

A MANUAL FOR MENTORS OF EARTH INSTITUTE DISCUSSION COURSES

2008

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Northwest Earth Institute
317 SW Alder Street, Suite 1050, Portland, OR 97204
Phone: (503)227-2807 Fax: (503)227-2917
e-mail: contact@nwei.org web address: www.nwei.org

1 - INTRODUCTION

Thank you for volunteering your time and energy as a mentor for Earth Institute discussion courses. These courses were developed in Portland, Oregon by the Northwest Earth Institute, beginning in 1993, and were first offered in Portland and then the Pacific Northwest. To share the courses with autonomous groups around the country, NWEI created the National Earth Institute Network, in 1997. The mission of NWEI is:

Inspiring people to take responsibility for Earth.

People sometimes find the term “mentor” to be a bit daunting. Relax. There is no expectation that mentors have reached any specific level of wisdom, learning, or environmental perfection. Mentors are volunteers who are furthering the organization’s mission by helping others to experience the discussion courses.

This manual contains information, based on years of experience, for use by volunteer mentors. If you have suggestions to improve these materials, please contact NWEI at (503) 227-2807 or contact@nwei.org.

2 - THE ROLE OF THE MENTOR

The people involved in a discussion course include:

- The **presenter** is the volunteer who comes to that meeting to introduce the course the sponsor is interested in. The presenter’s role is spelled out in a separate manual, and is not covered here.
- For each discussion course that gets started, there will be a **course coordinator**. In many cases, this will be the sponsor of the introductory meeting, but not always. A class coordinator is the continuing contact for the class.
- A **mentor** is the volunteer who facilitates the first regular session of a new class.
- The **community coordinator** is the person who serves as the local contact for the Network for organizing courses, ordering course books, coordinating volunteers, etc.

The mentor’s first job is to attend the first session of the class and get the group off to a good start. This is done by:

- Creating a relaxed and respectful atmosphere conducive to personal sharing.
- Modeling the opening and facilitation, so that class members will be comfortable with these roles in future sessions.
- Taking care of the administrative details needed in a first session.

The mentor also maintains contact with the class coordinator, and later returns for the final class session, the celebration. There the mentor leads a discussion of ways that the class or class members can continue to be involved in Earth Institute programs.

The mentor is one of only two representatives that participants meet. By example, the mentor communicates the following Network values:

We are a resource, not a teacher or preacher. We believe that people will learn in a way that has the most profound impact through self-discovery and discussions with others.

We are inclusive and nonjudgmental. We reach out to all people, recognizing that each person has immense potential to become a better protector of the earth.

We work without expectations of others. The courses will impact people at different levels. Because each person is unique and has unique circumstances, the response to the course will vary greatly from person to person.

Having said this, it needs to be noted that diversity in mentors is encouraged. Each will have his or her unique style. The suggestions presented here are not intended to regiment the process. Rather, these guidelines document a process that has been successful, and provide the minimal structure needed to ensure the quality of presentations. The first rule of mentoring is, “be yourself.” Handle each new situation in a way that is comfortable for you.

3 - THE FIRST SESSION - GETTING STARTED

Contact the class coordinator well in advance of the first session. The class coordinator is the contact person in the class. The best practice is to call the coordinator as soon as you accept a mentoring assignment. Confirm the date, time, place, and size of the class. Be sure that all participants understand they should read materials for the first session and be prepared to discuss them.

Take the following materials with you to the first session: 1) an opening, 2) your copy of the course book, 3) class schedule for class members to sign up for openings and facilitation for the remaining sessions, 4) earth institute class registration sheet for names and addresses, and 5) mentor’s checklist, if you use one. (*See the attached list.*)

Arrive five minutes early for the first session. Greet each new arrival. Assume the meeting will begin on time, but take your cue from the class coordinator as to when to start, and encourage the group to start on time for future meetings.

Introduce yourself to the group. Say a sentence or two about how you came to be a volunteer. This is a good time to find out how many people attended the introductory session and how many have previously taken an Earth Institute course. Do not spend time describing earth institute programs, unless for some reason the introductory session was not held. The introductory session includes an overview of NWEI, including programs, history and background.

Have a round of introductions. Introductions serve several important functions, even if the group is already well acquainted. First, participants begin the process of sharing with each other on a personal level. Second, introductions allow participants to acknowledge the very best in themselves and to have that affirmed by a supportive group. Finally, introductions provide an opportunity to “get each person’s voice into the room.” Once someone has spoken and been listened to, that person is more likely to participate in the rest of the session.

Ask participants to say their names and something personal about themselves. For an earth-centered group, one good approach is to ask them to tell the group a brief portion of their “eco-story” - an experience, place, person, or event from the past that helped them develop their love of nature. If the group is more focused on simplicity, a good approach is to ask them what one aspect of their life might be simplified. You may have a better question for the group, but it should elicit a personal response. Also, since there is a lot to do in the first session, encourage participants to be brief. Give your answer first to model what you want in length and content. As people say their names, you might make a seating chart for yourself. You can then refer to people by name during the discussion.

Suggest how group members can assure the success of the class. 1) attend every meeting, 2) arrive on time for the opening, 3) prepare for each class by doing all the readings, 4) respect all opinions, and 5) seek clarity, not consensus.

Call attention to the course evaluation form at the beginning of the course book. Stress the value to NWEI when participants make notes on this form each week, and complete it at the end of the course.

Circulate the Class Registration Sheet. This information is not given to other groups. It is for earth institute use only.

Circulate the Class Schedule. This gives the group members an opportunity to sign up to present an opening and to facilitate one of the sessions. You may prefer to wait until you have described the opening and the role of the facilitator before asking group members to volunteer for these. If the group has more members than remaining sessions, schedule two openings for sessions as required assuring each participant presents an opening.

4 - THE FIRST SESSION - THE OPENING

Describe and present an opening. Each session should begin with an opening, a brief informal presentation by one of the group members. The purpose of the opening is twofold: 1) It provides a transition from some other activity to a purposeful discussion, and 2) give the participant presenting the opening an opportunity to share something personal with the group.

The goal of an opening is to express something personal and significant that relates to the course. For example, an opening might capture a person's:

- Appreciation for nature (*Exploring Deep Ecology*)
- Attraction to simplicity (*Voluntary Simplicity*)
- Concern for future generations (*Choices for Sustainable Living & Global Warming: Changing Course*)
- Attachment to a place (*Discovering a Sense of Place*)
- Connection to food or farms (*Menu for the Future*)
- Childhood experience in nature (*Healthy Children-Healthy Planet*)

The opening helps to set the tone for the discussions. In selecting an opening for the first class, you should seek to model these values. Also, in order to encourage creativity, you might consider presenting an opening that is something other than a reading from a book. A picture, a rock, a song, a story, worms from a compost bin, or something you've written, may all be good choices. Select an opening that reveals something about you. You might keep a number of openings handy, and see what strikes your mood. For purposes of modeling, it is also a good idea for the mentor to keep the opening short, well under the five minute suggested maximum time allotment.

Your opening does not need to be a polished performance, nor should it present an unattainable standard of perfection. ("Here is a jar of my organic beet borscht. I grow and preserve all of my own food, and knit all my clothes from the sheep I raise.") A simple, authentic opening will best encourage the participants to share themselves.

5 - THE FIRST SESSION - FACILITATING THE DISCUSSION

Explain the role of the facilitator. Tell the group that you will help keep the discussion personal, focused, and balanced among the participants. Show them where to find the "Guidelines for the Weekly Facilitator," at the front of the course book. Encourage each person to review them before taking a turn at facilitation. (You may also want to review them as a refresher.)

Allow enough time. There is a lot to do in the first session, and the time for discussion will be more limited than in future sessions. Still, you need to allow enough time for the group to get a feel for how the discussions will go, and for you to model the role of facilitator. Aim to begin the discussion with at least 30 minutes left in the session.

Present the Circle Question. After the opening, the first step is for each person to answer the Circle Question. The purpose of this question is to provide a focus for the day's discussion.

Keep it personal. Remember that the goal of all earth institute courses is to consider matters from a personal perspective. The facilitator helps to maintain this individual focus. ("What is my relationship with the earth?" "How do I feel about that issue?" "Are my values threatened by the author's assertion?") The mentor keeps the discussion from

straying into what “everyone,” or “this country,” or “other people” should do. When the discussion starts to become general, bring it back to the personal. (“How do you feel about that?” “What can you do to make a difference in that area?”)

One way to keep the discussion personal is to use the suggested questions that are included in the guides in the course book. They are designed to elicit personal responses. By modeling use of the discussion questions, the mentor also shows that facilitation is accessible to anyone. ***You don’t have to be an expert on the topic of a session in order to facilitate it.***

Keep it focused. The mentor may need to steer the discussion if it strays from the session’s topic. This can be done by restating the last question or asking a new one. Don’t be reluctant to be an active facilitator. In this way, you will be giving future facilitators license to do the same.

Involve everyone. The mentor strives to keep the discussion balanced among the participants. It may be appropriate to draw out quieter individuals, at least making sure they have the opportunity to speak. People will value the discussion more if they participate in it. Be aware of who has not spoken, and consider calling on them for an opinion. (This is where the seating chart you made earlier can really pay off.) Calling on quieter people can also be a useful technique to prevent a few vocal people from dominating the discussion.

Step back; be detached. Except for providing gentle guidance as needed, the mentor will mostly stay out of the discussion. By the time the discussion of the readings starts, the class will have been listening to the mentor for a while. This is a time for them to carry the agenda. As a mentor, you will probably be seen as something of an expert on the topic. It is OK to express an occasional opinion, but recognize that your ideas may cut off discussion, rather than encourage it. Sometimes a member of the group may have strong opinions, and express them frequently. It is not a good idea for the mentor to engage this person in debate. Rather, seek to empower the group to deal with this person. (“Thank you, Bill, but let’s get some other thoughts on this. Sharon, you look like you have an opinion.”) They will need to do so without the mentor in the remaining sessions.

Let go. Even with the best mentoring, some groups will follow a path that wanders from the one the mentor had in mind. At such times, be prepared to let go of your preconceptions of what a class ought to be. There is not one right way for a group to conduct its class. Insight comes in unexpected ways. Mentors need to be prepared to accept a variety of different class styles.

6 - THE FIRST SESSION - BRINGING IT TO A CLOSE

Watch the time, and stop the discussion five minutes before the class is scheduled to end.

Make sure that the Class Registration Sheet is filled out. You will take this with you, and bring or mail it to the community organizer.

Make sure the Class Schedule is completed. Confirm the volunteers who signed up for the opening and facilitation for the next meeting. Make sure everyone has signed up for an opening, even if that means doubling up for some sessions.

Confirm the time and place for the next meeting.

Make a note of the date for the final session in your calendar so you can attend. (This is also a good time to make yourself a note to check in with the class coordinator at about the halfway point of the class.)

Be sure to end the class on time. If the class is in a workplace, this shows respect for the employer and the work people do. In any event, it is important for people to know that their time commitment is predictable.

7 - CHECKING IN AFTER THE FIRST SESSION

The mentor should call the class coordinator after the class has completed about half the sessions. At this time, you can confirm the time and place for the final session. If the details are uncertain, make plans to stay in touch. Be sure the coordinator understands that you will attend the final session, and that you will collect the written evaluations at that time. You can also ask if there are any questions or problems. Coordinators usually appreciate hearing from you, and may just want to talk a little about how the class is going. By staying in touch with the class coordinator, you are also maintaining an important relationship. The energy of class coordinators is what makes discussion courses happen. Coordinators are also likely candidates to join your local effort to offer earth institute courses. This contact furthers your efforts to be a welcoming community.

8 - THE FINAL SESSION - CELEBRATION AND FOLLOW-UP

The final session is the most important one for the group experience. It is both the culmination for a course, and a new beginning for those who would like to continue on the earth institute path. Specifically, the final session is an opportunity to:

- ◆ Celebrate the completion of the class
- ◆ Collect feedback on people's experience in the class
- ◆ Discuss opportunities for continuing to be involved

The mentor will facilitate the final session. Mentors are expected to know the time and place for this session. **If you are unable to attend, notify the community coordinator as early as possible so another mentor can take your place.** Bring the following with you to a final session: 1) an opening, 2) handouts on other courses, 3) a new contact sheet, 4) contribution cards, 5) a closing ceremony, 6) a final session checklist.

The final session is often a potluck, sometimes in a different location from the classes. There may be a period of eating and socializing before the “business meeting.” Check with the coordinator as to when and how you should convene the discussion. This session is less structured than the first meeting. Be aware of the group’s energy and intentions, and don’t push the agenda too hard. If the final session is in a workplace, time may be short. Check with the class coordinator, and shorten the agenda as needed. Be sure to leave time for the gratitude circle and some discussion of follow-up options.

Identifying Future Mentors. All mentors are former class participants. Please be on the lookout for participants who are particularly engaged, and seem excited about our work. You can pass on their contact information when you report to the community coordinator.

THE FOLLOWING IS A TYPICAL AGENDA FOR A FINAL SESSION:

Opening. Begin by calling for the opening. Be prepared to present an opening if a group member did not bring one.

Feedback. At this time, collect the written evaluations. Ask any who don’t have them to complete them and pass them to the coordinator for forwarding to NWEI. Oral evaluations are also quite valuable. A good way to elicit these is to ask people to complete the sentence, “If there was one thing I could change about the course” (The mentor should write down these comments, and send them to NWEI with the evaluations.)

Gratitude Circle. The most important element of the celebration is the closing gratitude circle. The group has spent several weeks together, sharing with each other at a personal level. Ask each participant to reflect on that experience, and to think of something that he or she will take away from it and is grateful for. It could be an experience, an interaction, an insight, or anything else that comes to mind. Sharing can proceed in a circle, or each person can speak as they feel called to do so.

Options for Follow-up. Allow some time to discuss options for follow-up. The conversation will vary depending on whether the setting is a workplace, home, or center of faith, but the primary goal is to determine if the group, some part of the group, or one participant would like to take the lead in setting up another discussion course.

- ◆ Would the group or part of the group like to consider taking another discussion course? At a celebration in the spring in a workplace, the group may decide to hold

off until the fall. But the basic plan can be discussed and the lead person can be identified.

- ◆ Would anyone in the group be interested in organizing a course in another setting? For example, at a workplace celebration, a participant might decide to organize a *Sense of Place* group in her or his neighborhood.

Invitation. (optional) Invite everyone to make a donation to support the Northwest Earth Institute or partner organization, if they would like to do so. The health of the Network depends on individual support, and people often want the opportunity to contribute to this effort. Distribute contribution cards.

New Contacts. After the discussion of options and membership, circulate the new contacts sheet. If a participant knows another person who might be interested in organizing a discussion group in a home, workplace, center of faith, or neighborhood, the participant can simply put *his or her own name and phone number* on the new contacts sheet. Then someone from the local group will call the participant to get contact information for the friend(s) who might be interested. Return the sheet to the community coordinator right away so someone can follow up.

Graduation. Create a small ceremony to acknowledge the work people have done in the course. Select a ceremony that is appropriate for this particular group. If you are in doubt, check out what you have in mind with the coordinator. The ceremony might be as simple as reading a poem or teaching the group a song. Be creative.

Reporting to the Community Coordinator. Information and materials gathered at the celebration should be brought or mailed to the community coordinator. This would include:

- ◆ Information on whether the group, a portion of the group, or a participant would like to organize another discussion course.
- ◆ Contribution cards with a check or cash.
- ◆ Evaluation forms.
- ◆ Your notes about evaluation comments made at the celebration.
- ◆ New contacts sheet.
- ◆ Your observations on any individual(s) who should be invited to the next mentor training.

ILLUSTRATIVE MENTOR'S SCRIPT FOR FIRST CLASS SESSION

Note: This guide is illustrative only. **It is not intended to be used as a script.**
Each mentor should use her/his words so the message will fit the style and thoughts of the individual mentor.

Arrive early. Introduce yourself as class members arrive.

Start the class. “My name is ____, a volunteer with the group offering earth institute classes in this community. I have agreed to be the mentor for your class. As such, I am a resource person to help your course be a success.

“This course is being offered by volunteers in this community, in affiliation with the National Earth Institute Network. I got involved after taking the course on _____. Since you were all here for last week’s introductory presentation, I won’t go over any more earth institute background unless there are questions.

“Today, we will start with introductions. Then I will demonstrate an opening. I will then facilitate a discussion of the readings for today. And we will spend the last five minutes of this hour planning for future sessions.

Introduction. [two illustrative examples]

Exploring Deep Ecology. “To get started, why don't we go around the table. Tell us your name, and something about nature that has a special meaning to you. I will start. I'm _____. My office for 23 years was on the 25th floor of a fairly sterile building, and quite detached from the earth. About four years ago I was thrilled to see a peregrine falcon for the first time outside my window. It caused me to read “Wings for My Flight” by Marcy Houle. After learning more about the peregrine, I now feel deeply honored every time I am in its presence.” [Everyone has chance to speak.]

Voluntary Simplicity. “To get started, why don't we go around the table. Think of an experience or place, in your life, when you felt at peace and everything seemed to be in balance. I will start. I'm _____. I grew up in a family without a father. When I was small, my mother used to take my sister and me to a community on the Oregon coast, Taft, which is now the southern portion of Lincoln City. We spent several weeks there each summer. Even today, I don't feel right about life unless I have quiet time at the Oregon coast—at least two weeks - each summer. There I find peace in walking on the sand, sitting on the bluffs watching Cormorants and other seabirds, listening to the sounds of the sea, and watching the varied sunsets with an always fresh sense of awe. [Everyone has a chance to speak.]

Success. “I would like to share with you a few things that have been learned about these discussion classes after starting more than 7,500 of them. A class will be most successful if each person gives it a high priority - attends regularly, arrives on time, does the readings, and participates with enthusiasm. It is important to keep in mind that consensus in the discussions is not a goal and all opinions are treated with respect.”

Forms. “You will find a Course Evaluation form in your readings. Our courses are revised based largely on the comments of participants, so we ask you to take a minute after each session and complete these forms for our information. I will plan to collect them when I return for your final session. Things you liked, things you disliked, any suggestions will be a great help to us.

“This form is our class registration sheet. Please fill in your name, address and phone # for our records. We never sell or give away our list but would like the opportunity to contact you in the future as well as to send each of you information about earth institute programs.” (Pass it around the table while continuing.)

Opening. “Now, I will demonstrate an opening. To start each class, a volunteer brings an opening. Lasting five minutes or less, the opening serves two purposes. First, it provides a transition from daily activities to the discussion for the day. Second, since the opening tells something personal about you, it allows others in the class to get to know you better.

“For the opening, you should bring something to class that expresses your deepest appreciation for nature. Today I have a short story I wrote about an early experience when I felt a deep connection with nature. For me, this was a spiritual awakening to the majesty of the moon; a great mountain, Eagle Cap; and Mirror Lake. Just after my 13th birthday”

Facilitation. “OK, that completes the opening and now we move into the discussion. As facilitator, I will try to allow a free flow of ideas, yet provide some direction so we cover the important points in the reading materials. If anyone tends to dominate the discussion, I may have to direct the conversation to others. On the other hand, if someone is not participating, I may direct a question to that person.

“I want to call your attention to the page in your course book called ‘Guidelines for the Weekly Facilitator.’ You may want to review them when it’s your turn to facilitate a class.”

“Now that you have an idea of what we mean by an opening and by facilitating the discussion, I will pass around a sheet for you to volunteer for those tasks during future classes. Go ahead and double up on the opening assignments, if necessary, so everyone has a chance to participate. I’ll give the list to your Class Coordinator at the end of this session.”

“After the opening, each session will start with a circle question. It will get the class into the topic for the day. Today's circle question, from the introduction in your course book is....”

Planning. “We have just five minutes left, so we need to break from the discussion now to plan for future classes. If you haven't signed up yet to lead an opening and to be a facilitator, please do so. And we should decide on the dates for each of the future meetings.” [Use form to set up schedule.]

“I see that Gary has volunteered to bring the opening next week, but no one has signed up to facilitate. Who would be willing to do that? Sharon? Great. Alice, will you be in the same room next time? OK, back here, same time, next week. Everyone be sure to read the materials for Session 2.”

“Also, did you all have a chance to put your name and address on the Class Registration Sheet? I would like to take that with me. As your class coordinator, Alice will keep you informed about who is signed up for openings and facilitation for each session. If in doubt, ask her.

“I (or another volunteer) will attend the final meeting. I will collect your evaluations as well as any verbal feedback you have at that time. I will also present opportunities for you to continue meeting after the formal course is over. I think you will find our options to be very interesting.

“It looks like the class is off to a good start. I will talk to Alice from time to time, and I will see all of you at the final meeting.”

MENTOR'S FIRST SESSION CHECKLIST

- ___ Take the following materials with you: 1) opening, 2) your copy of the course book, 3) Class Registration Sheet, 4) Class Schedule for openings and facilitators, and 5) this checklist.
- ___ Arrive five minutes early. Greet each person as he or she arrives.
- ___ Introduce yourself and explain your role as a Mentor.
- ___ Introductions around the circle - name & something personal. Give your answer first. (Jot down a seating chart with the names of group members.)
- ___ Suggest how group members can assure the success of the class. 1) Attend every meeting, and show up on time for the opening. 2) Prepare for each class by doing the readings. 3) Maintain respect for everyone's opinions. 4) Seek clarity, not consensus.
- ___ Call attention to the **course evaluation** form in the course book. Stress the value when participants make notes on this form each week.
- ___ Circulate **Class Registration** sheet (address, email & ph #). This information is not given to other groups. It is used only for the local affiliate's records.
- ___ Opening - explain what it is and its two purposes. Do one.
- ___ Explain Role of Facilitator - encourage participation and keep the discussion personal, focused, and balanced among the participants. Show them where to find the "Guidelines for the NWEI Weekly Facilitator," at the front of the course book.
- ___ Circulate **Course Schedule** sheet – Sign up for facilitator & opening.
- ___ Present the Circle Question
- ___ Facilitate the discussion.
 - ___ Use the discussion questions.
 - ___ Keep it focused, personal, balanced.
 - ___ Let them do the talking.
- ___ Stop the discussion a few minutes before the class is scheduled to end.
 - ___ Make sure that the Class Registration Sheet is filled out. Take it with you.
 - ___ Give completed Class Schedule to the class coordinator.
 - ___ Confirm the opening and facilitator for the next meeting.
 - ___ Confirm the time and place for the next meeting.
 - ___ End on time.
- ___ Before leaving, make a note in your calendar of the date of the final session, and an earlier date to check in with the class coordinator.

MENTOR'S FINAL SESSION CHECKLIST

- ___ Bring the following with you to a final session: 1) an opening, 2) handouts on follow-up options, 3) contribution cards, 4) new contacts sheet, 5) graduation ceremony, and 6) this checklist.
- ___ Call for the opening (or present one if needed).
- ___ Gratitude Circle—ask participants to share something they are grateful for about the experience they have had in the course.
- ___ Collect the evaluations (or ask people to get them in).
- ___ Verbal evaluations—“If you could change just one thing. . . .”
- ___ Ideas for follow-up:
 - ◆ Another NWEI Course
 - ◆ Action projects (field trips, joining a watershed group, restoration project, etc.)
- ___ Set a time and place for the next meeting (if appropriate).
- ___ Invite everyone to make a donation of support to the Northwest Earth Institute Network.
- ___ Circulate New Contact Sheet. (Do you know individuals who might be willing to sponsor a NWEI course in their workplace, church or home? Referrals are very helpful to the NWEI staff. List **your** name & telephone number.)
- ___ Graduation ceremony. Create a small ceremony to congratulate people for the work they've done in the course. You might read a poem or teach the group a song.



Northwest Earth Institute Class Registration Form

This information is for Earth Institute use only, and is not shared with any other organization. The mentor or local organizer will circulate this sheet during the first regular class session. Thank you.

CLASS COORDINATOR _____
ADDRESS _____
CITY, STATE, ZIP _____
PHONE (H) _____ **(W)** _____
EMAIL _____

NAME _____
ADDRESS _____
CITY, STATE, ZIP _____
PHONE (H) _____ (W) _____
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**NORTHWEST EARTH INSTITUTE NETWORK
EXPLORING DEEP ECOLOGY
COURSE SCHEDULE**

This sheet should be filled out at the first session of the class. Two volunteers are needed for each future session: (1) someone to bring an opening and (2) the facilitator. The class coordinator should photocopy (or email) this schedule after it is filled in and provide a copy for each participant.

Class Coordinator / Phone: _____

Mentor / Phone: _____

Location for future meetings: _____

<u>CLASS SESSIONS</u>	<u>DATE</u>	<u>OPENING</u>	<u>FACILITATOR</u>
Deep Ecology	_____	_____	_____
Wild Nature	_____	_____	_____
Native American Wisdom	_____	_____	_____
The Gaia Hypothesis	_____	_____	_____
The Universe Story	_____	_____	_____
Ecopsychology	_____	_____	_____
Simplicity	_____	_____	_____
Bioregionalism	_____	_____	_____
Final Meeting – Celebration*	_____	_____	_____
		(planner)	(planner)

* AFTER THE LAST REGULAR SESSION, THE CLASS WILL HAVE A "FINAL MEETING." THE VOLUNTEER MENTOR OR CLASS COORDINATOR WHO STARTED THE CLASS WILL PROVIDE INFORMATION ON FOLLOW UP OPTIONS, INCLUDING OTHER COURSES. THIS MEETING CELEBRATES THE COMPLETION OF THE COURSE AND MAY INCLUDE A POTLUCK LUNCH OR DINNER.



NORTHWEST EARTH INSTITUTE NETWORK VOLUNTARY SIMPLICITY COURSE SCHEDULE

This sheet should be filled out at the first session of the class. Two volunteers are needed for each future session: (1) someone to bring an opening and (2) the facilitator. The class coordinator should photocopy (or email) this schedule after it is filled in and provide a copy for each participant.

Class Coordinator / Phone: _____

Mentor / Phone: _____

Location for future meetings: _____

<u>CLASS SESSIONS</u>	<u>DATE</u>	<u>OPENING</u>	<u>FACILITATOR</u>
The Meaning of Simplicity	_____	_____	_____
Living More with Less	_____	_____	_____
Your Money or Your Life	_____	_____	_____
Do You Have the Time?	_____	_____	_____
How Much is Enough?	_____	_____	_____
Swimming Against the Tide	_____	_____	_____
The Practice of Simplicity	_____	_____	_____
Final Meeting – Celebration*	_____	_____	_____
		(planner)	(planner)

* AFTER THE LAST REGULAR SESSION, THE CLASS WILL HAVE A "FINAL MEETING." THE VOLUNTEER MENTOR OR CLASS COORDINATOR WHO STARTED THE CLASS WILL PROVIDE INFORMATION ON FOLLOW UP OPTIONS, INCLUDING OTHER COURSES. THIS MEETING CELEBRATES THE COMPLETION OF THE COURSE AND MAY INCLUDE A POTLUCK LUNCH OR DINNER.



NORTHWEST EARTH INSTITUTE NETWORK CHOICES FOR SUSTAINABLE LIVING COURSE SCHEDULE

This sheet should be filled out at the first session of the class. Two volunteers are needed for each future session: (1) someone to bring an opening and (2) the facilitator. The class coordinator should photocopy (or email) this schedule after it is filled in and provide a copy for each participant.

Class Coordinator / Phone: _____

Mentor / Phone: _____

Location for future meetings: _____

<u>CLASS SESSIONS</u>	<u>DATE</u>	<u>OPENING</u>	<u>FACILITATOR</u>
A Call to Sustainability	_____	_____	_____
Ecological Principles	_____	_____	_____
Sustainable Food	_____	_____	_____
Sustainable Buying	_____	_____	_____
Sustainable Communities	_____	_____	_____
Sustainable Business and Economy	_____	_____	_____
Visions of Sustainability	_____	_____	_____
Final Meeting – Celebration*	_____	_____	_____
		(planner)	(planner)

* AFTER THE LAST REGULAR SESSION, THE CLASS WILL HAVE A "FINAL MEETING." THE VOLUNTEER MENTOR OR CLASS COORDINATOR WHO STARTED THE CLASS WILL PROVIDE INFORMATION ON FOLLOW UP OPTIONS, INCLUDING OTHER COURSES. THIS MEETING CELEBRATES THE COMPLETION OF THE COURSE AND MAY INCLUDE A POTLUCK LUNCH OR DINNER.



**NORTHWEST EARTH INSTITUTE NETWORK
DISCOVERING A SENSE OF PLACE
COURSE SCHEDULE**

This sheet should be filled out at the first session of the class. Two volunteers are needed for each future session: (1) someone to bring an opening and (2) the facilitator. The class coordinator should photocopy (or email) this schedule after it is filled in and provide a copy for each participant.

Class Coordinator / Phone: _____

Mentor / Phone: _____

Location for future meetings: _____

<u>CLASS SESSIONS</u>	<u>DATE</u>	<u>OPENING</u>	<u>FACILITATOR</u>
A Sense of Place	_____	_____	_____
Responsibility to Place	_____	_____	_____
Knowing Your Bioregion	_____	_____	_____
Living in Place	_____	_____	_____
Mapping Your Place	_____	_____	_____
Building Local Community	_____	_____	_____
Empowerment	_____	_____	_____
Final Meeting – Celebration*	_____	_____	_____
		(planner)	(planner)

* AFTER THE LAST REGULAR SESSION, THE CLASS WILL HAVE A "FINAL MEETING." THE VOLUNTEER MENTOR OR CLASS COORDINATOR WHO STARTED THE CLASS WILL PROVIDE INFORMATION ON FOLLOW UP OPTIONS, INCLUDING OTHER COURSES. THIS MEETING CELEBRATES THE COMPLETION OF THE COURSE AND MAY INCLUDE A POTLUCK LUNCH OR DINNER.



**NORTHWEST EARTH INSTITUTE NETWORK
MENU FOR THE FUTURE
COURSE SCHEDULE**

This sheet should be filled out at the first session of the class. Two volunteers are needed for each future session: (1) someone to bring an opening and (2) the facilitator. The class coordinator should photocopy (or email) this schedule after it is filled in and provide a copy for each participant.

Class Coordinator / Phone: _____

Mentor / Phone: _____

Location for future meetings: _____

<u>CLASS SESSIONS</u>	<u>DATE</u>	<u>OPENING</u>	<u>FACILITATOR</u>
What's Eating America?	_____	_____	_____
Anonymous Food	_____	_____	_____
Farming for the Future	_____	_____	_____
You Are What You Eat	_____	_____	_____
Toward a Just Food System	_____	_____	_____
Choices for Change	_____	_____	_____
Final Meeting – Celebration*	_____	_____	_____
		(planner)	(planner)

* After the last regular session, the class will have a "final meeting." The volunteer mentor or class coordinator who started the class will provide information on follow up options, including other courses. This meeting celebrates the completion of the course and may include a potluck lunch or dinner.



**NORTHWEST EARTH INSTITUTE NETWORK
HEALTHY CHILDREN – HEALTHY PLANET
COURSE SCHEDULE**

This sheet should be filled out at the first session of the class. Two volunteers are needed for each future session: (1) someone to bring an opening and (2) the facilitator. The class coordinator should photocopy (or email) this schedule after it is filled in and provide a copy for each participant.

Class Coordinator / Phone: _____

Mentor / Phone: _____

Location for future meetings: _____

<u>CLASS SESSIONS</u>	<u>DATE</u>	<u>OPENING</u>	<u>FACILITATOR</u>
Cultural Pressures	_____	_____	_____
Family Rituals & Celebrations	_____	_____	_____
Advertising	_____	_____	_____
Food and Health	_____	_____	_____
Time and Creativity	_____	_____	_____
Technology and the Media	_____	_____	_____
Exploring Nature	_____	_____	_____
Final Meeting – Celebration*	_____	_____	_____
	_____	_____	_____
		(planner)	(planner)

* After the last regular session, the class will have a "final meeting." The volunteer mentor or class coordinator who started the class will provide information on follow up options, including other courses. This meeting celebrates the completion of the course and may include a potluck lunch or dinner.



NORTHWEST EARTH INSTITUTE NETWORK GLOBAL WARMING: CHANGING CO₂URSE COURSE SCHEDULE

This sheet should be filled out at the first session of the class. Two volunteers are needed for each future session: (1) someone to bring an opening and (2) the facilitator. The class coordinator should photocopy (or email) this schedule after it is filled in and provide a copy for each participant.

Class Coordinator / Phone: _____

Mentor / Phone: _____

Location for future meetings: _____

<u>CLASS SESSIONS</u>	<u>DATE</u>	<u>OPENING</u>	<u>FACILITATOR</u>
Off Course	_____	_____	_____
Collision Course	_____	_____	_____
Changing Course	_____	_____	_____
Setting a New Course	_____	_____	_____
Final meeting - Celebration*	_____	_____	_____
		(planner)	(planner)

* After the last regular session, the class may choose to have a closing celebration. The volunteer mentor or class coordinator who started the class will provide information on follow up options, including other courses. This meeting celebrates the completion of the course and may include a potluck lunch or dinner or an outing of your choice.

