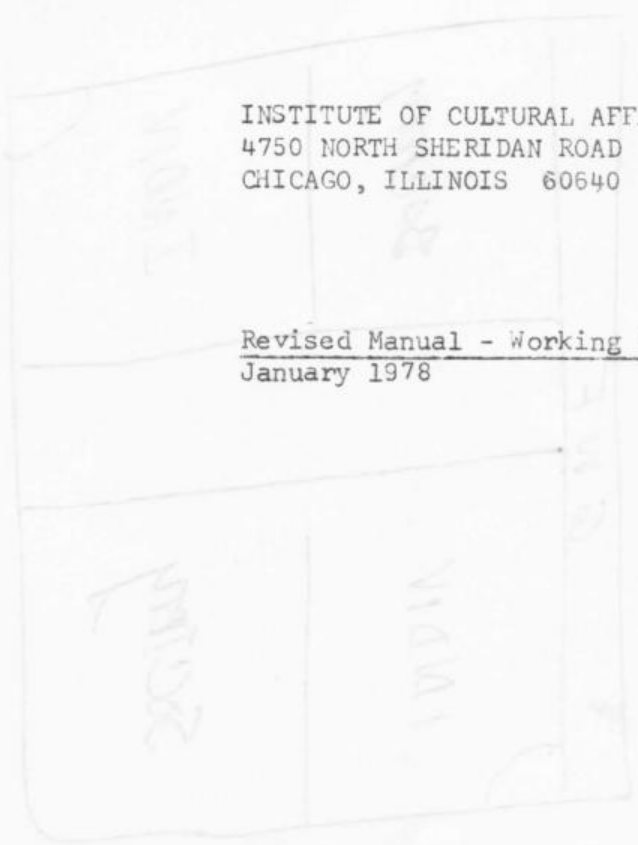


NAME NOT SCANNED

GLOBAL WOMEN'S FORUM

INSTITUTE OF CULTURAL AFFAIRS  
4750 NORTH SHERIDAN ROAD  
CHICAGO, ILLINOIS 60640

Revised Manual - Working Draft  
January 1978



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IMWI - 2002  
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Institute of Cultural Affairs

GLOBAL WOMEN'S FORUM HOLDING CHART

1977-78  
Working Draft  
Not for Distribution

PRELUDE  
(45 min)

ACT I  
TODAY'S WOMAN AND HER WORLD  
(115 min)  
*Knowing*

ACT II  
GLOBAL WOMANHOOD  
(120 min) *Lunch*  
*Being Spent ear*

ACT III  
TODAY'S WORLD AND ITS WOMEN  
(115 min)  
*Being*

POSTLUDE  
(45 min)

Want to equalize the gap of women  
REGISTRATION (no fees)  
② Conversation with women  
COFFEE

TALK - TODAY'S WOMAN  
1. Experience of Sociality *was born into this structure*  
2. Experience of Phasiality *am this off*  
3. Experience of Sexuality *of this act*  
4. Experience of Trans-rationality *to make a world*  
*= Her integrity, not on where she decides to stand in each of those*

INTERLUDE

TALK - TODAY'S WORLD  
1. Care in the 20th Century  
2. Corporate to Release Action  
3. Courage to be Effective  
4. Creativity to Shape the Future

SONGS  
REFLECTION

WELCOME  
CONVERSATION

WORKSHOP - HER WORLD  
1. Discerning the World's Needs  
2. Intuitive Clustering  
3. Naming the Underlying Difficulties

READING  
CONVERSATION  
*Bring concerns to meditative council of how they support you. INTERLUDE*

WORKSHOP - HER ENGAGEMENT  
1. Selecting the Practical Directions  
2. Objectifying Individual Priorities  
3. Deciding to be the Future Directions

ICA STORY  
SEND OUT

*INDICATIVE MODE*

PRELUDE	ACT I		ACT II INTERLUDE	ACT III		POSTLUDE
	Lecture A	Workshop I		Lecture B	Workshop II	
To acquaint the women with one another within a climate of serious collegiality.	To present women with images of the foundational pillars of their lives and their relationship to those as a sign of authentic integrity.	To place women within a global context and to provide them with a tool (Δ) and a method of articulating the underlying conditions blocking a vision of the world's future	To create an awareness of women who have impacted our lives and to reflect on the qualities associated with women that have stirred new life in others.	To see the depth categories of effective living which releases action and sustains motivity toward the future society.	To allow for objectively seeing what their life priorities are related to use of time; and in the context of the world/ community's needs to enable decisions about effective engagement	To provide a swirl of image from the day and a story of concrete signs and possibilites that refocus the day and point to the future.
To have each woman experience herself as important to the day and in serious relationship to other women in the group and to the world.	To enable each woman to experience the fatedness to be the woman she is and therefore be her freedom to create the new that is needed.	To ground each woman's authentic relatedness to the world and begin to raise the question of how my life makes a difference.	To claim a council of women and to occasion an experience of being prepared to pick up the legacy of these women.	To experience the states of Being and the destinal engagement as the questions of significance and fulfillment raised in "What will I do?"	To experience the wonder and cost of engagement as revealed in knowing that indiv'ls who decisionally use their time create the future they intend.	To experience the dread and wonder of significant engagement and the decision of how to participate.

R A T I O N A L O B J E C T I V E E X I S T E N T I A L Δ M

Welcome:

This welcome is most appropriately done by a local person.

Who will give a brief review of the day as an all day program using montage and folder of materials at their places.  
Then she will introduce the faculty for the day.

*no matter what think coming to - no matter what were told was going to be - it's not.  
Relax & trust self to day.*

On Stage:

The most experienced teacher always does the opening conversation. Deciding how best to get on stage. Various examples that could be used are:

"I bring you greetings from all the other women of the world" using the montage. Or "I bring greetings from the women in .....(the last place or country you were in)

Then, we are not here to teach you anything, we do not know what we could possibly tell any of you about what it means to be a woman. Rather, we are here to share together our experiences and reflect on them. This will be an exciting day, one quite different than any other you have experienced together with women.

Conversation:

Let us get acquainted with each other. Go around the room, (Always start with yourself and have the second teacher follow you) and have everybody answer the following three questions.

- a. What is your name?
  - b. Where were you born?
  - c. Name one thing, you are concerned about, something you would like to see solved.
- (Begin with self, and have a colleague follow you.)

*did not choose where born - freedom to decide any thing they had to say*

Conclusion:

Looking forward to spending a day with you all, we shall be thinking about these and other issues.

EXPERIENCE OF SOCIALITY	EXPERIENCE OF PHASIALITY	EXPERIENCE OF SEXUALITY	EXPERIENCE OF TRANS-RATIONALITY
UNIVERSAL RELATEDNESS	<p>Unavoidable interwoven globty</p> <p>Beyond psychological idea</p> <p>Created time/space chaos</p> <p>Re-contextualize every decision</p> <p>FOUR LIFE-TIMES</p>	<p>M/F Polarity</p> <p>Fated use dynamic</p> <p>Not exclusive division</p> <p>Represents constant tension</p> <p>COMPLIMENTARY DUALISM</p>	<p>Accept instructable universe</p> <p>Observe mundane encounter</p> <p>Reject dehumanizing definitions</p> <p>Futurize meaning invention</p> <p>CREATING REALITY</p>
MUNDANE INTRUSION	<p>Age crisis occurs</p> <p>Another image intrudes</p> <p>Decisional relationship demanded</p> <p>New contribution enabled</p> <p>Age 4 - 20yr ages</p> <p>Ancient concept</p> <p>4 life dynamics</p> <p>Functional indicative dependence</p> <p>SEQUENTIAL ENGAGEMENT</p>	<p>Women's power known</p> <p>Complimentary co-creativity</p> <p>Discovered female collegiality</p> <p>Sexuality replaces sexism</p> <p>COMPREHENSIVE COLLEGIALITY</p>	<p>Combine art and science</p> <p>Dance paradoxical/discipline</p> <p>Receive inexplicable breakthrough</p> <p>Risk deciding Truth</p> <p>INTUITIVE RATIONALITY</p>
LIMITED COMMITMENT	<p>Repetitive familiar task</p> <p>Sporadic busyness</p> <p>Ensure limited responsibility</p> <p>Individual action retreat</p> <p>PROGRESSIVE ENGAGEMENT</p>	<p>"Getting mine" reaction</p> <p>Vengeful man Killer</p> <p>Competitive woman slaying</p> <p>Protective child mothering</p> <p>DESTRUCTIVE DEFENSIVENESS</p>	<p>Reject unknown media</p> <p>Refuse trusting intuitions</p> <p>Take mystical plunge</p> <p>Revert to absolutes</p> <p>GIFTS NEGATION</p>
INTEGRITY IN TOTAL RELAT'SHIP	<p>Adapt globe citizen</p> <p>Homemaker for whole earth</p> <p>Neighbor to all</p> <p>Dynamic work society</p> <p>INTEGRITY IN LIFE LONG EXPENDITURE</p>	<p>Decide sustain tension</p> <p>Allow otherness existence</p> <p>Deliver creativity through</p> <p>Always vitally alive</p> <p>INTEGRITY IN CREATIVE TENSION</p>	<p>Appropriate value collapse</p> <p>Employ/use Experience</p> <p>Always swirl relationships</p> <p>Find unimagined newness</p> <p>INTEGRITY IN MYTH-MAKING</p>

## GLOBAL WOMEN'S FORUM - LECTURE A

## COLUMN I - EXPERIENCE OF SOCIALITY

Universal Related- ness	Unavoidable Interwoven Globality	Fact of being born first into humanity, intensified in 20th Century by direct cause-effect relatedness to people everywhere.
	Beyond Psychologi- cal Idea Created	This is not a nice feeling of tolerance and sophistication about the world cultures - the fact is we have all the same future.
	Time/Space Chaos	The complexity of communications, intercontinental travel, scattered families, aliens in our communities, international war, politics, and business are overwhelming.
	Re-contex- tualized Every Decision	Every minute decision affects everybody, so you lie to your- self if you pretend it is only your interests which must be considered.
Mundane Intrusion	Indicative care	This happens in the midst of very ordinary situations like typing a letter, changing a baby, buying groceries, planning a meeting.
	Bombarded By Globe	Watching TV (radio, paper, etc.)- see, hear about tragedy some- place millions of miles away and the same thing in your own city.
	Deciding Daily Response Question Of My Whole Life	Have never decided forever; re-deciding each time the issue, the pain seen again at whatever geographical level.
		And not just a question of what do I do about it here and now but, forever and everywhere.
Limited Commitment	Repeat Familiar Task	The human propensity in the face of global relatedness is fear- ful. Some keep doing the same thing they've been doing 20 years as good deeds that didn't solve anything.
	Enter Sporadic Busyness	Others work like crazy on something. Don't see any foundational change, so in anger, frustration, and cynicism withdraw.
	Insure Lim- ited Respon- sibility	Others will work but not risk leading so that when things fail, they have no responsibility.
	Individual Action. Retreat	Finally, angry at organization ineffectiveness, they do their own thing in private, because they can't make any difference anyway.
Integrity In Total Relation- ship	Adopt Global Citizenship	Woman of integrity in total relationship accepts this sociality as glorious challenge of 20th Century, an exciting, new era, and creates primary loyalty to globe.
	Whole Earth Homemaker	She channels her sustaining and caring propensities to that which is necessary for new kinds of engagement and transforms the atmosphere of the home.
	Neighbor To All	She doesn't hesitate to say no to pleas for help which are for wasteful, useless activities, for she does deeds which are effective.
	Dynamic Work Society	Significates her own work (employment) with understanding of its dynamic relationship to the whole economic process and finally, all social process.

## GLOBAL WOMEN'S FORUM - LECTURE A

## COLUMN II - EXPERIENCE OF PHASIALITY

Four Lifetimes	Four 20-Year Ages	1-20, 21-40, 41-60, 61-80 - change took place when got married, retired, children left home.
	Ancient Phases Concept	Grandmother Special. Hindu - stages of life, American Indians had four stages. Can be reappropriated to see four ways to engage life.
	Four Life Dynamics	4 - Student, warrior, controller, sage, each has gift. They don't just happen. People decide to take on role and can shift when needed, not locked in.
	Functional Indicative Interdependence	All gifts, roles, dynamics needed in every situation. Without one or another, lopsided sociality. Can decide to play phase role to empower situation.
Sequential Engagement	Age Crisis Occurs	60 must retire. No longer useful. Put on the shelf, out to pasture. 40 - on the way down, fear of new young associates.
	Another Image Intrudes	Married and had baby. What I use to do and used to be no longer appropriate, but I see image of responsible family women in community.
	Decisional Relationship Demanded New Contribution Enabled	Decision to be one's phase, die to old phase, take on new, and recreate what it is within yourself. Some never let go of little "girl"ism or "mom"ism. Sage enables student to learn, controller to decide wisely, warrior to engage totally. Controller supports warrior's expenditure.
Progressive Defenses	Bold Youthful Freedom	Will care after trained; now I'll do what I want, have fun, or since I don't have share of resources, I will destroy.
	Cling Narrow Responsibility	Have to make it in my work right now. When I'm established, when children grown-up, I'll care. (or female emphasis on appearance)
	Dominate Establishment Power	Can't care for total right now. Must prepare for retirement, then I'll care. In the meantime protect, conserve what I've already created.
Integrity In Life-Long Expenditure	Retire - Wisdom Unshared	In her own "Senior Citizens' Home", she's cut off from other phases, her wisdom's not available, not asked for, or retire on pension and play and play and play.
	Inject Whole Being	Inject whole self into your phase, four different times, self-consciously transist from one to another freely, taking joy in new opportunity.
	Static Role Detachment	Never get stuck in one role, i.e. grandmother, but be open to where bold adventuresomeness, or expertise needed, play any role.
	Affirm Generational Tensions	Though the tension of phases working together is uncomfortable, it's also creative and enlivening. Affirm other phases, seek them out, empower them.
	Phase Into History	Don't automatically pop into 3rd phase at 40. Seek what's needed when. Maybe not time to shift engagement mode 'til 45.

## GLOBAL WOMEN'S FORUM - LECTURE A

## COLUMN III - EXPERIENCE OF SEXUALITY

Complimentary Dualism	Male/Female Polarity	Maleness and femaleness are two parts of the wholeness of life, inescapably different, and always present in every wholeness. <u>The presence of one, defining the existence of the other.</u>
	Fated Use Dynamic	Every person shows up as one or the other without choice (discount few surgical changes as perversion) and sexuality affects <u>whole being not genitals alone.</u>
	Not Exclusive Division	Maleness and femaleness are not exclusive opposites. There are aspects of maleness in all females and vice versa. There is a <u>blending and flowing to make wholeness.</u>
	Represents Constant Tension	There is in fact constant tension between embodied maleness and femaleness which is symbolic of tension whenever "me-ness" encounters "other-ness".
Comprehensive Collegiality	Woman's Power Known	Myth of woman's inferiority destroyed. Woman knows herself as complimentary power and as men struggle with their integrity, <u>she even finds self more effective than male.</u>
	Complimentary Creativity W/Male	Her futuristic relationship is, as man discovers his authenticity, no longer based on oppression. They have become comrades in arms in building the new earth.
	Discovered Female Collegiality	Time to withdraw claws, support other women, and appropriate primal empathetic relationship with other women.
	Sexuality Replaces Sexism	Genital sex reduction of sexuality, which has to do with every relationship of persons. New affirmation of whole sexual being de-isolates us from each other.
Destructive Defensive-ness	"Getting Mine" Reaction	Many women have not realized the "won" revolution is over Those Who Care. Still fighting to get what's due from <u>unjust structures instead of building just structures for all.</u>
	Vengeful Man Killing	Some know revolution is won and because man still seeks new integrity and is totally bewildered by "new woman", she imposes <u>on his fragility in revenge for her pain.</u>
	Competitive Woman Slaying	Some women carried over perverted competitiveness from days of sexism and are still clawing sisters, tearing down versus <u>working together.</u>
	Protective Child Mothering	Some women have resolved, their daughters will get their due and sons won't be chauvinists, or both will be protected from a <u>cruel life (smother and protect children).</u>
Integrity In Creative Tension	Decide To Sustain Tension	Stand in relationship to men, women, children, elders, youth; not to change them but to maintain tension necessary to human <u>creativity.</u>
	Allow Otherness Existence	Affirm the otherness, not coddle but push men, kids, etc. to create own integrity. Guard and retain herself to nurture <u>creativity - not cut down those who disagree.</u>
	Deliver Creativity Through	Decides to deliver her gifts and creativity which she now yearns to have used through the situation she is in rather than <u>abandoning tension.</u>
	Always Vitally Alive	Discovers self always vitally alive, like electric sparks, as she stands in tension, as opposed to blob of ego gratified <u>sameness.</u>

## GLOBAL WOMEN'S FORUM - LECTURE A

## COLUMN IV - EXPERIENCE OF TRANS-RATIONALITY

Creating Reality	Accept Inscrutable Universe	One aspect of the times is collapse of certainty through inapplicability of all cultural interpretations of reality. 'Whyness' of life always been unknown; now interpretive stories irrelevant.
	Observe Mundane Encounter	Test of story of reality involves observing mundane aspects of life and testing the profound meaning attached to them against own experience.
	Reject De-Humanizing Definitions	There are no absolute interpretations of reality. Today we value heritage that is humanizing and strike down dehumanizing stories.
	Futurize Meaning Invention	Reality is constantly being invented. Transrational invention moves all people meaningfully into relationship with future.
Intuitive Rationality	Combine Art and Science	Transrationality is a life dynamic and a decision. Everyone invents reality that tells an interpretive story. To intentionally do this, employ artistic with logical together.
	Dance Paradoxical Discipline	To use rational thinking and irrational knowledge requires you alternately pursue and detach yourself from both forms of knowing, recording all wisdom, both sources.
	Receive Inexplicable Breakthrough	The breakthrough to new understanding cannot be forced. It happens. That which was there appears if you are open to it and can give up both rational and intuition from which it comes.
	Risk Deciding Truth	Women gifted intuiters - yet been taught to despise intuitions and subjectivity. Now risk. Re-employ gift and trust what is revealed. State new interpretation of reality.
Gifts Negation	Reject Unknown Media	Transrationality requires exploring the nebulous, detachment from what is safe, not believing what you're told, but seeking answer for self - so scary, tend to reject.
	Refuse Trust Intuitions	So embued conviction of reliance on experts or reliance on authoritative figures, won't listen to clamorings inside selves.
	Take Mystical Plunge	Others go overboard searching inside their own heads for final reality. Get lost in total mystical realm - ungrounded by experience of life.
	Revert To Absolutes	Still others revert to what they've learned as changing old safe ways, or, though uncertain, afraid to risk being guinea pigs.
Integrity In Myth Making	Appropriate Value Collapse	Appropriate pain of uncertainty and loss of values and meaning and cultural heritage as what is needed to release us to build new story big enough for new world, global society.
	Employ Use Expertise	Don't do survey, gather the experiences. The grist of the stuff of everyone's lives, the new directions of history which include all people in full life.
	Always Swirl Relationships	Tell new story about everything, to everyone. Be model building. Build plan out of most inclusive time, geography, population, and bring to most particular detail to order own life.
	Find Unimagined Newness	Even if you end up doing same things you have new meaning, significance for what you're doing. Release others to do new in new story.

Questions asked directly after the talk: "I must stop now... now I want to hear from you." 1. Where do you see women engaged in new ways? 2. Where are women running into brick walls? 3. (optional,) What are the internal blocks for women?

Rational Objective: To place women within a global context and to provide them with a tool (Social Process Triangle) and a method for articulating the underlying contradictions blocking their vision of the world's future.

Existential Aim: To ground each woman's authentic relatedness to the world and to begin to raise the question of how my life makes a difference within that relationship.


PRELUDE	I DISCERNING THE WORLD'S NEEDS	II INTUITIVE CLUSTERING	III NAMING THE UNDERLYING DIFFICULTIES	PLENARY
<ol style="list-style-type: none"> <li>1. Introduction of the Workshop</li> <li>2. Artform the Montage</li> <li>3. Sharing Dreams</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduce Social Process</li> <li>2. Individual Listing</li> <li>3. Corporate Listing</li> <li>4. Comprehensive Checking</li> </ol>	<ol style="list-style-type: none"> <li>1. Contexting Data Reorganization</li> <li>2. Grouping the World's Pains</li> <li>3. Naming the Holding Titles</li> <li>4. Clarification of the Groups</li> </ol>	<ol style="list-style-type: none"> <li>1. Listing Societal Examples</li> <li>2. Listing the Blocks</li> <li>3. Listing the Underlying Difficulty</li> <li>4. Naming the Underlying Difficulty</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing a song</li> <li>2. Reflection on Group Methods</li> <li>3. Reporting of Underlying Difficulties</li> </ol>
12	- 20	15	25	18
Montage Program	Social Process Triangle E-P-C Lists butcher paper Masking tape 50-1/2 sheets/		Strips of masking tape 1/2 sheet for writing Holding Titles (or written on blackboard)	Morning Worksheet Wall Report Form

PRELUDE	I	II	III	POSTLUDE
VISION	DISCERNING THE WORLD'S NEEDS	INTUITIVE CLUSTERING	NAMING THE UNDERLYING DIFFICULTY	PLENARY
(12 min)	(20 min)	(15 min)	(25 min)	(18 min)

PRELUDE

STEP	PROCEDURES	TOOL	HINT
INTRODUCE WORKSHOP  (3 min)	<ol style="list-style-type: none"> <li>1. Song: "On the street where you live"</li> <li>2. What we are going to do this morning is to look broadly at society in order to discuss the needs of the world. Each of us yearns to make a difference. The question people are asking more and more is "How do I know what I am doing is making a difference?"</li> </ol>		
ARTFORM THE MONTAGE  (4 min)	<ol style="list-style-type: none"> <li>1. Which of these women's faces strike you? (Get three or four responses)</li> <li>2. Pick one of these faces - "What do you think she is dreaming about?" "Hoping for?" Do these for two or three more faces.</li> </ol>	MONTAGE	
SHARING DREAMS  (5 min)	<ol style="list-style-type: none"> <li>1. What hopes and dreams do you have or have you heard others express?</li> <li>2. As we have talked, what are we implying that we and others want for the world?  What would we like to see in the future and what does that mean?</li> </ol>		

MOVEMENT I: Discerning the World's Needs

STEP	PROCEDURES	TOOL	HINT
<p>CONTEXT</p> <p>(1 min)</p>	<ol style="list-style-type: none"> <li>Let us turn to look broadly at society in light of these hopes and dreams. Where are some places in society where dreams are unfulfilled or where the world is experiencing pain?</li> <li>Get out a few examples corporately.</li> </ol>		
<p>INTRODUCE SOCIAL PROCESS</p> <p>(3 min)</p>	<ol style="list-style-type: none"> <li>Take out of your packet a screen which may be used to look at society. This is one way of holding the many faceted aspects of society on one page. You will note the Econ - or "the foundational" of life as made up of .....,etc. So thru the cultural and the political with quick illustrations.</li> </ol>		
<p>INDIVIDUAL LISTING</p> <p>(5 min)</p>	<ol style="list-style-type: none"> <li>Individually list the pains of the world is experiencing. This is a screen only as it is helpful to you. Get at least 10 pains.</li> <li>Next go through and mark each as E,P or C.</li> <li>Then star your best in each arena.</li> <li>(Instruct scribe to write responses during the corporate listing on half sheets of paper. Select 2-3 participants to list responses before the group.)</li> </ol>		<p>Let the group work individually for a few minutes before giving the E,P or C procedures. Then have them do the starring. So they are <u>three</u> separate steps.</p>
<p>CORPORATE LISTING</p> <p>(10 min)</p>	<ol style="list-style-type: none"> <li>Going around the room each name their starred E,P,or C. Go around at least once. Depending upon the group, go around again if necessary. Throw it open for addition. (Want at least 15 in each column.)</li> </ol>		<p>In this setting, we receive all insights. A "No" has a tendency to stay our thinking processes. During this listing have at least one person copying the item so they can be seen on 2 sheets of paper.</p>
<p>COMPREHENSIVE CHECK</p> <p>(1 min)</p>	<ol style="list-style-type: none"> <li>Are there any items we want to add? Have we adequately considered pains of all society? The rural, urban, young adult,old. Developed and developing nations or areas?</li> </ol>		

STEP	PROCEDURES	TOOL	HINT
<p>CONTEXTING DATA REORGANIZATION</p> <p>(1 min)</p>	<p>1. Instruct group that the next step is to reorganize the work in order to push initial insights further through small group work. If we took each pain separately no way to see anything but impossibility. In fact, many of the pains are related and it is possible to group them and look at them that way.</p>		<p>Erase the board of the data recorded on the cards. Shuffle the sheets for objective regrouping.</p> <p>(1 min)</p>
<p>GROUPING THE WORLD'S PAINS</p> <p>(6 min)</p>	<p>1. Take the pains listed on the sheets and one by one re-organize them into four clusters or groups of related items. (Begin by putting the first sheets on the first strip, take a second and ask if it is alike or different. Proceed accordingly holding to 4 categories and switching cards to adjust to radically new data if the group pushes for the creation of a new cluster.)</p>	<p>4 strips of masking tape. 50, 5 1/2 sheets of paper. Short course This step will require us to decide about the placement of data quickly</p>	<p>Move quickly. Block any long discussions about the placement of cards by indicating this is intuitive which is intended to break open new relationships among the data. Prepare the strips of tape.</p>
<p>NAMING THE HOLDING TITLES</p> <p>(2 min)</p>	<p>1. Ask the group to name in 1 or 2 words what each cluster is about. Indicate this is a <u>holding title</u> to point to the general arena.</p>		<p>Be prepared if 5 or 6 clusters develop, to add more tape and to divide accordingly</p>
<p>CLARIFICATION OF THE GROUPS</p> <p>(6 min)</p>	<p>1. Taking each title, ask "What is within this grouping?" "What is this group arena really about?"</p> <p>2. Divide participants into 4 groups by where they are seated. Assign a cluster of pains to each group and walk them through group procedures.</p>		<p>The intent is to push the holding titles a bit deeper in prep. for Movement III. This is a broader discussion of the arenas. Have 4 locations for sub-groups meetings decided.</p> <p>(10 min)</p>
			<p>COMPREHENSIVE CHECK</p> <p>(1 min)</p>

MOVEMENT III: Naming the Underlying Difficulties

STEP	PROCEDURES	TOOL	HINT
<p>LISTING SOCIETAL EXAMPLES</p> <p>( 5 min)</p>	<p>These are the steps which each group follows. They need to be thoroughly explained before the groups break up with times for each step given. Have each group assign a reporter to give 2 minute report.</p> <ol style="list-style-type: none"> <li>1. Write the name of your cluster arena.</li> <li>2. Then individually list examples of this contradictory arena you see in society.</li> <li>3. Share these examples.</li> <li>4. Pick the three best ones.</li> </ol>		<p>Hold up the worksheet as you walk through and encourage note-taking.</p>
<p>LISTING THE BLOCKS</p> <p>(5 min)</p>	<ol style="list-style-type: none"> <li>1. List the blocks that keep your arena sustained in society? or</li> <li>2. What are things that are standing in the way of peoples hopes and dreams?</li> </ol>		<p>Check on the groups to enable them to complete on time -very gently, remind them to appoint a repr</p>
<p>LISTING THE UNDERLYING DIFFICULTIES</p> <p>(5 min)</p>	<ol style="list-style-type: none"> <li>1. What is underneath these blocks? What difficulties are at the root of these examples you have named?</li> </ol>		
<p>NAMING THE UNDERLYING DIFFICULTY</p> <p>(10 min)</p>	<ol style="list-style-type: none"> <li>1. Looking at all these underlying difficulties, what is the one underlying difficulty.</li> <li>2. Complete the underlying difficulty statement.</li> <li>3. Copy on wall chart and mount on the board at front of room.</li> </ol>		

PLENARY

STEP	PROCEDURES	TOOL	HINT
<p>REFLECTION ON GROUP METHODS</p> <p>(7 min)</p>	<ol style="list-style-type: none"> <li>1. Song "Top of the World"</li> <li>2. As you worked together in your group, what roles did you notice being taken on in the group?</li> <li>3. What was the easiest part of working together?</li> <li>4. Where did you have difficulty?</li> <li>5. How did you feel while you were doing the work?</li> </ol>		
<p>REPORTING OF UNDERLYING DIFFICULTIES</p> <p>(10 min)</p>	<p>Let's turn now to hear reports from the working groups. Have each group give report telling what they did, how they arrived at underlying difficulty and reading the statement.</p> <ol style="list-style-type: none"> <li>1. Questions of clarity?</li> <li>2. What words do you remember?</li> <li>3. What were the common themes or phrases phrases you heard?</li> <li>4. How are women particularly affected by one of these underlying difficulties? Another? How?</li> <li>5. What relation do you see between these underlying difficulties and what you do?</li> </ol>		
<p>OFF-STAGE</p> <p>(1 min)</p>	<p>One thing this activity always illuminates for me is that when I think about my life making a difference I can do it in relation to the biggest picture of all - the total globe, and that indeed in my every day goings and comings I can see whether there is a relationship to the big picture.</p>		<p>Give directions for lunch: the breaktime, moving materials if lunch is in the same space and time to gather back together.</p>

Cluster Arena Name:

1. List examples of the arena in Society.

2. List the blocks.

3. List the underlying difficulties of the blocks.

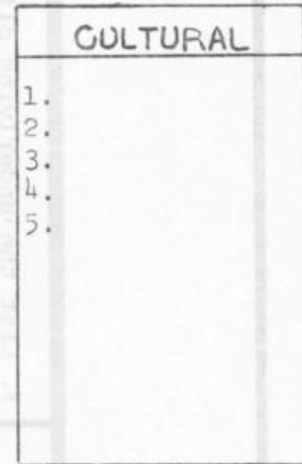
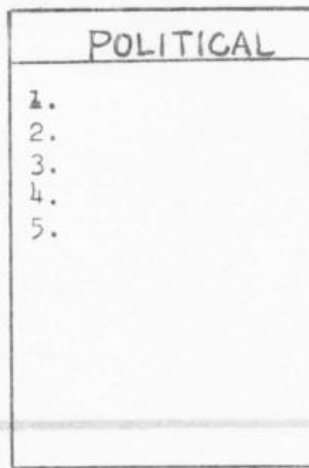
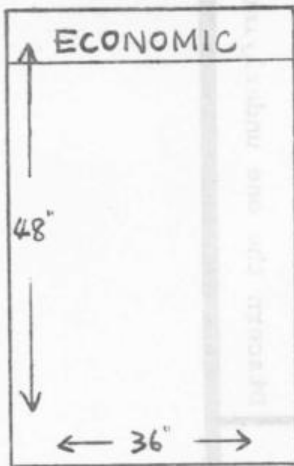
Choose the best three

Discern the one underlying difficulty

The underlying difficulty statement:

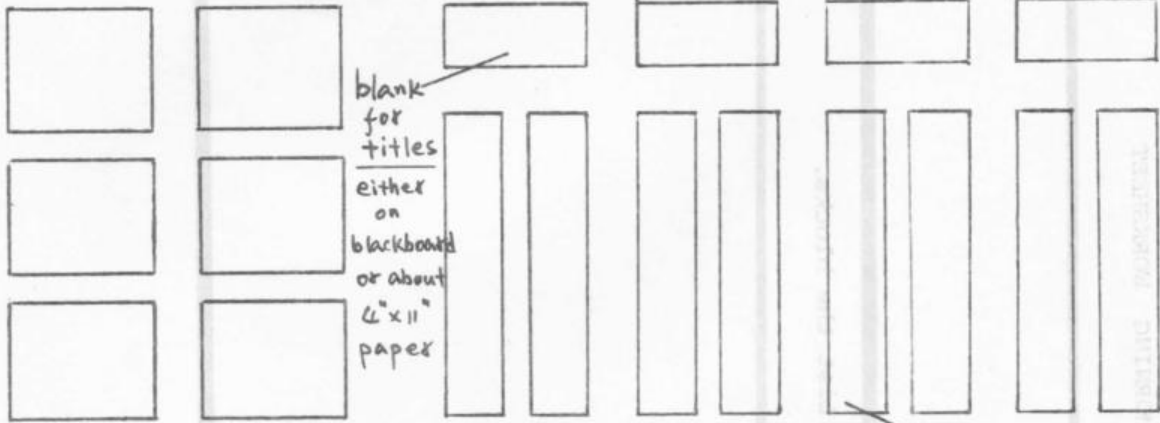
In the arena of  
the underlying difficulty is  
which is illustrated by (three examples)

MOVEMENT I



Region prepares: Either on blackboard or butcher paper

MOVEMENT II



(50-1/2 Sheets of paper for gestalting)

Region prepares:

MOVEMENT III

GLOBAL WOMEN'S FORUM MORNING WORKSHEET		
Cluster Arena Name:		
1.	2.	3.
The underlying difficulty statement:		

Individual worksheet brought by pedagogue

UNDERLYING DIFFICULTY STATEMENT
IN THE ARENA OF
THE UNDERLYING DIFFICULTY
THIS IS ILLUSTRATED BY

Butcher paper about 18"x26"  
4-5 copies — 1 per working group

After singing:

Read :

"Alone, I was fashioned in times long past  
At the beginning, long before earth itself,  
When there was yet no ocean I was born,  
No springs brimming with water,  
Before the mountains settled in their places  
Long before the hills I was born.  
When the limits for the sea were proscribed  
And earth's foundations knit together,  
I was there!"

Ritual:

Let us eat this meal in gratitude for the  
women of history those known to us and  
unknown to us who have helped us become  
the women we are today.

Context for

the Conversation:

Going to talk about women who have influenced  
our lives - a lot of men have too - for today  
women. Start like, an example, "I am the  
woman I am because of all the women I have  
known, either historically or personally."  
All of my life, one of my heroines has been  
----- (short story about her.)

Questions:

How about you? Who, is a woman in history who  
has been important in your life? (Emphasis here is on  
is on famous women across all cultures.)

Charactors - Books, Stories and movies.

Who - out of your personal acquaintance has  
helped shape your life? (Start this with a  
story of your own - void getting mother  
answers, teachers, friends neighbours and  
aunts.) Get several answers.

What was it about any of these women that  
has made us remember them? What did they have  
in common?

Why is it important to our future as women to  
have these memorable women as a part of our  
experience?


Closing:

I have made some new friends here today -  
name of of the women mentioned by the  
participants - and we will continue to  
to talk with all these women, and those  
we have not mentioned who help shape who we are.  
Let us adjourne and meet back in 15 minutes.

WORKING DRAFT -

Review

<p>RATIONAL OBJECTIVE: TO SEE THE DEPTH CATEGORIES OF EFFECTIVE LIVING WHICH RELEASE ACTION AND SUSTAIN MOTIVITY TOWARD THE FUTURE SOCIETY.</p>	<p>A.M. TALK TODAY'S WORLD AND ITS WOMEN</p>	<p>EXISTENTIAL AIMS: TO EXPERIENCE THE STATES OF BEING AND THE CALL OF DESTINAL ENGAGEMENT AS THE QUESTIONS OF SIGNIFICANCE AND FULFILLMENT GET RAISED IN "WHAT WILL I DO?"</p>
<p>CARE IN THE 20th CENTURY</p>	<p>CORPORATE ACTION TO RELEASE ACTION</p>	<p>COURAGE TO BE EFFECTIVE</p>
<p>THIS CENTURY'S GIFTS GLORY + BRILLIANCE DARKNESS OF THE MAJORITY (85% ISB) HOPELESS ASPIRATIONS OF ALL</p>	<p>THE GLOBAL VILLAGE SPACESHIP EARTH THROWN EVERYONE INTO MASSES NOT MYSELF? BUT "WE" I AM THE GLOBAL VILLAGE</p>	<p>WOMEN ALWAYS BEEN COURAGE - THIS NOTE NOT SURE - POSSIBLE FAILURE HAVING SAID GETTING MARRIED/DECISIONS WAITING TO BE MADE</p>
<p>SINGLE ISSUE WOULD HAS TO DEAL WITH YEARS *see notes EVERYTHING WOMEN BECOMES A WATERBUSH CONSCIOUSNESS ALTERED FOREVER</p>	<p>THE RESURGENCE OF THE LOCAL 3RD WILD / PART OF WOMEN / TREVOLT. I - NOT FAST ENOUGH OR GOOD ENOUGH PEOPLE WANTING TO BE PART OF DESTINY HEIRARCHY IS GONE</p>	<p>RAISING CHILD - WOULD ADULT STAYING MARRIED STAY WITH IT TO MAKE IT WORK DISCIPLINE WANT OPPORTUNITIES? EQUALITY? - HAVE IT ALREADY</p>
<p>COMING TO TERMS WITH OUR MOMENT</p>	<p>I am CORPORATE EXPERIENCE OF TOTALITY CONCERN BEYOND MY IMMEDIATE SITUATION I AM RELATED TO ALL</p>	<p>ACTUATION AS KEY I am CREATIVITY</p>
<p>I am CARE</p>	<p>PERFECT HARMONY FRAGILITY THIS IS MY WORLD NO OTHER</p>	<p>NOT JUST SOME ARE CREATIVE NOT JUST SOMETIMES NOT MEASURABLE YOU MIGHT NOT THINK IT CREATIVITY</p>
<p>No PLACE I'D RATHER BE</p>	<p>THE IMPOSSIBLE DREAM HONOR / WHO GETS CREDIT? (MALE + FEMALE) COLLEGIALLY COURT IS WOMAN'S CONTRADICTION EVERYONE WANTS TO BE WINNER / GET A TEAM</p>	<p>EVERY MOMENT IS POSSIBLE / GLEAMS WOMEN'S CREATIVITY GIVES BIRTH TO OTHERS HER SECRET (TO TOTAL SOCIETY) LEGACY FOR MINE + WORLD'S GRANDCHILDREN</p>
<p>AND I AM LEFT WITH WHICH IS INDICATIVELY EMERAS RISE TO TODAY'S IMAGE</p>	<p>GLOBAL SISTERHOOD - TO USE CREATIVITY - WITH COURAGE TO BE EFFECTIVE - THROUGH CORPORATE EFFORT TO RELEASE ACTION TO CARE FOR THIS CENTURY</p>	<p>THE SOUND OF MUSIC</p>

\* The future is blowing wildly in our faces - BOARD IMAGE: 

GLOBAL SISTERHOOD - TO USE CREATIVITY - WITH COURAGE TO BE EFFECTIVE - THROUGH CORPORATE EFFORT TO RELEASE ACTION TO CARE FOR THIS CENTURY

**Rational Objective:** To allow the participants to objectively see what their life priorities are in the light of how they use their time and in the context of the needs of the world and their local community. In order to give them a way to make decisions about their effective engagement.

**Existential Aim:** To experience the wonder and cost of engagement as revealed in the exposure of what does change history - namely individuals who decide to use their time in the creation of a future they intend.

PRELUDE	I Selecting the Practical Directions	II Objectifying Individual Priorities	III Deciding to be the Future Directions	POSTLUDE
<ol style="list-style-type: none"> <li>Song</li> <li>Image of "Not much Time Left"</li> </ol>	<ol style="list-style-type: none"> <li>Assigning an Underlying Difficulty</li> <li>Naming Local Examples</li> <li>Listing Practical Steps</li> <li>Selecting the Key Steps</li> </ol>	<ol style="list-style-type: none"> <li>Reporting on Practical Steps</li> <li>Individual Weekly Activities</li> <li>Designating Time Blocks</li> <li>Color Coding the Arenas</li> </ol>	<ol style="list-style-type: none"> <li>Art Form Calendars</li> <li>Reflection on Effective Time</li> <li>Relating Calendars to Directions</li> <li>Revealing Cost of Life Decisions</li> </ol>	<ol style="list-style-type: none"> <li>Your own Unique Gifts</li> <li>Your thoughts to re-consider</li> </ol>
3	32 Morning Un'lying Diff's Afternoon worksheet Wall Report Form Masking Tape	25 Individual Wkly Calendars Crayons: enough for 1 ea for three people Maski-	25 Afternoon Wall Report Form and Calendars on front wall	5

Prelude	I	II	III	Postlude
Contextual Image	Selecting the Practical Directions	Objectifying Individual Priorities	Deciding to be the Future Directions	Brooding Questions
(3min)	(32 min)	(25 min)	(25 min)	(5 min)

PRELUDE

STEP	PROCEDURES	TOOL	HINT
CONTEXTUAL IMAGE  ( 3 minutes)	<ol style="list-style-type: none"> <li>1. Sing a song: "Yours" or Day by Day"</li> <li>2. Set image of "there's not much time left....." with an example or story such as:  "It was not long ago when my son asked me how old I would be in the year 2,000. My first inner response was "I'm sure I'll be rocking away in my rocking chair" but then I stopped and figured out that many years and realised that I would only be .... years of age. And in that same instant I found myself in the year 2,000 and was looking back over the past..... years and was aware of how society had gone on and on by leaps and bounds.</li> </ol>		

STEP	PROCEDURES	TOOL	HINT
<p>CONTEXT</p>	<p>This morning we looked at some of the underlying difficulties in society today. If you are like me - the question of "How my life makes a difference" is still with us - but another question that many women today are asking is "How do I do that?" or "How do I do that effectively?"</p> <p>In our small groups, using this worksheet we are going to look at some concrete examples of the underlying difficulties as they appear in our communities and the practical actions that are needed to relate effectively to the difficulties. Then we will look at the question of "How do I do effectively what is needed?"</p>		<p>Hold up the same worksheet as they have in their packets.</p>
<p>ASSIGNING UNDERLYING DIFFICULTY</p> <p>( 5 min)</p>	<ol style="list-style-type: none"> <li>1. Number off around the room by four's for small group work, each group taking an underlying difficulty from the morning workshop.</li> <li>2. Review team procedures - using the worksheet.</li> <li>3. Copy your group assigned underlying difficulty on your own worksheet.</li> </ol>	<p>Individual Worksheet</p>	<p>Number off 1,2,3 and 4 around room</p> <p>Give 20 minutes for their team work.</p>
<p>NAMING CONCRETE LOCAL EXAMPLES</p> <p>(10 min)</p>	<ol style="list-style-type: none"> <li>1. What are concrete examples of this underlying difficulty in your community? Give an illustration.</li> <li>2. Individually list at least one.</li> <li>3. Working as a group, share your examples and add others from your discussion.</li> </ol>		<p>Not all from the same community - yet often communities concerns are similiar - tend to be similar.</p>
<p>LISTING PRACTICAL STEPS</p> <p>(10 min)</p>	<ol style="list-style-type: none"> <li>1. What are the practical steps that need to be taken that relate effectively to your underlying difficulty.</li> <li>2. List fifteen steps.</li> </ol> <p>Continued on next page.</p>		

STEP	PROCEDURES	TOOL	HINT
<p>SELECTING THE FIVE KEY STEPS</p> <p>( 7 min)</p>	<ol style="list-style-type: none"> <li>1. Group discussion and selection of the five <u>KEY</u> steps.</li> <li>2. Assign scribe and reporter and complete wall report form.</li> </ol> <p><u>Pedagogue's note:</u>                      Place forms on the wall at front of room but leave space for the calendars.</p>	<p>Wall Report Form 18x24</p>	<p>Gently remind group to assign a reporter for the whole group.</p>

STEP	PROCEDURES	TOOL	HINT
<p>REPORTING ON THE PRACTICAL STEPS</p> <p>(12 min)</p>	<ol style="list-style-type: none"> <li>1. Have each group reporter report on <u>how they selected</u> the five practical steps, then read the underlying difficulty and the five steps from the wall report form.</li> <li>2. Look at our work together -                      Questions of clarity?                      Which are the most practical?                      Which are the most far-reaching?                      Which are the hardest to implement?                      Which most effectively relate to the underlying difficulty in your community?                      Will that affect the underlying difficulty in the world?                      How will it do that?</li> </ol>		
<p>INDIVIDUAL WEEKLY ACTIVITIES</p> <p>(5 min)</p>	<p><u>Transition:</u> When we consider realistically how it is possible to implement what we see the world and our community needs, the question is TIME- my time, your time, and how we use it?</p> <ol style="list-style-type: none"> <li>1. Let's look at a typical week and see where our time is being spent. You have a calendar form in your packet. Fill in your activities of a typical week (Impressionistic)</li> </ol>	<p>Weekly Calendars</p>	<p>You need to judge appropriateness of telling group that calendars will go on the wall. It may inhibit seriousness or may encourage it, depending on your group</p>
<p>DESIGNATING TIME BLOCKS</p> <p>(4 min)</p>	<ol style="list-style-type: none"> <li>1. Group the activities of your week as you see your time spent using these five categories (charting)                      PERSONAL-FAMILY-WORK-COMMUNITY-SLEEP</li> </ol>		<p>List the five categories on the board.</p>

STEP	TWIN	PROCEDURES	TOOL	HINT
<p>COLOR CODING THE ARENAS</p> <p>(4 min)</p>		<p>1. Color blocks of time using the color code of</p> <p>PERSONAL..ORANGE FAMILY....RED WORK.....GREEN COMMUNITY.BLUE SLEEP.....YELLOW</p> <p>2. Place clarendars on the wall in front near the practical steps report form.</p> <p>(Either each put up own or collect all and have 2-3 people help put them up.)</p>	<p>Crayons - enough for 3 to share</p> <p>Masking tape</p>	<p>Write colour opposite category on the board.</p> <p>NOTE: Every white space should be same color.</p>

STEP	PROCEDURES	TOOL	HINT
<p>BROODING QUESTIONS</p> <p>(5 min)</p>	<p>We have left many questions to continue thinking about -</p> <p>I want to ask you to do one more thing for your own future thinking -</p> <ol style="list-style-type: none"> <li>1. What are the unique gifts that you have, that you bring to this moment of history? (List three on your own notes)</li> <li>2. What are three things you intend to reconsider in making up your calendar next week? List three on your own notes.</li> </ol> <p>Whatever we do - whatever we are doing I find it helpful to think again about what is it I am really doing - why - what needs to be different - what the same; and finally, fell grateful to have the opportunity to think again in terms of what is needed by the world, my community, my family and myself.</p>		

Movement 11: Deciding to be the Future Directions

STEP	PROCEDURES	TOOL	HINT
<p>ART FORM CALENDARS</p> <p>(8 minutes)</p>	<p>1. Let us talk together about these calendars.</p> <p>What do you notice - see?                      What colours show up most?                      Which the least?                      What surprised you about the calendars?                      What patterns do you see?                      What was easy to do?                      What was hard to do?                      What was revealed to you about your own priorities and the use of your time?</p>		
<p>RELATING CALENDARS TO DIRECTIONS</p> <p>(10 minutes)</p>	<p>1. Look again at the practical steps and the use of time. How might implementing these practical steps affect the use of time?</p> <p>Who do you know who uses their time effectively? Why? How?</p>		<p>Busiest people seem to always be available the most often.</p>
<p>REVEALING COST OF LIFE DECISION</p> <p>(3 minutes)</p>	<p>Whenever I have to decide about my priorities there are considerations to be weighed:</p> <ul style="list-style-type: none"> <li>- What have been some of these considerations you have had to weight.</li> <li>- What is the risk involved?</li> </ul>		<p>Possible short course: "I either time or times uses me."</p>

Underlying Difficulty:

1. List concrete examples in your community.

2. What practical actions need to be taken?  
List about 15

3. Choose 5 key practical steps:

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



GLOBAL WOMEN'S FORUM  
 METHODOLOGICAL DYNAMICS  
 AFTERNOON WORKSHOP

MOVEMENT I

ICA GLOBAL WOMEN'S FORUM AFTERNOON WORKSHOP	
UNDERLYING DIFFICULTY	
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10

UNDERLYING DIFFICULTY		↑ 18" ↓
PRACTICAL STEPS		
1 2 3 4 5		
← 24" →		(about)

Butcher paper

4-5 copies - 1 per working group

Participant worksheet brought  
 Pedagogue

MOVEMENT II

CALENDAR							
	MON	TUES	WED	THURS	FRI	SAT	SUN

participant worksheet  
 brought pedagogue

Reflection on the Day	Global Women's Forum Story	Institute of Cultural Affairs Story	Send Out Spin
<p>Delightful day.....</p> <p>--What do you remember doing?</p> <p>--What tools or methods did you find helpful?</p> <p>--How were they helpful? Why?</p> <p>--No men - advantage? disadvantage?</p> <p>--How different from other meetings with women?</p> <p>--When did you decide to trust this day? Why?</p> <p>--When people ask you "What did you do today?" How will you answer?</p> <p>--What title (name) would you give this day?</p> <p>--- -- -- -- --</p> <p>Reflection of the methods we have used today.</p>	<p>In our time it is apparent that the overwhelming complexity of the world is a tremendous burden. GWF reminds us of our perpetual task in creating new ways to deal with the issues of the whole world.</p> <p>Strangely enough - one finds that it is not so much a matter of escaping from our responsibility - as it is responding to life itself. Perhaps it is what we have begun on this day that could well be the day when the sun rises on the 21st Century.</p> <p>Global Women's Forum continues to spread throughout the globe, re-establishing a way for women to point their lives in a practical way for all society.</p> <p>(Hand out the Global Schedule and note the fact of where else they are being held on this day)</p>	<p>We are a not-for-profit organization. We are a research, development, training and demonstration group. We are intra-global and we have over 100 locations around the world.</p> <p>We are involved in initiating and developing demonstration projects with a plan to replicate themselves built into them. There are over 40 such projects in 19 nations located primarily in rural villages. Overall intent of projects is to enable them to be self-sustaining, self-dependent, and to nurture self-confidence. We work with the villages and help bring off the programs they want to have happen. The programs cover nutrition, literacy, sanitation, health care, light industry, community organization and local Commerce.</p> <p>Our funding for our programs like that come from private individuals like yourselves, private foundations, corporations, and national and local governments.</p>	<p>I want to thank you for a really grand day. I am constantly amazed at the sheer practicality of women. The dreams we have are linked with all these women in the world. (Hbld up montage)</p> <p>This picture of women is a gift to you from us. We hope that you will put it in a special place and it will help remind of this day.</p> <p>Even more than that, it will remind you that your whole life is going to be lived in relationship to all those faces.</p> <p>Thank you again for this day and for coming here. We the faculty will be here for a little while longer, if you have any questions we would be happy to answer if we can.</p> <p>Goodbye and thank you.</p>