

A MANUAL FOR MENTORS OF NORTHWEST EARTH INSTITUTE DISCUSSION COURSES 2011

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1 - INTRODUCTION

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

Inspiring people to take responsibility for Earth.

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

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

2 – A BRIEF HISTORY OF NWEI

The Northwest Earth Institute was founded in Portland, Oregon in 1993 by Dick and Jeanne Roy. Jeanne is a long-time activist who founded Recycling Advocates and the Master Recycler Program in Portland. Dick was a partner in a large Portland law firm for 23 years. With the founding of NWEI, they both became full time volunteers for the earth. Dick and Jeanne retired from their roles at the Earth Institute in 2006 and currently lead a new non-profit, Center for Earth Leadership. NWEI’s current Executive Director, Mike Mercer, has also been involved with NWEI since 1993 and has been a volunteer, board member and board chair before assuming his role as the director.

In 1997, NWEI formed the National Earth Institute Network as a way to share its programs with autonomous groups around the country. Since then, discussion courses have been offered in thousands of communities outside the Northwest. Twenty-one regional Earth Institutes and Affiliates have been formed to share the work of the Earth Institute across the country and two in Canada, hence the new name for the network: North American Network. To date, enrollment in our courses has totaled more than 115,000 known participants.

We accomplish our mission primarily by encouraging behavior change in our course participants by fostering shared discovery and personal reflection.

Currently, we offer nine multi-week discussion courses and one single session discussion course (*Just Below the Surface*). The titles and prices are listed on the attached order form (p. 20).

3 – THE ROLE OF THE MENTOR

The people involved in a discussion course may include the following:

- A **presenter** is a volunteer who joins a group to introduce the course(s) the group is interested in. The presenter's role is spelled out in a separate manual, and is not covered here.
- Each discussion course has a **course coordinator**. This is the person who initiates organizing the course. In most cases, this will be the sponsor of the introductory meeting, but not always. A course coordinator is generally the primary contact for the class.
- A **mentor** is a volunteer who facilitates the first discussion session of a new class.
- A **community coordinator** is the person who serves as a local contact for NWEI for organizing courses, ordering course books, coordinating volunteers, etc. (Only available in some areas.)

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

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

The mentor also maintains contact with the class coordinator, and often returns for the final discussion session, or the Celebration/Call to Action. For the Celebration & Call to Action, the mentor leads a discussion of ways that the group or members can continue to meet as a group, take action in their sphere of influence, and be involved in Earth Institute programs.

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

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

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

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

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

3 - THE FIRST SESSION - GETTING STARTED

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

Take the following materials with you to the first session: 1) an opening, 2) your copy of the course book or first session, 3) mentor's checklist, if you use one. (*See the attached list.*) Additionally, each course book has a Course Schedule in the first pages, so you will need to make sure that the group has filled this out. Additionally, whoever ordered the books should have received the NWEI class registration sheet for names and addresses, phone # and email. *Please be sure this is also filled out and returned to NWEI.*

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

Introduce yourself to the group. Say a sentence or two about how you came to be a volunteer. This is a good time to find out how many people attended the introductory session (if there was one) and how many have previously taken an Earth Institute course. Do not spend time describing Earth Institute programs, unless an introductory session was not held, and the group would like more information on NWEI. The introductory session includes an overview of NWEI, including programs, history and background.

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

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

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

Call attention to the course evaluation form at the beginning of the course book. Stress the value to NWEI when participants make notes on this form each week; once complete at the end of the course, they should be returned to NWEI.

Mention NWEI’s EarthMatters Blog (<http://blog.nwei.org>). NWEI launched a blog in 2010 as a way for course participants to stay connected with the NWEI network, learn about news & events, and find additional sustainability resources. Encourage course members to visit NWEI’s blog and subscribe to our RSS feed.

****Circulate the Class Registration Sheet.**** (If it has not already been.) This information is not given to other groups. It is for Earth Institute use only, for grant reporting (so we can continue getting funding support), and to maintain accurate participant records. It is very important to gather this information, so ***please emphasize this to your group members!***

Circulate the Class Schedule. (If it has not already been filled out.) This gives the group members an opportunity to sign up to present an opening and to facilitate one of the sessions. You may prefer to wait until you have described the opening and the role of the facilitator before asking group members to volunteer for these. If the group has more members than remaining sessions, schedule two openings for sessions to allow each participant to present an opening.

4 - THE FIRST SESSION - THE OPENING

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

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

- Appreciation for nature (*Reconnecting with Earth*)
- Attraction to simplicity (*Voluntary Simplicity*)
- Concern for future generations (*Choices for Sustainable Living, Global Warming: Changing Co₂urse, and Sustainable Systems at Work*)
- Attachment to a place (*Discovering a Sense of Place*)
- Connection to food or farms (*Menu for the Future*)
- Childhood experience in nature (*Healthy Children-Healthy Planet*)

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

modeling, it is also a good idea for the mentor to keep the opening short, **well under the five minute suggested maximum time allotment.**

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

5 - THE FIRST SESSION - FACILITATING THE DISCUSSION

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

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

Present the Circle Question. After the opening, the first step is for each person to answer the Circle Question. The purpose of this question is to provide a focus for the day’s discussion. Note to everyone that this is the only *required* question to answer, and that it should move quickly, without responses from others.

Keep it personal. Remember that the goal of all Earth Institute courses is to consider matters from a personal perspective. The facilitator helps to maintain this individual focus. (“What is my relationship with the earth?” “How do I feel about that issue?” “Are my values threatened by the author’s assertion?”) The mentor keeps the discussion from straying into what “everyone,” or “this country,” or “other people” should do. When the discussion starts to become general, bring it back to the personal. (“How do you feel about that?” “What can you do to make a difference in that area?”)

One way to keep the discussion personal is to use the suggested questions that are included in the guides in the course book. They are designed to elicit personal responses. By modeling use of the discussion questions, the mentor

also shows that facilitation is accessible to anyone. *You don't have to be an expert on the topic of a session in order to facilitate it.*

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

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

Step back; be detached. Except for providing gentle guidance as needed, the mentor will mostly stay out of the discussion. By the time the discussion of the readings starts, the class will have been listening to the mentor for a while. This is a time for them to carry the agenda. As a mentor, you will probably be seen as something of an expert on the topic. It is OK to express an occasional opinion, but recognize that your ideas may cut off discussion, rather than encourage it. Don't be afraid of "the silence" if no one immediately responds to a question you pose. Sometimes a member of the group may have strong opinions, and express them frequently. It is not a good idea for the mentor to engage this person in debate. Rather, seek to empower the group to deal with this person. ("Thank you, Bill, but let's get some other thoughts on this. Sharon, you look like you have an opinion.") They will need to do so without the mentor in the remaining sessions.

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

6 - THE FIRST SESSION - BRINGING IT TO A CLOSE

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

*****Make sure that the Class Registration Sheet is filled out.*** You will take this with you, and bring or mail it to the NWEI Office. If the group does not have time to fill it out the first meeting, charge the group organizer with filling out and returning this. You should tell the group that NWEI needs this information for grant reporting, and to maintain accurate participant records.

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

Confirm the time and place for the next meeting, (if different).

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

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

7 - CHECKING IN AFTER THE FIRST SESSION

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

8 - THE FINAL SESSION - CELEBRATION AND FOLLOW-UP

The final session is the most important one for the group experience. It is both the culmination for a course, and a new beginning for those who would like to continue on the Earth Institute path. This is the time to focus on the *action* which is one of the primary ultimate goals of NWEI programs. Specifically, the final session is an opportunity to:

- ◆ Celebrate the completion of the class.
- ◆ Collect feedback on people's experience in the class.
- ◆ Discuss opportunities for continuing to be involved.
 - ◆ Organize another discussion course, either with the same group, or with other individuals in each person's circle.
 - ◆ Become an NWEI volunteer (various roles).
 - ◆ Take action within the community and their homes (e.g. start a garden; plan a neighborhood clean-up or tree planting, etc.).
- ◆ Mention that NWEI has a blog (linked on the website), which is a good way for group members to stay connected to the NWEI community after their course ends. They can learn about events, opportunities, and the latest NWEI news.

If you return, the mentor will facilitate the final session. Mentors should find out the time and place for this session. **If you are unable to attend and the group would like someone from NWEI to join them, notify the community coordinator as early as possible so another mentor can take your place.** You can bring the following with you to a final session: 1) an opening, 2) a list of the other courses, 3) contribution cards, 5) a closing ceremony, 6) a final session checklist.

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

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

THE FOLLOWING IS A TYPICAL AGENDA FOR A FINAL SESSION:

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

Feedback. At this time, collect the written evaluations. Ask any who don't have them to complete them and return them to NWEI. Oral evaluations are also quite valuable. A good way to elicit these is to ask people to complete the sentence, "If there was one thing I could change about the course" or "The most valuable part of this experience for me was..." (The mentor should write down these comments, and send them to NWEI with the evaluations.)

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

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

- ◆ Would the group or part of the group like to consider taking another discussion course? At a celebration in the spring in a workplace, the group may decide to hold off until the fall. But the basic plan can be discussed and the lead person can be identified.
- ◆ Would anyone in the group be interested in organizing a course in another setting? For example, at a workplace celebration, a participant might decide to organize a *Discovering a Sense of Place* group in their neighborhood.

Invitation. (optional) Invite everyone to make a donation to support the Northwest Earth Institute (or partner organization), if they would like to do so. The health of the Network depends on individual support, and people often appreciate the opportunity to contribute to this effort. Distribute contribution cards. Participants can also become members online at www.nwei.org/join.

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

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

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

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

ILLUSTRATIVE MENTOR'S SCRIPT FOR FIRST CLASS SESSION

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

Arrive early. Introduce yourself as class members arrive.

Start the class. "My name is _____, a volunteer with the (group offering) Earth Institute classes in this community. I have agreed to be the mentor for your class. As such, I am a resource to help your course be a success.

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

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

Introduction. [two illustrative examples]

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

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

Success. "I would like to share with you a few things that have been learned about these discussion classes after more than 115,000 have taken place. A course will be most successful if each person makes it a high priority - attends regularly, arrives on time, does the readings, and participates with enthusiasm. It is important to keep in mind that consensus in the discussions is not a goal and all opinions are treated with respect."

Forms. "You will find a Course Evaluation form in your readings. Our courses are revised based largely on the comments of participants, so we ask you to take a

minute after each session and complete these forms for our information. I will plan to collect them when I return for your final session. Things you liked, things you disliked, any suggestions will be a great help to us.

(If the registration form was not filled out the previous week with the Presenter)
"This form is our class registration sheet. Please fill in your name, address and phone # for our records. We never sell or give away our list and this information is very important to enable NWEI to continue receiving grant funding." (Pass around the table while continuing.)

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

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

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

"I want to call your attention to the page in your course book called 'Guidelines for the Weekly Facilitator.' You should review them when it's your turn to facilitate a class.

"Now that you have an idea of what we mean by an opening and by facilitating the discussion, I will pass around someone's course book schedule for you to volunteer for those tasks during future classes (*if was not done the previous week*). Go ahead and double up on the opening assignments, if necessary, so everyone has a chance to participate. You should make a note in your own book's course schedule when you will be providing an opening and facilitating."

"After the opening, each session will start with a circle question. Everyone answers this first circle question, as it is important to have everyone's voice heard. It will get the class into the topic for the day. Today's circle question, from the introduction in your course book is...."

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

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

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

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

"It looks like the class is off to a good start. I will check in with Alice from time to time, and I will see all of you at the final meeting. Thanks for inviting me to be a part of this session."

MENTOR'S FIRST SESSION CHECKLIST

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

- End on time.
- Before leaving, make a note in your calendar of the date of the final session, and an earlier date to check in with the class coordinator.

Mentor's Final Session Checklist

- Bring the following with you to a final session: 1) an opening, 2) handouts on follow-up options, 3) contribution cards, 4) new contacts sheet, 5) graduation ceremony, and 6) this checklist.
- Call for the opening (or present one if needed).
- Gratitude Circle — ask participants to share something they are grateful for about the experience they have had in the course.
- Collect the evaluations (or ask people to send them in).
- Verbal evaluations—"If you could change just one thing ..." "My favorite thing was ..."
- Ideas for follow-up:
 - Another NWEI Course
 - Action projects (field trips, joining a watershed group, restoration project, etc.)
 - Home Eco-Party (see attachment; where available in NW)*
 - Earth Advantage Home Energy Test (Portland area; see attachment)*
*These flyers will be provided with course books where available.
- Invite everyone to become a member or make a donation of support to the Northwest Earth Institute Network. Member support is essential to continue creating discussion courses like the one they just participated in.
- Circulate New Contact Sheet. (Do you know individuals who might be willing to sponsor a NWEI course in their workplace, church or home? Referrals are very helpful to the NWEI staff. List **your** name & telephone number.)
- Graduation ceremony. Create a small ceremony to congratulate people for the work they've done in the course. You might read a poem or teach the group a song.



NORTHWEST EARTH INSTITUTE RECONNECTING WITH EARTH (SAMPLE COURSE SCHEDULE)

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

Class Coordinator / Phone: _____

Mentor /
Phone: _____

Location for future meetings:

| <u>CLASS SESSIONS</u> | <u>DATE</u> | <u>OPENING</u> | <u>FACILITATOR</u> |
|------------------------------|-------------|----------------|--------------------|
| Wild Nature | _____ | | |
| Shifting Paradigms | _____ | | |
| Nature and Spirit | _____ | | |
| The Universe Story | _____ | | |
| Ecopsychology | _____ | | |
| Bringing it Down to Earth | _____ | | |
| Final Meeting – Celebration* | _____ | | |
| | | (planner) | (planner) |

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

COURSE BOOK ORDER FORM



YES! I would like to order NWEI discussion course guides.

Please note that payment is due at the time of order. If you must pay with a check, payment is due within 30 days. Unpaid orders past 30 days will be assessed a 1.5% late fee. We are unable to accept returns or exchanges.

DATE: _____
 NAME: _____
 ADDRESS: _____
 CITY, STATE, ZIP: _____
 PHONE (H): _____ PHONE (W): _____
 FAX: _____
 E MAIL (REQUIRED FOR PDF COURSES; NWEI DOES NOT SHARE CONTACT INFO): _____

COURSE LOCATION (CHECK ONE) *PLEASE NOTE COURSE START DATE:

Home/Neighborhood Community or Faith Center; Please list _____
 Business/Workplace; Please list _____ Organization/University; Please list _____

HOW DID YOU HEAR ABOUT US? _____

COURSE BOOKS:

| | <u>QTY.</u> | <u>COST</u> | |
|---|-------------------|------------------|--|
| <input type="checkbox"/> Sustainable Systems at Work | \$35.00 x _____ | = \$ _____ | <input type="checkbox"/> PDF (no shipping charge) <input type="checkbox"/> Hard copy |
| <input type="checkbox"/> Choices for Sustainable Living | \$21.00 x _____ | = \$ _____ | |
| <input type="checkbox"/> Discovering a Sense of Place | \$21.00 x _____ | = \$ _____ | |
| <input type="checkbox"/> Global Warming: Changing CO ₂ urse | \$21.00 x _____ | = \$ _____ | |
| <input type="checkbox"/> Healthy Children - Healthy Planet | \$21.00 x _____ | = \$ _____ | |
| <input type="checkbox"/> Menu for the Future | \$21.00 x _____ | = \$ _____ | |
| <input type="checkbox"/> Voluntary Simplicity | \$21.00 x _____ | = \$ _____ | |
| <input type="checkbox"/> A World of Health: Connecting People, Place, and Planet | \$21.00 x _____ | = \$ _____ | |
| <input type="checkbox"/> Reconnecting with Earth (PDF only -- no shipping charge) | \$15.00 x _____ | = \$ _____ | <input type="checkbox"/> PDF (no shipping charge) <input type="checkbox"/> Hard copy |
| <input type="checkbox"/> Just Below the Surface | \$5.00 x _____ | = \$ _____ | |
| <input type="checkbox"/> NWEI Organizer Guide* | \$3.00 x _____ | = \$ _____ | |
| <input type="checkbox"/> NWEI Membership** | Starts at \$35.00 | _____ = \$ _____ | |

* Suggested if this is your first course.

** Optional - Become a member or just show support and receive our quarterly newsletter, EarthMatters.

SHIPPING / HANDLING:

| | | |
|-------------|---------|----------|
| 1-2 Books | \$6.00 | \$ _____ |
| 3-15 Books | \$12.00 | \$ _____ |
| 16-30 Books | \$24.00 | \$ _____ |
| 31-45 Books | \$36.00 | \$ _____ |
| 46-60 Books | \$48.00 | \$ _____ |

TOTAL \$ _____

If you have any questions or need assistance, please call 503.227.2807 or email contact@nwei.org.

You may fax this order to 503.227.2917 (if you do not receive a confirmation within one business day, contact us or fax again). Or you may mail with your check or credit card information to:

Northwest Earth Institute
 Outreach Team
 107 SE Washington, Suite 235
 Portland, OR 97214

VISA/MASTERCARD #: _____ EXPIRATION DATE: _____
 NAME AS IT APPEARS ON CARD: _____
 SECURITY CODE - (3 DIGIT CODE ON THE BACK RIGHT SIDE OF CARD) - _____

I understand that selected readings in Northwest Earth Institute course books cannot be reprinted without the author's permission. NWEI recommends the discussion guides be used in small groups. The Northwest Earth Institute appreciates your efforts to bring discussion groups to your community or organization.

Sent Date & Initials (Office Use Only): _____

Paid _____
 Due _____