

## Education & Mentoring Working Group Meeting

December 7, 2008

Sarah Shaffer's home – 1337 Mountain View Rd, Sandpoint, ID

Many thanks to Sarah for hosting this meeting!

In Attendance: members: Debra Duwe, Gloria Ray, becky kemery, Cricket Windsong, Gerald Fluhrer, Lindy Horn, Sarah Shaffer, Brian Potter, Dennis Crow, Janet Dhaenens; friends: Mark Cochran, Rae Charlton, Olivia Merithew, Chris Coggan and Core Advisor Richard Kuhnel

Debra suggested the importance of inclusiveness of process as we organize in order to build a vibrant community and better world. Also mentioned: being in harmony with the U.N. Declaration of Human Rights.

Richard: **Transition Model** focal points:

1. *Who isn't here that should be here?*
2. *Create a plan for the community to become more resilient:*
  - a. *Create vision or map of whole picture*
  - b. *Divide into communicating subgroups*
  - c. *Create a mission statement or vision for each subgroup*
  - d. *Create visible projects*
3. *Self-organizing – use nature's Permaculture Principles*

Debra: Presented **OARR** concept (*today's meeting format in italics*):

**Outcome** (global overview or intent) –

*To explore who we are as a work team*

**Agenda** (task oriented) –

*Possible Education WG functions*

*To discuss mission/vision for group*

*To choose a representative for the steering committee*

**Roles** – (today's roles & longer term)

*Recorders – Gloria & becky; Facilitator – Debra; Contact – Cricket, Time Keeper – N/A*

**Rules** (how we want to treat one another) – see below

### Discussion & Agreement of Rules:

1. Respect all ideas, people and time
  - a. Add time keeper role
  - b. No one dominate. Ask group's permission for more time, if needed
2. Exercise flexibility; keep an open mind
3. Follow through on commitments
  - a. If unable to, let group know so other arrangements can be made
4. Keep ideas in central location
  - a. Cricket agreed to post Edu info on STI web site; Richard to facilitate that transition

### Agenda Ideas (*nothing finalized*):

#### 1. **Possible Education WG Functions:**

- Resources:
  - Create Education... *How to...* referral/reference list of Transition resources
    - Repository of educational material – natural function of library
    - Community groups – share resources, ideas & expertise
    - Utilize resources on the internet (ie) <http://transitionus.ning.com>

- Education of People (all ages)
  - *Classes:*
    - Schools, community, neighborhoods
    - Training, mentoring, apprenticeships
    - Folk University concept: reskilling
    - May be linked as a reference, referral or sponsor to other working groups
      - (ie) House-building skills from Colin Beggs, Energy Descent model
  - *Outreach:*
    - Create a “Speakers Bureau”
      - Increase community awareness of STI, classes & events
        - STI as whole needs this service – Richard currently functions as contact person & then refers to subgroup contacts - perhaps Education committee could assist in this area
      - Learn to facilitate & give presentations
        - Resource: Greater Sandpoint Toastmasters’ training for improving public speaking, presentation & leadership skills
    - Neighborhood coffee parties – invite neighbors for informal discussions
  - *Research*
    - Research & educate ourselves about transition & then present to community
    - Use resources and expertise already available in and outside our area doing similar functions

Per group’s request, Karen Lanphear’s emailed projects/links list is included here:

*...get in touch with every school in the district and find out what is currently going on @ the curriculum level... What are they teaching kids about the earth, recycling and re-using things?*

*Here are some ideas:*

- *John Hastings who owns All Seasons Nursery teaches ecology, horticulture & forestry @ the high school emailed his interest in working with the Education group & contributing his expertise*
- *Gail Burkett has a great idea for building dome green houses on every campus;*
- *Jeff Burns (food group) is interested creating worm farms;*
- *Presenting "The Story of Stuff" and our local video to high school kids then having them give back ideas and form working groups of their own;*
- *Seeing if we can get some audio/visual equipment so that high school students can go out with video cameras and start interviewing elders and then create an audio/visual archive for the community;*
- *Finding ways for kids to take field trips to the Historical Society, taking a farm tour, having a wildflower hike on Schweitzer.*

## **2. Defining a Mission Statement:**

Process: get to core ideas

NOTE: **Mission Statement should answer the questions: Who, What, Where, When, Why but NOT How.** Leave that open. Focus on stating priorities (absolute “musts” critical to success of group) without statement necessarily eliminating other good ideas.

Discussed *“What does Education mean in relation to STI?”*

- WHO:
  - All ages are students
  - All ages are teachers
    - Experts in transitional/green fields within our community

- Recommended Edu Working Group be represented multi-generationally – bring in student & elder reps
- Kids at High Schools wanting to be more sustainable, working on it with their student council—also looking at school levees, waste reduction, fund raising, etc. Possibility of working with student councils from various schools...
- WHAT:
  - Redefining what and how we teach
  - Make choices that support and honor the wellbeing of the next seven generations concept (& beyond)
  - Research viable alternatives
  - Foster self-learning, life-long learning
  - Awareness of differing capacities for learning at different stages
  - Provide facilitating possibilities
  - Unlearn old behaviors & habits that do not support sustainable lifestyles
  - Resources
  - Sustainable life skills
  - Outreach
- WHERE:
  - Both in and outside the classroom
  - Present visible projects in community settings
- WHEN:
  - Between 2009 - 2030 and beyond
- WHY:
  - To create a more vibrant, resilient, self-sustaining community that meets the goal of the energy descent action plan of using less fossil fuels
- HOW: (*not in mission statement*)
  - This is where specific projects come into play.
  - Answer probing questions...
    - How do we think, perceive & learn?
    - How do we support learning, foster self-learning?
  - Ask people/children what they want to learn and then facilitating it
  - Focus on facilitating role – be the hub
  - Celebrate and have fun!

***Absolute musts! What can't we live without?***

- Research *new ways*
- Sustainability – *life skills, training & resiliency*
- Resources *made available to community*
- Vibrant health for community & environment
- Outreach

NOTE: New frameworks—*Heart and Soul of Change* group is working on teaching group facilitation and conflict resolution, also sponsoring a regular meditation group

**Specific Projects** scheduled for coming year & beyond in community (more forthcoming from becky):

- Democracy School: empowers communities, Bioneers-related expert in Spokane
- Folk University (Karen Lanphear): crafts, reskilling, etc.
- Medicine Circle (becky): retreats, yurts, etc.
- Twin Eagles Wilderness School; developing wilderness awareness skills
- Permaculture: agriculture & design system - maybe permaculture certification
- Biodynamics class
- Master Gardener classes
- Master food preservation classes
- Bee keeping

- Natural building: do, teach projects
- State Farm Apprentice program for local farmers
- Sustainability workshops and basic life skills
- Bioneers: push for sustainability
- Possible Education project: sponsor film or speakers

**Possible Mission Statement:**

*“To educate the greater Sandpoint community through resources, research and sustainable life skills that will support a resilient and vibrant community and environment.”*

Income could come from workshops and grant writing.

**Group email discussion**

Discussed possibilities for communication among group including Google groups & Gmail. Gmail sounded like a viable option for us to discuss things within the group and have an email trail that documents our email discussions and communication. Cricket will be responsible for getting started and then let people know the how to's.

**Who will represent us at steering committee/core meetings? (all favored)**

- Debra Duwe – Education Representative
- Brian Potter – dual role of Core and Edu Group Rep
- 1<sup>st</sup> core meeting, 12/8/08. A request for a summary of core meeting highlights be sent to all.

**Assignments for next meeting:**

1. Create a priority list of projects you'd like to see happen in the near future.
2. Wordsmith and fine tune the proposed mission statement:  
*“To educate the greater Sandpoint community through resources, research and sustainable life skills that will support a resilient and vibrant community and environment.”*
3. Send becky ([beckykemery@gmail.com](mailto:beckykemery@gmail.com)) a listing of educational groups and events that are already happening or in the proposal stages.
4. Next meeting will include a summary of the core meeting.

If gmail becomes available before our next meeting, discussion, plus sharing our ideas with one another can begin there.

**Next Meeting:** Sunday, January 4, 2009, at Sarah Shaffer's, from 2-5 p.m.

**Sandpoint Transition Initiative**  
**STI EDUCATION & MENTORING WORKING GROUP CONTACT LIST**

December 7, 2008

(all 208 area codes)

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(f) = friend/resource of group

*Please let Cricket Windsong know if you'd like to be added/removed from this list.*