

EARTH CHARTER ACTION PLANNING



Cowichan Intercultural Society

Youth Projects

Inclusive Leadership Adventures

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THE EARTH CHARTER

PREAMBLE

We stand at a critical moment in Earth's history, a time when humanity must choose its future. As the world becomes increasingly interdependent and fragile, the future at once holds great peril and great promise. To move forward we must recognize that in the midst of a magnificent diversity of cultures and life forms we are one human family and one Earth community with a common destiny. We must join together to bring forth a sustainable global society founded on respect for nature, universal human rights, economic justice, and a culture of peace. Towards this end, it is imperative that we, the peoples of Earth, declare our responsibility to one another, to the greater community of life, and to future generations.

Earth, Our Home

Humanity is part of a vast evolving universe. Earth, our home, is alive with a unique community of life. The forces of nature make existence a demanding and uncertain adventure, but Earth has provided the conditions essential to life's evolution. The resilience of the community of life and the well-being of humanity depend upon preserving a healthy biosphere with all its ecological systems, a rich variety of plants and animals, fertile soils, pure waters, and clean air. The global environment with its finite resources is a common concern of all peoples. The protection of Earth's vitality, diversity, and beauty is a sacred trust.

The Global Situation

The dominant patterns of production and consumption are causing environmental devastation, the depletion of resources, and a massive extinction of species. Communities are being undermined. The benefits of development are not shared equitably and the gap between rich and poor is widening. Injustice, poverty, ignorance, and violent conflict are widespread and the cause of great suffering. An unprecedented rise in human population has overburdened ecological and social systems. The foundations of global security are threatened. These trends are perilous—but not inevitable.

The Challenges Ahead

The choice is ours: form a global partnership to care for Earth and one another or risk the destruction of ourselves and the diversity of life. Fundamental changes are needed in our values, institutions, and ways of living. We must realize that when basic needs have been met, human development is primarily about being more, not having more. We have the knowledge and technology to provide for all and to reduce our impacts on the environment. The emergence of a global civil society is creating new opportunities to build a democratic and humane world. Our environmental, economic, political, social, and spiritual challenges are interconnected, and together we can forge inclusive solutions.

Universal Responsibility

To realize these aspirations, we must decide to live with a sense of universal responsibility, identifying ourselves with the whole Earth community as well as our local communities. We are at once citizens of different nations and of one world in which the local and global are linked. Everyone shares responsibility for the present and future well-being of the human family and the larger living world. The spirit of human solidarity and kinship with all life is strengthened when we live with reverence for the mystery of being, gratitude for the gift of life, and humility regarding the human place in nature.

We urgently need a shared vision of basic values to provide an ethical foundation for the emerging world community. Therefore, together in hope we affirm the following interdependent principles for a sustainable way of life as a common standard by which the conduct of all individuals, organizations, businesses, governments, and transnational institutions is to be guided and assessed.

PRINCIPLES

I. RESPECT AND CARE FOR THE COMMUNITY OF LIFE

1. Respect Earth and life in all its diversity.

- a. Recognize that all beings are interdependent and every form of life has value regardless of its worth to human beings.
- b. Affirm faith in the inherent dignity of all human beings and in the intellectual, artistic, ethical, and spiritual potential of humanity.

2. Care for the community of life with understanding, compassion, and love.

- a. Accept that with the right to own, manage, and use natural resources comes the duty to prevent environmental harm and to protect the rights of people.
- b. Affirm that with increased freedom, knowledge, and power comes increased responsibility to promote the common good.

3. Build democratic societies that are just, participatory, sustainable, and peaceful.

- a. Ensure that communities at all levels guarantee human rights and fundamental freedoms and provide everyone an opportunity to realize his or her full potential.
- b. Promote social and economic justice, enabling all to achieve a secure and meaningful livelihood that is ecologically responsible.

4. Secure Earth's bounty and beauty for present and future generations.

- a. Recognize that the freedom of action of each generation is qualified by the needs of future generations.
- b. Transmit to future generations values, traditions, and institutions that support the long-term flourishing of Earth's human and ecological communities. In order to fulfill these four broad commitments, it is necessary to:

II. ECOLOGICAL INTEGRITY

5. Protect and restore the integrity of Earth's ecological systems, with special concern for biological diversity and the natural processes that sustain life.

- a. Adopt at all levels sustainable development plans and regulations that make environmental conservation and rehabilitation integral to all development initiatives.
- b. Establish and safeguard viable nature and biosphere reserves, including wild lands and marine areas, to protect Earth's life support systems, maintain biodiversity, and preserve our natural heritage.
- c. Promote the recovery of endangered species and ecosystems.
- d. Control and eradicate non-native or genetically modified organisms harmful to native species and the environment, and prevent introduction of such harmful organisms.
- e. Manage the use of renewable resources such as water, soil, forest products, and marine life in ways that do not exceed rates of regeneration and that protect the health of ecosystems.
- f. Manage the extraction and use of non-renewable resources such as minerals and fossil fuels in ways that minimize depletion and cause no serious environmental damage.

6. Prevent harm as the best method of environmental protection and, when knowledge is limited, apply a precautionary approach.

- a. Take action to avoid the possibility of serious or irreversible environmental harm even when scientific knowledge is incomplete or inconclusive.
- b. Place the burden of proof on those who argue that a proposed activity will not cause significant harm, and make the responsible parties liable for environmental harm.
- c. Ensure that decision making addresses the cumulative, long-term, indirect, long distance, and global consequences of human activities.
- d. Prevent pollution of any part of the environment and allow no build-up of radioactive, toxic, or other hazardous substances.
- e. Avoid military activities damaging to the environment.

7. Adopt patterns of production, consumption, and reproduction that safeguard Earth's regenerative capacities, human rights, and community well-being.

- a. Reduce, reuse, and recycle the materials used in production and consumption systems, and ensure that residual waste can be assimilated by ecological systems.
- b. Act with restraint and efficiency when using energy, and rely increasingly on renewable energy sources such as solar and wind.
- c. Promote the development, adoption, and equitable transfer of environmentally sound technologies.

- d. Internalize the full environmental and social costs of goods and services in the selling price, and enable consumers to identify products that meet the highest social and environmental standards.
- e. Ensure universal access to health care that fosters reproductive health and responsible reproduction.
- f. Adopt lifestyles that emphasize the quality of life and material sufficiency in a finite world.

8. Advance the study of ecological sustainability and promote the open exchange and wide application of the knowledge acquired.

- a. Support international scientific and technical cooperation on sustainability, with special attention to the needs of developing nations.
- b. Recognize and preserve the traditional knowledge and spiritual wisdom in all cultures that contribute to environmental protection and human well-being.
- c. Ensure that information of vital importance to human health and environmental protection, including genetic information, remains available in the public domain.

III. SOCIAL AND ECONOMIC JUSTICE

9. Eradicate poverty as an ethical, social, and environmental imperative.

- a. Guarantee the right to potable water, clean air, food security, uncontaminated soil, shelter, and safe sanitation, allocating the national and international resources required.
- b. Empower every human being with the education and resources to secure a sustainable livelihood, and provide social security and safety nets for those who are unable to support themselves.
- c. Recognize the ignored, protect the vulnerable, serve those who suffer, and enable them to develop their capacities and to pursue their aspirations.

10. Ensure that economic activities and institutions at all levels promote human development in an equitable and sustainable manner.

- a. Promote the equitable distribution of wealth within nations and among nations.
- b. Enhance the intellectual, financial, technical, and social resources of developing nations, and relieve them of onerous international debt.
- c. Ensure that all trade supports sustainable resource use, environmental protection, and progressive labor standards.
- d. Require multinational corporations and international financial organizations to act transparently in the public good, and hold them accountable for the consequences of their activities.

11. Affirm gender equality and equity as prerequisites to sustainable development and ensure universal access to education, health care, and economic opportunity.

- a. Secure the human rights of women and girls and end all violence against them.
- b. Promote the active participation of women in all aspects of economic, political, civil, social, and cultural life as full and equal partners, decision makers, leaders, and beneficiaries.
- c. Strengthen families and ensure the safety and loving nurture of all family members.

12. Uphold the right of all, without discrimination, to a natural and social environment supportive of human dignity, bodily health, and spiritual well-being, with special attention to the rights of indigenous peoples and minorities.

- a. Eliminate discrimination in all its forms, such as that based on race, color, sex, sexual orientation, religion, language, and national, ethnic or social origin.
- b. Affirm the right of indigenous peoples to their spirituality, knowledge, lands and resources and to their related practice of sustainable livelihoods.
- c. Honor and support the young people of our communities, enabling them to fulfill their essential role in creating sustainable societies.
- d. Protect and restore outstanding places of cultural and spiritual significance.

IV. DEMOCRACY, NONVIOLENCE, AND PEACE

13. Strengthen democratic institutions at all levels, and provide transparency and accountability in governance, inclusive participation in decision making, and access to justice.

- a. Uphold the right of everyone to receive clear and timely information on environmental matters and all development plans and activities which are likely to affect them or in which they have an interest.
- b. Support local, regional and global civil society, and promote the meaningful participation of all interested individuals and organizations in decision making.
- c. Protect the rights to freedom of opinion, expression, peaceful assembly, association, and dissent.
- d. Institute effective and efficient access to administrative and independent judicial procedures, including remedies

and redress for environmental harm and the threat of such harm.

- e. Eliminate corruption in all public and private institutions.
- f. Strengthen local communities, enabling them to care for their environments, and assign environmental responsibilities to the levels of government where they can be carried out most effectively.

14. Integrate into formal education and life-long learning the knowledge, values, and skills needed for a sustainable way of life.

- a. Provide all, especially children and youth, with educational opportunities that empower them to contribute actively to sustainable development.
- b. Promote the contribution of the arts and humanities as well as the sciences in sustainability education.
- c. Enhance the role of the mass media in raising awareness of ecological and social challenges.
- d. Recognize the importance of moral and spiritual education for sustainable living.

15. Treat all living beings with respect and consideration.

- a. Prevent cruelty to animals kept in human societies and protect them from suffering.
- b. Protect wild animals from methods of hunting, trapping, and fishing that cause extreme, prolonged, or avoidable suffering.
- c. Avoid or eliminate to the full extent possible the taking or destruction of non-targeted species.

16. Promote a culture of tolerance, nonviolence, and peace.

- a. Encourage and support mutual understanding, solidarity, and cooperation among all peoples and within and among nations.
- b. Implement comprehensive strategies to prevent violent conflict and use collaborative problem solving to manage and resolve environmental conflicts and other disputes.
- c. Demilitarize national security systems to the level of a non-provocative defense posture, and convert military resources to peaceful purposes, including ecological restoration.
- d. Eliminate nuclear, biological, and toxic weapons and other weapons of mass destruction.
- e. Ensure that the use of orbital and outer space supports environmental protection and peace.
- f. Recognize that peace is the wholeness created by right relationships with oneself, other persons, other cultures, other life, Earth, and the larger whole of which all are a part.

THE WAY FORWARD

As never before in history, common destiny beckons us to seek a new beginning. Such renewal is the promise of these Earth Charter principles. To fulfill this promise, we must commit ourselves to adopt and promote the values and objectives of the Charter.

This requires a change of mind and heart. It requires a new sense of global interdependence and universal responsibility. We must imaginatively develop and apply the vision of a sustainable way of life locally, nationally, regionally, and globally. Our cultural diversity is a precious heritage and different cultures will find their own distinctive ways to realize the vision. We must deepen and expand the global dialogue that generated the Earth Charter, for we have much to learn from the ongoing collaborative search for truth and wisdom.

Life often involves tensions between important values. This can mean difficult choices. However, we must find ways to harmonize diversity with unity, the exercise of freedom with the common good, short-term objectives with long-term goals. Every individual, family, organization, and community has a vital role to play. The arts, sciences, religions, educational institutions, media, businesses, nongovernmental organizations, and governments are all called to offer creative leadership. The partnership of government, civil society, and business is essential for effective governance.

In order to build a sustainable global community, the nations of the world must renew their commitment to the United Nations, fulfill their obligations under existing international agreements, and support the implementation of Earth Charter principles with an international legally binding instrument on environment and development.

Let ours be a time remembered for the awakening of a new reverence for life, the firm resolve to achieve sustainability, the quickening of the struggle for justice and peace, and the joyful celebration of life.

ORIGIN OF THE EARTH CHARTER

The Earth Charter was created by the independent Earth Charter Commission, which was convened as a follow-up to the 1992 Earth Summit in order to produce a global consensus statement of values and principles for a sustainable future. The document was developed over nearly a decade through an extensive process of international consultation, to which over five thousand people contributed. The Charter has been formally endorsed by thousands of organizations, including UNESCO and the IUCN (World Conservation Union). For more information, please visit www.EarthCharter.org.

STAGES OF CHANGE APPLIED TO ACTION PLANNING

The purpose of Earth Charter action planning is to guide people to organize their thoughts, feelings, and experiences into a realistic and motivating plan for applying one or more principles within the Earth Charter to their lives. In other words, we want people to pick up the Earth Charter and use this visionary document as a tool that will lead toward *“being the change you want to see in the world.”* (Mahatma Gandhi). Or, as Mother Theresa said *“They say my work is just a drop in the ocean. I say the ocean is made up of drops.”*

Action Planning is two things:

1. A process you can follow when you are developing your own action plans
2. A process you can facilitate when you are guiding others to develop action plans.

Imagine that you are co-facilitating a day long Earth Charter workshop. You have just spent the morning facilitating several inspiring activities that have successfully engaged a group of youth and caring adults in exploring the Earth Charter. The deep and meaningful debriefing discussion shows you that many of these people are ready to plan how to apply the Earth Charter as a tool for constructive environmental and social change. You want the Action Planning session that will take place in the afternoon to be just as successful as the morning was . . .

Inclusive Travel Guides from Cowichan Intercultural Society – Youth Projects spent several years addressing this challenge. At first we were looking for one effective Action Planning process that would work for everyone. Although we found, adapted or invented several good planning processes, none of these processes came close to motivating the majority of workshop participants to engage in action planning. No matter what single process we tried, we found over and over again that only about a quarter of the group would become engaged. The rest of the group would be overwhelmed, or bored, or disconnected, or just plain disinterested in what ever action planning process we had to offer.

It turns out that John Scull had introduced the missing link between Earth Charter education and Earth Charter Action Planning to the Inclusive Leadership Project back in 2002. He facilitated a workshop about Prochaska, Norcross and Diclemente’s :Trans-theoretical **Stages of Change** model for Linda Hill, Sarah Mathison, Raj Gill and several other Inclusive Travel Guides. He taught us that when it comes to changing behaviour, there is no one approach that fits all people. Finally, in 2007 we connected the dots and realized that since Action

Planning is intended to lead to changes in behaviour, there is also no one approach that fits all people.

The aim of the people who first developed the Stages of Change model was to help people break cycles of addictions and other bad habits. For more information about The Stages of Change Model see the Wikipedia article: http://en.wikipedia.org/wiki/Transtheoretical_Model A new book *The Power of Sustainable Thinking* by Bob Doppelt also applies the Stages of Change Model to the challenges of engaging people in shifting from unsustainable to sustainable ways of living.

The Stages of Change approach to Action Planning is based on three main understandings. First, making change is not a static one-time event, but it is a spiralling process of stages that we cycle through again and again during our lives. Second, as with any difference, each stage of change is a valuable and important place to be. Third, instead of trying to fit everyone into the same planning process, we can offer a variety of planning processes that match each Stage of Change.

These are the stages outlined in the Stages of Change model.

- **Precontemplation** (Dopplet calls this the Disinterested stage – “*I won’t change*”)
- **Contemplation** (Dopplet calls this the Delliberation stage – “I might change”)
- **Preparation** (Dopplet calls this the Design stage – “I plan to change”)
- **Action** (Dopplett calls this the Doing Stage – “I am changing”)
- **Maintenance** (Dopplett calls this the Defending stage – “I have changed”)

We have found that a consideration of these stages of change is helpful whenever an individual or a group sets out to think about or talk about any aspect of the future. Any individual will be at different stages of change at different times in their lives. And, the same individual will be at different stages of change at the same time – depending on what aspect of their life they are considering changing. Every group that is looking into the future is filled with people who are at different stages of change. Learning to accept and honour each stage is choosing the challenge of meeting others where they are.

In our experience, the opportunity to self-assess your stage of change and then match that stage to several different planning processes is a liberating, successful and enjoyable experience.

EARTH CHARTER ACTION PLANNING STAGES

This is a description of each stage of readiness for Action Planning. As you read through each stage, keep in mind that the Stages of Change model describes a circular process rather than a step by step ladder. Individuals and groups can cycle through the stages in either direction at their own pace and at different speeds. For example, there may be a long period of preparation that is all but invisible, followed by a burst of action.

Pre-contemplation 1 (Confusion)

We've divided the Pre-contemplation stage in to two parts. Individuals in this first stage find the very idea of Action Planning to be discouraging and overwhelming because they are not thinking about applying their experiences with Inclusive Leadership to changing the world, themselves or anyone else.

The best ways of doing action planning with people who are in the pre-contemplation stage is to meet feelings of confusion, anxiety and fight/flight reactions with safety, respect, choice and fun. In other words you simply guide people to relax, make a plan to do something active and enjoyable that is relevant to the Earth Charter and then carry out the plan. The immediate outcomes are always empowering, often surprising and sometimes amazing.

Pre-contemplation 2 (Focus on Self)

Individuals and groups in this second Pre-contemplation stage are not quite ready to think about applying their experiences with the Earth Charter to changing the world because they are connecting everything they are learning to their own lives. At this stage of taking action planning personally, there may be feelings of intense emotional turmoil about life circumstances..

We have found that two effective tools for guiding people in this stage to develop Action Plans are (a) heart to heart peer counselling and (b) building awareness about their own and other's leadership (or agent of change) potential. For some individuals, the outcome of combining compassionate communication with awareness building about their leadership identity is like a caterpillar turning into a butterfly – a miraculous metamorphosis.

Contemplation

Individuals in the Contemplation stage are considering how to apply the Earth Charter to be the change they want to see in the world. They may have vague and somewhat mysterious feelings of excitement and anticipation and lots of questions about things that are still out of sight, just beyond the horizon. They may be weighing the pros and cons of making a plan. Should they get involved or just stay put? What are the positive possibilities as well as the risks and barriers?

Visioning processes are very helpful in guiding people to climb toward a clear view of what is ahead and make decisions about what to do next.

Preparation:

Individuals in the Preparation stage often have several emerging Action Plans that are scattered into bits and pieces – like a few jigsaw puzzles that have become mixed up together. At this stage of designing an action plan, the main feelings are a sense of urgency, frustration that there is so much to do at once; disorganization, and possibly feeling a bit frantic like a scurrying squirrel just before winter.

Action planning processes that work best at this stage are those that guide the individual or group to finish brain storming, set priorities, and begin to get organized.

Action:

Individuals in the Action stage of Action Planning are ready to take action yesterday. At this stage the feeling is a strong desire to stop assessing, stop talking, stop gathering information, and simply get on with what so clearly needs to be done.

At this stage, the individual (or group) is ready to write their plan down on paper. We have found that the Building Bridges steps that are the foundation of Inclusive Leadership is an excellent template for guiding this stage of step-by-step action planning.

Maintenance 1 (Busy)

People in this busy phase of maintenance are already actively involved in being the change they want to see in the world. The main feeling is one of being positive about and committed to the actions they are taking toward change.

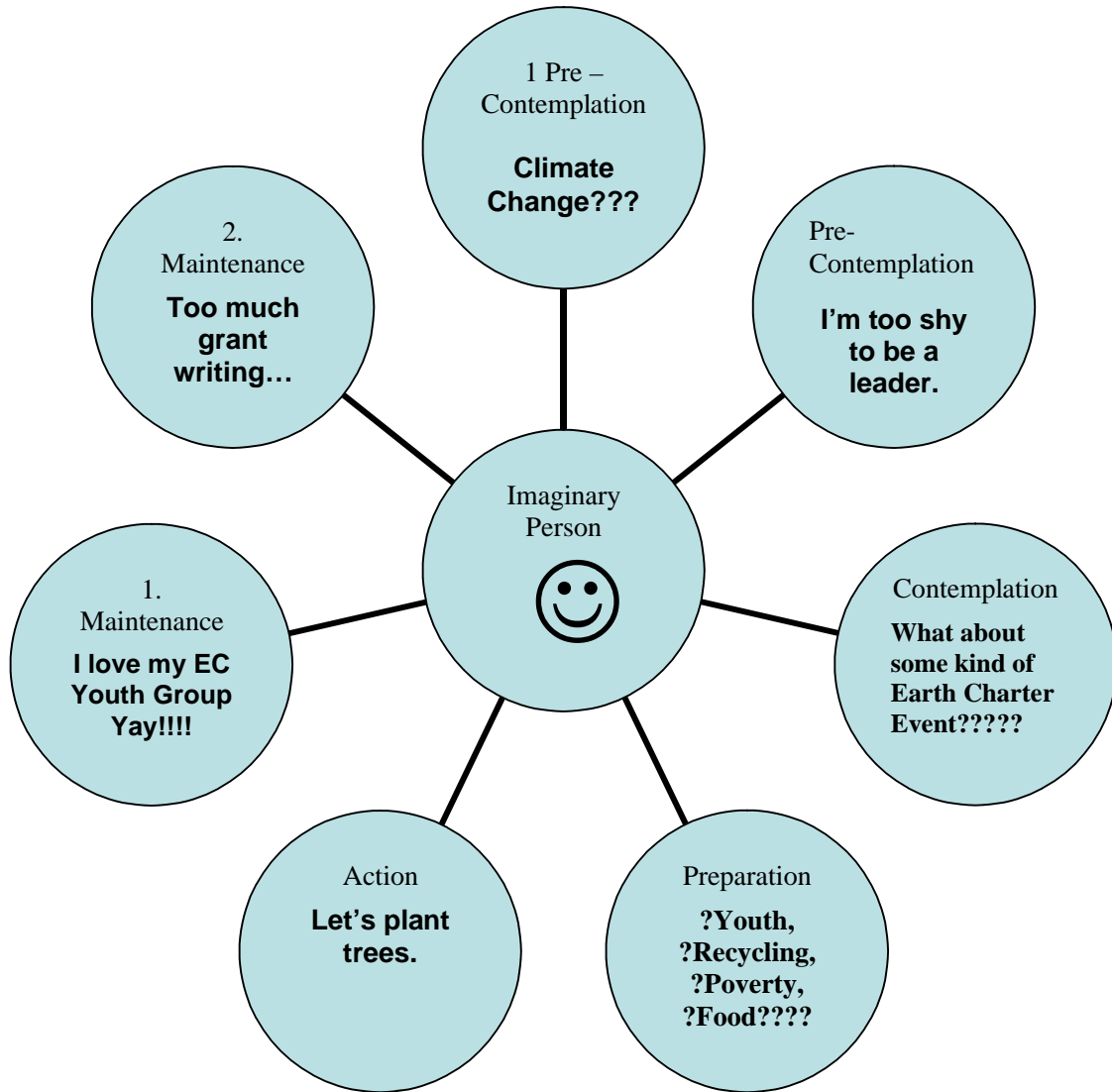
Action Planning processes that work best at this stage provide an opportunity to strengthen and reward what this group or individual is already doing. A rewarding way of strengthening a project is to make it more public through presentations to groups, news-releases and other networking activities.

Maintenance 2 (Doing Too Much)

Individuals and groups that describe themselves as doing too much are tired. They may have been working for change for a very long time and they may be facing many access barriers that are draining their energy.

Action Planning processes that work best at this stage provide an opportunity to choose from a variety of ways of resting, refreshing and letting go.

This Table illustrates how one person can be at several stages of change at once depending what area of change they are planning about:



Assessing Action Planning Stages	
BUILDING BRIDGES STEP	Action Planning
THEME	Different planning processes for different stages of action planning
OBJECTIVES	<ul style="list-style-type: none"> - To understand that different people are at different stages in terms of readiness for planning for change - To understand that there are lots of different ways of creating an Action Plan - To guide participants to identify their Action Planning stage - To match each Action Planning Stage to the most effective Action Planning process.
MATERIALS	<ul style="list-style-type: none"> - Flip Chart showing the steps in the Action Planning Orientation - A flip chart and/or handouts with the list of statements about Action Planning - Signs showing the different Action Planning Stations - Instructions and worksheets for each Action Planning Station - Each Action Planning station needs a group leader.
SETTING	A large room for people to sort themselves into groups or solo planners. Then several break-out areas.
TIMING	10-20 minutes for assessing stages of change and then one to three hours for Action Planning

INSTRUCTIONS

Assessing which stage of action planning people are at is a quick way of guiding participants to choose one of seven Action Planning processes (described on later pages). See the diagram showing the flow of this activity.

1. Explain that an Action Plan is a map or outline showing specific steps for applying the Earth Charter as a tool to create change in the real world – starting with ourselves, our homes, schools, neighbourhoods and communities. Mahatma Gandhi who guided India toward Independence from England taught about *“being the change you want to see in the world.”* Or, as Mother Theresa who worked with orphans in India said *“They say my work is just a drop in the ocean. I say the ocean*

is made up of drops.” Or, as David Bower, Founder of Friends of the Earth said, “Think globally and act locally.”

2. Explain that there are several different stages of being the change we want to see in the world and each stage requires a different kind of planning process.
3. Show the Flip Chart with the steps in the Action Plan Orientation, and explain the three steps of this activity, and guide the group to complete these three steps:
4. Flip Chart

Step 1: Decide if you are planning on your own or with a planning group.

Step 2: Read through all the Stages of Change statements and decide which statement best matches the stage you (and the rest of your group if you are in a group) are at.

Step 3. Go to the Action Planning Station that matches with your statement. Each Action Planning station will have a group leader who will guide the people at that station through the Action Planning process that best matches their stage of change (see Action Planning Activities)

5. Once individuals and groups have found their Action Planning station, a group leader will guide them through an Action Planning process that matches their stage of change. Each Action Planning process is described as a separate Action Planning activity on the pages ahead.

DEBRIEFING

Answer questions about the general process in the large group and ask that questions about specific stages be held until going to the specific action planning station.

SENSITIVITY ALERT

Let people know that if they are feeling that they would be better off working alone instead of in a group that is fine.

Also let people know to come and find you if they end up in an Action Planning station that doesn't seem to be working for them.

ASSESSING STAGES OF CHANGE Handout for Assessing Action Planning Stages

Read through all the Stage of Change statements and decide which statement best matches where you are at this time. If you are in a group, discuss your individual choices until you reach consensus on which statement best describes the group's readiness for change.

<i>"I'm confused. This is all new to me. I've never really thought too much about all that stuff in the Earth Charter before."</i>	Go to the Are We Having Fun Yet? Station
<i>"I'm looking at myself first. Before I can help others I need to understand myself and my own life."</i>	Go to the "Listening to the Leader Within" station.
<i>"Hmmm????? I have some ideas related to the Earth Charter but they are fuzzy and vague. I would like to get a clearer picture of what those ideas are."</i>	Go to the Create Your Vision Station
<i>"I'm scattered. I have lots of ideas and concerns relevant to the Earth Charter. I'd like to figure out where to focus, what my priorities are, and how to put my ideas together."</i>	Go to the Jigsaw Puzzle Station
<i>"Ah ha! I have a plan for an Earth Charter project that I've been thinking about for a while. It is time to get my plan out of my head and on to paper."</i>	Go to the Building Bridges Station
<i>"I'm busy doing things relevant to the Earth Charter that I love! What I would most like right now is an opportunity to share what I am doing with others".</i>	Go to the Challenge by Choice Station
<i>"I'm doing too much. Maybe I'm even feeling burnt out. Thinking about Earth Charter action planning makes me feel even more tired and drained and I can't take on another thing."</i>	Go to the Rest and Refresh Station

Connecting Each Action Planning Activity to Different Stage of Change

Are We Having Fun Yet?	Precontemplation 1
Listening to the Leader Within	Precontemplation 2
Create Your Vision	Contemplation
Jigsaw Puzzle	Preparation
Building Bridges	Action
Challenge by Choice	Maintenance 1
Go to the Rest and Refresh Station	Maintenance 2

Are We Having Fun Yet?: Building Bridges to Action Planning	
BUILDING BRIDGES STEP	Action Planning
THEME	Action Planning for people who are at the pre-contemplation stage: <i>“I’m confused. This is all new to me. I’ve never really thought too much about all that stuff in the Earth Charter before.”</i> ”
OBJECTIVES	To experience immediate success with developing and successfully carrying out a relaxing, fun and easy Action Plan related to the Earth Charter
MATERIALS	<ul style="list-style-type: none"> - The materials needed depend on what the group decides to do such as sports equipment or art supplies. - Pledge forms
SETTING	Begins in a quiet area for discussing and then moves to where-ever the group decides to go.
TIMING	30 minutes to 2 hours

INSTRUCTIONS

This is a very flexible Action Planning activity that will be different for each Travel Guide and each group you are working with. Your goal is to guide the individual or the group to experience both the Earth Charter and Action Planning as relaxing, fun, and easy. To do this you simply follow the Building Bridges steps while keeping the river of relaxation flowing underneath the bridges you are building together.

1. Networking and Gathering:

- Explain to everyone that you are going to guide them through a step by step Action Planning process that makes Action Planning is simple and fun.
- Guide the group through your favourite networking and gathering activity such as fun games that are sure to get everyone exploring, sharing and celebrating their leadership gifts. Or combine suggestions from the group with your ideas. Have fun with this first activity.

2. Building Inclusive Relationships, Community, Skills and Awareness:

- Guide the group through one of your favourite indoor or outdoor group-building activities connected to the Earth Charter. Or combine suggestions from the group with your ideas. This activity works best if it is fun, meaningful, cooperative, collaborative and creative).

3. Action Planning and Follow Up:

- Give out the Inclusive Leadership pledge sheets and work in pairs or small groups to fill them out. Then encourage participants to share their pledges within the group, and later with the large group. Making commitments in public increases the likelihood of successful follow up.

DEBRIEFING

End with a quick go round, inviting each person to say a few words about what they learned about Action Planning.

Encourage participants to announce what they did together and what pledges they made to the larger group and to answer questions.

Encourage participants in the larger group to ask encouraging questions that show sincere interest in what this group did.

SENSITIVITY ALERT

People who are feeling confused and overwhelmed are at risk for disconnecting from the group and so need a sensitive, relaxed and enjoyable group leader who accepts and celebrates this Stage of Action Planning.

Relaxation and ease are the two keys to guiding Action Planning with people who are wondering if they are having fun yet. So have some fun!

If you are short of group leaders, resist the temptation to send these individuals away without a group leader. This is the group that needs the most support of all.

If only one person signs up for this station be careful to resist the temptation to encourage them to join another group. Instead it is better to guide this person to experience immediate success with developing and carrying out an enjoyable Action Plan.

Listening to the Leader Within	
BUILDING BRIDGES STEP	Action Planning
THEME	<i>Action Planning for people at the pre-contemplation stage: “I’m looking at myself first. Before I can help others I need to understand myself and my own life.”</i>
OBJECTIVES	Compassionate Listening Building Awareness About Each Person’s unique Leadership Potential
MATERIALS AND PREPARATION	<ul style="list-style-type: none"> - Questionnaires - Pens/pencils/felts etc... - Paper variety of sizes - Drama supplies (optional but always nice to have) - Pledge forms - The group leader has well developed compassionate communication skills and perhaps a background in counseling and/or personal coaching
SETTING	A quiet place for uninterrupted listening Large enough space that you can have room for break out groups or access to other areas to work in
TIMING	1 to 2 hours

INSTRUCTIONS

Explain that the goal of this session is to prepare to become the change we want to see in the world through listening to each other, exploring different leadership styles and then listening to ourselves.

1. Heart to Heart Listening Activity (10-12 minutes)

Ask participants to pair up, suggesting that they find someone they have not worked with yet. Instruct the group that they will be taking turns. The first person will talk for 1 minute on anything related to change. This could be a change they have experienced, something about their lives they would like to change such as a problem at school, home, with a friend or with the world or a change they have made in their lives.

The second person listens without talking which means no verbal input! You can nod or smile you can communicate with your eyes or your body posture but no questions, comments or any other words.

Once the first person's minute is up it will be their partner's turn to talk and their turn to listen.

Ask if people have questions and make sure you give a clear starting signal and a warning when the first minute is just about up. In the second round, signal the beginning and end of the minute clearly.

Bring the group back to circle to debrief. Ask the group for their reflections.

Questions you might want to ask are;

- What did it feel like to listen without asking questions or using words?
- Which was easier talking or listening and why?
- What was your level of comfort or discomfort?

You will find that reactions are across the board from comments like "that was so awesome" to "I felt completely uncomfortable". and that is ok! You may want to reflect on these varying responses, by just pointing out how different or diverse our experiences of communication are

2. Exploring, sharing and celebrating our diverse leadership styles

This activity builds awareness of and respect for diverse ways of being the change we want to see in the world depending on our own personality, learning or leadership style.

1. Introduce the background context:

- Different people develop different preferences for how we like to learn from and interact with our social and physical environments.
- These different preferences remain fairly stable throughout our lives.
- The way we like to learn is the way we like to lead.

2. Here are two quick demos to get the feel for this:

- Cross your legs and arms. Now uncross and cross again putting the other arm and the other leg on top. Compare the feelings.
- Write your full name. Now write it with the other hand. Compare the feelings.

3. Debrief the demos to bring out these points

- The opportunity to learn and lead according to our preferences brings out the best in us. It feels natural, easy and relaxing. When we are relaxed, it is easier to learn.
 - We can get used to learning and leading in other ways but it may feel awkward and it requires a lot more energy and concentration.
 - The Earth Charter says that diversity is magnificent and that together we can forge inclusive solutions. By bringing together our different learning and leadership styles we can create waves of positive change that will ripple throughout our communities.
4. Give out the handout and read out the phrases on the flip chart. Ask each person to circle their three favourite phrases.
 5. Put up the codes on the flip chart and ask participants to write down the 3 code letters that go with their favourite phrases
 6. Organize participants into five groups as follows
 - Everyone with 2 or 3 Ws in one group
 - Everyone with 2 or 3 As in one group
 - Everyone with 2 or 3 Es in one group
 - Everyone with 2 or 3 Ss in one group
 - Everyone with 3 different letters in the fifth group (V)
 7. Give out the key word that goes with each learning style (no need to explain more than that). Give the groups 10-15 minutes to plan how to demonstrate and explain their learning style to the other groups
 - Key word for W is Why
 - Key word for A is Action
 - Key word for V is Variety
 - Key word for E is Emotional Energy
 - Key word for S is Sensing
 8. Watch the presentations and debrief.

DEBRIEFING

Write the word WAVES on the board vertically and remind the group that when we bring our diverse learning styles together we make waves of positive change in the world!

Ask for a couple of people from each group to share their reflections on what they learned about their leadership potential from this activity.

Go around the group and ask each person to give a word or phrase to describe their thoughts and feelings about this activity.

Handout for Exploring, Sharing and Celebrating our Diverse Learning and Leadership Styles

Circle your 3 favourite phrases.

- Who, what, where, when, why, how?
- look and listen
- just do it
- observe the scene
- get the feel of it
- give it a try
- discuss and debate
- heart to heart
- jump-in
- watch and wait
- follow your instinct
- figure it out

(Scoring on next page)

SCORING

Post this scoring on a flip chart.

NOTE – DO NOT HAND THIS SCORING SHEET OUT

- W who, what, where, when, why, how?
- S look and listen
- A just do it
- S observe the scene
- E get the feel of it
- A give it a try
- W discuss and debate
- E heart to heart
- A jump-in
- S watch and wait
- E follow your instinct
- W figure it out

MORE INFORMATION ABOUT OUR DIFFERENT LEARNING/LEADERSHIP STYLES

Why:

This is the style of researchers, philosophers, writers and other people who love ideas and words. Favourite activities may include discussing, debating, writing, lecturing, and other ways of asking and answering questions.

Action:

This very active style of learning gets things done – fast! Favourite activities may include playing games, going hiking, doing experiments, drama, dancing, sports, and hands-on learning.

Variety

People who prefer this flexible style can easily shift between two or more learning and leadership styles. Favourite activities may include multimedia productions, creative projects and other challenges that can be done in many different ways.

Emotional Energy

This is the style of people who pay close attention to how people in a group are feeling. Favourite activities may include peer counselling, compassionate listening, heart to heart talks, meditation, folk dancing and anything that brings people together in harmony.

Sensing

This is the style of people who like to learn and lead by watching, listening and reflecting first before stepping forward. Favourite activities may include anything that gives opportunities to watch and listen such as: being the referee, doing the sound and lights for a performance, cooking, drawing pictures, diagrams and maps

Create Your Vision	
BUILDING BRIDGES STEP	Action Planning
THEME	Action Planning for People in the Contemplation Stage <i>“Hmmm????? I have some ideas related to the Earth Charter but they are fuzzy and vague. I would like to get a clearer picture of what those ideas are.</i>
OBJECTIVES	To draw each person’s vision for their future
MATERIALS	<ul style="list-style-type: none"> - A blank piece of flip chart paper for each person - Non toxic felt markers, Lots of different colours (including several yellow markers for drawing the template) - A copy of the big picture diagram to refer to and a copy of big picture template to draw. - Pledge sheets
SETTING	A room with enough space to move around to different partners and spread out the flip charts. People might want to draw on tables, the floor, or tape their flip chart paper on the wall (make sure to put newspaper behind the paper so that the markers don’t bleed through to the surface underneath).
TIMING	1 to 2 hours

INSTRUCTIONS

The Create Your Vision Cooperative Action Planning process is adapted from a more in depth process developed by Marsha Forest, Jack Pearpoint and John O’Brien (PATH or Planning Alternative Tomorrows With Hope). For more information go to www.communityworks.info. This is a graphics facilitation or ‘reflective drawing’ process that is a visual version of reflective listening. The basic idea is to ask strategic questions about the future, listen to the answers and then quickly draw pictures and key words that show your understanding of the information, feelings and values that the person is communicating. The main assumption is that everyone can take turns asking, dreaming, listening and drawing because we all have these visionary capacities within us.

1. Help people get into groups of three (triads) and decide who will be the first to create their vision. The other two people will be listening carefully while drawing and taking notes.

2. Hand out a flip chart size piece of blank paper to each group and give out yellow markers. With the paper turned from “portrait” into ‘landscape’ mode (wider from side to side), have them copy the Big Picture template onto their paper (see below). The reason for using yellow is because it is supposed to be just a faint guide to follow.
3. Refer to the hand-out that shows the Big Picture layout. The listeners ask “What is your name and what is a meaningful picture or symbol that guides your life journey? For example, some people choose the North Star; other people draw a symbol of their faith, or something from nature.” The listeners listen and the note-taker prints the person’s name and the drawer draws the symbol.
4. Now, – still at the top of the page - in between their name and their guiding symbol listen to and draw the person’s metaphors for traveling through life. For example, PATH planners often draw a path with people traveling along toward the North Star. Other’s might draw a boat on the ocean, a mountain climber, or a scuba diver or . . .
5. Now focus on the area inside the large circle on the right hand half of the flip chart. The person’s dreams go inside the small circles that are inside the big circle on the right hand side of the paper.

Ask these questions for each small circle:

“What is your dream for putting the Earth Charter into action?”

(Sometimes it is helpful to ask all these questions too):

What is it that you hope for, yearn for?

What is the dream you have for your life?

What gift do you want to be bringing to the world?

What gives your life direction and meaning?

If there were no barriers, what would you do with the Earth Charter?

The dreamer shares their Earth Charter hopes and dreams, one topic for each circle. One person draws what they hear inside the small circle. The other person jots down 3-6 of the key words/phrases on a scrap of paper. When the artist is finished, the note taker prints the key words around the outside of the circle (see samples below). When one circle is finished, ask the question again and the drawer draws the answer in another small circle while the note-taker lists the key words.

6. Once the dream circles are drawn, the next step is to listen to the person’s realistic, positive, possible steps toward the dream. This is done by looking at each of our dream circles and then using our imaginations to think ahead to

what is achievable within a year. The area the drawer draws in is the large central rectangle to the left of the circle. The question that the question-asker asks is:

“If you spent the next twelve months accomplishing your Earth Charter dreams, what might have happened?”

(Usually it is helpful to travel through time first as follows)

“Imagine that it is one year from now and we are having a reunion to talk about all you have done to accomplish your dreams. You have had a wonderful year of transforming your dreams into actions. Use your imagination and tell us what you have done as if it has really happened”

Each time you ask this strategic question, point to one of the circles and say, “Last year, this was your dream. In the year you have spent taking steps toward accomplishing this dream, what has happened?” “

When the person answers you can ask supplementary questions such as:

“How did that happen?”

“How did that come about?”

7. Every journey begins with a single step, so the next challenge is to identify and commit to taking a couple of immediate first steps as soon as possible (within a few days):

What is a practical first step you will take now?

(Sometimes it is helpful to ask all these questions too):

“Look at your plan for traveling toward your dreams and know that it is possible to take steps toward what you hope for. Your first steps will be small things like making a phone call or sending an email, or getting some information.

What is one first step you can take either before you go home or as soon as you go home?

What is a second step you will take either before you go home or as soon as you go home?

What is a third step you will take either before you go home or as soon as you go home?”

8. The next step is to identify the barriers by asking: What could stop you from taking that step? How will you make sure that doesn't interfere with moving toward your dream? (Who might help you, what is your back up plan?)

9. End by everyone signing their names on the bottom right hand corner of each person's Vision.
10. Hand out pledge sheets.

DEBRIEFING

Show off your Big Pictures and go around the group sharing one thing you are feeling or thinking about Action Planning.

Encourage participants to share their Big Pictures with the larger group.

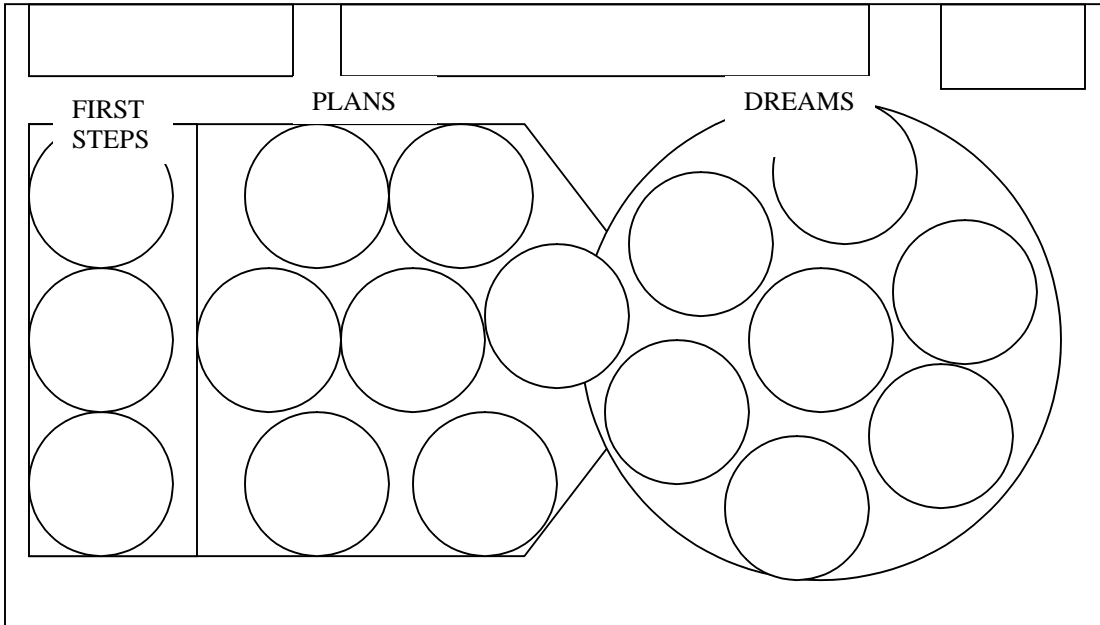
SENSITIVITY ALERT

If a person doesn't know what to draw, they can just ask the person they are listening to: "What is a picture or symbol of what you just said?"

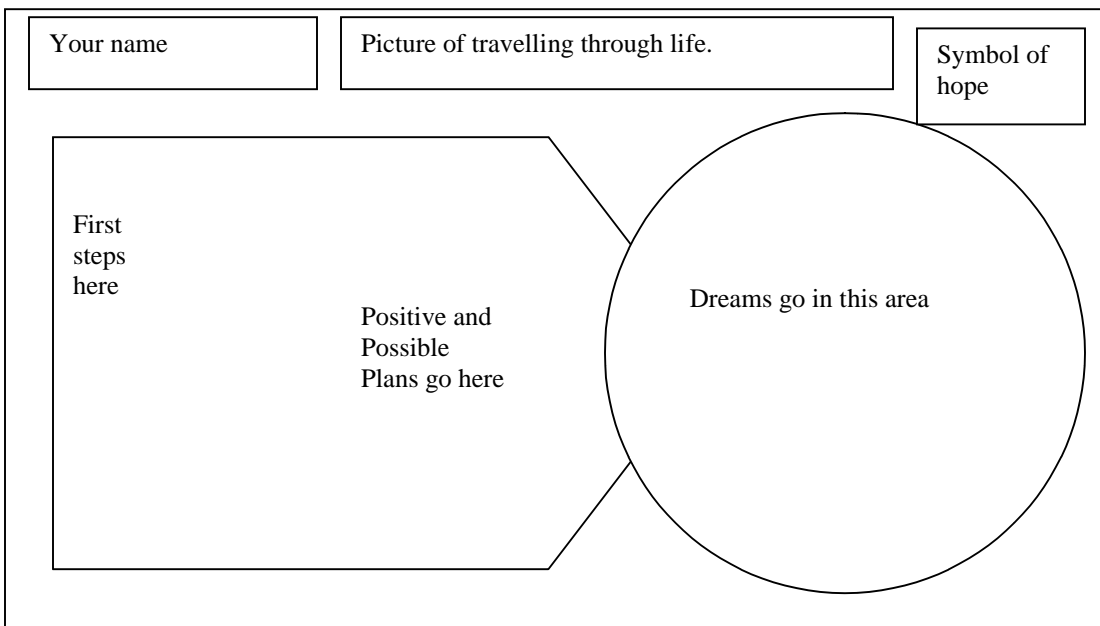
Invent new possibilities if anyone is feeling overwhelmed by the challenge of reflective drawing so that this process stays enjoyable for everyone.

CREATE YOUR VISION TEMPLATE AND LAYOUT

Use a light yellow non-toxic felt marker to copy this template on to a large sheet of paper such as a page from a flip chart. Print the words “First Steps, Plans and Dreams” in your favourite colours and styles.



Refer to this diagram as you read through the instructions for Create Your Vision of your action plans.



Jigsaw Puzzle Action Planning	
BUILDING BRIDGES STEP	Action Planning
THEME	<i>Action Planning for people in the preparation stage: "I'm scattered. I have lots of ideas and concerns relevant to the Earth Charter. I'd like to figure out where to focus, what my priorities are, and how to put my ideas together."</i>
OBJECTIVES	<ul style="list-style-type: none"> - To brainstorm passions and concerns - To experiment with combining passions and concerns - To set priorities - To develop an action plan based on addressing something you are concerned about by doing what you love.
MATERIALS	<ul style="list-style-type: none"> - Jigsaw puzzle Action Planning instructions - Paper - Pens - Pledge sheets
SETTING	Tables and chairs
TIMING	1.5 to 2 hours

INSTRUCTIONS

Jig Saw Puzzle Action Planning process is for people in the Preparation Stage. This process can be done by an individual or by a group of people who want to develop a project together. We made up the name because it is a lot like putting the pieces of a puzzle together. The actual activity was developed by Dev Aujla. Dev and others in the Sierra Youth Coalition apply this process to guide youth to develop and implement positive projects all over the world. For More Information about Dev visit www.dreamnow.ca.

This Action Process is most appropriate for people who are ready to become more involved in contributing to positive change in their community, have lots of enthusiasm and ideas but need help to get organized and prepared.



1. Engage the group in reading aloud this description of what Jig Saw Action Planning is all about:

Action Planning is Visioning

Dream about being the change you want to see in the world

Action Planning is Brainstorming

Make lists of passions and concerns.

Action Planning is a jig saw puzzle that you create your self:

Pick out the pieces you want to put together and combine them to make your plan.

Action Planning is real life

This is not just an exercise. It is up to each person to decide if you are ready and willing to take action to make a world of difference in your homes, schools, neighbourhoods and communities. If not, consider accepting the responsibility of witnessing and learning from those of us who are ready and willing to carry out the plans we make. Your support and encouragement will be really helpful.

2. Guide participants through the rest of this process either individually (if they are making an individual plan) or in their groups (if they are making a group plan). The next step is to give out copies of the Brainstorming handout out for participants to work on (see brainstorming handout) and support participants to do the brainstorming.
3. Once someone has finished brainstorming, hand out about eight pieces of paper such as post-it notes or file cards or bigger sheets of paper cut in half. Explain, "Use one colour of paper for concerns and a different colour for passions. On each sheet of paper write the key word and a sentence that describes the topics you have circled more specifically. For example if one of

your priority passions is dancing, you would print “**Dancing**” and then a sentence that describes what kind of dancing, where you dance, who else you dance with, who watches you dance. And, if one of your concerns is poverty you would print “**Poverty**” and a sentence that describes who is affected, what the situation is, and where these people are.

4. Give out the Mix and Match worksheet and explain: “Now you are ready to do some mixing and matching of these pieces of your jig saw puzzle. To do this you put a passion and a concern side by side and study them. See if you can imagine a project that combines this passion with this concern. For example when you are looking at “dancing” and “poverty” you might imagine organizing a dance or a dance performance to raise funds for bus passes for families who live in poverty.

Continue putting your passions and concerns side by side, imagining projects until you have written out at least three different ideas for doing something about a topic you are concerned about through an activity that you are passionate about. Doing what you love is the most effective way of developing a sustainable project.”

5. Before you hand out the Project Planning Worksheet explain, “Now you are ready to put the jig saw puzzle together. Hopefully you have found a project idea that really grabs your interest. If not, don’t force your self to go on to the next step. There is no need to plan a project you don’t really want to do. Instead keep your puzzle pieces and take a break. When you come back you can focus on supporting and learning from others who are in the planning stage of following through with their newly created project
6. Only give out the Project Planning Worksheet to people who intend to develop one of their project ideas further. Support the other participants to take a break and then return to be active witnesses and mutual mentors.
7. Once an individual or group has completed their Project Planning Worksheet they are ready to meet with a mentor to do the RUMBA. See the RUMBA worksheet. People who aren’t actually making a plan can be invited to provide peer mentoring.
8. Once all the worksheets are completed, the group or individual is ready to carry out their plan.
9. Encourage them to present their plan to the large group.

Jig Saw Puzzle Action Planning
Mix and Match Worksheet

Passion

+

Concern

= Project Idea 1

Passion

+

Concern

= Project Idea 2

Passion

+

Concern

= Project Idea 3

Jig Saw Puzzle Action Planning Project Planning Worksheet

Which project will you work on? Once you select one of the project ideas from the mix and match worksheet, use this sheet to write out the details of your action plan:

What is your passion?	
What is your concern?	
What is your project? (doing something about your concern while doing what you love).	
Give three reasons why this project is something you really want to do.	
Who will be involved in helping with this project?	
Who will participate in this project?	
Where will you do this project?	
When will you do this project?	
Who do you need to ask to get permission to do this project?	
What resources do you need to get in order to do this project?	
Who will check with you every week or two to find out how you are doing on this project?	

Jig Saw Puzzle Action Planning
Dance the Rumba Worksheet

Meet with a mentor and discuss the answers to these questions that you can remember with the acronym: RUMBA

During and after your conversation, take notes that will improve your project.

R is for	Realistic: How can you make your project more realistic?
U is for	Understandable: What is a 30 second statement about your project that is so clear and convincing that a stranger you meet in an elevator would not only understand but would want to help you succeed.
M is for	Meaningful and Motivated: What is so meaningful about this project that it will keep you motivated through the challenges ahead.
B is for	Back to basics: How can you simplify this project so that you actually do it within the time, resources and other priorities in your life?
A is for	Ask: Your mentor will have lots more questions about your project. Take notes about these questions here.

Building Bridges Step by Step Action Planning	
BUILDING BRIDGES STEP	Action Planning
THEME	<i>Action Planning for people in the Action Stage:</i> <i>“Ah ha! I have a plan for an Earth Charter project that I’ve been thinking about for a while. It is time to get my plan out of my head and on to paper.”</i>
OBJECTIVES	- To apply the Building Bridges steps to develop an action plan
MATERIALS	- Building Bridges Action Planning instructions and forms - Paper - Pens - Pledge sheets
SETTING	Tables and chairs
TIMING	1 to 2 hours

INSTRUCTIONS

This template will help you apply the Building Bridges steps whenever you are planning any kind of diversity education event whether it is a simple one hour workshop or a complex multi-day event. The people involved in planning the event simply get some note paper or sit down around a computer and fill in the answers to these questions.

Try out your plans with a small group first and revise your plans based on feedback. This will help ensure success when you are gathering a larger group of people together.

BUILDING BRIDGES STEP BY STEP

First write a paragraph that summarizes your event and answers these questions:

- What diverse groups and/or individuals are you bringing together?
- What is your purpose?
- What will you be doing together?
- What do you hope the outcomes will be?
- How will this event benefit the various people you are hoping will come?

Now fill in the Building Bridges steps.

Step 1: Networking: Who do you want to come to this event? How many people do you want to come? How will you network and who will you network with?

Step 2: Gathering: How will you gather people together in ways that create a relaxed, open and equal atmosphere?

Step 3: Building Relationships: How will you guide participants to build inclusive relationships?

Step 4: Building Community: How will you build an inclusive community filled with safety, respect, positive choices and fun?

Step 5: Building Skills: What skills will you be guiding people to develop and what are your strategies and activities for building those skills?

Step 6: Building Awareness: What are the main diversity issues you are addressing? What are three main things you want people to know by the end of the event? How will you build this awareness?

Step 7: Action Planning: How will you engage people in making plans and commitments to move forward and put what they have experienced and learned into future action?

Step 8: Follow Up: How will you support the people involved to implement plans that are made? How will you celebrate after this event is over!

Challenge by Choice Action Planning	
BUILDING BRIDGES STEP	Action Planning
THEME	Action Planning for People in the Maintenance Stage of being busy: <i>“I’m busy doing things relevant to the Earth Charter that I love! What I would most like right now is an opportunity to share what I am doing with others”</i>
OBJECTIVES	- Provide an opportunity to strengthen and reward what this group or individual is already doing.
MATERIALS	See the handout
SETTING	A place to plan and time to present
TIMING	1 to 2. hours

INSTRUCTIONS

This action planning process is for people who are already actively involved in promoting or implementing one or more of the principles in the Earth Charter.

The most effective way to strengthen and reward an individual or a group of people who are already doing what they love is to:

- Give them an opportunity to share what they are doing with others.
- Give others an opportunity to appreciate what they are doing.

1. The first step is to find out which people in this Action Planning station are here as individuals and who is here in a group. Now ask each individual and each group to share what they are doing with the rest of the group. What are some of the highlights of this very busy and productive phase of their lives? What are some of the challenges?
2. The next step is to give people an opportunity to choose one or more challenges. These are challenges that will strengthen and reward what they are doing.

Challenge 1: Take the Earth Charter Challenge. Read through the Earth Charter and select the principles that are relevant to the activities you are involved in. Write a short paragraph showing the link between each principle and your real life activities.

Challenge 2: Get going on promoting your project! There are lots of ways to develop a short and inspiring presentation to inspire people to help you, fund you and/or join you. Think of who your audience is first and choose your promotional plan. Then roll up your creative sleeves and do it:

- Write a speech
- Borrow a computer and make a powerpoint presentation about your project that will inspire more people to join you!
- Write a news release about your project. Telling about a specific event you just had or are going to have. Write in plain language about who, what, when, where and how in under 200 words. Make a list of who will let you quote them and get their quotes.
- Make a poster presentation. We've got LOTS of art supplies. Have fun making a prototype that you can improve on once you get home.
- Develop a dramatic presentation
- Write a song or a poem.

Write an anecdote about something that happened that is heart warming.

REST AND REFRESH	
BUILDING BRIDGES STEP	Action Planning
THEME	Action Planning for people in this second maintenance stage. <i>“I’m doing too much. Maybe I’m even feeling burnt out. Thinking about Earth Charter action planning makes me feel even more tired and drained and I can’t take on another thing.”</i>
OBJECTIVES	To do something that is restful and refreshing
MATERIALS	Depends on what people decide to do
SETTING	Begin in a quiet place. Each person will decide where they want to go and whether they want to do it alone or with others.
TIMING	1 to 2 hours

INSTRUCTIONS

Instead of Action Planning, this station is focused on resting and refreshing each person in the group.

1. Heart to heart listening is the first step. Go around the group and Invite each person to share a little bit about what they have been doing that is now feeling like too much. Tune in with all your compassionate communication skills.
2. Provide a menu of restful and refreshing choices that are possible to do over the next hour or so and give each person time to choose. Offer anything else you enjoy facilitating that is restful and refreshing. People may want to toss in a few more ideas. Some examples are:
 - Find a nice place to hang out with no agenda
 - Go on a journey into the heart of nature
 - Lay out and follow a trail of quotations
 - Go to a restful view point and just be there for awhile
 - Journaling or creative writing
 - Artfull connections

- Meditate
- Take a nap
- Go for a hike
- Massage
- Compassionate Listening Circle
- Individual time with someone who will listen compassionately to what ever you want to talk about.
- Share stories
- Make music together
- Play together
- Do a craft
- Do something fun and silly that will get people sharing laughter
- Plan a surprise for the larger group
- Cook
- Play sports
- Go and take a look at the other action planning groups
- What are some other restful and refreshing things to do either on your own or with others?

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