

Heart and soul of our work – Session Outline

Application:

Making space for the heart in our work

How can we engage effectively when we have lost our connection to ourselves? This era requires a new brand of environmental leader. Self aware. Boldly engaged with the world. Courageous.

In our professional careers we get lost in targets, reporting, beaurocratic processes and inter-office politics. To become effective leaders we need to be **deeply connected to ourselves, to ‘the flow’ of nature itself and the wonder it can create**. This is what we wish to transmit – what we need to **inspire** in our communities for them to become ‘active citizens’.

This session **requires educators to look within**. A series of guided, reflective and interactive exercises assist participants to **connect with their heart**, while turning off all the voices in their head for a while.

To reach and effectively engage with others, we need to **speak from our heart**. We spend most of our professional lives (and often personal lives) in our ‘monkey minds’ and ignoring our true voice – that of our heart. This voice is the one that asked us to work in environment, to create a better, saner, more beautiful world. This voice started us on our journey, yet we quickly forget it.

This session seeks to **reignite the inner drive of our work**. It utilises techniques from ‘The Work that Reconnects’ (Joanna Macy), eco-psychological theory, and the innate wisdom of the participants themselves. The session would consist of a mixture of teachings, exercises (both inner / reflective and connective) and ‘steps forward’ - **how do we maintain our connection? How does this connection become ‘infectious’?**

Part 1 – WHERE ARE WE?

What are some words that represent our current position in human culture? Feedback from group. Write words on board.

Refer to abstract.

How many of you read the abstract?

How did it make you feel?

governance context, we need to consider what the role of education can and should be in bringing about change beyond behaviour shifts in the kitchens and backyards of Australia. What is the role of education in influencing government policy? What is the role of education in protecting and enhancing democratic, decision-making processes that aren’t swayed by an *endless growth* ideology? Indeed, what are the responsibilities of educators in a governance environment that favours exponential development, that favours corporations over community, that favours destruction over protection, that favours jobs at any cost to the environment?

Concept of ‘liminal space’ (Laurel Freeland, Zenergy Global Coaching)

A way of looking at our times

- Old system (curve. Features? From group)
- New system (curve. Features? From group)

Concept of 'midwifing a new culture' to fit our times

Concept of 'positive disintegration'. U theory – letting go, to allow new things to come

How can we leverage this scenario to get the best possible outcomes?

Extending sustainability education

Let's recognize our role in helping to wake up and shake up humanity's immune system. If we sustainability educators want to make significant and long lasting change, we have to be a part of this movement to strengthen or rebuild the health of communities and environments. Our education must include elements of activism as well as household actions. Our education must focus not just on the single issue but on where that sits in the bigger picture of influencing policies and systems and governance models.

Part 2 – AUTHENTIC VOICE

The power of the voice. Have you felt like a 'cardboard cutout'? Reflect on Claire's quote.

"Words. I'm sick of them. Oh, I can play the role alright...I can talk the talk, but that's all it feels like now. I'm a cardboard cut-out reading from the cue cards. It's a predictable script...Things aren't really going to change. I used to think that if people only knew, if they were shown what was happening...they wouldn't let it happen...But I don't believe that now...How can I expect people to believe me when I don't believe myself any more?"p16,

Up, moving around. Find a partner (stranger).

This work has meaning to me because.... (open sentences, speak from the heart, can use phrases)

This work nourishes me by.....

In my work, I wish I was allowed to talk about....

How much do we embody and represent the realities of the situation, in our workplace? Is there scope for our roles to morph with changing perceptions and awareness as it comes up? Do you feel stuck in 'old paradigms'?

Reflections from group

PART 3 – FINDING THE VOICE

How much are we speaking truth – to self? To our audiences?

Are we allowed to speak truth in our roles? What is achieved by NOT speaking the truth?

Exercise – period of silence, sitting with feet planted and palms turned to the ceiling

Question for inner reflection: What does your heart tell you?

Opportunity for final sharing.

Finish

