



THE TRANSITION HANDBOOK

DISCUSSION COURSE



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Revised March 17, 2010

INTRODUCTION

The purpose of the Transition Handbook Discussion Course is to learn from the book and from each other.

This discussion course is based on *The Transition Handbook*, by Rob Hopkins (2008). The handbook offers concrete strategies for engaging with the local community to build resilience against possible threats including climate instability, resource depletion, and financial downsizing, providing a positive vision for turning our global predicament into an opportunity.

The course is a book discussion format with weekly questions to consider as one reads, and discussion of those questions during gatherings.

As Rob Hopkins writes: "...if we wait for the government, it'll be too little, too late; if we act as individuals, it'll be too little; but if we act as communities, it might just be enough, just in time."

This course was developed by Joann Kerr, Susan Gregory, and Leo Brodie of Sustainable NE Seattle (the 19th officially-recognized Transition Initiative in the United States). The authors wish to express gratitude to Sophy Banks of Transition Totnes, who developed the visioning exercise in Session 4 of this course, and to Brita Butler-Wall who developed the Skills Inventory seen in Session 5.

We are also grateful to Northwest Earth Institute (www.nwei.org) for creating an excellent series of courses on taking care of the Earth, which inspired the general design of this course.

For More Copies or to Start Your Own Course

Please see

<http://www.transitionseattle.com/resources/discussion/>

HOW IT WORKS

This course is designed to be run collectively by the participants themselves. It does not have a single leader, and no one person is held up as the expert or authority. Each week a different person from the group should be designated as the facilitator, whose role is simply to keep the conversation on track.

This approach is similar to the Transition model itself. It reminds us that we must learn to look to each other as experts, and for each of us to become our own experts.

This course is designed to foster a personal experience of our global predicament and of a solutions based in community. The discussion questions are not written to solicit right or wrong answers, and the course is not about seeking immediate solutions.

As the Handbook suggests, much of the work of Transition involves the "Heart," or inner work. Most of us grew up with cultural stories that valued human "progress" above traditional measures of well-being, and even above ethics. Change will be difficult unless we can unlearn and rewrite those stories.

The questions in the course have been written to stimulate personal discussion and examination of these stories, and how we might collectively rewrite them to create a world that's better than the one we live in now.

Your group can decide for itself how to rotate the position of facilitator from week to week.

We recommend that the size of the group be 8-12 people. Fewer participants won't produce the same energy and synergy. With too many, not everyone will feel included.

We recommend that each session be 2 hours (no less), typically once a week over a six week period.

Meetings seem to work well if they start with a check-in. This gives everyone a chance to let us know how they are feeling and how the week went. It helps people become present and allows them to focus on the discussion. And people like getting to know each other.

Following the check-in, the Discussion Course includes a *circle question*. After the facilitator asks this question, the members of the group can each take a turn answering it. This process helps make sure that everyone is included.

For the Facilitator

The following guidelines are suggested for the facilitator.

Make sure everyone is heard. Each person has a different level of comfort with speaking in groups. Try not to let the more outgoing people dominate the conversation. Suggest that many, concise responses from more people are more productive than fewer lengthy responses from fewer people.

You may need to prompt the quieter people by asking the question directly to them. One purpose of the circle question is to have everyone speak. Use this opportunity to "break the ice" for the more quiet people.

You may also need to ask someone who has been speaking too long to conclude their thoughts and let others speak.

Notice when the conversation becomes too "theoretical," and bring it back to the question at hand. This happens when the topic becomes something far beyond the control of the people in the group, such as what the government should do, or about some predicted crisis, or about some technology. People also get theoretical when the topic becomes uncomfortable or it feels unsafe. You may notice changes in body language; people start squirming in their seats or some other anxiety display. This course will deliver the best experience for everyone if the conversation stays focused on the personal connection to the material.

Depending on the size of your group, there may not be enough time to address all the questions in this Guide. It's better to skip some questions than to rush through them. Again, make sure everyone has time to respond to the question.

Even if you do skip questions, avoid the temptation to rearrange the order of the questions. Also, be sure to leave enough time for the final question of each session. The sequence of questions in each session is designed to build towards a positive, encouraging ending.

As the facilitator, you're welcome to participate in the discussion. But keep in mind your additional role of keeping the discussion focused.

The role of the facilitator is simply to guide the process outlined in the course handbook and to encourage participation from the other members. Your time together each week is limited. We ask that the facilitators not lecture or give presentations, no matter how relevant the topic may seem.

Leading the Visioning Exercise

In Sessions 4, the facilitator is called upon to lead a visioning exercise. As you plan who will facilitate the sessions, take note that the person who leads the visioning exercise will not be able to experience it in the same way as the others.

Leading this exercise doesn't require any special skills. Simply follow the directions, and read the questions written for that section.

Be sure to leave generous time after each prompt for the participants to develop their experiences. You won't see any response from them, so you may think that nothing is happening. Trust that they are experience a future world – let them take it in. The entire exercise should take about twenty minutes.

Collecting Feedback

The authors of this course are interested in your feedback. Please designate someone from your discussion course as a contact person to collect your individual feedback on the course and send it to the authors of this course. The Course Evaluation form is on the last page of this guide. If you are the contact person, please collect this feedback at the end of the final session, compile it and email it to Leo Brodie at leobro@comcast.net. Thanks!

SESSION 1 - PEAK OIL AND CLIMATE CHANGE



Reading

Introduction, Foreword and Chapter 1

Session Goals

- To get acquainted with each other
- To examine the issue of peak oil
- To explore climate change
- To consider how these concerns can be used to engage the community

We are going to look at peak oil and climate change because the Transition movement has identified them as the largely unknown or unseen forces that are creating change in our world. These are only two of the many resource constraints and system designs that are likely to impact our way of life now and in the coming years.

Check in

Circle question

1. Name something you would miss in a post-petroleum world.

Discussion questions

2. In the Introduction, Hopkins describes how his experience in the Hunza Valley of Pakistan triggered a "deep genetic memory somewhere within me." Share an experience of your own where you glimpsed the possibility of a better world.

3. Describe how you first learned about Peak Oil? Is this the first time you've heard of the concept? What was your reaction?

4. What concerns you most personally about climate change?

5. Have you personally noticed changes due to global warming, like when flowers are blooming?

6. Discuss how solutions aimed solely at Peak Oil might exacerbate Climate Change, and vice versa.

7. Do you agree with Hopkins that peak oil can do more to engage and involve people and communities than climate change?

8. The Transition Handbook was written and published before oil prices peaked in July 2008, and the recession was widely acknowledged. Given more recent events, what additional issues do you think could be included?

9. What might you do personally, or what are you already doing, now that you know about these issues?

Putting It into Practice

Explore your carbon footprint (www.carbonfootprint.com/calculator.aspx)

Further Resources

Future Scenarios: How Communities Can Adapt to Peak Oil and Climate Change by David Holmgren (2009). The co-originator of Permaculture explains how to adapt to the cultural, political, agricultural, and economic implications of these twin forces.

Confronting Collapse: The Crisis of Energy and Money in a Post Peak Oil World by Michael C. Ruppert (2009)

Peak Everything: Waking Up to the Century of Declines, by Richard Heinberg (2007), New Society Publishing

The Oil Depletion Protocol: A Plan to Avert Oil Wars, Terrorism and Economic Collapse by Richard Heinberg (2006) describes an accord whereby nations would voluntarily reduce their oil production and oil imports according to a consistent, sensible formula.

Visit The Oil Drum: Discussions About Energy and Our Future (<http://theoil Drum.com/>)

DVD: The End of Suburbia

DVD: Home (a film by Yann Arthus-Bertrand)

DVD: The Power of Community: How Cuba Survived Peak Oil
<http://video.google.com/videoplay?docid=-66172489666918336>

SESSION 2 – RESILIENCE AND RELOCALIZATION



Reading

Chapters 2, 3 and 4

Session Goals

- To explore possible outcomes of energy descent, climate change and economic instability
- To understand resilience and begin to imagine how we might contribute to it locally
- To explore what relocalization might look like in our community

Check in

Circle question

1. Assuming a successful energy descent, in what ways do you think life could actually be better than it is now?

Discussion questions

2. In Chapter 2, Hopkins lists three possible scenarios: 1) Long-term Transition, 2) Oil Shocks, and 3) Disintegration. Which do you see playing out? Why?

3. Do you see your own life as resilient? In what ways?

4. Do you see relocalization related to issues of social justice? In what ways?

5. Are you able to talk to acquaintances about Peak Oil? If so, what approaches work for you?

6. How was the area where we live more resilient 60 or 100 years ago?

7. What stories did your parents or grandparents tell of more resilient times? What skills or trades did your grandparents have?

8. Have you had experience growing your own food?

9. What resources could we develop in our area in order to produce goods locally? Which goods could be for local consumption and which for export?

10. What changes could you make personally to make your own life (and that of your family) more resilient?

Putting It into Practice

Think about how you might communicate these issues to a neighbor or co-worker in a way that will engage them in the process. Rehearse your "pitch." Try it out on someone.

Further Resources

Renewable Energy Cannot Sustain a Consumer Society, by Ted Trainer (2007), Springer Verlag

The Great Turning: from Empire to Earth Community, by David C Korten (2006), Berrett-Koehler Publishers

A Prosperous Way Down: principles and policies, by Howard T. and Elisabeth C. Odum (2001), University Press of Colorado

<http://www.futurescenarios.org/> David Holmgren's site is an excellent one for exploring future scenarios

SESSION 3 – THE PSYCHOLOGY OF CHANGE



Reading

Chapters 5 and 6

Session Goals

- To consider why it is important to consider feelings and talk about them in regards to peak oil
- To consider our attitude about change and our possible resistance to it.

Check in

Circle question

1. Have you experienced any of the symptoms of post petroleum stress disorder? Which?
 - Clammy palms, nausea, mild palpitations
 - Sense of bewilderment and unreality
 - Irrational grasping at unfeasible solutions
 - Fear
 - Outbreaks of nihilism and/or survivalism
 - Denial
 - Exuberant optimism
 - "I always told you so" syndrome

Discussion questions

1. *Note to facilitator: Divide the group into pairs, preferably pairing people who don't know each other well. In each pair, one person will speak and the other will listen. Ask the speakers to answer the following question. Ask the listeners to simply give their full attention to what is being said. Give them each two minutes to speak. Then swap the roles, and ask the question again.*

- Thinking about Peak Oil and Climate Change, my concerns include...

Answer the following questions in the usual format:

2. Most of us here have moved through the first two stages: pre-contemplation and contemplation. Are you stuck there between wanting to change and not wanting to give something up?

3. What benefits of the oil age are you unwilling to let go of? Are you willing to describe this as an addiction?

4. What are some examples of things you have done personally to loosen your dependence on oil?

5. Referring to one's overwhelming awakening to Peak Oil, Hopkins writes: "Within it lies, as in the bleak opening chapters of most adventure stories, a call to adventure." Do you see Transition as a call to adventure?

6. *Note to facilitator: Return to the same pairs as before. Ask:*

- My positive vision for what I'd like to see here is...
- Steps I can take to help this happen include...

Then swap the roles, and ask the same questions, giving the same amount of time for each.

Putting It into Practice

Without judgment or guilt, notice how in your day-to-day decisions you might be justifying behavior that contributes to climate change.

Implement the steps you identified that you can do in the pairing exercise.

Can you think of people you know who might be interested in forming a Heart and Soul group?

Further Resources

Find Your Power: Boost Your Inner Strengths, Break Through Blocks and Achieve Inspired Action, by Chris Johnstone (2006), Nicholas Brealey Publishing

Awakening the Dreamer
<http://awakeningthedreamer.org/>

Pachamama Alliance
<http://www.pachamama.org/>

SESSION 4 – VISIONING



Reading

Chapters 7, 8 and 9

Session Goals

- To explore the visioning process as it relates to Transition
- To begin creating our own positive visions of the future that could serve to inspire positive action

Check in

Circle question

1. The book quotes Tom Atlee as saying: "I've come to conclude that all the predictions – both good and bad – tell us absolutely nothing about what is possible. Trends and events only relate to what is probable. Probabilities are abstractions. Possibilities are the stuff of life, visions to act upon, doors to walk through." Do you find that predictions prevent you from being open to possibilities?

Visioning questions

Note: The following exercise is meant to be contemplated and discussed with the group. We encourage you not to read the visioning exercise ahead of time.

The facilitator reads the following questions, leaving generous time between each question to allow everyone to develop their imagined experience. Please see Leading the Visioning Exercise in the How It Works section of this Course Guide.

Read aloud:

This visioning exercise invites you to create an inspiring, positive vision for the future of this community. Get comfortable in your seat. You may want to have your spine straight and your feet flat on the floor. Take a few deep breaths and settle into your body. Shift from worrying, thinking and problem-solving into daydreaming.

Just let your attention come into this present moment, being aware of the sounds in the room, and following the rhythm of your breath, coming and going.

We are going to go on a journey, to a possible future for your community, to explore what this world might be like, guided by this process and your imagination.

Imagine that you go to sleep tonight in your bed...

And while you are sleeping a miracle happens, and you are transported forwards in time to a day when the transition has more or less happened, the changes that are needed for a sustainable presence on the planet have happened, and you are about to wake up in this different world.

Imagine now that you wake up and start the usual things that you do, and just notice what is the first clue that you have that something is different? Is it a sound, or lack of sound? Something about the light? Something in the place where you are waking up?

Just let your imagination give you images, without trying to think with your head, just let sensations, smells, sounds, sights, arise in your awareness.

So let your imagination show you how you get ready for the day in this different world.

What do you do? What clothes are you putting on?

What is different about the place that you are in?

You go to find something to eat. Where do you do that? What is the food like? Who else is there, or are you alone? What are the scents and sounds in the place where you are eating?

And now you are going to go out, to your day's activity. Just let images arise for this.

What is it like to step outside? How is it different to where you are living now? Perhaps it is mainly the same, but something is different about the air? The sounds?

Imagine yourself at your place of work. What are you doing? Are there others here?

Just give yourself time to notice some of the detail.

Perhaps you have a conversation with someone else. What do you notice about that person, how do they seem in their body? What do you notice about the expression on their face? What is the quality of connection that you have with them? How can you tell that this is a future conversation and not from the present?

Just let time pass in this future world, so you are coming to evening now. And even in this world there are still meetings to go to. So imagine yourself going to some kind of meeting – perhaps a decision is needed, something to resolve, perhaps a community or spiritual gathering or celebration. Just let something arise. And then notice how you feel to be going to this event.

And see how it is to be there, with a group of people. How do people talk with each other? Is it different to meetings you go to today? How is it different?

So just let time move forward again and you are going home. At some point on your journey you stop and notice nature around you. How are you feeling at the end of your day? How is it to notice the sky, the living environment? Is there anything here that feels new or surprising?

And your day in this future place is ending, you are going to sleep again. And in your sleep you drift back in time, knowing that you can visit this future place again any time that you wish.

So just let yourself come back to this year, 2008, and this time and place, the transition training course, returning fully into your body. And as you are ready just feeling your breathing, your weight on the chair, hearing the sounds in the room.. and opening your eyes.

Sharing

Divide into pairs, and allow time for each person to share their experience. Give five minutes for each person.

2. Describe what you felt, what you saw.

Bring the group back together. Let the group know how much time is left to answer the following three questions, so that they have a chance to express what they want to say. Ask them:

3. What one thing surprised you the most about your own experience in the vision?

4. In what ways was your partner's experience similar or different than your own?

5. Is there anything else you would like to share about your experience with the visioning?

Discussion question (time permitting)

6. The Handbook includes this quote by Joel Barker: "Vision without action is merely a dream; action without vision just passes the time; vision with action can change the world." Describe examples of each of these three situations from your own experience.

Putting It into Practice

Write a news article describing something happening in your world twenty years from now. Look at some of the themes from Chapter 8 and write about one of these. Feel free to bring your article in for the following week's discussion to read aloud to the group.

Further Resources

Coming Back to Life: Practices to Reconnect Our Lives, Our World, by Joanna Macy (1998)

www.joannamacy.net

SESSION 5 – TRANSITION IN PRACTICE



Reading

Chapters 10 and 11

Session Goals

- Explore the sets of skills held by my fellow members of this group
- Examine the principles of Transition
- Consider the steps to start a Transition Initiative
- Consider our own communities as candidates for Transition Initiatives

Check in

Circle question

1. Hopkins makes the assumption that "It's better to plan for lower energy consumption than to be taken by surprise." Do you tend naturally to be a "planner"? Do you find it easier to make such plans in groups than by yourself?
2. Allow reading of any news articles written as "Putting it into practice" from last week.

Skills Inventory Exercise

3. Turn to the Skills Bank pages at the end of this Discussion Guide. Working separately, take about five minutes to check the skills that you have any familiarity or expertise with.
4. Come back together as a group. While the facilitator quickly reads the list of skills one by one, raise your hand if you checked that skill. Notice how other people have different skills than your own, and pay attention to the skills where no one claimed any expertise. What do you conclude from this exercise?
5. What new skills are you interested in attaining? What skills can you help teach others?
6. In what ways could your particular skills be best utilized in the start up of a Transition Initiative?

Discussion questions

7. Hopkins writes that "unleashing the collective genius of those around us, we can build ways of living that are more connected, more enriching and that recognize the biological limits of our planet"? How do you see that being done?

8. Hopkins writes: "I have come to think that the ideal scale for a Transition initiative is one over which you feel you can have an influence." At what scale, or scales, do you feel that you personally can have an influence: your family, your neighbors, your local community, your city, etc? How would the actions that you might take be different at these different scales?

9. Inclusion is one of the principles of the Transition model. Hopkins writes, "The scale of the challenges cannot be addressed if we choose to stay within our comfort zones." In terms of social categories ("green people" versus "business people", etc.), what is your comfort zone?

10. Hopkins lists 12 steps of transition, one being to raise awareness. What actions do you think would best raise awareness in your community?

Gratitude Exercise

11. *Note to facilitator: Ask the group to arrange themselves in pairs. Say the following:*

Imagine yourself in a future time, after the transition has happened. You're at a celebration dinner where people are being thanked for the contributions they made towards the transition. Take a few minutes now to close your eyes and imagine some of the changes that you have been especially grateful for. (Wait a few moments for them to think.)

Now open your eyes. Take turns. One of you will pretend that your partner is the very person whose actions many years ago turned out to be so significant to you now. Thank them, and tell them how much it means to you that they did what they did. (Give them several minutes.)

Now switch. The other person will thank their partner for the good changes they have experienced. (Give the other partners the same amount of time.)

Discussion

Bring the group back together.

12. What did you notice about being thanked?

13. After this discussion group - can you envision yourself as a part of a Transition Initiative? In what role? Do you feel more empowered or hopeful?

See the "Homework" section for your homework assignment. Your work will be needed in the final session.

Putting It into Practice

Host a local food dinner for a few close neighbors and talk to them about what you've learned.

Attend a meeting of a neighborhood sustainability group in your area.

Contact a local community group and offer to arrange a meeting on the transition movement.

Homework

Due next week:

Think about local organizations whose work helps local resilience. These include neighborhood groups, environmental groups, city government and other special interest groups whose goals are aligned with our goal of creating resilience. Based on your own interests and passions, which of these organizations might you be interested in joining? List these organizations. Research them. What classes or volunteer opportunities are they offering? If you can find their mission statement or purpose on the Internet, include it in your list. What other organizations are they affiliated with?

Further Resources

The Transition Timeline for a local resilient future, by Shaun Chamberlin (2009), Chelsea Green Publishing Company describes different possible scenarios over the next twenty years.

A Nation of Farmers: Defeating the Food Crisis on American Soil, by Sharon Astyk and Aaron Newton (2008)

SESSION 6 – NEXT STEPS



Reading

Chapter 12 and 13 (skim) and Appendixes 2, 3, 4, and 5.

Session Goals

- To link your personal passions to activities that can build local resilience
- To reassess our own personal sense of power in relation to possibilities for a better future
- To map resources and notice potential avenues for promoting resilience that may have been overlooked

Check in

Circle Question

1. What has changed for you as a result of this group? How have you shared these ideas with other people in your life? How have these conversations gone?

Discussion Questions

2. Pretend that you are talking with a good friend. You've been discussing the necessity for responding to energy descent and building local resilience. Your friend understands how important it is that they take action. But they tell you:

- "I want to do something but there's so much to do! I don't know where to begin."

3. Brainstorm how you could respond in ways that would empower them.

4. Continue to collaborate on inventing positive responses for each of the following stories, one at a time:

- I'm not cut out to initiate or lead practical responses, but I'd be happy to join in as soon as someone else starts something.
- I don't have any skills to contribute.
- I can't seem to engage in this. The situation is hopeless, so why waste the energy?
- I don't know enough about the issues.
- I can barely keep up with my own life; I don't have time to give for anything else.

Interactive exercise: Identifying Passions

5. The goal of this section is to identify your own passions.

Divide into pairs. Before sharing, take five minutes by yourself to answer the following questions. If you have paper and pen, take notes.

- What makes you happy?
- What do you care about?
- What do you like to read about?
- What excites you when you talk about it?
- What comes easily to you?
- What would you do for free?
- What would you regret not having tried?

(You can have as many passions as you want.)

(At the end of five minutes:) Share your list with your partner.

With your partner, think of all the activities that will be needed for a successful Transition Initiative and a resilient community. Help each other map your passions to specific actions.

Interactive exercise: Identifying Possibilities

Note to facilitator: for this exercise you'll need a whiteboard, chalkboard, or large flip chart paper, to list the organizations that are named

Your homework was to list local organizations that are committed in some way to building local resilience, and determine which of these your personal passions align with.

6. What are the organizations you have listed?
7. What types of groups probably exist in this area, even if you don't know about them?
8. How is the 'transition' to a future with less oil already happening in our city?
9. How might all of these entities interact to achieve the goals of the Transition movement? How are they working together already?
10. Can you imagine ways that you could personally contribute to any of these groups?

Discussion

11. How do you see your passions leading you to engage with any of these groups?

Further Resources

Neighbor Power: Building Community the Seattle Way, by Jim Diers (2004). Successful strategies for community development based on Diers' experience as director of Seattle's Department of Neighborhoods, with offers real-life examples of how to build active, creative neighborhoods and enjoy the rich results of community empowerment.

Local Food: How to Make it Happen in Your Community, by Tamzin Pinkerton and Rob Hopkins (2009). Transition Books

100 Things You Can Do to Get Ready for Peak Oil (web page) by Sharon Astyk
<http://sharonastyk.com/resources2/100-things-you-can-do-to-get-ready-for-peak-oil2/>

The Tao of Democracy: Using Co-Intelligence to Create a World That Works for All by Tom Atlee (2003). Writers' Collective

<http://www.chrismartenson.com/crashcourse>
"Crash Course"

<http://transitionus.org/>
The official website for Transition US

<http://transitionculture.org/>
Rob Hopkin's own blog, where he discusses anything of interest but especially things to do with creating resilient communities.

<http://transition-times.com/>
Relocalization and Transition-related news stories

<http://transitiontowns.org/>
Transition Towns Wiki

<http://transitionus.ning.com/>
Social networking site for Transition folks at the United States level

SKILLS INVENTORY

Instructions: Please check any and all activities that you have ever done, at any level of expertise, whether as a beginner, assistant, or expert. Feel free to add items.

Clothing

- Knit
- Spin
- Card
- Dye
- Shear
- Process flax
- Sew
- Crochet
- Embroider
- Make lace
- Quilt
- Felting
- Make shoes
- Warp a loom

Gardening

- Remove sod
- Graft fruit trees
- Plant trees
- Install veg garden
- Compost
- Save seeds
- Maintain greenhouse
- Design herb garden
- Use medicinal herbs
- Pick berries
- Grow mushrooms
- Design edible yard
- Prune trees & bushes

Transport

- Bicycle

- x-country ski
- Snowshoe
- Walk/hike
- Hitch-hike
- Make bio-diesel

Animal Husbandry

- Bees
- Chickens
- Rabbits
- Worm bins
- Butcher
- Hunt
- Fish
- Go Clamming
- Go crabbing
- Milk a cow/goat
- Raise sheep
- Raise goats
- Raise pig
- Raise ducks

Building

- Build house
- Make furniture
- Build boats
- Build musical instruments
- Wood carving
- Cob building
- Ironwork/smithing
- Upholster
- Weld

Energy Use

- Retrofit a house
- Install Composting toilet
- Wastewater systems
- Energy conservation
- Catch rainwater
- Install a Heat pump
- Use a Windmill
- Design passive solar

Food Preparation

- Bake
- Make butter
- Make cheese
- Dry fruit, veg
- Can
- Freeze
- Make jam
- Make sauces, condiments
- Make pickles
- Brew beer
- Make wine
- Distill liquor
- Make yogurt
- Maintain sourdough
- Make jerky
- Smoke meat, fish
- Use fireless cooker
- Use cob oven
- Use solar oven
- Make juice

- Make sausage
- Preserve in brine
- Forage for wild food
- Skin animals
- Clean fish
- Gather edible mushrooms

Household

- Blow Glass
- Make Pottery
- Make soap
- Make cleaning supplies
- Make lotions, salves
- Tan hides
- Make brooms
- Make whisks
- Make baskets
- Make rag rugs
- Make candles
- Make bricks

Repair

- Repair clothing
- Darn socks
- Mend shoes
- Repair tools
- Alter clothing

- Repair small appliances
- Repair nets, macrame
- Repair a bike

Wellness

- Give Massages
- Do Foot reflexology
- Nurse the sick
- Administer 1st aid
- Vet care
- Yoga
- Energy healing/reiki
- Stress management
- Administer CPR
- Pull a tooth
- Assist at childbirth

Play

- Board Games
- Cards
- Music
- Theater
- Songs
- Poetry
- Writing
- Art
- Sketching/drawing
- Sculpture

- Story-telling
- Photography
- Cooperative games
- Team sports

Miscellaneous

- Chop wood
- Fell a tree
- Make rope
- Sharpen tools & saws
- Dig a ditch
- Give haircuts

Message

- Teach
- Do Videography
- Raise money
- Write/journalism
- Lobby
- Hold press conference
- Operate Shortwave radio
- Public speaking

Future

- Care for infant/s
- Raise children

COURSE EVALUATION

The authors of this course are interested in your feedback. Please answer the following questions and send your responses to the contact person for your group, as explained in the introduction to this guide.

What changes have you made in your life as a result of this group?

Are you thinking of continuing as a group beyond this course? If so why?

What has been the main impact on your life resulting from being in this group?

Is there anything that particularly surprised you?

Is there anything you would add to the sessions or take out?

Any other comments?