of Workshop: _____

1. How useful did you find the following sections of the Community Action Workshop Manual?
(1=not very useful, 5=extremely useful)

(a) 'Background Reading'	1 2 3 4 5
(b) 'Facilitating a Workshop'	1 2 3 4 5
(c) 'Evaluating a Workshop'	1 2 3 4 5

2. If you used a Harmony Foundation issue profile in addition to the Manual, how useful did you find it? (1=not very useful, 5=extremely useful)

	1 2 3 4 5
--	-----------

Please specify the issue profile you used:

3. How clearly did the Manual describe the activities of the Community Action Workshop?
(1=not clearly at all, 5=very clearly):

	1 2 3 4 5
--	-----------

Please explain:

4. How much facilitation experience did you have prior to leading the Workshop?
(1=very little, 5=lots)

	1 2 3 4 5
--	-----------

5. How easy did you find it to facilitate the Workshop? (1=quite challenging, 5=very easy)

	1 2 3 4 5
--	-----------

Please explain:

6. If you attended a training session, how well did it prepare you to lead a Workshop?
(1=not well at all, 5=very well)

	1 2 3 4 5
--	-----------

Please explain:

7. Please note which Workshop activities were particularly good and which, if any, did not work well, and add any comments:

Activity	Comments
Module #1:	
Planning the Workshop	<hr/> <hr/>
Setting Ground Rules	<hr/> <hr/>
Module #2:	
Analysing Our Issue	<hr/> <hr/>
Widening Our Circle of Concern	<hr/> <hr/>
Module #3:	
Profiling Our Community	<hr/> <hr/>
Defining a Problem	<hr/> <hr/>
Mapping Our Assets	<hr/> <hr/>
Creating Our Vision	<hr/> <hr/>
Module #4:	
Developing Our Action Plan	<hr/> <hr/>
Meeting the Challenges	<hr/> <hr/>
Measuring Success	<hr/> <hr/>
Planning for Follow-Up	<hr/> <hr/>

(Over)

MODULE 4

Facilitator Evaluation

8. Did any problems regarding content, process or participant behaviour arise during the course of the Workshop? Please explain:

9. How useful has this Workshop been for the work of your group? (1=not at all, 5=very useful) 1 2 3 4 5
Please explain:

10. Do you feel there was anything missing from the Workshop that would better prepare your group to launch a local environmental initiative? Please explain:

11. Was the format of the Workshop suitable for your group? (1=not at all, 5=very suitable) 1 2 3 4 5
Please explain:

12. Please describe the composition of your group (e.g. mainly students? business people? homeowners?) and the focus of your group to date:

13. Please describe the project your group has decided to launch:

14. Please note any additional comments on a separate sheet.
Thank you for your feedback!

MODULE 5

Taking the Next Steps



“Don’t count the things you haven’t done – the list is endless and will depress you. Count the things you have done ... The challenge is to accelerate the rate at which things get better.”

**– David Brower,
environmentalist**

Introduction

Once the Community Action Workshop is finished and an Action Plan completed, the greatest challenge begins – doing the project. The preceding modules have laid a strong foundation for success, and this final section ensures everything is in place before you formally launch your initiative.

In the weeks and months that follow, you’re sure to encounter a few stumbling blocks, but don’t let them derail your project. By keeping in mind some key points, as outlined in the following activity, you can help to maintain the enthusiasm and momentum generated in the planning stages and prepare your group to cope with any difficulties that arise. Draw on the collective wisdom of your group and make full use of the resources in your community. Above all, maintain a clear vision of what you’re trying to accomplish and why you’re trying to accomplish it ... you can get a lot done simply through passion and commitment.

Good luck!

Materials for Module 5

pens or pencils for each participant

Module 5 Agenda

	ACTIVITY	PURPOSE	TIME
1.	Preparing to Launch	<ul style="list-style-type: none">• To report on tasks completed• To identify any areas that require further attention• To prepare to launch your community initiative	45 minutes
TOTAL			45 minutes

MODULE 5

Activity One: Preparing to Launch

45 minutes

pens or pencils for
each participant

Action Record Sheet
(Participant's
Workbook, pp. 12-16)

Pre-Launch Checklist
(p. 94)

Purpose:

- To report on tasks completed.
- To identify any areas that require further attention.
- To prepare to launch your community initiative.

Procedure:

Review your Action Record Sheets and ask each group member to report on tasks accomplished to date. Then, as a group, fill out the pre-launch checklist on page 94 to ensure you're fully prepared to launch this project. The information below will help you do this. If there are areas that require further attention, assign group members to take responsibility for each of these areas. Once you've put check marks next to every item, it's time to roll the drums, blow the trumpets and launch your project!

Action Plan

A realistic, well-researched action plan is key to a successful project, laying out the steps that need to be taken to accomplish your vision. So, after all that hard work in the preceding modules, give your group a big check mark!

Keep in mind that your action plan will need reviewing and updating on a regular basis as tasks are completed and new ones become apparent, or as circumstances change.

Partners & Other Players

Make sure you've completed your community profile and know who in your community is involved in your chosen issue. Have you contacted potential partners? Do you know the major players involved – other non-profit organizations, the business community, and local, provincial and federal governments – what influence they have, and what their positions or policies are?

Money

While there's a lot you can accomplish without funding, at some point your project is likely to demand some money. If this is the case, your first task is to create a good budget. Realistically estimate all your expenses, then add 10 or 15 percent as a safety margin to allow for unforeseen costs and price hikes.

Once you know how much you'll need, it's time to start scouting out potential sources. You may choose to investigate federal, provincial and municipal grant programs, foundations, and corporations ... but it does take time and effort to research the prospects and put together good funding proposals. The Resources section that follows suggests some places to begin.

If you're not looking for a lot of money, bake sales, garage sales and car washes are some traditional ways to raise a little cash – or come up with your

own creative fundraising events. Local businesses can be a rich source of in-kind donations, or they may offer discounts to non-profit groups.

Timelines & Expectations

The key word here is realistic, particularly if your group is volunteer-driven or it has other commitments in addition to this project. It's better to succeed on a modest scale than fail because the project you took on was too ambitious.

Skills

If your group lacks critical skills necessary for your project, find out whether there is training available (see the Resources section that follows for a few ideas). Consider partnering with another organization. Or recruit someone with that missing talent into your group – retirees and students are good possibilities, and some corporations will allow their employees to take time off work to volunteer with community groups.

Communication

Make sure you have good processes in place to keep everyone in your group up to date on the progress of your project, and hold regular meetings. Be clear about who is responsible for what (and by when!). Recognize and praise the efforts of group members and celebrate your accomplishments.

Good communication should include your community – keep in regular contact with project partners, send updates to donors, and promote your project through posters, pamphlets, announcements and press releases.

Group Processes

Ultimately, your group's biggest assets are its members, so it's critical to keep everyone feeling motivated and enthusiastic about the project. Share responsibilities equitably amongst group members, so no-one gets burdened with too much work. Keep in mind the particular interests and talents of your members, and assign tasks accordingly – things are much more likely to get done well if the person who's assigned to the job enjoys the task and is good at doing it. And don't forget to incorporate fun into your agenda – it's a vital ingredient for group longevity.

Having ground rules to guide your meetings ensures they'll run smoothly. The ground rules you developed in Module 1 are a good starting place, or you could adopt a standard set of rules (see the Resources section for a few possibilities). Finally, does your group have a conflict resolution process? If problems do arise, it's better to have some kind of system for dealing with them already in place than to try to develop a process during a crisis.

MODULE 5

Activity One: Preparing to Launch

Monitoring & Evaluation

The criteria you developed in Module 4 are designed to measure the project's success. Now all you need to do is establish regular dates for evaluating the project, using these criteria.

Resources

General

Provincial environmental networks can be an excellent source of information and support. You can obtain the contact information for your provincial network through the Canadian Environmental Network.

Canadian Environmental Network
300-945 Wellington Street
Ottawa, Ontario K1Y 2X5
tel: 613-728-9810 / fax: 613-728-2963
email: info@cen-rce.org
www.cen-rce.org

Taking Action, by Elizabeth Amer and Constance Mungall (1992) is a good overview of the nuts and bolts of taking action in your community. If you can't find it in your local library or bookstore, order it directly from the publisher.

Self-Counsel Press
1481 Charlotte Road
North Vancouver, British Columbia V7J 1H1
tel: 800-663-3007 / fax: 604-986-3947
email: service@self-counsel.com
www.self-counsel.com

The New Brunswick Environmental Network offers a comprehensive guide entitled *Strengthening Environmental Organizations: An Environmentalist's Tool Kit*. Order it from them, or download it from their web site.

New Brunswick Environmental Network
167 Creek Road
Waterford, NB E4E 4L7
tel: 506-433-6101 / fax: 506-433-6111
email: nben@nbnet.nb.ca
www.web.ca/nben/envnews/toolkit/toolkit.htm

Money

The *Canadian Directory to Foundations and Grants* (published by the Canadian Centre for Philanthropy) is a good place to start if you want to go the grant route – it's quite expensive to buy, but most libraries carry a copy.

Fundraising for Non-Profit Groups: How to Get Money from Corporations, Foundations and Governments by Joyce Young and Ken Wyman offers an excellent introduction to fundraising. Many libraries and bookstores carry it, or you

can order it directly from Self-Counsel Press (see above).

Fundraising Ideas that Work for Grassroots Groups, by Ken Wyman, is full of ideas for smaller groups. Order it from Canadian Heritage's Community Partnership Program, or download it from their web site.

Community Partnership Program
Canadian Heritage
15 Eddy Street, 7th Floor
Hull, Quebec
tel: 819-994-5445 / fax: 819-953-2673
email: sylvie_leduc@pch.gc.ca
www.pch.gc.ca/cp-pc/compartne/pub_list.htm

Skills

In Ontario, The Sustainability Network is a good starting point for training.

The Sustainability Network
1216 Yonge Street, Suite 200
Toronto, Ontario M4T 1W1
email: bubelis@sympatico.ca
http://sustain.web.net

In BC, the Yukon and the northwestern US, Training Resources for the Environmental Community offers advice and workshops.

TREC
1143 West 21st Street
North Vancouver, British Columbia V7P 2C7
tel: 604-987-3667 / fax: 604-987-3695
email: treccanada@home.com
www.trecnw.org

Communication

The Ontario Ministry of Agriculture, Food and Rural Affairs offers two helpful factsheets: *Promoting Your Organization's Activities* and *Communications Planning for Organizations*. They are available on the OMAFRA web site at www.gov.on.ca/OMAFRA/english/rural/factsheets.

Group Process

The Ontario Ministry of Agriculture, Food and Rural Affairs offers a whole series of factsheets on group process topics including *Effective Committees*, *Effective Meetings*, *Minutes Don't Just Happen*, and *Procedures for Meetings*, available on their web site (see above).

For guidelines on consensus decision making, check the Simon Fraser Public Interest Research Group web site: www.sfu.ca/~sfpirg/consensus.html

MODULE 5

Activity One: Preparing to Launch

Pre-Launch Checklist

ACTION PLAN

- our Action Plan is well-researched and complete
- we have established dates to review and update it at regular intervals

PARTNERS & OTHER PLAYERS

- if applicable, we have contacted potential partners
- we have identified the major players, their influence and their positions

MONEY

- we have a detailed budget for the project
- if applicable, we have a fundraising plan to meet our budget needs

TIMELINES & EXPECTATIONS

- we have established realistic timelines
- we have the resources to manage a project of this scale

SKILLS

- we have the skills within our group to complete the project, or we have plans to acquire those skills through training, partnering or recruiting

COMMUNICATION

- we have established regular meeting times
- we have a process for keeping all group members up-to-date
- if applicable, we have a process for updating partners and donors
- if applicable, we have a plan for promoting our project to the community

GROUP PROCESSES

- we have divided tasks equitably among group members
- we have group ground rules to govern our meetings
- we have a process for handling conflicts

MONITORING AND EVALUATION

- we have criteria to monitor the project's success
- we have established dates to evaluate the project on a regular basis

Purpose

The following glossary explains a few of the terms used in this Manual and the Community Action Workshop.



Glossary

Asset: Something having value, such as a resource, object, quality or having an advantage.

Asset Mapping: To learn a process of identification of community resources and members that could assist in solving problems or implementing action plans.

Community Assets: The individual and collective strengths of the community.

Community: A group or people having common ties or interests and living in the same locality or district and subject to the same laws. *OR* Any group of people, nations, etc. with a common bond, independent of geography or immediate circumstances.

Diversity: The differences in nature, form or qualities. This Manual uses the word diversity when describing the need to acknowledge and to respect the differences found in our society and in our world such as faith, beliefs, opinions, race, creed, etc.

Environment: Combination of external conditions influencing the life of an individual or population who are also part of that system.

Facilitation: A way of teaching that involves working with a group to help them to achieve the objectives of an event.

Sustainability: The ability of present generations to meet their needs without compromising the needs of future generations. (*United Nations World Commission on Environment and Development.*)

Value: A measure of the worth, excellence, usefulness or importance of an idea, activity or object. An ideal, principle, deeply held belief.

Values: The established ideals of life; principles about what is fundamentally important or worthwhile that guide choices and behaviour of individuals and groups.

Workshop: A short, intensive period of training that is an effective method of introducing social change.

Purpose

This section provides a sampling of resources on environmental and sustainable development issues in Canada and internationally. It's a broad topic, but we think you'll find some good starting points in the listings that follow.

For your convenience, we've divided the listings into books, organizations, and periodicals, and we've included email addresses and web sites wherever possible.



The Ecologist. *Whose Common Future? Reclaiming the Commons*. Gabriola Island: New Society Publishers, 1993. *This book takes the premise that the loss of commons has been a major factor in the degradation of both the environment and communities – and thus that their reclamation is an essential component of renewal.*

Kelly, P. *Thinking Green! Essays of Environmentalism, Feminism and Nonviolence*. Berkeley: Parallax Press, 1994. *A book of classic essays compiled after the death of the Green Party's Petra Kelly.*

Plant, C. and J. Plant, eds. *Turtle Talk: Voices for a Sustainable Future*. Lillooet: New Society Publishers, 1990. *A collection of essays from a diverse group of "voices".*

Roseland, M. *Toward Sustainable Communities: A Resource Book for Municipal and Local Governments*. Ottawa: National Round Table on the Environment and the Economy, 1996. *A resource which covers such topics as land use, air quality, transport and economic and community development.*

Shiva, V. *Staying Alive: Women, Ecology and Development*. New Jersey: Zed Books, 1991. *An incisive critique of modernization and its effects on women and nature in her native India. Shiva is a leading Third World scholar and activist.*

Snyder, G. *The Practice of the Wild*. San Francisco: North Point Press, 1990. *Lyrical reflections on the meaning of place and wilderness in the modern world by a renowned poet and ecological thinker.*

The World Commission on Environment and Development. *Our Common Future*. Oxford: Oxford University Press, 1987. *A classic for understanding where the discussion about sustainability is rooted at the international organization level.*

Canadian Centre for Policy Alternatives

75 Albert Street, Suite 410
Ottawa, Ontario K1P 5E7
tel: 613-563-1341
fax: 613-233-1458
email: ccpa@policyalternatives.ca
www.policyalternatives.ca/

Canadian Council for International Co-operation

1 Nicholas Street, Suite 300
Ottawa, Ontario K1N 7B7
tel: 613-241-7007
fax: 613-241-5302
email: info@ccic.ca
www.web.net/ccic-ccci

Canadian Environmental Network

300-945 Wellington
Ottawa, Ontario K1Y 2X5
tel: 613-728-9810
fax: 613-728-2963
email: info@cen-rce.org
www.cen-rce.org

Canadian International Development Agency (CIDA)

200 Promenade du Portage
Hull, Quebec K1A 0G4
tel: 819-997-5006 or 800-230-6349
fax: 819-953-6088
email: info@acdi-cida.gc.ca
www.acdi-cida.gc.ca

CIVICUS

919 18th Street, NW
Third Floor
Washington, DC 20006
tel: 202-331-8518
fax: 202-331-8774
email: info@civicus.org
www.civicus.org/

Organizations

Community Economic Development Centre

East Academic Annex 2100
Simon Fraser University
888 University Drive
Burnaby, British Columbia V5A 1S6
tel: 604-291-5850
fax: 604-291-5473
email: cedamin@sfu.ca
www.sfu.ca/cedc

The Council of Canadians

502-151 Slater Street
Ottawa, Ontario K1P 5H3
tel: 613-233-2773 or 800-387-7177
fax: 613-233-6776
email: inquiries@canadians.org
www.canadians.org

David Suzuki Foundation

#219, 2211 West 4th Avenue
Vancouver, BC V6K 4S2
tel: 604-732-4228
fax: 604-732-0752
email: solutions@davidsuzuki.org
www.davidsuzuki.org

Greenpeace Canada

250 Dundas Street West, Suite 605
Toronto, Ontario M5T 2Z5
tel: 416-597-8408
fax: 416-597-8422
email: greenpeace.toronto@dialb.greenpeace.org
www.greenpeacecanada.org

Friends of the Earth Canada

206-260 Patrick Street
Ottawa, Ontario K1N 5K5
tel: 613-241-0085 or 888-385-4444
fax: 613-241-7998
email: foe@magma.ca
www.foecanada.org/

International Centre for Sustainable Cities

Suite 901, 1090 West Georgia Street
Vancouver, British Columbia V6E 3V7
tel: 604-666-0061
fax: 604-666-0009
email: info@icsc.ca
www.icsc.ca

The International Council for Local Environmental Initiatives

16th Floor, West Tower, City Hall
100 Queen Street West
Toronto, Ontario M5H 2N2
tel: 416-392-1462
fax: 416-392-1478
email: iclei@web.apc.org
www.iclei.org

International Development and Research Council (IDRC)

PO Box 8500
Ottawa, Ontario K1G 3H9
tel: 613-236-6163
email: info@idrc.ca
www.idrc.ca

International Institute for Sustainable Development

161 Portage Avenue East, 6th Floor
Winnipeg, Manitoba R3B 0Y4
tel: 204-958-7700
fax: 204-958-7710
email: info@iisd.ca
www.iisd.ca

National Round Table on the Environment and the Economy

Canada Building, Suite 200
344 Slater Street
Ottawa, Ontario K1R 7Y3
tel: 613-947-7287
fax: 613-992-7385
email: admin@nrtee-trnee.ca
www.nrtee-trnee.ca/

The North-South Institute

55 Murray Street, Suite 200
Ottawa, Ontario K1N 5M3
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Organizations

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625 Church Street, Suite 402
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www.pollutionprobe.org

Sierra Club of Canada

412-1 Nicholas Street
Ottawa, Ontario K1N 7B7
tel: 613-241-4611
fax: 613-241-2292
email: sierra@web.ca
www.sierraclub.ca

Sustainable Development Research Institute

University of British Columbia
B5-2202 Main Mall
Vancouver, BC V6T 1Z4
tel: 604-822-8198
fax: 604-822-9191
email: sdri@sdri.ubc.ca
www.sdri.ubc.ca

World Wildlife Fund Canada

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Toronto, Ontario M4P 3J1
tel: 800-26-PANDA or 416-489-8800
fax: 416-489-8055
email: panda@wwfcanada.org
www.wwfcanada.org

Alternatives Journal

A quarterly journal of environmental thought, policy and action.

Faculty of Environmental Studies, University of Waterloo

Waterloo, Ontario N2L 3G1

tel: 519-888-4442

fax: 519-746-0292

email: alternat@fes.uwaterloo.ca

www.fes.uwaterloo.ca/alternatives

The Ecologist

A monthly magazine with an international perspective.

Unit 18 Chelsea Wharf, 15 Lots Road

London, SW10 0QJ

UK

tel: 0171-351-3578

fax: 0171-351-3617

email: ecologist@gn.apc.org

www.theecologist.com

Encompass Magazine

An Albertan environmental magazine published five times a year by the Pembina Institute for Appropriate Development.

c/o The Pembina Institute

Box 7558

Drayton Valley, Alberta T7A 1S7

tel: 780-542-6272

email: info@encompass.org

www.encompass.org

Gallon Environment Letter

An electronic environmental newsletter published by the Canadian Institute for Business and the Environment.

506 Victoria Avenue

Montreal, Quebec H3Y 2R5

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fax: 514-369-3282

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www.isn.net

Green Teacher

A quarterly publication for elementary and secondary school educators.

95 Robert Street

Toronto, Ontario M5S 2K5

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Periodicals

The New Internationalist

An accessible magazine with different international development themes each issue.

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Our Planet

The United Nations Environment Programmes's magazine for environmentally sustainable development.

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PO Box 30552

Nairobi, Kenya

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fax: 2542-624-489

email: cpinfo@unep.org

www.unep.org or www.ourplanet.com

World Watch

The bi-monthly publication of the Worldwatch Institute that tracks key indicators of the Earth's well-being.

1776 Massachusetts Avenue NW

Washington, DC 20036-1904

tel: 202-452-1999

fax: 202-296-7365

email: worldwatch@worldwatch.org

www.worldwatch.org

Purpose

The materials in this Workbook provide participants with an opportunity to prepare in advance for the Community Action Workshop, and with resources to use during the course of the Workshop.

Prior to the Workshop, please complete the Community Profile and read “Understanding Values”. Your facilitator may also give additional background reading. This advance preparation will help you and your fellow group members participate fully in the Workshop and derive the greatest benefits from it.

During the Workshop, you’ll be filling in the Action Record Sheet, and you’ll be using the Sample Action Plan to help you create your own. We also suggest you keep a journal during the Workshop to record your thoughts, ideas, insights, questions and visions. Your facilitator may provide you with a notebook for this purpose, or you may be asked to supply your own. This journal will represent a valuable resource as your group begins work on your local initiative.

Finally, at the end of the Workshop, you’ll be asked to complete the Participant Evaluation Form, which will help Harmony Foundation improve our programs in years to come.



Table of Contents

Harmony Foundation Sponsors _____	2
Introduction _____	3
Community Profile _____	4
Understanding Values _____	7
Our World: Present Snapshots and Future Visions _____	10
Action Record Sheet _____	12
Sample Action Plan _____	17
Participant Evaluation _____	19
Journal Writing _____	21

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Building Sustainable Societies is made possible by the following sponsors, who share our commitment to the principles of leadership, innovation and excellence in environmental education and community capacity building:

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Congratulations on taking an important step towards positive change by addressing environmental issues in your community. By participating in a Community Action Workshop, you're laying the groundwork for effective action.

During the course of the Workshop, you and your group will analyse the underlying causes and effects of your selected issue, identify community assets and needs, articulate a future vision for your community, and develop an action strategy to solve a particular problem of your choice. You'll be challenged to draw upon your creativity, skills and knowledge, broaden your perspective, and work cooperatively with other group members. By the end, your group will be ready to launch a practical and innovative environmental initiative.

This Workshop is one component of Harmony Foundation's *Building Sustainable Societies* program. Across the country, groups like yours are tackling the same challenge: to take effective action on environmental issues in their local communities. While at first glance the scale of many environmental issues may seem overwhelming, each initiative can make a tangible contribution to positive change.

Best of luck with your Workshop, and with the project that emerges from it! Through your efforts, we can build truly sustainable communities in Canada and throughout the world, for our generation, for other species that inhabit this planet, and for generations of all species to come.



PO Box 50022, Unit 15-1594 Fairfield Road, Victoria BC V8S 1G1
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www.harmonyfdn.ca

Since 1985, Harmony Foundation has served community groups and educators from every Canadian province and 31 countries around the world. Our goal is to build the skills of individuals, schools, communities and other organizations so that they are prepared to deal with the challenges facing them, and as a result of our training, launch projects to raise environmental awareness and contribute to local environmental improvement.

Community Profile

Answer as many of the following questions as you can, based on your own knowledge of your community. If you cannot answer a question, put a note next to it that further research is required (or, if you have the time, do some research prior to the workshop).

Transportation

MASS TRANSIT

- | | | |
|--|-----|----|
| 1. Is your community served by passenger trains? | Yes | No |
| 2. Is your community served by freight trains? | Yes | No |

If you live in an urban area:

- | | | | | | |
|---|-----|----|---|---|---|
| 3. Is there a public transit system in your community? | Yes | No | | | |
| 4. How convenient is your public transit system? (1=poor, 5=excellent) | 1 | 2 | 3 | 4 | 5 |
| 5. How frequent is the service? (1=infrequent, 5=very frequent) | 1 | 2 | 3 | 4 | 5 |
| 6. How affordable is your public transit system? (1=very affordable, 5=expensive) | 1 | 2 | 3 | 4 | 5 |
| 7. How much of the community is served by public transit? (1=very little, 5=all) | 1 | 2 | 3 | 4 | 5 |
| 8. Do major employers issue free or discounted bus passes for employees? | Yes | No | | | |

CYCLING

- | | | |
|---|-----|----|
| 1. Are there many cyclists in your community? | Yes | No |
| 2. Do most roads safely accommodate cyclists? | Yes | No |
| 3. Are bike stands provided in public locations? | Yes | No |
| 4. Are bicycle safety programs available? | Yes | No |
| 5. Is there a program to repair and redistribute donated bicycles to low income families? | Yes | No |

CAR USE

- | | | |
|--|-----|----|
| 1. Do major employers in your community have car pooling programs? | Yes | No |
| 2. Does your municipality provide facilities for car pooling? (special lanes, parking areas) | Yes | No |
| 3. Does your community have a ride sharing or car co-op program? | Yes | No |

GENERAL

- | | | |
|---|-----|----|
| 1. Are there citizens' groups working on alternative transportation issues? | Yes | No |
| 2. Are there municipal committees or advisory committees working on transportation issues? | Yes | No |
| 3. Does your municipality encourage mixed land use to reduce car use?
(mixed land use involves residential, commercial and office uses in close proximity) | Yes | No |
| 4. Does your municipality discourage low density developments that increase car use? | Yes | No |

Water Issues

- | | | | | | |
|---|-----|----|---|---|---|
| 1. Does your sewage receive a minimum of secondary-level treatment? | Yes | No | | | |
| 2. Does your stormwater receive treatment? | Yes | No | | | |
| 3. Are there downspout disconnection programs in your community? | Yes | No | | | |
| 4. Are rainwater collection barrels available in your community? | Yes | No | | | |
| 5. Are there water conservation programs in your community?
(xeriscaping, low flow shower heads, frugal flush toilet adapters) | Yes | No | | | |
| 6. Are pesticides applied in municipal parks and public spaces? | Yes | No | | | |
| 7. Are there naturalized areas along waterways in your communities? | Yes | No | | | |
| 8. How polluted are your local waterways? (1=not at all, 5=very polluted) | 1 | 2 | 3 | 4 | 5 |

Community Profile

Energy

- | | | |
|---|-------|----|
| 1. Are home energy audits or 'green up' programs available in your community? | Yes | No |
| 2. Are 'PowerSmart' programs available through your local utility company? | Yes | No |
| 3. Does your municipality encourage energy efficiency in new and existing buildings? (through bylaws, permit approval processes, subsidies, or tax breaks, for example) | Yes | No |
| 4. Are there any demonstrations in your community of energy efficiency in the home? | Yes | No |
| 5. How is your electricity produced? | ----- | |
| 6. Is energy generated from alternative sources (wind, solar, biofuels) available in your community? | Yes | No |

Air Quality

- | | | | | | |
|---|-----|----|---|---|---|
| 1. Does your community have "Drive Clean" or "Air Care" programs to reduce car emissions? | Yes | No | | | |
| 2. Are there anti-idling by-laws in effect in your community? | Yes | No | | | |
| 3. Are ethanol-blended gasolines (5% ethanol:95% gasoline) available in your community? | Yes | No | | | |
| 4. How frequent are air quality warnings in your community? (1=not at all, 5=very frequent) | 1 | 2 | 3 | 4 | 5 |

Waste Management

- | | | |
|--|-----|----|
| 1. Does your community have waste reduction or diversion programs? | Yes | No |
| 2. Does your community have a recycling program for paper? | Yes | No |
| 3. Does your community have a recycling program for glass? | Yes | No |
| 4. Does your community have a recycling program for aluminum? | Yes | No |
| 5. Does your community have a recycling program for plastics? | Yes | No |
| 6. Are there programs to encourage composting in your community? | Yes | No |
| 7. Does your community have a hazardous waste collection program? | Yes | No |

Agriculture

FOOD PRODUCTION

If you live in an urban area:

- | | | |
|---|-----|----|
| 1. Are there urban garden plots or space for plots available? | Yes | No |
|---|-----|----|

If you live in a rural area:

- | | | | | | |
|--|-----|----|---|---|---|
| 2. Is animal manure adequately treated? | Yes | No | | | |
| 3. Are low-tillage techniques commonly used to conserve soil? | Yes | No | | | |
| 4. How much nitrogen-based fertilizer is used in your community? (1=very little, 5=lots) | 1 | 2 | 3 | 4 | 5 |
| 5. How much pesticide is applied in your community? (1=very little, 5=lots) | 1 | 2 | 3 | 4 | 5 |

FOOD CONSUMPTION

- | | | | | | |
|--|-----|----|---|---|---|
| 1. How much locally grown food do your supermarkets carry? (1=very little, 5=lots) | 1 | 2 | 3 | 4 | 5 |
| 2. How much organic food is available in your community? (1=very little, 5=lots) | 1 | 2 | 3 | 4 | 5 |
| 3. Are there farmers' markets in your community offering local food? | Yes | No | | | |
| 4. Are there farm gate sales in or near your community? | Yes | No | | | |
| 5. Are community shared agriculture schemes available in your community? (arrangements where consumers pre-purchase a share in a farmers' harvest) | Yes | No | | | |

Community Profile

Greenspace

- 1. Are there tree planting programs in your community? Yes No
- 2. Does your local municipality or utility company offer subsidies for buying shade trees? Yes No
- 3. How much of the land in your community is greenspace? (1=very little, 5=lots) 1 2 3 4 5
- 4. Is there an official plan to preserve existing greenspace or to create more? Yes No
- 5. Is there a municipal committee or advisory committee working on this issue? Yes No
- 6. Are there citizens' groups or other organizations working on this issue? Yes No
- 7. Does your community have an annual event to celebrate its greenspace? Yes No
- 8. Are there schoolyard naturalization programs in place? Yes No

If you live in an urban or semi-urban area:

- 9. How serious a problem is urban sprawl? (1=not serious, 5=very serious) 1 2 3 4 5

Overall

- 1. Does your municipality include environmental issues in its official plan? Yes No
- 2. Does your municipality participate in national or international environmental programs?
(for example, Federation of Canadian Municipalities' Partners for Climate Protection,
The International Council for Local Environmental Initiatives) Yes No
- 3. What percentage of eligible voters vote in municipal elections? _____

Understanding Values

Values are defined as the fundamental principles by which we lead our lives; they motivate our actions and influence our view of ourselves and the world we live in. Many of us do not give a great deal of thought to the values that shape and guide our lives, and fail to recognize the powerful influence they have on our behaviours.

Yet as our world moves ever closer to the “global village” envisaged by Marshall McLuhan, our actions can and do have an impact around the globe: on other people, cultures, species and future generations. By understanding the values at work in our society, we can discover the roots of many conflicts and problems and of the ecological destruction evident today.

Modern Western values are based on the thinking of a few philosophers and scientists who significantly influence the way industrialized societies perceive the world. René Descartes argued that the universe could be explained by a mechanistic model based on scientific inquiry – to understand how something works, we simply need to understand its components. Francis Bacon viewed humans as masters of all beings and believed that nature existed to be dominated, controlled and reshaped through science. Isaac Newton’s theories ushered in the scientific revolution, which relied on mechanics, geometry and mathematics to explain the natural world, and effectively created cultural faith in science. Finally, Adam Smith promoted ceaseless economic growth and continuous expansion of the cycles of production and consumption as the answer to all social problems (Oelschlaeger, 1991).

But many values that underlie our Western lifestyle are damaging the planet: resources are consumed faster than they are replaced; habitats are destroyed, species driven to extinction; air, water and soil polluted; and resources are unequally shared. According to Hazel Henderson (1981):

“Value systems and ethics, far from being peripheral, are the driving variables in all economic and technological systems The task facing industrial societies as they enter the 1980s and 1990s ... will be to face up to the unsustainability of their values systems.”

We need to explore alternatives to the values of dominance and exploitation of each other and other species, and to the hierarchy within society that are manifested in power and control over the natural world. The environmental movement offers a number of possibilities. “Ecocentrism” suggests that people are part of larger ecological processes and communities, all nature has fundamental value, not just economic value, and we must learn to live as ecologically responsible members of the ecosphere (Naess, 1992). According to “ecofeminism”, our male-dominated, top-down hierarchy subjugates both nature and women and must be replaced with social justice, ecological harmony and world peace (Hutcheson, 1995). “Social ecology” emphasizes decentralized, democratic, and diverse human communities that exist in harmony with their local place (Bookchin, 1980).

“Life’s most urgent question is: what are you doing for others?”

– Martin Luther King

Understanding Values

Is it possible to shift from our current value system to one that places greater emphasis on long-term care for our earth and all the species that inhabit it? Caduto (1985) believes that values form primarily through socialization, which means that an individual's values will likely mirror societal values. They develop, consciously or otherwise, through experiences and interactions with significant people and institutions in our lives. The more widely shared a value is, the less likely we are to question it, and the more likely we will express socially acceptable behaviours regardless of their consequences.

Yet each of us is an individual, and the way we express and live our values are unique and distinct, at least to a certain extent, from others in the same society. Nor do values necessarily remain fixed throughout our lives – they can shift through education, values clarification activities and life experience. We are most open to changing our values and behaviour if new information persistently causes us to question our existing attitudes and beliefs.

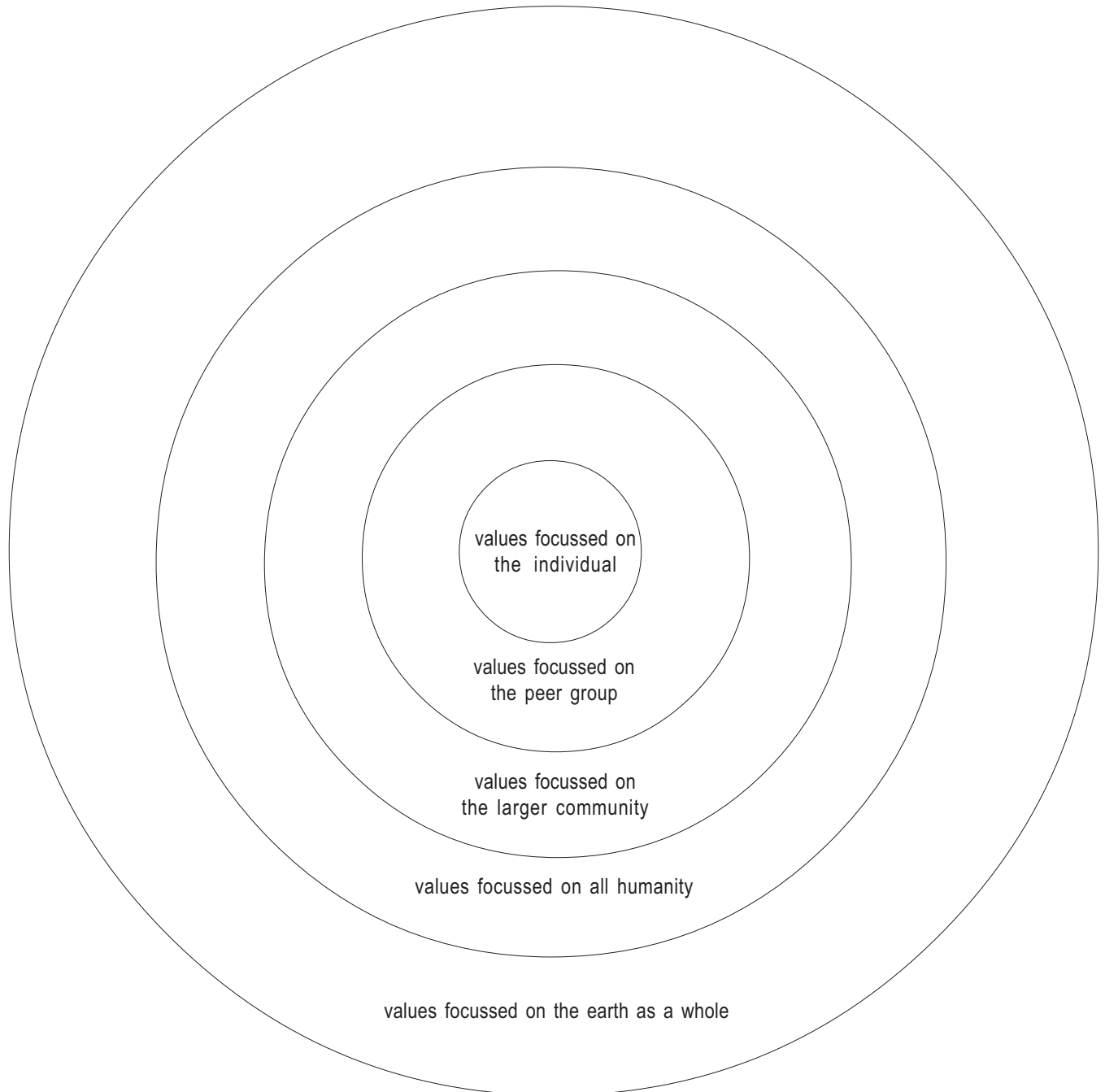
At a community level, values evolve when a significant number of people have experienced a personal values change and in turn, directly or indirectly, influence their greater community (Caduto, 1985). Clearly this is no quick or easy task, but shifting societal values towards a more environmental focus is key to altering our current destructive behaviours. At the very least, understanding societal and personal values allows us to tackle issues at the appropriate level, addressing their fundamental causes, and minimize conflicts between different sectors of society by emphasizing our shared values.

While we cannot predict with certainty the consequences or the pace of change, there is little doubt that growing human populations and demands for space, resources, consumer products, and waste disposal sites are causing serious social, environmental, and health concerns. Clearly we are all in this together, and our future will be determined by whether our actions are dominated by our respect for the needs of others or by selfish behaviour.

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Stages of Moral Development



Adapted from Carter, Robert E. *Dimensions of Moral Education*. Toronto: University of Toronto Press, 1984, and based on Kohlberg, Lawrence. *The Philosophy of Moral Development, Volume I of Essays on Moral Development*. San Francisco: Harper & Row, 1981. 409-412.

Our World: Present Snapshots and Future Visions

Present Snapshots

While there have been many positive changes in our global environment over the past decade, there are still a number of serious problems. The following data provide a snapshot.

Environmental Statistics

- < between 1990 and 1995, 56 million hectares of forests were lost
- < in 1996, 25% of the world's mammalian species and 11% of bird species were considered to be threatened

(UNEP. *Global Environmental Outlook 2000*. London: Earthscan Publications, 1999)

- < half the world's wetlands were lost in the 20th century
- < almost 70% of major fisheries are fully fished or overfished
- < two-thirds of agricultural land has been degraded in the past 50 years through erosion, salinization, compaction, nutrient depletion, biological degradation and pollution.

(UNDP. *A Guide to World Resources: 2000-2001*. Washington DC: World Resources Institute, 2000)

Basic Indicators

	Life Expectancy At Birth		Average Years of Education (aged 25+)		GDP per capita in 1985 US\$
	Males	Females	Males	Females	
Brazil	63	71	3.6	3.5	3,882
Canada	76	82	10.5	10.2	16,362
China	68	72	7.0	3.4	1,493
Ethiopia	42	44	–	–	–
France	74	82	7.3	6.6	13,918
India	62	63	4.9	2.2	1,282
Japan	77	83	9.6	8.8	15,105
Mexico	70	75	6.3	5.4	6,253
Phillipines	67	70	6.6	6.8	1,689
South Africa	52	58	5.2	4.4	3,068
Sweden	76	81	9.7	9.3	13,986
United States	73	80	12.5	11.6	17,945
World	65	69	6.6	4.5	4,123

(WHO. *World Health Report 1999*. Geneva: Thomson Prentice, 1999)

Global Population Trends

Year World Population

1804	1 billion
1927	2 billion
1960	3 billion
1974	4 billion
1987	5 billion
1999	6 billion

(UNEP. *Global Environmental Outlook 2000*. London: Earthscan Publications, 1999)

Ecological Footprints

An 'ecological footprint' is the land and water area required to support a defined human population and material standard indefinitely. The concept was developed by William Rees at the University of British Columbia, and is based on a number of indicators of resource consumption and the energy balance of traded goods. Note that while the global footprint is 2.8 hectares per capita, the available global capacity is only 2.1 hectares per capita, indicating our current consumption patterns are not sustainable.

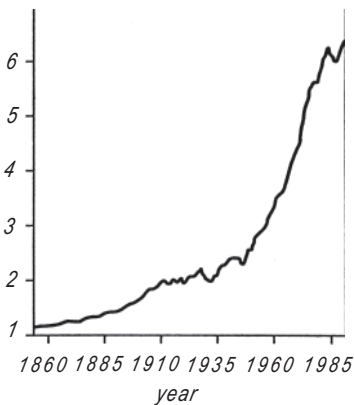
Country Footprint (hectares/capita)

Brazil	3.1
Canada	7.7
China	1.2
Ethiopia	0.8
France	4.1
India	0.8
Japan	4.3
Mexico	2.6
Phillipines	1.5
South Africa	3.2
Sweden	5.9
United States	10.3
World	2.8

(Wackernagel, Mathis et al. *Ecological Footprints of Nations*. Xalapa: Centro de Estudios para la Sustentabilidad, 1997)

Our World: Present Snapshots and Future Visions

Global Carbon Dioxide Emissions



Global Carbon Dioxide Emissions Since 1860. Carbon dioxide is the most common and most important of the greenhouse gases contributing to global climate change. (Graves, J. and Reavey, D. *Global Environmental Change: Plants, Animals and Communities*. Essex: Longman, 1996.)

Consumption

Consumption per Person in 1991	Canada	World
Vehicles per 100 persons	46	10
Paper consumption	247	44
Fossil energy use (gigajoules/year)	250	56
Fresh water withdrawal (m ³ /year)	1,688	644

(Wackernagel, Mathis and Rees, William. *Our Ecological Footprint: Reducing Human Impact on the Earth*. Gabriola Island: New Society Publishers, 1996)

Future Visions

Attributes of a Sustainable Future

1. continuation of the human species on earth
2. protection of basic ecological processes and reduced human interference
3. continuation of the richness and diversity of non-human life/ biological diversity
4. stable or reduced human populations
5. provision of basic needs of all humans – social, health, education, economic and environmental
6. continuation and flourishing of the richness and diversity of human cultures
7. significantly reduced use of non-renewable resources
8. significantly reduced output of non-reusable and toxic wastes
9. increased reliance on sustainable use of renewable resources
10. emphasis on quality of goods and services rather than on quantity
11. emphasis on the quality of life rather than an increasingly higher material standard
11. fairer global redistribution of means of production
12. more equitable per capita material consumption in the developed and developing parts of the world
13. devolution of power/increased self-reliance within smaller organizations scales
14. social justice and human rights for all people
15. mutual respect and cooperation among the peoples of the world
16. recognition of the rights of other species and future generations

Adapted by Michael Bloomfield from:

Devall, Bill and Sessions, George. *Deep Ecology: Living as if Nature Mattered*. Layton: Gibbs M. Smith Inc., 1985.

Dovers, Stephen. "Sustainability: Definitions, Clarifications and Contexts." *Development* 1989:2/3 p. 34.

Naess, Arne "Deep Ecology and Lifestyle" in *The Paradox of Environmentalism*. (Neil Evernden, ed.) Downsvie: York University, 1984.

Action Record Sheet

During the course of the Workshop, you will be prompted to fill out this Action Record Sheet, section by section. Keep this sheet as an overview of the project your group will develop and as a reminder of the tasks that need to be accomplished to make your project a success.

RESEARCH

(from 'Profiling Our Community')

We need to determine the following information to proceed with our project:

Information	Person Responsible	Completion Date
<		
<		
<		
<		
<		

PROBLEM

(from 'Defining a Problem')

We will focus on the following problem in our community:

<

COMMUNITY IMPACTS

(from 'Mapping Our Assets')

Our project will affect the following groups or individuals in the following ways:

Who	How
<	
<	
<	
<	
<	
<	

Action Record Sheet

COMMUNITY ASSETS

(from 'Mapping Our Assets')

The following groups or individuals can contribute to our project in the following ways:

Who	How
<	
<	
<	
<	
<	
<	

The following people are responsible for contacting the groups or individuals we've identified as potential assets:

Group or Individual to be Contacted	Person Responsible	Completion Date
<		
<		
<		
<		
<		
<		

STATEMENT OF PURPOSE

(from 'Creating Our Vision')

Our Statement of Purpose is:

<

Action Record Sheet

ACTION LIST

(from 'Creating Our Vision')

We need to take the following actions to achieve our vision:

- <
- <
- <
- <
- <
- <
- <
- <
- <
- <

ACTION PLAN

(from 'Developing Our Action Plan')

We will take the following steps to carry out our project:

Task	Person Responsible	Completion Date
<		
<		
<		
<		
<		
<		
<		
<		
<		
<		
<		
<		

Action Record Sheet

KEY CHALLENGES

(from 'Meeting the Challenges')

We will face and successfully meet the following challenges during the course of our project:

Challenge	Ways to Successfully Meet Challenge
<	
<	
<	
<	
<	
<	
<	
<	
<	
<	

CRITERIA FOR SUCCESS

(from 'Measuring Success')

We will use the following criteria to measure our success:

Action	Criteria for Success
<	
<	
<	
<	
<	
<	
<	
<	
<	
<	

Action Record Sheet

FOLLOW-UP

(from 'Planning for Follow-Up')

We will add the following steps to our Action Plan:

Task	Person Responsible	Completion Date
<		
<		
<		
<		
<		
<		
<		
<		
<		
<		
<		
<		

Sample Action Plan

The chart below and on the following page provides a detailed breakdown of the first three phases of a sample action plan for a Walking School Bus, a project that provides children with a safe and active alternative to being driven to school, and an outline of the remaining phases (adapted from Greenest City's *How to Start a Walking School Bus*). This should give you an idea of the scope and level of detail required for a good Action Plan.

TASK	PERSON RESPONSIBLE	COMPLETION DATE
<p>Determine Support from Stakeholders</p> <ul style="list-style-type: none"> < make a presentation to the Parent Council on WSB < make a presentation to school staff and identify support; demonstrate how learning is supported by program < create student and parent surveys < photocopy and distribute surveys < compile survey results 	<p>Nellie, Rashan, Fritz Peter, Leslie</p> <p>Anne Nellie, Juanita Rashan, Peter</p>	<p>Sept 14 Sept 19</p> <p>week of Sept 11 week of Sept 11 week of Sept 25</p>
<p>Promote Program to Potential Participants/Supporters</p> <ul style="list-style-type: none"> < book a room in the school to hold a meeting the evening of October 26 for interested families and potential volunteers < create posters and flyers to advertise WSB meeting on October 26 – give Leslie's phone number for more info < put up posters on bulletin board and around school, local apartment buildings, libraries, and community centres < send home a letter from the Principal introducing the program and explaining the intent < compile a list of interested families and potential volunteers < identify a WSB program at another school in the community and ask a representative to speak at the meeting < invite the community police officer to address safety concerns < prepare a resource package with safety related materials for parents and students to review, including driver awareness < prepare a short presentation of the WSB < arrange coffee and donuts for meeting < hold meeting for interested families and potential volunteers – ask them to sign up at end of meeting if they want to participate 	<p>Nellie</p> <p>Rashan, Fritz</p> <p>All</p> <p>Anne, Juanita</p> <p>Leslie Anne</p> <p>Leslie Leslie, Nellie, Peter</p> <p>Rashan, Fritz Fritz All</p>	<p>week of Sept 25</p> <p>week of Oct 2</p> <p>week of Oct 9</p> <p>week of Oct 9</p> <p>ongoing week of Oct 9</p> <p>week of Oct 9 week of Oct 16</p> <p>Oct 22 Oct 25 Oct 26</p>
<p>Launch Pilot Project</p> <ul style="list-style-type: none"> < mark the location of interested families on a map – identify clusters of families who could start a WSB and plot possible WSB routes < walk each route with interested families to ensure it is safe < ask local outdoors store to donate scarfs for WSB drivers to wear to identify themselves < select drivers for each route and provide them with maps, addresses for each passenger, schedule and scarfs < provide participating families with driver name and WSB schedule < request police presence on the streets during first few days < launch WSB pilot 	<p>Rashan, Fritz</p> <p>Nellie, Anne, Peter Juanita, Anne</p> <p>Leslie, Rashan</p> <p>Juanita Leslie All</p>	<p>Oct 27</p> <p>Oct 29 week of Oct 30</p> <p>week of Nov 6</p> <p>week of Nov 6 Nov 6 Nov 15</p>

Sample Action Plan

TASK	PERSON RESPONSIBLE	COMPLETION DATE
Launch Full-Scale Project (includes a media release)		January
Provide Ongoing Support to Volunteers/Participants (ensure there are channels of communication with volunteers and participants and mechanisms to deal with any problems)		ongoing
Recognize Volunteers and Donors (includes a celebration for volunteers, media releases and reports to donors)		June
Monitor and Evaluate Program (includes survey of pilot participants and survey at end of school year)		December, June
Ensure Future Sustainability of Program (includes recruitment of participants and volunteers each year, incorporation of program into school policy, and fundraising as needed)		ongoing

Participant Evaluation

Group: _____
 Date of Workshop: _____
 Focus of Your Workshop: _____

At the end of Module 4, please fill out the following evaluation form and give it to your facilitator, who will forward your comments to Harmony Foundation. Your feedback will help us improve our programs.

1. On a scale of 1 to 5, please rate the following (1=poor, 5=excellent):

	Prior to the Training Session	Following the Training Session
(a) your understanding of the selected issue	1 2 3 4 5	1 2 3 4 5
(b) your understanding of values	1 2 3 4 5	1 2 3 4 5
(c) your project planning skills	1 2 3 4 5	1 2 3 4 5
(d) your motivation to take action on your selected issue	1 2 3 4 5	1 2 3 4 5
(e) your group's ability to launch a local project	1 2 3 4 5	1 2 3 4 5

2. Please note which Workshop activities were particularly good and which did not work well, and add any comments:

Activity	Comments
Module #1:	
Planning the Workshop	_____
Setting Ground Rules	_____
Module #2:	
Analysing Our Issue	_____
Widening Our Circle of Concern	_____
Module #3:	
Profiling Our Community	_____
Defining a Problem	_____
Mapping Our Assets	_____
Creating Our Vision	_____
Module #4:	
Developing Our Action Plan	_____
Meeting the Challenges	_____
Measuring Success	_____
Planning for Follow-Up	_____

(over)

Participant Evaluation

3. How closely did the Workshop meet your expectations? (1=not at all, 5=very closely) 1 2 3 4 5
Please explain:

4. How useful has this Workshop been for the work of your group? (1=not at all, 5=very useful) 1 2 3 4 5
Please explain:

5. Do you feel there was anything missing from the Workshop that would better prepare your group to launch a local initiative? Please explain:

6. Overall, please rate the following on a scale of 1 to 5, where 1=poor and 5=excellent:

(a) the format of the Workshop	1	2	3	4	5
(b) the content of the Workshop	1	2	3	4	5
(c) the facilitation of the Workshop	1	2	3	4	5

7. Please note any additional comments below:

Thank you for your feedback!

Attending a Workshop such as this can be a very intense experience; maintaining a journal is one way to make sense of the new information and perspectives that you are experiencing.

We recommend that you maintain a journal throughout the Community Action Workshop. Use this journal as a place to record thoughts, ideas, recommendations, actions, questions and visions. Ideally, you should treat this as an ongoing process, entering notes several times each day, rather than waiting until the end of the Workshop to begin to record your thoughts and questions, frustrations and inspirations.

Notes from your journal will represent a valuable resource for you and other members of your group as you begin work on the project you planned during your Community Action Workshop. You may also choose to share information from your journal (anonymously, if you prefer) with your Workshop leader as part of the overall evaluation process.

Major Accomplishments of Harmony Foundation

PUBLICATIONS AND RESOURCE MATERIALS

- Home & Family Guide: Practical Action for the Environment / Guide pour la famille et la maison: la protection de l'environnement au quotidien, 1989
- Community Workshops for the Environment / Ateliers communautaires au sujet de l'environnement, 1992
- Positive Action for the Environment & Community Action Projects – video kit, 1992
- Workplace Guide: Practical Action for the Environment / Guide pour le milieu de travail: vers la santé environnementale, 1991
- Discovering Your Community: A Cooperative Process for Planning Sustainability / A la découverte de votre collectivité: un processus coopératif de planification de la pérennité; a step-by-step workbook to help individuals and groups in the research and development of a sustainable plan for their area, 1994
- Strengthening Our Communities: A guidebook for Community Youth Programs, 1997
- Guide to Organic Gardening, 1998
- Climate Change Community Action Workshop Manual, 2000
- Community Action Workshop Manual, 2001
- Climate Change: A Profile for Community Action, 2001
- Biodiversity: A Profile for Community Action, Autumn 2001
- Troubled Waters: A Profile for Community Action, 2002
- Green Cities: a Guide for Sustainable Community Development, 2005

INSTITUTE FOR ENVIRONMENTAL VALUES EDUCATION

- professional development, education and curriculum resources for school and community educators

BUILDING SUSTAINABLE SOCIETIES PROGRAM

- leadership building programs for educators and community leaders
- tools for community action: Leadership Training Sessions, the *Community Action Workshop Manual* and the Profiles for Action: Water, Climate Change, Bio-diversity and Green Cities

YOUTH VISION

- Innovative Youth Vision community Programs provide young people with job and life skills through community service projects, career development training and a mentorship program

GROWING UP GREEN – RESOURCES FOR CHILDREN

- Growing Up Green: Environmental Action Wheel / La Roue d'action <La croissance verte>, 1993
- Earthworms – Nature's Recyclers: An Integrated Unit for Primary and Junior Students, 1992

GREENWORKS

- training and demonstration programs to improve workplace and community environmental practices
- GreenWorks: Building on success/Pour aller de success, 1993

NATIONAL AND INTERNATIONAL COOPERATION

- Cooperative efforts involving participants from Harmony Foundation's Programs
- Exchange programs involving educators and community leaders from Canada and around the world

ENVIRONMENTAL LEADERSHIP

- We encourage progressive leadership and work to bring together diverse professionals to find cooperative ways to respond to environment and development issues.
- We advise a number of organizations and encourage the efforts of others while promoting Canadian leadership in the global campaign for environmental progress.

MAJOR AWARDS

- Ethics in Action Award, 1998
- United Nations Environment Programme's Global 500 Award for outstanding achievement in environmental protection, 1992 Earth Summit
- Commonwealth Foundation Fellowship, 1994

EARTH COUNCIL ALLIANCE

- Harmony Foundation is a founding member of the Earth Council Alliance, representing like-minded organizations from around the world. www.earthcouncilalliance.com

Environmental Education in Action!

Harmony Foundation is dedicated to achieving progress through cooperation and education. Harmony's training programs and educational resources encompass environmental values and practical skills for positive action on environment and development issues.

Harmony Foundation of Canada

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Once while the sage Choni was walking along a road, he saw a man planting a (carob) tree. Choni asked him, "How many years will it require for this tree to give fruit?" The man answered, "It will require 70 years." Choni asked, "Are you so healthy a man that you expect to live that length of time and eat its fruit?" The man answered, "I found a fruitful world because my ancestors planted for me. So will I do for generations to come."

Harmony Foundation of Canada is a charitable organization dedicated to achieving environmental progress through cooperation and education. Harmony's education activities provide the knowledge and skills needed to help people and organizations achieve their environmental goals and improve their practices.

Harmony's innovative programs have been recognized with a **Global 500 Award** (1992) from the United Nations Environment Programme, a **Commonwealth Foundation Fellowship** (1994), and an **Ethics in Action Award** (1998).

Since 1985, Harmony Foundation has:

Established the *Institute for Environmental Values Education*, which creates educational publications and provides training for educators and community leaders from around the world.

Developed the *Building Sustainable Societies Program* to stimulate community action. It includes Leadership Training that trains participants to lead Community Action Workshops which result in practical community and school projects.

Created a series of *Youth Vision* projects providing young people with life and work skills through community service.

Developed *Green Works*, a ground-breaking training program to assist organizations and communities to develop workplace environmental programs.

Designed *ECOMmunity*, a multi-stakeholder training program to assist communities in the development of a sustainable community plan.

Provided many learning resources for schools, workplaces, community groups and individuals to encourage improved environmental practices.



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