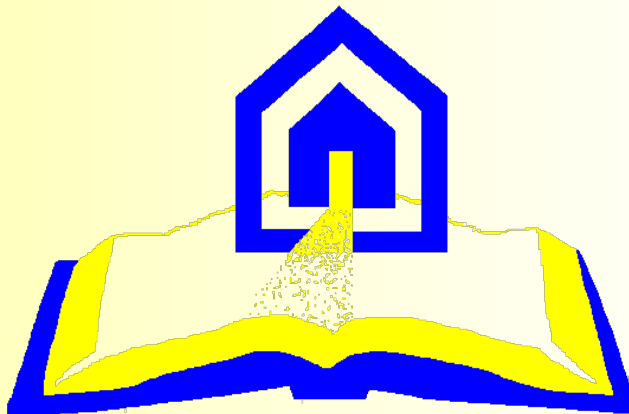


One Book One Yearly Meeting



*Making Connections
Through Books*

2009

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One Book One Yearly Meeting

One Book One Yearly Meeting is a program to bring Philadelphia Yearly Meeting together over a good book. In our past a curriculum was published each year prior to Yearly Meeting Sessions to introduce the children to the theme of sessions in First Day School. One Book One Yearly Meeting offers a program and curriculum that can be used for children, adults or multigenerational gatherings. This year's book, Right Relationship, and it's companion that is appropriate for all ages, Earth Care, resonates with the theme of March and Summer Sessions: Living Up to the Light. It also reflects the clear call heard at the rise of last summer's sessions to decrease our ecological footprint at Sessions. We encourage meetings to explore these books together. You could decide to read it in a traditional book group fashion or to use it with this curriculum. Friends are encouraged to take the learning farther with the additional resources in the back. Enjoy!

Table of Contents

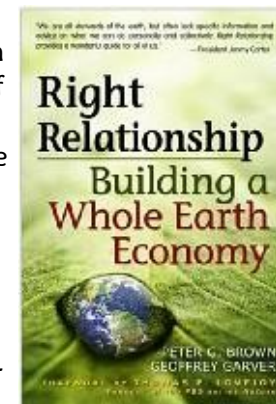
Introduction to the books and curriculum	2-3
Step One: Grounding and Clarification	
Extracts and Queries	4
Right Relationship Activities	5
Earth Care Activities	6
Step Two: Developing Models, Programs & Techniques	
Extracts and Queries	7
Right Relationship Activities	8
Earth Care Activities	9
Step Three: Bearing Witness	
Extracts and Queries	10
Right Relationship Activities	11
Earth Care Activities <i>and a bonus</i>	12
Step Four: Nonviolent Reform	
Extracts and Queries	13
Right Relationship Activities	14
Earth Care Activities	15
More Resources	16

The Book and its companion

Right Relationship: Building a Whole Earth Economy

BY PETER BROWN AND GEOFFREY GARVER

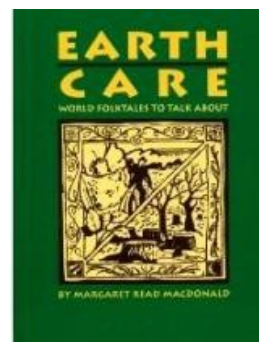
What is right relationship? A thing is right when it preserves the integrity, resilience, & beauty of the commonwealth of life and wrong when it does otherwise. Unlimited growth & wealth are seen as "natural law" and nothing can be done to alter this - even if it means damaging the Earth's ecological & social systems. We face a moral choice: bring the economy into right relationship with the planet & its inhabitants, or suffer the consequences - the increasing destruction of Earth's life support systems & social structures. This book presents a proposal for bringing our world into alignment. A project of the Quaker Institute for the Future.



And to explore the same themes with children or in multigenerational groups, the companion book is:

Earth Care: World Folktales to Talk About

BY MARGARET READ MACDONALD



Forty-one tales, fables, poems, stories, and numerous proverbs from over thirty countries or ethnic groups for folks to talk about. Grouped by concept, these tales touch upon both human and ecological themes: caring for the land; caring for other creatures; how all things are linked; how human greed leads to disaster; how no thing is without value; how pollution returns to the polluter; how one person can make a difference; how to husband the future by heeding the experience of the past; and how to unite our voices on the Earth's behalf.

These books are available from:

PYM Library
www.pym.org/library
 215-2421-7219
 library@pym.org

QuakerBooks of FGC
www.quakerbooks.org
 215-561-1700

Mention **One Book** for a 10% discount!

The curriculum: an overview

This curriculum was written for Meetings to use when participating in the One Book One Yearly Meeting project as a bridge between March and Summer Sessions and throughout the year. Here are a few things to help you use this curriculum

- 📖 The curriculum has four sections, each based one of the four steps that the authors of Right Relationship identify as necessary for building a whole earth economy. The Steps are:
 - Grounding and Clarification
 - Developing Models, Programs and Techniques
 - Bearing Witness
 - Nonviolent Reform
- 📖 Each of the four sections of the curriculum provides several ways to help Friends explore the themes. These ways are:
 - Extracts from Right Relationship and queries to introduce the Step.
 - Two activities that are based on the book Right Relationship.
 - A proverb and one or two stories from the companion book, Earth Care which reflect the intention of the Step. There are extending activities that go with each Earth Care story.
- 📖 Many of the activities can be used for groups of adults, groups of children or multigenerational groups, including all of the extending activities for the Earth Care stories. Some are designed for adults only and are so labeled.
- 📖 The Earth Care stories are perfect for reading to the whole community. See the introductory paragraph in each section for ideas.
- 📖 All of the activities require someone to take leadership. Some of them require preparation time so plan ahead.
- 📖 The activities based on Right Relationship build on each other, however many of them can be done independently as well so you can pick and choose what speaks to your condition.
- 📖 It needs to be noted that the authors of Right Relationship put much more weight on the economy and the need to radically change it than is reflected in this introductory curriculum. For support in addressing these deep, complex, vital issues, please refer to the curriculum Seeds of Violence, Seeds of Hope by Friends Testimonies and Economics Project listed in the back.

Right Relationship: Building a Whole Earth Economy

Extracts

“In a profound sense, economics and ecology are domains of relationship. Economics is about access to the means of life. Ecology is about the mutual interdependence of life communities. Using right relationship as the unifying mechanism, this book brings these two perspectives together, pivoting the lens of human solidarity and the lens of ecological science into a single focus. Right relationship becomes the central motif both in the social design of human well-being and in ecologically sound economic adaptation.” (p. xvi)



“Right relationship provides a guiding ethic for people wishing to lead fulfilling lives as creative and integrated participants in human society and the commonwealth of life as a whole. It is akin to what some would call sustainability though it goes much deeper. Right relationship offers a guidance system for functioning in harmony with scientific reality and enduring ethical traditions.” (p. 4)

“Urgent action is needed *now* ... The task for people who are concerned for human survival and the welfare of the commonwealth of life is to help bring awareness of the connections between the looming ecological threats and the political and governance changes needed to avoid them, and to join together to persuade political leaders and parties to act.” (p. 168)

People need to think about pursuing joyful, grateful, and fulfilling lives in right relationship with life’s commonwealth.” (p. 169)

Step One: Grounding and Clarification

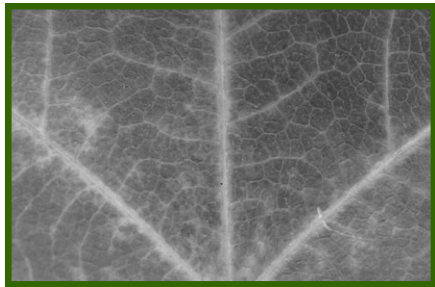
Extracts

Right Relationship is based on feeling a sense of awe for the cosmos and embracing and ethic of humankind's appropriate place in, and relationship to the cosmos and the earth. (p. 141)

What *does* make us happy are the ideals promoted by almost every ethical tradition known: belonging to a community; enjoying good health; sharing; loving and being loved; having access to nature; making a meaningful contribution. (p. 20)

Grounding and clarification begin with the recognition that it makes much more sense to be inspired to live within the ecological limits of the earth than to ignore the ecological consequences of relentless economic growth. People everywhere need to envision having fulfilling lives, and then start living them by walking more lightly on the earth. (p. 20)

Grounding and clarification about the need to cherish and protect the commonwealth will take hold through experiencing nature and after earnest conversations among people who care for each other, and not merely discussions in environmental or governance think tanks. (p. 141)



Queries

What is wealth?

What increases well-being?

Do I open myself with joy to the promise, power and possibilities of my own inner life?

What do I do daily to remind myself of my connections with people, other creatures, and all that sustains life? How does this bring joy, thankfulness and nourishment into my spiritual life? What would it really mean to live a life of faith and deep communion with all life spirit rather than one of material accumulation?

How do I bring my life into harmony with the natural rhythms of life, so that I may pass on to future generations a sustainable world?

Where is my growing edge in living in right relationship?



Step One: Grounding and Clarification

Activity 1: Clarification of the basic principle

Appropriate for: Adults and teens Activity time: 1.5 hours






Facilitator preparation needs:

- Read the introduction to Right Relationship
- Invite Friends to plan to participate and ask them to also read the first chapter of Right Relationship.
- Prepare three large pieces of paper, each with one of these headings: Integrity; Resilience; Beauty. On a fourth piece of paper write out the definition of *right relationship* (see below).

Introduction:

The authors of Right Relationship define the Quaker principle of *right relationship* as “respecting the integrity, reliance, and beauty of human and natural communities”. They also refer to “human and natural communities” as the “commonwealth of life”. Orienting ourselves toward living with the principle of right relationship as our guideline and goal is essential in building a healthy ecology and economy. This activity will guide Friends in thinking about the principle both in the small community of our Meetings and then in the community of the commonwealth of life.

Activity:

-  Begin by worshipping for a few minutes together. Read the definition of Right Relationship out loud into the silence.
-  Look at the 3 papers with the ingredients of right relationship written on them. Ask Friends to give a few simple definitions for each word and write them down on the paper.
-  Address the following queries for each of the words. Write down the responses on the top half of the large sheets of paper.
 - What are examples of Integrity in our Meeting community?
 - What are blocks to living with integrity in our Meeting?
-  Repeat the previous step, this time replacing “Meeting community” with “Commonwealth of Life”. Consider the whole earth in your response
-  Settle into closing worship with this query: Where is my growing edge in living in right relationship?

Activity 2: Paying the Sun

Appropriate for: Everyone Activity time: one hour





Facilitator preparation needs:

- Read chapter two of Right Relationship, “How Does it Work?”
- Invite Friends to plan to participate and ask them to also read the chapter.

Introduction:

The sun provides the energy for all generative processes. All things can be traced back to the sun.

Activity:

-  Choose a handful of people (the number depends on the amount of time you have). Ask each of them to choose something in the room and touch it.
-  Tell everyone that everything that exists can be traced back to the sun. For example paper comes from trees which grow from the energy of the sun. You can take this to more complex levels by considering the process for making paper which uses energy which comes from the sun if you trace it back far enough. Together, trace back the objects that the Friends are touching to their original source of the sun.
-  Ask Friends: How do you pay the sun for these things?
-  There is a second force constantly at work in the universe along side the generative force fed by the sun — entropy: *Energy in a closed system is continually and irreversibly transformed from usable to non-reusable forms*. Our choices can support the generative processes beginning with the sun, support the dissipative processes of entropy, or both. Look at the objects you’ve traced back to the sun again. To what extent does their presence among you and the manner in which they were made support the sun or entropy?



Step One: Grounding and Clarification

Activity 3: *Earth Care: World folk tales to talk about*

The following proverb and stories from Earth Care continue the exploration of the theme “Grounding and Clarification.” The text is short and ideal for sharing in multigenerational settings, for example leading into worship, at the rise of meeting, during opening exercises or during a potluck meal. The extending activities can be done in First Day School with children, adults or multigenerational groups.

Proverb:

Even in a single leaf, or a tender blade of grass, the awe-inspiring deity manifests itself.



Story: Finding the Center (page 89)

This Ojibway tale shows us the importance of keeping ourselves centered in the universe and achieving balance in our lives.

Extending Activity:

At the end of the story eight wise advices from the Great Spirit are listed (Cherish wisdom; Respect all life; Be courageous; Live moderately; Live peacefully; Honor your promises; Be honest; Share your gifts). Write each of these in large letters on separate pieces of construction paper; post the papers around the room.

Read all of the pages out loud so everyone is familiar with what they say. If there are younger children in the group, briefly describe what they mean as needed. Then tell everyone:

1. **Go to an advice that is true of the way you live your life.**
When they have all chosen, ask them to share (in the small groups or with everyone) an example of how they live the advice.
2. **Go to an advice that is very hard for you.**
When they have all chosen, ask them to share why they chose the one they did.

3. **Go to an advice that is one that we need more of in this world.**
When everyone has chosen, ask them to share why they chose the one they did.
4. **Go to the advice which you commit to living into in the next week.**
Give everyone a little time to make a plan for how they will honor this commitment.

Story: Hidden Divinity (page 93)

This legend from India suggests that our better nature may lie deep within ourselves and need some digging to discover.

Extending Activity:

Invite each participant to draw pictures of themselves as they would look if the divinity of people had not been taken from them and hidden when they abused it: What would you look like if you knew yourself to be wholly divine? Ask Friends to also draw in the surroundings of their portrait: where are you, what are you doing?

Reflect: What does it take to know that you are this person now and are called to live this way every day?

Lay a long piece of paper across a table so that many people can gather around it. Repeat the activity above but this time draw together a portrait of the Meeting as it would look with its divinity fully present.



Step Two: Developing Models, Programs & Techniques

Extracts

Designing a rational new approach to economics will only work if people with diverse life experiences participate in dialogue about what they aspire to in their daily lives in a whole earth economy. (p. 141)

Societies also must make it an urgent priority to develop institutional changes and processes necessary to enhance and preserve the integrity, resilience, and beauty of the commonwealth of life, with the benefit of history but thoroughly and thoughtfully adapted to the present. Models, pilot schemes and broad-based plans must be rapidly developed so they will be ready to implement as the demand for change intensifies. (p. 140)

...Institutions [that] emerge must preserve local decision making, yet ensure respect for new, ecologically based rules that we all must live by to avoid the further unraveling of life's commonwealth and the attendant decline in the human prospect. This is not something that should only be left to "experts." What will daily life be like when a new kind of global governance comes into play? The answer will depend not only on the details of how global governance functions, but also on how it makes sense in the daily lives of people in communities across the globe. The more people who participate in discussing new forms of global governance, the better it will serve people and the entire commonwealth of life fairly and effectively. (p. 21)



Queries

Do we seek a measure of the wealth of a nation, or of a community, that reflects the value of intangible elements of the quality of life -- such as a sense of community, family, tradition and the spiritual life of people?



What will daily life be like when a new kind of global governance that is based on a respect for the integrity, resilience and beauty of life comes into play?

Do we strive for simplicity and respect for nature in personal practices and public policies, so that we may pass on to future generations a sustainable world?

What actions am I taking to reverse the destruction of the Earth's ecosystems, and to promote her healing?

Do I contribute ideas, effort, resources to help heal and stabilize our ecosystem?

Am I mindful of the extent to which the rapidly increasing number of people on earth contributes to environmental degradation?

Step Two: Developing Models, Programs & Techniques

Activity 1: *Right Relationship Calendar*

Appropriate for: everyone

Activity time: one hour






Facilitator preparation needs:

- Read the introduction to [Right Relationship](#)
- Invite Friends to plan to participate and ask them to also read the first chapter of [Right Relationship](#). Friends who do not read it can still participate meaningfully, but the activity will be richer if most people have read it.
- On a large piece of newsprint, write “Right Relationship on Monday” across the top. Down the left hand side of the paper write 7:00, 9:00, 11:00, 1:00, 3:00, 5:00, 7:00, 9:00, evenly spaced so it takes the whole page. You are recreating a page from a datebook.

Introduction:

This activity will help Friends notice what they “aspire to in their daily lives in a whole earth economy” and to learn from each other the real things that members of our community do and can do to live in a way that nurtures the integrity the resilience and the beauty of the commonwealth of life.

Activity:

-  Read (or have someone read) out loud the definition of Right Relationship (see page 8 in this curriculum) and the first extract on page 12.
-  Share with the participants that to build a whole earth economy we need to have models, programs and techniques. The major goal is to have models of economy on a global scale that are supported by international bodies with authority. A minor goal on the way to the major goal is a model for individual people, families, communities to live their lives in right relationship.
-  Ask Friends to think through their typical day, using the calendar as a guide, and consider: what is it that I do to live in right relationship? Center into a few minutes of worship to consider this query.
-  Lead the participants through the day asking for examples at each period of what Friends actually do to live sustainably. Write down the responses. You may need to ask Friends to plan which 1 or 2 or 3 hours they want to respond to so that you do not have the ecological heroes of the meeting sharing their day to the exclusion of other Friends who are learning.
-  Fill in the calendar with the examples given. Save this calendar for the first activity in Step Three.

Activity 2: *The Meeting in Right Relationship*

Appropriate for: Adults, primarily

Activity time: one hour +





Facilitator preparation needs:

- This activity requires action of the whole meeting. Plan it carefully so that outcomes from the activity can be taken to business meeting soon afterwards. It may be helpful in keeping this activity moving forward to have more than one person facilitating and carrying it.

Introduction:

This activity focuses on the way in which Friends live in right relationship with the commonwealth of life as a community and encourages the meeting to go deeper and see farther.

Activity:

-  After a period of settling in worship, brainstorm a list of the choices the meeting community has made that bring it into right relationship with the commonwealth of life. Write the responses on a large sheet of paper.
-  Now look to the future. What are other choices the meeting can make? Dream bigger and bigger as you make this list (writing the responses on a large sheet of paper). Open yourselves up to seeing beyond what you have seen before. Accept that “this is the year of our Lord’s favor” and see what that then means is possible.
-  What is the meeting called to do next? Final decision making and planning the structure for how to move forward will need, probably, to happen in your business meeting. Do some preliminary thinking and discerning now about what might be the next step for the meeting. Take these recommendations to your next business meeting.
-  This step in building a whole earth economy is about creating models, programs and techniques that large numbers of people support and participate in. Therefore, when moving forward with your meeting’s next steps, deliberately decide to include a wide variety of people in the process—don’t rely on the people who are already involved in this work to carry it forward. Include teens and children, property committee, the Friends who hang out in the kitchen, people who aren’t on any committees; share actions and progress during announcements, not just at business meeting so that lots of people hear about it.

Step Two: Developing Models, Programs & Techniques

Activity 3: *Earth Care: World folk tales to talk about*

The following proverb and stories from Earth Care continue the exploration of the theme “Developing Models, Programs & Techniques.” The text is short and ideal for sharing in multigenerational settings, for example leading into worship, at the rise of meeting, during opening exercises or during a potluck meal. The extending activities can be done in First Day School with children, adults or multigenerational groups.



Proverb:

Decide to do it and the thing
is done.

Story: In Your Hands (page 124)

This brief folktale from India appears in many cultures as part of a longer story. It is a nice anecdote to help us think of our responsibility to this earth.

Extending Activity:

In preparation, tape two large pieces of paper on the wall and gather the objects in the following list. Choose small ones that will fit in the hands of the participants. Put them in a container so that they can't be seen by the group.

- In-season fruit or vegetable
- Globe
- Baby
- Heart (love, friendship)
- House
- Anything you want to add

Read In Your Hands to the participants (or invite someone else to read). Tell everyone that you are all temporarily part of the village in India from the first story. Without allowing others to see what it is, give the fruit to one of the participants to hold, hidden. Prompt your volunteer to ask of the “village elders” (the other participants) “Here is a riddle for you, Friends. I

have something in my hands. Is it alive or is it dead?” Then, before the elders have a chance to respond spontaneously, give them their line: “The answer, Friend, is in your hands.” Invite the volunteer to show everyone what is in his or her hands.

Tell everyone, if the fruit is to stay alive, to continue to live on this earth, the responsibility for that is in our hands. Ask, what is it that we need to do, what choices do we need to make, how do we need to live to ensure that this fruit will continue to live on this earth? Write the responses on one of the papers on the wall.

Tell everyone, the possibility of the fruit's and not living anymore is also in our hands. Ask what we can do to help it die out if that is our choice. Write down the responses on the other paper.

Repeat the exercise using as many of the objects as you like. Continue to write down all of the responses to the two queries on the two pieces of paper.

Review the whole list together. What do you notice? Do you list the same things many times? Are the tasks easy or hard? Are the tasks on one list easier than the other? How do they compare to how you live now? What new commitment to the commonwealth of life can you make right now? How will you hold each other accountable?



Step Three: Bearing Witness

Extracts



Bearing witness is a matter of moving from conviction to action in a way that strikes a chord of common sense, rings loud and clear, and soon has others joining in the joyful music. (p 157)

Everyone who wants to preserve the integrity, resilience, and beauty of the commonwealth of life for future generations needs to commit to individual and collective changes that will lead to right relationship... It is possible to hope for it and work for it by bearing active witness to the concept of right relationship and to the urgent need for change. (p 21)

People must bear witness, when working, playing, transacting, and relating to each other every day, so that these discussions will turn from *talk* into the *walk* of right relationship. (p. 141)

As we make the personal choices we must make each day, we face the dilemma of being dependent on a society that causes ecological destruction we abhor. We cannot turn away from the modern world, yet we must curb our demands so that the earth's resources are sustained. (p 156)

We are called to show, by our daily choices and actions, the way toward a more harmonious, more fulfilling, nondestructive way for humans to live on our planet — the way to harvest the fruit without destroying the tree. We are called to celebrate the beauty, diversity, and complexity of life, and to engage in the difficult but ultimately joyful work of practicing right relationship within the whole commonwealth of life. (p 156)

Queries

Can we bring our passion for peace, justice, and equality into the arena of economic policy?

Are Friends aware of, and working with, other individuals and groups who share our concern and commitment to unity with nature?

Does our Meeting inform its members about legislative issues related to [environmental protection and an earth restored]? As Friends, do we communicate our concerns on these matters to local, state and federal legislators?

What am I called to commit to to build an economy that respects the integrity, resilience and beauty of the whole earth? what is God's idea for how I can live in a way that cares for all living things?



Step Three: Bearing Witness

Activity 1: Individual Witness

Appropriate for: Everyone Activity time: one hour









Facilitator preparation needs:

- You need to have completed the first activity in Step Two, Right Relationship Calendar, on page 8. Have the calendar ready to review.
- By this time you should have read the introduction to the book at least. Make sure you have also read the conclusion.
- Supplies needed: Write the definition of Right Relationship on the backs of 3x5 cards—enough to give one to each participant. You'll need sheets of address labels (Avery 5160), separated into strips of 10—enough to give one strip to each participant. Markers and pens

Introduction:

The third step, Bearing Witness, involves showing to the world the individual and collective changes that you have committed to making that will lead to right relationship. This activity is a way to bear witness to your friends, neighbors and colleagues.

Activity:

-  Review the right relationship calendar from Activity 1 in step two (page 14).
-  Spend 20 minutes in worship-sharing around the query: what am I called to commit to to build an economy that respects the integrity, resilience and beauty of the whole earth? what is God's idea for how I can live in a way that cares for all living things?
-  Give everyone a 3x5 card to write down their commitment and to help remember the definition of Right Relationship.
-  Tell everyone you are going to make Right Relationship Labels that they can wear (one per day with some extras) during the week to inform others of their commitment and remind themselves. Give each participant strip of 10 address labels and ask each person to write "I'm living in Right Relationship" on each label (feel free to get creative!).
-  Role play with two people the conversation that might happen when someone asks "What does that mean, living in right relationship?" to encourage people to think about how to give an answer that defines the term and shares their own commitment.
-  Plan to check in the following week to hear stories from each other of the week. Consider continuing the exercise beyond one week and adding in more people from the meeting.

Activity 2: Collective Witness

Appropriate for: adults, primarily Activity time: one hour +




Facilitator preparation needs:

- This activity builds on the second activity in Step Two, The Meeting in Right Relationship, on page 9.

Introduction:

This activity focuses on the way in which the whole community bears witness together, demonstrating the commitments the meeting has made to living in right relationship.

Activity:

-  Review the list of choices the meeting made in the first action of "The Meeting in Right Relationship" and add to it any decisions the meeting has made about moving forward with this work.
-  Do your meeting's neighbors know that you have made these choices? Do other faith communities in your area know? Does the municipal government know? Break into three small groups to develop a plan for sharing with each of these three populations what it is that the Meeting does. Plan to share not only what your actions are but how and why you decided to do it. Share where the joy is in the decision and share what is hard about the work. Plan also to ask each of these populations what it is that they do to be in right relationship with the commonwealth of life so that you may learn and join with them in their witness.
-  Consider how to make this communication an ongoing one.



Step Three: Bearing Witness

Activity 3: *Earth Care: World folk tales to talk about*

The following proverb and stories from Earth Care continue the exploration of the theme “Bearing Witness.” The text is short and ideal for sharing in multigenerational settings, for example leading into worship, at the rise of meeting, during opening exercises or during a potluck meal. The extending activities can be done in First Day School with children, adults or multigenerational groups.

Proverb:

The strength of one person does not go far.

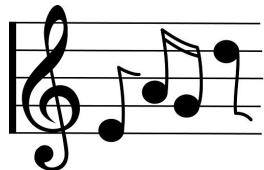
Story: Frog and Locust (page 125)

If only we all band together, what great things we might achieve.

Extending Activity:

Join the peacework initiated by the children of the Yearly Meeting. The “Quaker Kidz Bring the Peace Handbook” is based on the discernment of our children when they asked “What is God’s big idea for us around Peace?” The handbook includes 10 committees that Friends of all ages or any age can participate in to further that work. Examples include Peace Signs, Letter-Writing Party, Images of Peace and Violence and the Be Nice committee. The Handbook operates in such a way that any time a group acts on any of the activities in the handbook, they form a committee for the duration of the activity. The work can be documented on a blog dedicated to this work online. For a link to download the curriculum, go to www.pym.org/education/children/resources.htm

Each time Friends join the work in this Handbook, they are coming together to build on the work of the kids of the Yearly Meeting and carry it forward.

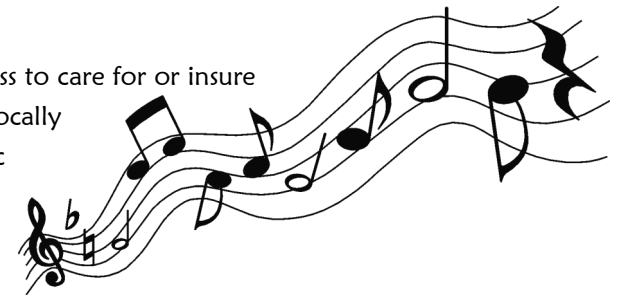


Bonus!

This list is from “Toward an Integrated Life” by Susan Carlyle in Seeds of Hope, Volume 1, by Friends Testimonies and Economics (See page 30 for more information on this fabulous resource)

It does not matter where you are on the path. What matters is that you are on the path and are considering some changes to your own way of doing things. Here are some challenges for you (some are easier than others):

- Embrace silence daily
- Connect with nature and the planet
- Stay home and be less busy
- Say “no” more often to requests for your energy and time
- Drive less and advocate for better local transportation options
- Give you car a “day off” each week
- Be a non-consumer
- Spend mindfully and locally
- Give stuff away and have less to care for or insure
- Eat food in season, grown locally
- Convert a garden to organic
- Unplug from the media
- Share tools and seeds
- Use less water
- Buy energy-efficient appliances
- Use non-toxic cleaning materials
- Explore low-cost leisure such as hikes and potlucks
- Be alternative and radical and tell others why
- Rethink wants and needs
- Buy in bulk to minimize wasteful packaging
- Use compact florescent bulbs
- Fix instead of replace
- Examine all holiday practices to see if they are inline with your values
- Reduce debt
- Exercise daily at home



Step Four: Nonviolent Reform

Extracts

The last and catalytic step in this vision for building a whole earth economy is the igniting of a social movement of nonviolent action that changes hearts, minds, and policy toward right relationship. (p 21)

The antislavery model contains a variety of action-oriented steps useful for any movement focused on global, nonviolent reform. They include: evidence gathering, a publicity campaign, boycotting, legislative reform, and outright nonviolent rebellion. (p 159)

To work, nonviolent reform must be a vast project of the world citizenry. (p 141)

The task and challenge at this stage is enormous and will require a groundswell of energy, enthusiasm, and conviction of the need to turn away from disaster and toward a whole earth economy... The goal is to trigger mass appeal for the urgent need to act, so that the demand for change will swell to an overwhelming consensus for a new way forward. (p 162)



Queries

What is our responsibility, as individuals, as Friends, as a religious community for creating right relationship within the common\wealth of life?

What does this responsibility mean for the way I live my life?

Do we have a responsibility to future generations?

What does a way of life that is characterized by courage and non-violence look like?

What does an economy that is characterized by courage and non-violence look like?



Step Four: Nonviolent Reform

Activity 1: Learning from the Heroes

Appropriate for: Adults and teens

Activity time: one hour

Facilitator preparation needs:

- Reread pages 157-165 of Right Relationship and ask participants to read the pages before the activity.
- Search online for 1 page biographies of 4-6 of the following heroes of non-violent reform (or choose your own): Lucretia Mott, Henry David Thoreau, Gandhi, Martin Luther King Jr, Bayard Rustin, Rachel Corrie, Nelson Mandela, Lech Walesa, Chico Mendes, Joel Salatin
- Post MLK's six principles of nonviolence on a large sheet of paper




Nonviolence:

- | | |
|---|---|
| 1. is a way of life for courageous people. | 4. holds that suffering educates and reforms. |
| 2. seeks to win friendship and understanding. | 5. chooses love instead of hate. |
| 3. seeks to defeat injustice, not people. | 6. believes that the universe is on the side of justice |

Introduction:

This activity is to inspire and educate simultaneously.

Activity:

-  Break into small groups to read one mini-biography per group.
-  Ask each group to share how the person they read about used one or more of King's principles of nonviolence.
-  Settle into worship around the query: Where are King's principles of non-violence active in my life?

NOTE: There are plenty of good biographies of these heroes written for children. This activity can be adapted to use one or more of them over one or more weeks. Check out the PYM library or QuakerBooks of FGC for titles.



Activity 2: How Far?

Appropriate for:

Activity time:



Facilitator preparation needs:

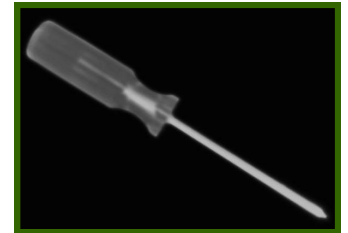
- Photocopy pages 162-163 of Right Relationship; bring enough for participants to share and read together.

Introduction:

The book's last step in building a whole earth economy is a complete reform of the current economy in a nonviolent manner. This activity is an opportunity to look for where the meeting's role is in this reform.

Activity:

-  Review the authors' overview of the last two stages of nonviolent reform: *publicize/educate/involve* and *withdraw from the present system and highlight its illegitimacy*.
-  Discuss the following queries, being careful to allow space for all to speak.
 - Do we as individuals, as Friends, as a religious community have a responsibility to go this far in creating right relationship?
 - What does it mean for us and for the world if the answer is no?
 - What does it mean for us and for the world if the answer is yes?



Step Four: Nonviolent Reform

Activity 3: *Earth Care: World folk tales to talk about*

The following proverb and stories from Earth Care continue the exploration of the theme “Nonviolent Reform.” The text is short and ideal for sharing in multigenerational settings, for example leading into worship, at the rise of meeting, during opening exercises or during a potluck meal. The extending activities can be done in First Day School with children, adults or multigenerational groups.

Proverb:

If you can't go over, go under.



Story: Fox Rules the Stream (page 44)

Fox is the power-hungry administrator, bending nature to his own will. The brave little Pla Moo fish decides to stand against the Fox's deeds.

Extending Activity:

This story has some of the elements needed to illustrate the concept of nonviolent reform—but misses several key principles. However, it is the closest story in the book to address this Step. So the extending activity for this story is to rewrite it so that it does serve as an illustration and learning tool for Nonviolent Reform.

The first Nonviolent Reform activity on page 14 suggests a variation of basing it on children's picture book biographies. That activity would be a good precursor to this one to provide examples of true Nonviolent Reform.

Look together at MLK's six principles of nonviolence:

Nonviolence:

1. is a way of life for courageous people.
2. seeks to win friendship and understanding.
3. seeks to defeat injustice, not people.
4. holds that suffering educates and reforms.
5. chooses love instead of hate.
6. believes that the universe is on the side of justice

Think together about the first principle: Nonviolence is a way of life for courageous people. Is this principle illustrated in the story of the Fox and the Fish and the Rabbit? If yes, how? If no, how can you change the story to include it?

Continue looking at these three questions for each of the principles. Take notes along the way on two big sheets of paper (or chalk board) of the ways in which the story illustrates the principles and the ways in which you would change the story.

Notice that none of the principles say directly “Don't use violence of any kind.” After going through the principles, notice if your story still has the Fish and Rabbit threatening violence against the Fox. If no, where did that part come out? Are there more than one principles that would require the threats to be removed? If yes, consider if your story is really an illustration of Nonviolent Reform yet. Does anything else need to change? Are any other principles required?

Read the story again, adding in your changes. Invite Friends to comment on the difference and the new story. Consider reading and telling the two versions to a wider audience.

Other Resources to go Further



Friends Testimonies and Economics Project

This PYM project, under the Earthcare Working Group, has been active in lifting up the relationship between the economy and ecology for years! To find out about their current work, contact the convener of the project, Ed Dreby: (609) 261-8190 or drebymans@verizon.net or through the Program & Religious Life department of PYM: 215-241-7230.

FTE has published *Seeds of Violence, Seeds of Hope*, a three-volume resource. This great resource helps individual Friends prepare themselves to provide leadership in monthly meetings and other settings to lift up a concern about economics and Friends testimonies within the Society of Friends as a whole. It provides a framework and activities for delving into this work and comes in three volumes. Download them for free at:

<http://www.quakerearthcare.org/Projects/FTE/FTE.htm>

Moral Economy Project

The Moral Economy Project addresses Friends' concerns about the human prospect in a world of unbridled growth and increasing ecological degradation. The book Right Relationship is an outcome of the Moral Economy Project. Go to their website to find out more:

<http://www.moraleconomy.org>

The Quaker Institute for the Future

Quaker Institute for the Future (QIF) seeks to help generate systematic insight, knowledge, and wisdom that can inform public policy in ways that will enable us all to live more fully in "the virtue of that life and power" which leads us to treat all humans, all communities of life, and the whole Earth as manifestations of the Divine. The Moral Economy Project is under QIF's care. Visit their website to find out what else they are working on:

<http://quakerinstitute.org>

Don't fix the economy - change it:

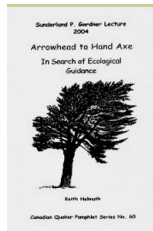
Sticking with the model that is driving us toward ecological catastrophe will eventually kill us
BY PETER G. BROWN & GEOFFREY GARVER

An article by the authors of Right Relationship which highlights six steps we can take toward a truly balanced ecological budget that will allow all people on Earth, to live fulfilling, healthy, yet more ecologically compatible, lives. <http://www.thestar.com/printArticle/557976>

Arrowhead To Hand Axe *In Search Of Ecological Guidance*

BY KEITH HELMUTH

Equity, peace and the integrity of Creation become a single, multi-faceted vision that brings the conundrum of economics into full view. He talks of religion and the market economy being in dialogue. He speaks of fatalism and acknowledges that for him pondering the beauty of the cosmos and the nurturing earth renew faith. For the author Quaker testimonies gain new focus within the ecological worldview.



We Need a Ladder: *Avoiding depression while downsizing*

BY ED DREBY

Quaker Eco-Bulletin, July-August 2008, Vol 8, #4

AND

Steps on the Ladder to an Earth Restored: *Quaker faith on the job*

BY DAVID H. CISCEL

Confronting the Growth Dilemma

BY ED DREBY

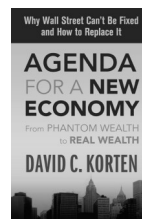
Quaker Eco-Bulletin, March-April 2009, Vol 9, #2

Three articles in the Quaker Eco-Bulletin which provide overviews of the problems of current economics and strategies to address them. See them at Quaker Earthcare Witness archive of the Eco-Bulletin:

http://www.quakerearthcare.org/Publications/QuakerEco-bulletin/QEB_Archive/

Agenda for a New Economy: *From phantom wealth to real wealth*

BY DAVID KORTEN



This book offers bold economic reforms that attack the underlying cause of the current economic collapse, not just its symptoms. It is a radical but achievable program that restores and builds on the fundamental strengths of the American economy.

To read an extract from the book, go to:

<http://www.yesmagazine.org/article.asp?ID=3236>