METHODS OF LOCAL

HUMAN DEVELOPMENT

(HD-I)

Revised
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Global Research Centrum
Ottawa Region

METHODS OF LOCAL HUMAN DEVELOPMENT

HUMAN DEVELOPMENT I

TIME DESIGN

	CONVERSATION: SPACE	CONVERSATION: ENGAGEMENT
	THE IMPLEMENTATION OF HUMAN DEVELOPMENT MANOEUVRE BUILDING	THE QUALITIES OF THE CORE IMPLEMENTATION TIME LINE
	CONVERSATION: TIME	CONVERSATION: EVALUATION
	THE JOURNEY OF HUMAN DEVELOPMENT EVENT ORCHESTRATION	
CONVERSATION: INTRODUCTIONS	ROUND TABLE Hors d'Oeuvre	
THE TIMES AND HUMAN DEVELOPMENT INDICATIVE PLANNING	CONVERSATION STUDY REFLECTION	

SESSION	I	II	III	V
WORKSHOP METHODS	**Brainstorming** -honour all data -long list - beyond existing solutions -stimulates new ideas -everyone's insights	**Gestalting** -clarity on parts -relate parts together -name whole-greater than parts -story	**Models** -relevant -internally consistent -elegant -beautiful	**Writing Method** -structure before con--text -write -read and suggest -rewrite
GROUP DYNAMICS	**Individuals** -90% brain not used -time pressure:intuition -individual real participation -trust group dynamics	**Leader** -sets context -asks question -maintains focus -pushes for clarity	**Task** -group exists only for task -does not belong in being except for task -not focused on personality -structures for sake of task	**Group** -equal to more than sum of individuals -multiple perspectives-multiple possible sol'n -rabbits are interesting perspective -must be shot by group
EFFECTIVE LEADERSHIP	**Team Leaders** -information glut more than indiv. can handle -time of great leaders past -team ldrship mode of future -yet someone hods chalk	**Motivity** -not carrot and stick -expand space -extend time -intensified relations	**Style** -intentional -futuric -comprehensive -archaic	**Discipline** -symbol of group -does homework -transparent to decision -selfhood of decision
CONSENSUS BUILDING	**Consensus** -no votes -agree on other alternatives -all participate -turn decision to represent body	**Implement** -society:planners and implementers -planners implement -most plans for plans' sake -plan is for action	**Symbols** -planning event symbol decision -plan is symbol of task -group is symbol of task -group is symbol of new society	**Story** -history long -world wide -beckons participation -motivates group

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MEAL	
FIRST MEAL	**Meal Introductions:** Meals can be used for self-consciousness. We will use them for conversations. **Song Context:** No singing in the first meal. **Ritual Context:** Rituals mark significance. EX. Happy Birthdays, national h holidays. We will use rituals at meals. **Ritual:** "It is precisely in this time of crisis that basic issues must be faced and bold initiatives taken." Willy Brandt. **Eat Meal On Behalf Of:** Local Communities every where. The 2,000,000 villages and neighbourhoods around the world.
SECOND MEAL	**Meal Introductions:** Meals are reminders of social inter-dependence. Some cooked for us, etc. **Song Context:** Historically songs have been used as a reminder of a community's corporateness like National Anthems. **Ritual Context:** Rituals rehearse social relations. Ex. Greetings, stand for the toast to the Queen. They rehearse who you are. **Ritual:** "Once the principle contradiction is grasped, all problems can be readily solved." Journal, Mar. 9, 1981. **Eat Meal On Behalf Of:** The Elders and their great wisdom that is untapped in our time.
THIRD MEAL	**Meal Introductions:** Meals are symbolic of community. Ex. Church pot-luck suppers, company picnic. They remind us of cohesiveness. **Song Context:** Songs are created in times of resurgence. They are expressions of a breakloose of spirit. Ex. Civil Rights Movement. **Ritual Context:** Rituals rehearse the deeps of being human. Ex. Tea ceremony, Wedding ceremony. They release corporate spirit. **Ritual:** "Everyone in his place can perform miracles: the primary duty is to put all energy into it." Journal, Aug 26, 1981. **Eat Meal On Behalf Of:** The Youth of this world as a symbol of hope in the future.

MEAL	
FOURTH MEAL	**Meal Introductions:** Meals are symbols of sharing and expenditure. Ex. serving each other, Progressive supper. They remind us of living off the expenditure of others. **Song Context:** When we harmonize, we allow great diversity in midst of common theme – like in a group or community. **Ritual Context:** Rituals must be recreated in a time of transition. Ex. "Catch you later", "Hey, what's happening". **Ritual:** "...Action is the only media through which real knowledge can be obtained." Journal, May 8, 1981. **Eat Meal On Behalf Of:** The women of this world and their demand for new roles of care for society.
FIFTH MEAL	**Meal Introductions:** Meals remind us of our dependency on life. –something gave life for us, Someone gave life for food. **Song Context:** Songs are used for motivity. They release the depth of living today. They sustain a group in a task. **Ritual Context:** Rituals rehearse the decision to do a task. Ex. Football Cheers, "Ok, let's go" at game. **Ritual:** "In the world when death is the hunter there are no small or big decisions. There are only decisions..." Carlos Costeneda. **Eat Meal On Behalf Of:** The men of this world and the creation of new horizons of society being demanded – the challenge of the new required by society today.
SIXTH MEAL	**Meal Introduction:** Meals often mark the beginning and end of things. Ex. Wedding feast, Funeral feast. **Song Context:** Songs express the full range of human experience – joy and grief, love and despair, and allows a community to celebrate all of its experiences. **Ritual Context:** Rituals are done on behalf of the larger society. Ex. dressing for dinner equalled stability of the Empire. Ritual at a club is for the whole club. **Ritual:** "It is precisely in this time of crisis that basic issues must be faced and bold initiatives taken." Willy Brandt. **Eat Meal On Behalf Of:** The social change that is in the process of happening all across the globe.

INTRODUCTION/TRENDS
CONVERSATION

| TASK/TIME	PROCEDURES	MATERIALS
Art form	**Rational Objective:** To introduce each other and establish a common context of care for local community. **Existential Aim:** To begin to mould a group from this collection of people. 1. Introduce yourself: your name and one way you are involved in your community. 2. Mention one global event (time and place, not a concern); go around and ask everyone for event that has caught their attention recently. (Write these down as they are being said. 3. Read out some events and ask: What trends (E,P,C) do you see emerging in these events? 4. How do these trends affect your community? 5. Which of these represent the biggest challenge facing your community in the next years 6. What is one issue you are particularly concerned about? Closing: We need to continually keep abreast of the trends of the times so that we can do effective community planning.	

LECTURE I

Pre-civilization   Civilization   Post-civilization

Kenneth Boulding

In the shift to Post Civilization you can see the
Political Revolution came in the 18th Century, the
Economic Revolution, in the 19th Century and we are
in the midst of a Cultural Revolution. This revolution
has included a revolution in the way people think, their
life style and the way they deal with what it is to be
human.
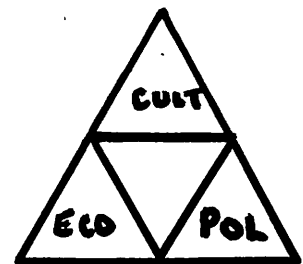
This course is going to talk about 5 things:-

        The times of development
        The presuppositions of local development
        The journey of development
        The nurture of those doing development
        The quality of those doing development.

We will basically use 3 modes of teaching:-

        The conversations at meals will raise questions...
        The lectures will not say anything new but point toward a direction.
        The workshops will use a series of planning methods to create images of change.

I would like to read from a poem .....

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LECTURE I

The Times of Development

HD Course

THE WORLD IN TRANSITION			THE Primal Community		THE ALTERNATIVE Approach		THE Principles of Planning	
STRUCTURAL Revolution	FLOOD OF Knowledge	Historical Image	HISTORICAL IDENTITY	TRICKLE DOWN	LACK of CAPITOL	METHODS Pre-Supposition	COMPREHENSIVE NOT SINGLE ISSUE
	EDUCATION + LOCAL/BUSINESS		CONTROL means of Production		TOP DOWN		CONTENT-LESS FORMAT
	CRY! SOCIAL INTEGRITY		VOLUNTEER PATTERNS of CARE		DOESN'T ARRIVE		CONTRADICTION ANALYSIS
	Response/ NEW LINKAGES		ALLOCATED/TRAD Roles of Engagment		START UP | CAPITOL MONEY | INVEST		REQUIRES TEAM EFFORT
Revol of Dispossed	UPHEAVAL IMPINGE/	Collapse of Community	TRANSIENCY	BUREAU-CRATIC APPROACH (Integrated Develop)	LACK of EXPERTISE	PARTICIPAT'N	WHOLE COMMUNITY
	LOCUS / MINORITIES & 3rd WORLD		STRUCTURAL DEPENDENCY		REGIONAL CENTERS		OUTSIDE Presence
	CRY / MEANINGFUL DESTINY		DIFFUSED ENGAGEMENT		DIS RELATED EXPERTISE		EVENT IN TIME
	RE-SPONSE/ NEW ALLIANCES		INDIVIDUALIZED VALUES		AVAILABLE EXPERTISE		PLANNERS ARE IMPLEMENTERS
Ontological Revolut'n	IMPINGE UPHEAVAL/ COLLAPSE INDUST SOCIETY	Emerging Reality	DISTINAL IDENTITY	Liberal APPROACH	LACK OF AWARENESS	ACTION IS PRODUCT	ACTION HANDBOOK EQUATION TO REAL PLANS ALL IS REAL
	LOCUS / YOUTH WOMEN		CONTROL means of DISTRIBUTION		CONSCIOUSNESS RAISING		TACTICAL IMPLEMENTAT'N
	CRY / SIGNIF ENGAGMNT		SOCIAL STRUCTURES of CARE		FOSTERS DEPENDANCY		NOT DEPENDANT ON OUTSIDE CONDITIONS/ RESOURCES
	RE-SPONSE/ NEW ROLES		ELECTED/CHOSEN Roles of Engagment		AVAILABLE EXPER/ EXPERTISE AWARE		PLAN IS SYMBOL of RESOLVE
Resur gence of Local Comm.	IMP UPH / URBANIZATION	REGIONALIZ Relations	GLOBAL/LOCAL NEXUS	CONSERVATIV APPROACH	LACK of MOTIVITY	Anticipated Consequences (marks BENEFITS EXPECTAT'N	MOTIVATION
	LOCUS / Peoples' COMM		REGIONAL ECO NETWORKS		EXHORTATION TO SELF-HELP		MULTIPLE Levels of VALUES
	CRY / LOSS OF IDENTITY		REGIONAL DECISION-MKG STRUC		INACTION		SPIN-OFF (unexpec) RESULTS
	RE-SPON / NEW RESOLVE		REGIONAL CULTURAL MINDSET		LOCAL INITITATIVE		COMMUNITY CONTROLS DEVELOP

Times of Development
Board Images

Human Dev. I

4 points	Lecture Image
I the world in Transition	 A house diagram with "MINORITY / 3RD W" at top, "YOUTH / WOMEN", "EDUC. / BUSIN.", "Local CommunTy". To the right: Dispossed, ROLES, STRUCTURES, New ResoLve
II the primal Community	 Hourglass diagram labeled GLOBAL, ReginAL, LocAL communiTies. STRUCTURE
III the Alternative Approaches	See table below
IV the principles of planning	Method Participation Action Consequences
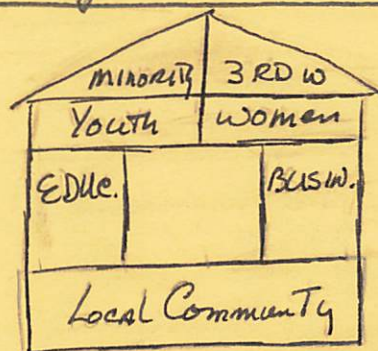
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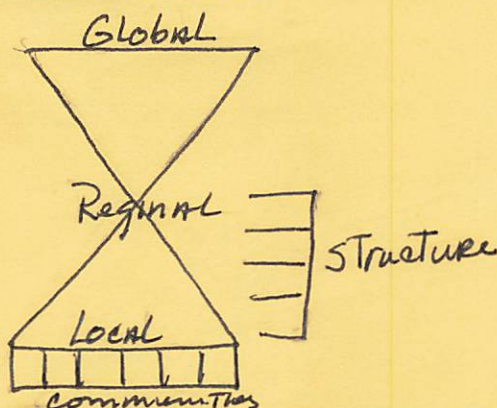
Type	Trickle-Down	Integrated Development	Consciousness Raising	Bootstrap Approach
Perceived Issue	Lack of Capital	Lack of Expertise	Unaware of Rights	Lack of Motivity
Method	Top Down	Regional Centers	Conscious-ization	Exhortation to Self-help
Problem	Doesn't Arrive	Disrelated Solutions	fosters dependancy	Inaction
Gift	Start-up Capital is Neccesary	Technology is required	Aware of Choices	Local Initiative

SESSION I

Indicative Planning

TASK/TIME	PROCEDURES	MATERIALS
	Rational Objective: To demonstrate methods of indicative planning through community forum method **Existential Aim:** To experience possibility of creating a consensus about future directions.	
PLANNING METHOD	1. Singing short course 2. Sing a song Walk through pillars of planning including workshop methods. Pillars of Planning: VISION - hopes and dreams. If you could have it your way, you would like to see...CONTRADICTION - why is the vision not here, what's blocking it? If you were to start doing your vision tomorrow what do you anticipate running into? A contradiction could be structure, mindset, policy, etc. PROPOSALS - strategies, new directions, creative, over-against contradictions, not for the vision. TACTICS - has a social form, an activity you could see someone doing, or a team doing. IMPLEMENTARIES - practical steps, who, what, where, when, how, why. Specific actions on a time line.	BOARD IMAGE
USE OF METHOD	1. Many forms. We will use the community forum. 2. Different lengths of time - 1 hour to 7 days 3. Any audience with any concern 4. Any size group - 25 to 2,000.	
FOCUS OF GROUP	1. Consense on the focus (parameters) the group will be dealing with during the course (community, region, organisation, or issue) 2. Talk through so whole group is clear. 3. Ask what are some things about __(focus)__ you know about. 4. What are activities? 5. What do you see? 6. We all understand the focus is _____.	

BRAINSTORM-ING
 	
SHORT COURSE
	Brainstorming
	  -intuitive process, compressed time
	  - all ideas received
	  -work individually first
	  -go around table - everyone gets voice out
	  -creativity	

VISION CONVERSATION	1. Brainstorm past/present images 2. Individually write 3 vision elements - things you hope for in the future. 3. Have several people read items 4. Any different ones? 5. Ask group to write down arenas of vision 6. Put on board	

Methods of Local
Human Development

SESSION I
Indicative Planning

page 2

SESSION I

TASK/TIME	PROCEDURES	MATERIALS
CONTRADICTION brainstorm	1. Now we will look at what is preventing this vision from coming into being. 2. Walk through social process triangles. Can't say the block is outside the area of focus. Can be experienced, objective or subjective. Must be something the "local" can do something about. 3. Individually list 5 - 10 blocks to the vision. Look at the social process triangle. 4. Choose your 3 most substantial blocks - write on 4 x 6 cards	Social Process Triangle 4 x 6 cards markers
SWIRL GESTALT	1. Ask for 1 card from each person. 2. Put in swirl on board 3. Ask for second round 4. Name emerging clusters 5. Ask for different cards 6. Check name of cluster. Are the cluster names still on target? 7. Ask for primary number of cards in each cluster.	
CHALLENGE STATEMENT	1. Divide in to groups equal to number of clusters 2. Assign cluster to each group 3. Walk through small group procedures. Hand out work sheets 4. Walk through sentence (challenge statement)	In the arena of... the fact that... the challenge is.-. illustrated by 1 2
CHALLENGE PLENARY	1. Each group read challenge 2. Reflect - surprised, right on target, clarity needed, list other examples	3 4
PROPOSAL BRAINSTORM	1. Individually write 5 - 10 broad activities that will deal with the blocks 2. Choose 3 best 3. Put on 4 x 6 cards	
PROPOSAL CLUSTERS	1. Call for the best proposal from each individual. 2. Get a second round 3. Name emerging clusters 4. Call for different categories 5. Ask individuals to plot rest of cards and tabulate.	O-/cX*
PROPOSAL STATEMENT	1. Divide group into proposal clusters 2. Walk through the proposal statement procedures. Hand out worksheets. 3. Context: a proposal is a bold new direction for the arena. It is indirect, it deals with the contradiction, in more than one way. 4. Discern the thread in the cluster that is the bold new direction. 5. Write statement. 6. Put on butcher paper.	In order to ... We propose that... This would be implemented by 1 2 3 4

TASK/TIME	PROCEDURES	MATERIALS
PROPOSAL PLENARY	1. Sing a song while charts are put on board. 2. Have each team read proposal statement. 3. Reflect on the proposals: which most comprehensive which deal with what contradiction which easy, difficult any additional proposals needed	
EVENING SESSION REVIEW	1. Importance of evening is the method. Let's review the process in detail. 2. First we sang a song. 3. Name the steps we went through – three workshops (get from group) Vision – verbally contradictions – workshop proposals – workshop 4. There were similar steps we did in each. What were they? –brainstorm –group –name 5. Workshop Methods: Brainstorming: out to use 90% of brain not normally used. Intuitive process, not deep rational thought. Individual work first to ensure broad based input to corporate product. Everybody's data upon the board. No wrong answers, only questions of clarity. Grouping: seeing relationships in the data Naming: taking a relationship to the data, creating a common mind.	
REFLECTION	1. What was most useful? 2. What was unclear? 3. What would be helpful to do differently? 4. What would you use this for – groups, conversations, etc? 5. This is called the indicative planning method. The next session will be a talk on principles and the exercise will focus on how implementation is done through the manoeuvre method.	
CLOSING RITUAL	These are the times We are the people	

PAST / PRENT	FUTURE VISION

BRAINSTORM OF ISSUES

Economic	Political	Cultural	TITLES

Blocks	Contradiction	Illustration

INDICATIVE PLANNING

BRAINSTORM OF PROPOSALS							
Titles							
Actions							

Actions	Intents

Activity (Proposal)	Implementing Steps

SPACE CONVERSATION

| TASK/TIME	PROCEDURES	MATERIALS
Art form	Rational Objective: To create a context that allows sense of space to be radically expanded. Existential Aim: To expand consciousness of this group's relationship to the globe. 1. What do you notice about this map? 2. What intrigues you about this map? 3. What difference does having this picture of the world make of your image of the world? 4. Complete this sentence: "The world we live in is. . ." When we have a map or image like this it changes our relationship to space dramatically.	MAP OF GLOBE

LECTURE II

For change to happen self-consciously in society, a model of social change
is needed. One person described the process like this:

History is going along and a body of
people become self-conscious of the need
for change, build a model of the new society,
creat images of that society and inject
those images into the historical process and
society changes - not always the way the group
intended.

MODEL   IMAGES
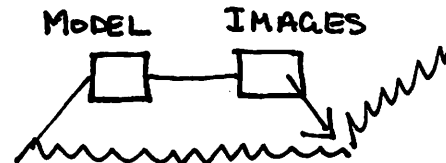
Now let's rehearse where we are:-

Human Development I				
The Times of Development	The Principles of Local Development	The Journey of Local Development	The Nurture of Those Who Care	The Qualities of The Core

I would like to read something from a book ....

Lecture II

HD Course
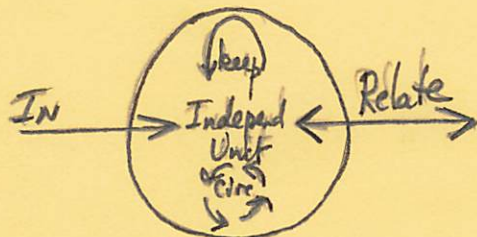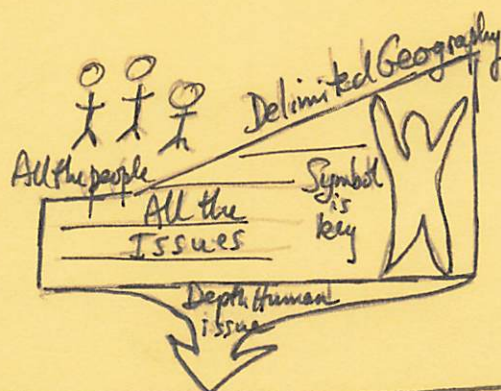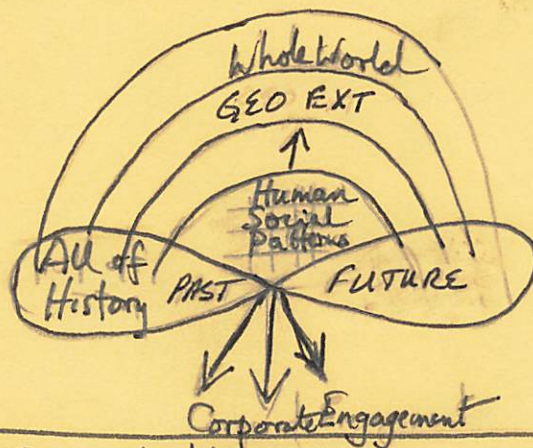
The Implementation of Development

	Economic Pre-Supposition		Social Pre-suppositions		Cultural Presuppositions		Implementation Presuppositions	
Economic Contra-Dictions	STAGNANT LOCAL ECONOMY		**Social Contra-Diction**	DELUSSED SUPERFIC SOLUT'N	**Cultural Contra-Dictions**	PAROCHIAL DEFENSIVENESS	**Actuation Contra-Dictions**	PROGRAMMATIC/SERIAL ACTUATION
	EXTERNAL ECONOMIC CONTROLS			FRAGMENTED SOCIAL STRUCTURES		FRAGMENTED SOCIAL ENGAGEMENT		EXPERTISE OVERRELIENCE
	SMALL, UNVIABLE MINDSET			LOST LOCAL IDENTITY		RELATIVIZED SOCIAL SYMBOLS		GOING - LOCAL (NATIVE)
	UNTAPPED RESOURCES			EVER PRESENT DISPOSSESSED		HISTORICAL MEANINGLESSNESS		INCONSISTANCY
Principles	ISOLATE ECO. UNIT		**Principles**	DELIMITED GEOGRAPHY	**Principles**	DESTINAL STORY	**Principles**	RAPID, VISABLE SIGNS
	INCREASE FLOW OF MONEY INTO VILLAGE			ALL PEOPLE ALL PROBLEMS		CORPORATE ENGAGEMENT		EVENTS CHANGE REALITY; ACTION PRECEDES STRUCTURES
	KEEP + CIRCULATE AS LONG AS POSSIBLE			DEPTH HUMAN PROBLEM		PATTERNS OF HUMAN RELATIONS		BALANCE IMMEDIATE + LONG TERM
	RELATE TO LARGER ECONOMY			SYMBOL IS KEY		GEOGRAPHIC EXTENSION		COMMUNITY DOES IT
INTENT	INCREASED FAMILY INCOME		**INTENT**	FOCUSED CHANGE	**INTENT**	EXPANDED RESPONSIBILITIES	**INTENT**	BRIDGE GAP BTW. PLAN & ACTION
	STABILIZED INCOME CYCLES			TRANSFORM LIVES		DEPTH ENGAGEMENT		DEMONSTRATE RESIDENTS CAPACITY
	AGGRESSIVE RESOURCE MGMT			GROUNDED IDENTITY		INTENTIONALIZED SYMBOL SYSTEM		RELEASE DEVELOPMENT MOMENTUM
	STRUCTURAL SELF-SUSTAINENCE			STRUCTURAL SELF-RELIANCE		STRUCTURAL SELF-CONFIDENCE		STRUCTURAL SELF-MOTIVATION
Economic Programs	AGRICULTURE		**Social Programs**	HEALTH MAINTENANCE	**Cultural Programs**	LIVING ENVIRONMENT	**MANUVER ART**	IMPLEMENTS EXISTING BROAD PLAN
	COMMERCE			FUNCTIONAL EDUCATION		CORPORATE PATTERNS		LIMITED TIME & OBJECTIVES
	INDUSTRY			SO. WELFARE		COMMUNITY IDENTITY		REQUIRES TEAM EFFORT
	SIGNIFICANT EXPENDITURE			INCLUSIVE CARE		COMMUNITY SPIRIT		ASSUMES VICTORY IN REAL SITUATION

GRC: Ottawa	The Implementation of Development Board Images	Dec 2, 1981

HDI

4 points	Lecture Image
I The Economic Presupposition	
II the Social Presupposition	
III the Cultural Presupposition	
IV The Implementation Presuppositions	Rapid Visible Signs Events change Reality Action precedes Structures Balance Immediate & longterm results Community does it

LECTURE II SENTENCE BRIEFS

SESSION II

Manoeuvres

TASK/TIME	PROCEDURES	MATERIALS
	Rational Objective: To participate in and observe the art of manoeuvres. To be able to discern the pillars of the method	**Existential Aim:** To experience the effectiveness of manoeuvres method in accomplishing tactics.	
OPENING	1. Singing short course 2. Sing a song. 3. Context the journey of our work. We're going to deal here with tactics. Tactics are sequenced and implemented. A manoeuvre is a short-term set of actions designed to reach a particular practical goal - a series of swirled tactics coming together in a common focus; -delimited time from a specific beginning to the end. 4. The art of manoeuvre takes a tactic and quickly discerns the actions required to acocmplish it. The assumption is that tactic comes from larger thought-through plan. The manoeuvre has a specific time frame in which the action will be accomplished. The method involves discerning the victory, listing the real advantages and actual obstacles to accomplishing the task. The manoeuvre creates an advantage toward victory rather than battling the obstacles which often decrease momentum and defuse the focus of the victory. The key is that victory is assumed from the start, which increases the momentum. 5. What are some movies where you have seen tactics acted out? 6. What are some examples of manoeuvres around here? 7. Manoeuvres are a catalytic vehicle for getting a job done. 8. We will take a tactic out of the planning we did last night. 9. Which tactic would be a good one to use? Which would have the greatest impact on all the others getting started? 10. Choose the key tactic and write name on board. 11. Hand out worksheets	PROPOSALS CHART WITH TACTICS ON WALL WORKSHEETS Team work out 2-3 that would work

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TASK/TIME	PROCEDURES	MATERIALS
VICTORY CIRCLE	1. In order to create a manoeuvre, we have to assume the victory. If this "event" happened, what's different? What would it look like? List on the board 2. What contradiction would it have moved on? 3. What new relationship would be in place? what new perceptions would there be? 4. You assume victory - it's inside yourself. Nothing outside ourself will tell you what it is. What name would you give to this victory?	4 x 6 cards markers tape worksheets
ADVANTAGES	1. Let's step back to the present and look at the advantages we've got going for us. 2. Individually write down 5 or 6 points of advantage already present that will enable victory like key people, past performance, activities, general interest etc. 3. Ask for list on board at least 15. 4. Make sure you get out any that are different.	
VULNERABILITY	1. Now, we want to look at the other side of advantage - disadvantage. Where are you limited in reaching the victory. 2. Individually write down 5 or 6 3. Ask for vulnerabilities, list on board at least 15. 4. Make sure you have all arenas of disadvantage.	
DO'S BRAINSTORM	Now that we know the milieu we're working in, the victory, the advantages and vulnerabilities, we're ready to get to work. 1. List individually 10 things to be done to have this tactic happen. 2. Ask for 2 - 3 to read their list. Each person jot down "arenas" of do's - things that are alike. 3. What arenas have you heard emerging? Write those on the board. Make sure all the facets are covered. Keep checking your lists for comprehensiveness. 4. We're going to intuitively gestalt these to 5 - 7 arenas. Any more and we're back to tactics. Trust your intuitions. Gestalt to 5 - 7 arenas. Number the arenas. 5. Pass out 4 x 6 cards and markers. Ask each person to write their do's (best 2 - 3) on cards with the arena number, to give to the team working on that component.	
TEAM WORK	1. Break into teams, one for each component, and one to create the chart and poetic titles. 2. Context the chart: motivity is built when poetic and actual names are given to the manoeuvre. 3. Each team review cards in their arena, and discern 4 components. Name the components. 4. Write a short statement on the manoeuvre.	The intent of _____ is to ____ It will be accomplished by _____

TASK/TIME	PROCEDURES	MATERIALS
POETIC CHART	1. Discuss the theme of the manoeuvre from the 5 - 7 arenas. 2. Short course: It is direct action, supporting, indirect action, flanking, or symbolic. 3. Build chart 4. Give poetic titles that reflect role of the arena. 	
PLENARY Art Form	As each team finishes, get 4 components written on chart under appropriate arena. 1. Sing a song 2. Ask each team to read their paragraph and the titles of the components. 1. What are key phrases? what surprised you 2. What raised doubts or questions? Where are you unclear? 3. Which would be most effective? 4. Which have most impact on people? 5. Which have most symbolic power 6. Most difficult, easiest 7. Which do first/last 8. Look at the chart. Are the titles clear? Do they reflect the paragraphs? 9. Clean the boxes if necessary. Gather the paragraphs for typing	
METHOD REVIEW	We aregoing to take a few minutes to review the workshop. 1. Review the steps of the method 2. What excited you? 3. Where did you get confused? by what? 4. How is this a useful exercise? 5. What would happen to people during this exercise? 6. Where could you use this? 7. What does this tell you about local community out of your experience?	
SEND OUT	1. Announcements 2. Send Out: These are the times We are the people	

MANOEUVRES WORKSHOP

Tactic	

Advantages:	Vulnerabilities:

Do's

Arenas

TITLE	INTENT	who/when/how

THE SLIT

Some lands are flat and grass-covered, and smile so evenly up at the sun that they seem forever youthful, untouched by man or time. Some are torn, ravaged and convulsed like the features of profane old age. Rocks are wrenched up and exposed to view; black pits receive the sun but give back no light.

It was to such a land I rode, but I rode to it across a sunlit, timeless prairie over which nothing passed but antelope or a wandering bird. On the verge where that prairie halted before a great wall of naked sandstone and clay, I came upon the Slit. A narrow crack worn by some descending torrent had begun secretly, far

above the prairie grass, and worked itself deeper and deeper into the fine sandstone that led by devious channels into the broken waste beyond. I rode back along the crack to a spot where I could descend into it, dismounted, and left my horse to graze.

The crack was only about body-width and, as I worked my way downward, the light turned dark and green from the overhanging grass. Above me the sky became a narrow slit of distant blue, and the sandstone was cool to my hands on either side. The Slit was a little sinister—like an open grave, assuming the dead were enabled to take one last look—for over me the sky seemed already as far off as some future century I would never see.

I ignored the sky, then, and began to concentrate on the sandstone walls that had led me into this place. It was tight and tricky work, but that cut was a perfect cross section through perhaps ten million years of time. I hoped to find at least a bone, but I was not quite prepared for the sight I finally came upon. Staring straight out at me, as I slid farther and deeper into the green twilight, was a skull embedded in the solid sandstone. I had come at just the proper moment when it was fully to be seen, the white bone gleaming there in a kind of ashen splendor, water worn, and about to be ground away in the next long torrent.

It was not, of course, human. I was deep, deep below the time of man in a remote age near the beginning of the reign of mammals. I squatted on my heels in the narrow ravine, and we stared a little blankly at each other, the skull and I. There were marks of generalized primitiveness in that low, pinched brain case and grinning jaw that marked it as lying far back along those converging roads where, as I shall have occasion to establish elsewhere, cat and man and weasel must leap into a single shape.

It was the face of a creature who had spent his days following his nose, who was led by instinct rather than memory, and whose power of choice was very small. Though he was not a man, nor a direct human ancestor, there was yet about him, even in the bone, some trace of that low, snuffling world out of which our forebears had so recently emerged. The skull lay tilted in such a manner that it stared, sightless, up at me as though I, too, were already caught a few feet above him in the strata and, in my turn, were staring upward at that strip of sky which the ages were carrying farther away from me beneath the tumbling debris of falling mountains. The creature had never lived to see a man, and I, what was it I was never going to see?

LECTURE III

We have said that 80% of the problem of doing local community development is
motivity. There are 3 basic dynamics to motivity. The first is expanding
space. The second is extending time and the third is intensifying
relationships. Putting the task in the largest possible context and
requiring as much as possible from those doing development generates
motivity.

Now to point to where we are:-
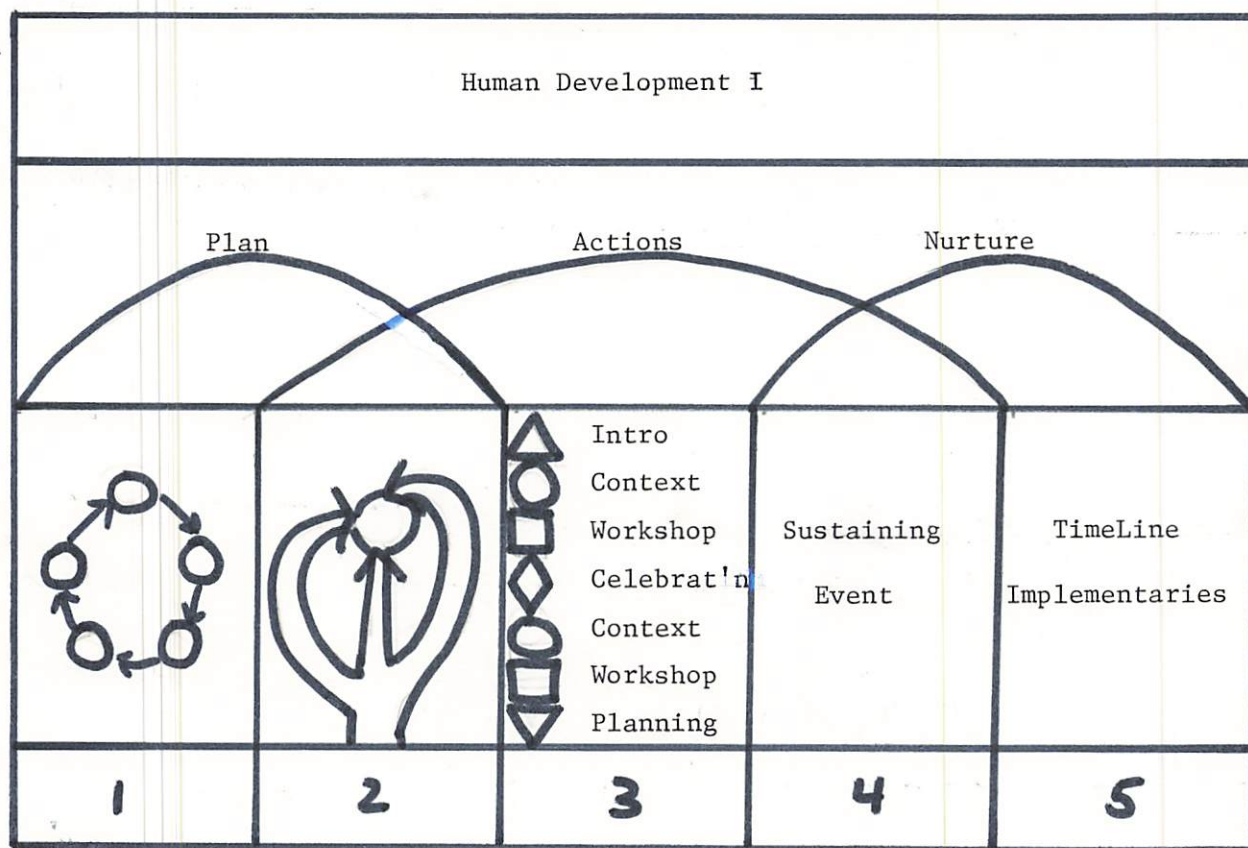
I would like to read from this book ......

THE JOURNEY of Community

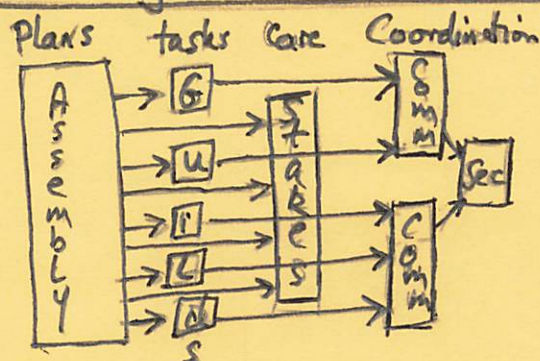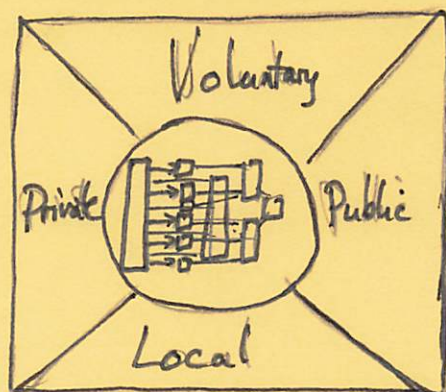|		WHAT	WHY	CONTEXT(?)	Key
I **THE** **ORGANIZAT^N**	Assembly	Community GATHERING	Consensus FORMATION	Everyone PARTICIPATES	Accountability + Indicative PLANNING
	Guilds	TASK FORCES	Implement Consensus	The WHOLE TASK	MANUEVER Implment't
	STAKES	Geographic CARE	Nurture & TRAIN	STRUCTURAL CARE OF NEIGHBOR	Spirit Celeb. STUDY CAMPAIGNS
	Commission/Secretar-iate	COORDINATION	InterFace Int'l/Ext'l	Representatⁿ by VOLUNTEERS	Collegium (DAILY CHECKPoint)
II : **THE** **FRAME**	LOCAL	WHOLE Community	PASSIONATE Resolve	OBJECTIVE VICTORY	Initial NOD
	PRIVATE	NAT'L / INTERN'L	MOVES RAPIDLY	EXPAND-ABLE MKTS.	ASSISTANCES
	Public	Elected / Bureau.	Hold Comprehens.	BRIDGES LOCAL / REGIONAL	PARTICIPAT^N
	VOLUNTARY	INDIV / AGENCIES	SKILLS T/T/$	FOCUSED Cooperat^N	GUARDIAN CORE
III **THE** **JOURNEY**	Disbelief	Initial CONVERSATION	STARTLED Scepticism	DOOR TO DOOR	GAIN CONFIDENCE
	Excitement	PLANNING Consult	undreamed Possibility	RAPID Implement^N	UTILIZE WHOLE Community
	Disillusionment	Sees Difficulty	HOPES UNREALIZED	SIMPLE SIGNS Longsword	Indicate Progress
	Perserverance	Sees Signs	Struggle THRU	SITE VISITS	CLAIM Public STORY
IV **THE** **LEADERSHIP**	JOURNEY Leaders	AWAKEN-ment	ENGAGEMNT	LOCAL Responsibilitles	GLOBAL Responsibility
	SHADOW	WATCH ONE ~~DO ONE~~ ⇧ TEACH ONE	CREATING EXAMPLES	Inclusive ONGOING TRNG	CORPORATE NOT Independnt
	PRACTICAL TRNG	Indicative Skills	ON-THE JOB	OUTSIDE Demonstrat^N	EXPAND SKILL ARENAS
	FORMAL TRNG	Indicative MOTIVE	sustaining Necessity	SYMBOLIZED Credibility	Teach OTHERS

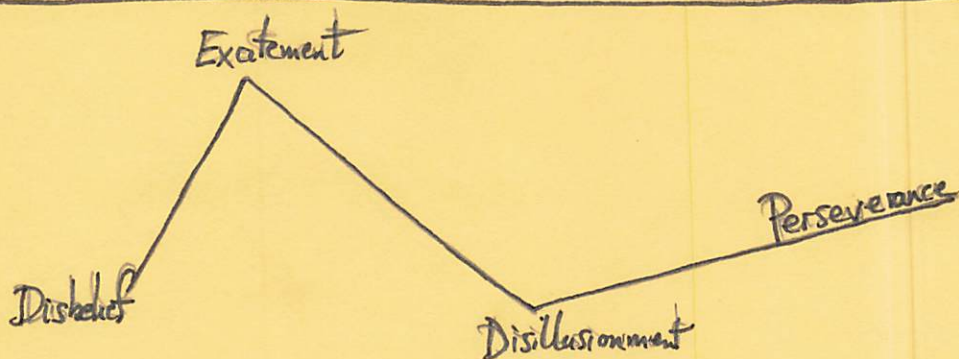# Journey of Community Lecture
Board Images

4 points	Lecture Images
I The Organization	Plans tasks Care Coordination
II Three Frame	
III The Journey	
IV The Leadership	Journey Shadow Practical Formal

LECTURE III SENTENCE BRIEFS

SESSION III

Event Orchestration

TASK/TIME	PROCEDURES	MATERIALS
	Rational Objective: To apply manoeuvre writing exercise to create a life transforming event. / **Existential Aim:** To experience the possibility of being part of an event that significates human experience and occasions life change.	

OPENING	1. Singing short course
	2. Sing a song
	3. Context: Events occasion change in people's consciousness and that of the community when they embody the discontinuous, and utilize a method that is consistent with the journey of consciousness and when reflection produces a significating story. For example, transforming a mundane situation like a meal or a meeting. A personal or community disaster that occasions new consciousness and structures.
	4. We will do three events - 20 minutes each.
	       Think Do Fulfill
	       Plan workday celebrate
	Assign the events to teams; hand out worksheets, walk through
	
	   1 will conduct a planning meeting about how to recruit people to a work day (indicative planning)
	   2 will plan and do the orchestration of the workday
	   3 will plan and do the celebration after the workday.
	
	Each of these need to seem independent of the others.	

DESIGN EVENT in teams	1. Determine objectives, intents and audience 2. Brainstorm victory, advantages, vulnerabilities, do's 3. State theme, context, pillars, assign prep work 4. Build time design and event	Hand out worksheet to planning group
CREATE DRAMA in teams	1. Practice event/train leaders 2. Create publicity and materials 3. Design practics, talk through finesse 4. Make events assignments	
EVENTS PLENARY	1. Gather teams 2. Do three events 3. Art form the events	
METHODS REFLECTION	1. Sing a song 2. Let's go back through what we did this afternoon. 3. Review the steps 4. Where dod upi get cpmfised? by what? 5. What would happen to people during one of these? 6. What does this tell you about local community?	

EVENT SHEET

DESCRIPTION OF TASK:

Rational Objective: What are you out to do with this event?	Target: —who you are out to impact Who do you want to have as the primary audience?	Existential Aim: Address on people. What do you want people to experience?
Tasks: for prep	Theme: (Rider) Focus of attention planning/building park "New Day Canada" etc	Roles: to be played
Tools: for prep	Surprise: element What's unexpected	People: available for assignment
Timing: of prep The countdown	Flow: parts of event	Assignments:

HANDOUT WORKSHEET FOR
PLANNING GROUP IN THE
EVENTS ORCHESTRATION
WORKSHOP

TASK	WORKSHOP SCRIPT	

Welcome
  Host
 	
Leader
 	
Ask groups:
 	
' Leader
 	
Ask group:
 	
Leader
	1. Define setting: who you are, where you have been, what is objective.
	
	2. Articulate the vision: number of people at the workday and what they should accomplish
	
	3. What would be the issues and blocks to recruiting these people? List 5 – 6
	
	4. Group them quickly – intuit the underlying issue
	
	5. List 4-5 ways to overcome each underlying contradiction
	  -group similar actions
	  -name the strategy
	  -list steps to accomplish the strategy
	
	6. Assign the steps
	
	7. Reflect on the meeting: what did we do, what happened to us.	

DESCRIPTION OF TASK:

Rational Objective:	Target:	Existential Aim:
Tasks:	Theme:	Roles:
Tools:	Surprise:	People:
Timing:	Flow:	Assignments:

ROUNDTABLE CONTEXT

TASK/TIME	NPROCEDURES	MATERIALS
Opening	1. Sing two songs	
	2. Ritual	
Context:	The care of the team of people who have decided to care for the future and effect change is critical to the sustainance of the task.	
	Injecting the discontinuous which provides the dynamics of collegiality, study and reflection is a way of providing this care.	
	Tonight we will demonstrate intentional yet relaxed forms of these dynamics.	

THE ROUNDTABLE

BRUEGEL PAINTING

TASK/TIME	PROCEDURES	MATERIALS
	Art Form context: It is possible to use many forms of art that convey profound human insights about society. Look at the picture behind me. 1. What shapes do you see? colors? objects? (Go around the table, point to what they are looking at). 2. What color would you add? where? take out from where? What else would you add, take out? What music would you hear in the background? What noises do you hear? Have everyone make their noise at the same time. What emotion do you feel with the painting? Where would you hang it? 3. What story would you tell about this painting? What is going on here – there? What is this painting saying about community? Where do you see this going on in your community? what's the block? 4. This was a trialogue between yourself, the team and the artist. It is not a time to judge the work but a way to discover what the artist is saying to you about the society in which we live. This is a painting by Peter Breugel the Elder, called "Children's Games", a scene in Antwerp, Belgium several hundred years ago.	

THE ROUNDTABLE

STUDY

TASK/TIME	PROCEDURES	MATERIALS
	Context: Forms of study enable a team to create a common story, common memory and common contexts. It also enables a dialogue with the thinking of other people about various aspects of life. To night we have a reading to demonstrate team study. Hand out the reading. Brueggemann, "The Prophetic Imagination" 1. Go around table, each read a sentence at a time.	study papers
Dialogue	1. What phrases do you remember 2. What surprised you? What was new? 3. How did the author use the word: implementation? 4. How do you experience society "competent to implement anything?" 5. What does the author say needs to precede implementation? 6. What is the role of imagination? 7. Where have you seen the "shrinking of imagination"? 8. Where do you see the "ministry of imagination"? or future alternatives being proposed? 9. What does he say imagination comes over against? 10. How does energizing happen? 11. Where have you seen communities participating in (or groups) implementation? in imagination? 12. How have you seen communities or groups energized? 13. What is the one thing that would energize this community?	

The prophet engages in futuring fantasy. The prophet does not ask if the vision can be implemented, for questions of implementation are of no consequence until the vision can be imagined. The _imagination_ must come before the _implementation._ Our culture is competent to implement almost anything and to imagine almost nothing. The same royal consciousness that makes it possible to implement anything and everything is the one that shrinks imagination because imagination is a danger. Thus every totalitarian regime is frightened of the artist. It is the vocation of the prophet to keep alive the ministry of imagination, to keep on conjuring and proposing alternative futures to the single one the king wants to urge as the only thinkable one.

It is the task of the prophet to bring to expression the new realities against the more visible ones of the old order. Energizing is closely linked to hope. We are energized not by that which we already possess but by that which is promised and about to be given. It is the tendency of liberals to rail and polemicize, but in the lack of faith or bad faith of so many it is not believed that something is about to be given. Egypt was without energy precisely because it did not believe anything was promised and about to be given. Egypt, like every imperial and eternal now, believed everything was already given, contained, and possessed. If there is any point at which most of us are manifestly co-opted, it is in this way. We do not believe that there will be newness but only that there will be merely a moving of the pieces into new patterns.

Walter Brueggemann
The Prophetic Imagination
Fortress Press

THE ROUNDTABLE

CHARTING THE DAY

TASK/TIME	PROCEDURES	MATERIALS
	Context: taking the opportunity to step back and reflect allows a story to be built about engaging or participating in life. Naming events create an authentic relationship to life.	paper pencils
	1. Take a piece of paper and draw a line across the page.	
	2. Divide the line into eight sections. Above the first put 6 p.m. above the last put 6.p.m. then number 9, 12, 3,6,9,12,3. Under the line put what you did in each section during the past 24 hours - just a word or two.	
	3. Put a star above the most significant event, then draw a line from the far left to the star and from the star to the far right (show if unclear)	
	4. Put a name on the day. "This is the great day of _____"	
	5. Ask some to share their titles.	
	6. Now, under the chart, write 5 things you need to do tomorrow.	
Reflection	1. What surprised you about this exercise? 2. How was it helpful? 3. When would you use an exercise like this?	
Send Out		

ENGAGEMENT CONVERSATION

| TASK/TIME	PROCEDURE	MATERIALS
	Rational Objective: To raise the question of what are the dynamics of motivating a community toward development. / **Existential Aim:** To experience the demand to full engage in the task of development.	
CONTEXT	1. Once in Omaha, Nebraska, the river began rising after a rainstorm and the high water mark was to be some 8 feet above the top of the levée. The whole town came out and worked 24 hours a day for 3 or 4 days filling sand bags and building up the levée. In a village, I've seen people work for 2 to 3 weeks for 18 hours a day bringing in a harvest. This morning we want to talk about this kind of intense engagement.	
ART FORM	1. What other situations have you seen people work like this kind of extraordinary effort? 2. When other than a natural disaster? 3. When have you participated in a super-human effort? 4. What is it about these kinds of situations that call forth the extra effort? 5. What are the demands of this kind of engagement? 6. What would be ways of using these elements to motivate a group? 7. The process of motivation and engagement are complex and difficult but need to be wrestled with to succeed with development.	optional / Review elements / closing

LECTURE V

We've talked about the approaches to development.

A. The Trickle Down and the Integrated Approach say that the basic problem is
    the need for outside resources. The Consciousness Raising and the Bootstrap
    say that the basic problem is the community needs education.

B. We're suggesting that local development happens from a coalition of Local,
    Public, Private and Voluntary groups working from the local to create change.
    Where the community is out to deal with its total life, the depth human issues,
    maximizing engagement and profoundly human symbols and stories that relate
    the community to the whole of society.

C. Next we've described the journey of develoment from comfortable unbelief that
    nothing can happen, to initial excitement, to dispair, and finally to chosen
    perserverance.

D. Lastly, we're going to discuss who it is that does this development.
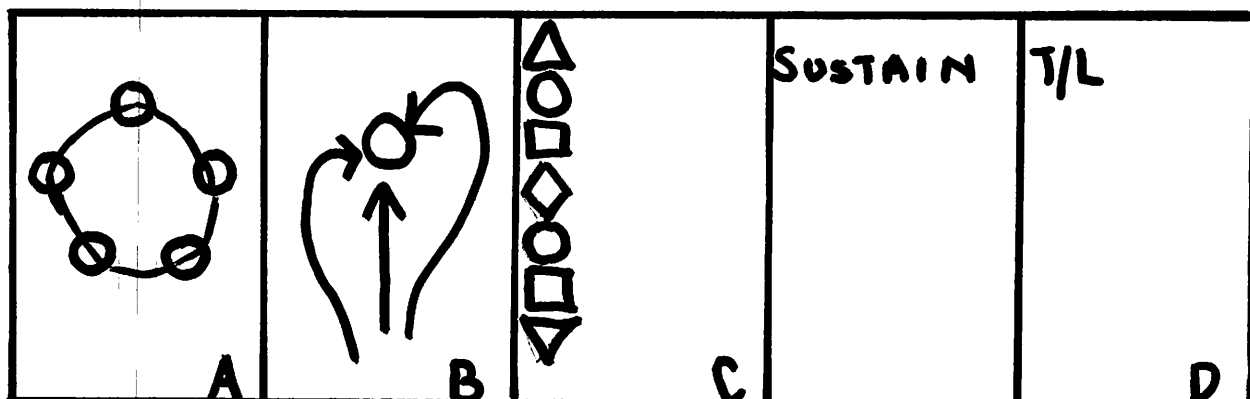
The Qualities of Care

Lecture IV (Session V)

The CORE		Formal Leaders	Informal Leaders	The Forgotten Women Youth Outcast	T.W.C.
	WHO SO ever will	Formal Leaders	Informal Leaders	The Forgotten Women Youth Outcast	T.W.C.
	ENGAGEMENT IS TEST	Individual Decision	SHOW UP	Accomplish Tactics	Collegiality
	CORPORATE Discipline IS SIGN	Regular PARTICIPATE	Assumed Roles	Willing OBEDIENCE TO The TASK	Intensified Being
	The League	Whole WORLD	ALL OF HISTORY	HISTORY CREATORS	BEGINNING TO BE VISABLE

The CATALYTIC TASK					
	IMPACT	AWAKEN 10% - 80% - 10%	Key is events	Time STRUCT RHYTHM	Depth AT START MOTIVATION
	DEMONSTRATE	Engagement	Key is Signs	WORK DAYS	Inclusive Responsibility
	TRAINING	Equipping	Key is Images	CONTEXTS	Practical Prowess
	INTERCHANGE	Relating	Key is People	SITE VISIT	Destinal Significance

The COSTS					
	ENEMIES	NATURAL	THREATENED POSITIONS	THREATENED BENEFITS	THREATENED STABILITY
	SUFFERING	CHANGE = SUFFER	Self Image	Comm Structures	SPIRIT
	DEMONS ALWAYS Present	ALWAYS Present	Submit TO CONTRACT	Need SIGNIFICANCE	Enthused Roles
	EXPENDITURE	Community	FRAME	CORE	DEATH IS POSSIBILITY

The Qualities					
	SOLITARY	Decide WITH LIFE	Decide ALONE	Selfhood	
	CORPORATE	OTHER SOLITARIES	EFFECTIVE-ness	Reminder	ACTS Together
	NOBODY	NO STATUS	No Reward	NO GRATITUDE	NO Friends
	VICTORIOUS	Assumed VICTORY	Perpetual Revolutn	Death on line	Historical SIGN

The Qualities of the Care
Board Images

4 points	Lecture Image
I The Core	 N.L. N.Y.
II The Catalytic Task	Impact 10% 80% 10% Events Signs Demonstration Training Images Interchange People
III the Costs	Enemies Suffering Demons Expenditure
IV the Qualities	Solitary Corporate Nobodies Victorious
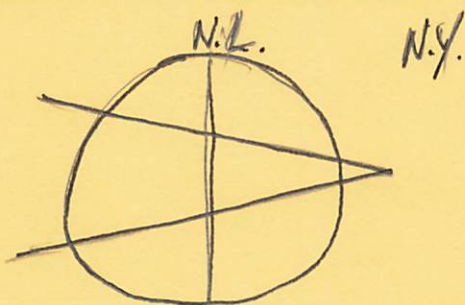
December 2, 1981

SESSION V

Implementary Timeline

TASK/TIME	PROCEDURES	MATERIALS
	Rational Objective To articulate implementing steps in time sequence	**Existential Aim:** To experience co-ordination of many steps possible within given time frame	
CONTEXT	1. Singing short course 2. Sing a song 3. This session we will take one of the manoeuvre components and discern the implementing steps and put them on a time line. The implementaries are the final step in planning. It brings clarity to the parts of a task; who will do the task, where and when and how it will be done. 4. Read the manoeuvre component chosen – ask for questions of clarity on manoeuvres. Hand out the manoeuvre chart and the paragraphs so all have them. Decide when the event is to be accomplished.	Workshop leaders pick component that has practical sequence eg 90 days.
PRACTICAL ACTIONS BRAINSTORM 30 min.	1. Divide into four groups, one per implementary of the manoeuvre. 2. Take 20 minutes to list 15 practical actions to accomplish the component. Decide the 10 key steps that are objective, seeable steps. For example, research is not an action – going to the library is an action. Planning is not an action, holding a meeting is an action. You need to ask of each action "What's getting accomplished". 3. Put the action steps on cards 4. Decide the sequence and put date on the cards. 5. Put cards on a timeline.	4 x 6 cards markers
PLENARY	 1. Have each team read the steps. 2. Ask questions of clarity 3. Where are obvious duplications across the timeline or up and down the timeline 4. Which could be combined into one action Clean the duplication writing a new card that holds the duplicate actions.	Put the timeline on board while groups are writing

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Methods of Local
Human Development

December 2, 1981

SESSION V

Implementary Timeline

page 2

TASK/TIME	PROCEDURES	MATERIALS
REFLECTION ON THE COMPLETED CHART	1. Where did you get excited? 2. Which are easiest? hardest? most difficul.t? 3. Where is the fun? where is the new? 4. The next task is to write up these implementaries so you do not lose the sense of what they are about.	
SENTENCE WRITING	1. In groups, write sentence for each implementary articulating the what (on the chart), who, when, where, why and how it will be done.	In order to (why)), (what) will be (when) (where) by (how) and (who).
CLOSING REFLECTION	1. Turn in sentences for production 2. What did we do in this session? What were the steps? 3. What struck you as new? what helpful in this method? how could it be used? 4. What are the key learnings of this method?	
ANNOUNCEMENT & RITUAL	These are the times We are the people	

CLOSING MEAL

EVALUATION

TASK/TIME	PROCEDURE	MATERIALS
MEAL	1. Sing several songs 2. Quote reading 3. Feast on behalf of. . .	

CONVERSATION	1. Review each session
	2. What images or sayings, phrases do you remember?
	3. What parts were most difficult, pushy?
	4. When do you use what?
	5. Which parts were unclear
	6. What recommendations would you make about the course
	7. Write a short statement: three things
	
	  —what were the parts of the course
	
	  —what happened to the group, what happened to you?
	
	  —what changes would you make, what would you keep the same
	
	8. Have a few read theirs aloud. Pass to front.	

ICA STORY	1. Pass out Image and subscriptions 2. Report what is going on in the region, invite to some events. 3. Hand out ICA materials 5. Call group out of being 6. Send out: These are the times We are the people	

MATERIALS FOR TEACHING

Indicative Planning worksheets
Readings
Manoeuvre Worksheet
Event orchestration worksheets (2)

Breughel painting   )
Prophet reading   ) Roundtable
chart for charting the day)

Components worksheet
read

4 x 6 cards   (5 x number of participants
magic markers
social process triangle
paper
Eisley reading
pencils
butcher paper
ICA annual reports
Image, pledge card
global map (Peters projection, if possible)
quotes on large sheets
song book/sheets
2 manuals
village organisation chart

HUMAN DEVELOPMENT - I : RITUALS AT MEALS

1. "It is precisely in this time of crisis that basic issues must
   be faced and bold initiatives taken."
   Brandt, W., et. al.: "North-South: A Programme for Survival".

2. "Once the principle contradiction is grasped, all problems can
   be readily solved."
   Journal, March 9, 1981

3. "Everyone in his place can perform miracles. The primary duty
   is to put all energy into it."
   Journal, Aug. 26, 1981

4. "Action is the only media through which real knowledge can be
   obtained."
   Journal, May 8, 1981

5. "In the world where death is the hunter there are no small or big
   decisions. There are only dedisions ...."
   Carlos Castenada: "Journey to Xtlan"

Ritual AT END of Workshop

Leader::   These are the times
Community:We are the people
Repeat 3 times

I. Brandt, Willy, et al: "North South: A Programme for Survival"

2. Servan-Schreiber, Jean-Jacques: "The World Challenge", Simon & Schuster New York.

3. Stanford Research Institute: "The Emerging Paradigm"

4. Toffler, Alvin: "The Third Wave", William Collins Sons & Co. Ltd., London SW1A 1PS.

5. Roszak, Theodore: "Where the Wasteland Ends"

6. Institute of Cultural Affairs: "Image", Vol. XI, No. III, IV.

7. Institute of Cultural Affairs: "Annual Report: 1980"

8. Vanistendael, August: "Report to Major Order Superiors: Rome"

9. Mathews, Joseph W.: "Report to Senate Subcommittee on Urban Disturbances", Image, Institute of Cultural Affairs.

10. Eiseley, Loren: "The Immense Journey"

11. Brueggemann, Walter: "The Prophetic Imagination", Fortress Press.

12. Teilhard De Chardin, Pierre: "Building the Earth"

13. Ortega y Gasset, Jose: "Man & Crisis", Norton Library.

14. Oates, Joyce Carol:

15. Thompson, William Irwin:

16. Boulding, Kenneth: "The Meaning of the 20th Century", Harper Books.

17. Cozart, William: "Model-Building as a Way of Life", From Wind and Chaff, Vol. IV, No. 4, Sept. 1967.