

3Step process for learning to work with nature

Guide for Facilitators

I. Basic Purposes

- A. "The problem" – I. Thinking of nature as located in our thoughts
1. Most people think of the world as their subjects of human interest
 - a) *Everything we think about is in our heads*
 - (1) *Our information, concerns, perceptions of social & environmental relationships,*
 - (2) *Making it easy to chatter about "the whole world", as our mental image.*
 - b) *The world of our own human concerns as mostly what anyone talks about*
 - c) *The world of nature as something working by itself, separate from our thoughts, isn't*
 - (1) *Lacks human values and emotional content, so sort of 'meaningless'*
 - (2) *Just a source of information for us to collect to give social meaning to*
 - (3) *For the "real" world to us, located in our heads*
 2. So it may never occur to people that nature is full of working parts we need to work with.
 - a) *Like the completely different worlds of social meaning we call "silos" or "cultures"*
 - b) *Completely different worlds of environmental meaning or physical meaning*
 - (1) *Ecologies & Systems*
- B. "The problem" – II. Not recognizing self-organization as what animates nature
1. Most people don't understand how nature's systems work by themselves
 2. So conversation on "the world we want" tend to be very unrealistic
 3. Systems in nature are self-organizing, starting with a burst of development
 4. Systems of explanation have defined relationships between controlled variables
 - a) *So theory can't emulate the behaviors of living systems*
 - b) *And any "explanation" will misrepresent*
 - c) *See JLH NGLS comment A.1.a,¹*
- C. Solution – draw people into exploring their environments as full of living systems
1. There are lots of ways, but the 3Step process is designed to avoid letting our misunderstanding of how nature works spoil our learning process. See "[Story 1](#)", an email explaining why

II. Using the 3Step to guide groups learning to work with nature²

- A. Basic format as a workgroup meeting
1. A 1-2 hour meeting can focus on understanding how to work with nature toward any ideal in any environment.

¹ JLH Jul 2013 comments on SDG progress reports to NGLS

- <http://www.synapse9.com/CAUN/JLH-UN-NGLS-4-SDGreports-comment.pdf>

² website outline

- <http://www.synapse9.com/signals/2013/07/03/a-3step-process-for-working-with-nature/>

- a) *Just think through the purpose you have in mind and how to best draw people into freely exploring their own observations (as much as possible) of the environments affecting it.*
- b) *The format could be for*
 - (1) *a single meeting, or for a series,*
 - (2) *that leads to various kinds of end products,*
 - (3) *from interventions by a large group in how their environment is used,*
 - (4) *to a small groups just understanding what it is struggling with.*
 - (5) *Other formats for workgroup strategies are discussed in [Story3](#)*
- c) *Other ideas for uses of the 3Step approach include (from the 7/3/13 blog post):*
 - (1) *1. just take 5 min in any regularly scheduled meeting for people to make interesting observations on what's happening,*
 - (2) *2. week long meetings with scientists reporting on their environments in the AM and strategy groups in the PM*
 - (3) *3. Instead of the 3rd step, a period for discussing possible interventions at the end, you could have people take 5 minutes to work independently and write down one or two suggested intervention ideas to propose, in 20 words or less. Then to end the meeting each person could read theirs. That would end the meeting with a sort of "surprise package" of forward thinking, and help motivate people to contribute their notes to the wiki or public pad.*

B. Basic procedure

- 2. *Introduce the group task, defining the ideal or the task of choosing an ideal to focus on*
 - a) *Have people quickly introduce themselves and what they have to offer*
 - (1) *in a simple sentence if possible.*
 - b) *Create a friendly atmosphere*
 - c) *Make sure people have the tools they will need to use*
- 3. *Explain the pace of discussion*, as an unhurried "brainstorming", and personal "sharing"
 - a) *brief statements that*
 - (1) *Simply state the idea without hiding the complications*
 - b) *ideas and observations often on complex subjects,*
 - (1) *Discussed only as needed to clarify, or note issues to be clarified*
 - c) *to not delay opening to others for responding or new ideas and observations*
- 4. *As discussions take place everyone should be thinking and jotting down notes*
 - a) *As others are talking people should record enough of their own ideas that come to mind to expand on them*
 - (1) *When they speak on them*
 - (2) *When they clean up their notes*
 - (3) *When they record their observations for the group*

B. Issues to focus on

- 1. *Focus on a selected ideal & discuss what it would mean*
 - a) *A social value, like for an SDG like eliminating poverty*
 - b) *A practical value, like satisfying today's personal or business challenge*

- c) *A personal growth value, like understand your own or another community's choices, fulfilling your promises*
 - d) *An education value, understanding a subject, or a culture,*
- 2. Use it to help search the environment for "what's happening"
 - a) *Pick out interesting things to share with others looking at the same environment from different perspectives*
 - b) *Point to signs of change in how things worked or restoration of how things worked*
 - c) *Point to innovations occurring, curious "patterns that are out of place"*
 - d) *Point to learning processes graduating from one stage of learning to the next*
- 3. Use it with imagination – to invent conceptual ideas for how to further the ideal.
 - a) *Step 1 & 2 correspond to "pre-design" stages in planning and design processes*
 - b) *Step 3 corresponds to "conceptual design"*
 - (1) *Accumulate a rich variety of different ways to achieve the objective*
 - (2) *.....*
 - c) *To pro.....*

III. Steps to thinking creatively about Working with Nature

- A. Naturally occurring ecologies – that need to respond to change for it to work
 - 1. Human ecologies of the human system
 - a) *Local, regional & global Communities (the driving cells & organs)*
 - (1) *Social & cultural*
 - (2) *Political & governance,*
 - (3) *Educational*
 - (4) *Economic*
 - (a) Business, industrial & finance
 - (b) Commercial,
 - (c) Technology as social systems & knowledge systems
 - (5) *Economic, workplace cultures, consumer market cultures*
 - b) *Local, regional & global Markets & Networks – (the connecting mediums of exchange)*
 - (1) *Labor, resource, information, products, nation*
 - (2) *Networks Professions, ideologies, political networks, demographic and generation networks*
 - (3)
 - 2. Earth's & nature's other ecosystems
 - a) *ecological, ,*
- B. Strategies
 - 1. Ask what you see happening
 - 2. Watch naturally occurring ecosystems behave
 - a) *"Three birds in the bush" – noticing and absorbing "the pattern out of place"*
 - 3. Reasoning how they developed

- 4. Reasoning how they are responding to their environments
- 5. Reasoning how they'd respond to your interventions
- C. Having an ideal purpose in mind to help expose the active forces
- D. Their interventions favor of their ideal purpose will need to respond to

IV. Ways to prompt new perspectives, broaden discussion and keep it moving

- A. If people stay on same topic too long, think of another perspective to raise
 - 1. "Working with nature" includes working with human ecologies too.
 - 2. Ask "quiet people", what they've noticed, or what questions they have on their minds.
 - 3. Ask who else would have good observations on the conditions affecting the issue
 - 4. If people offer opinions, ask what pattern of events they see the evidence in.
- B. How are ecological environments involved
 - 1. How is the relation with nature changing
 - a) *Are there ecological principles not being taken into account?*³
 - b) *With changing environments, are ecological principles themselves changing?*
 - 2. Does environmental change affect the issue?
 - a) *Where does it matter more, where less?*
 - b) *When does it matter more, when less?*
 - 3. How is changing the earth changing what we can do with it?
 - a) *What evidence is there?*
 - b) *Who seems to be affected?*
- C. How would the issue have looked different from other times
 - 1. Is the way society determines our common "reality" (our standard view) changing?
 - a) *How is it different today from other times, how will it change?*
 - (1) *Are today's responsibilities easier or harder to fulfill?*
 - (2) *How can you tell between avoiding responsibility and enjoying complaining?*
 - b) *How are people changing their view of care giving*
 - c) *Are different Intellectual and information networks emerging*
 - d) *Is knowledge divided in more silos?*
 - (1) *How does that affect communication on the issue*
 - e) *Is our ability to solve problems changing?*
 - (1) *Are new solutions more effective?*
 - (2) *Are people clinging to old solutions that are ineffective?*
 - 2. Has the issue changed?
 - a) *From a decade ago*
 - b) *A half century ago*
 - c) *What else is changing in similar ways*

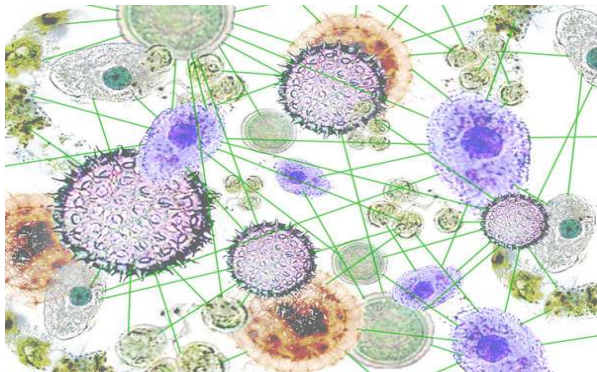
³ For reference, see blog post <http://www.synapse9.com/signals/2013/04/27/missing-ecological-thinkin/>

- (1) *In different ways*
 - d) *What else is stable and not affected by trends of change*
 - 3. Who is learning about it in what ways?
 - D. Markets as communities of people looking for similar things and watching what others find
 - a) *Can you say what the markets affecting the issue are learning?*
 - b) *Is it a sign of how the world they are searching in is changing?*
 - c) *What market and community learning processes seem to affect the issue*
 - E. How about cultural environments, mostly speaking through their grass roots
 - 1. Looking around creatively what's happening in our
 - a) *Social, governance, educational and economic environments*
 - b) *Local, national and global*
 - (1) *How it might look from other societies,*
 - c) *Ask what other major environments, communities and networks might matter?*
 - (1) *Urban, rural, regional, indigenous, traditional, transitional*
 - (2) *Childhood, youth, family, mature adult and elderly, communities*
 - (3) *Cultural, entertainment, art and music cultures*
 - (4) *Political, professional, scientific, government and financial silos*
 - (5) *Commercial, industrial & technological networks,*
 - (6) *Labor, immigrant, professional & educated classes*
 - (7) *High society culture, other sub-cultures, fringe cultures*
 - d) *What about generational succession,*
 - (1) *The ability of one generation to pass on its way of caring for itself to its children,*
 - e) *Are there cultural power relationships*
 - (1) *Are some environments dominant*
 - (2) *Are some fiercely defensive*
 - (3) *Are some cultures locally isolated, uninvolved, getting left out?*
 - F. Recognizing change as emerging patterns
 - 1. Patterns of connected events
 - a) *Connecting events*
 - (1) *Coming more or less frequently*
 - (2) *Increasing or decreasing in scale*
 - (3) *Changing in proportion to their scale (** growth & decay **)*
 - b) *Look for things experienced or observed that*
 - (1) *confirm existing patterns*
 - (2) *break old patterns*
 - (3) *test new pattern*
 - 2. What indicators provide reliable ways of recognizing patterns
 - a) *Do you have favorite ones?*
 - (1) *What are its strengths, weaknesses*
 - b) *What scientific indicators seem better or worse?*

3. Are there patterns that expose reliable indicators of systemic health
 - a) *Ease of learning and adaptation*
 - b) *Systemic qualities such as:*
 - (1) *Resilience, fragility, security, scarcities, overload, confusion, confidence, fantasy, rigidity, decisiveness, disarray, neglect, competence, uncertainty*
 - c) *Openness to unaccustomed partnerships⁴*

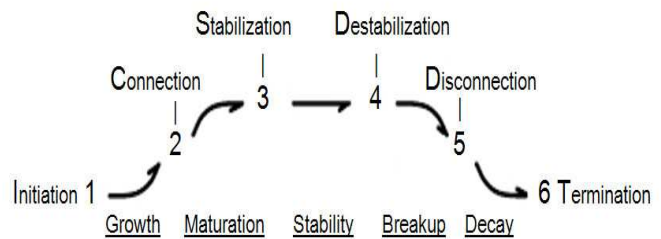
V. Use of figures and diagrams

1. **Generic figures** for describing systems
 - a) **“cells in an environment”**, local commons with dense internal relationships (“**hives**”), and as communities serving larger unbounded **networks** (as “**hubs**”) of more remote relationships
 - b) **“whole narrative and history”** of individual development from beginning to end (or “whole event”) of small scale processes coming into larger scale relationships and back.
 - c) **“context map”** for recording the succession of relationships in one place



a) **Cells in an Environment:** Systems as cells of various scales, within environments with various kinds of “communities” or “commons” of intense connection and “networks” of remote connection of cells.

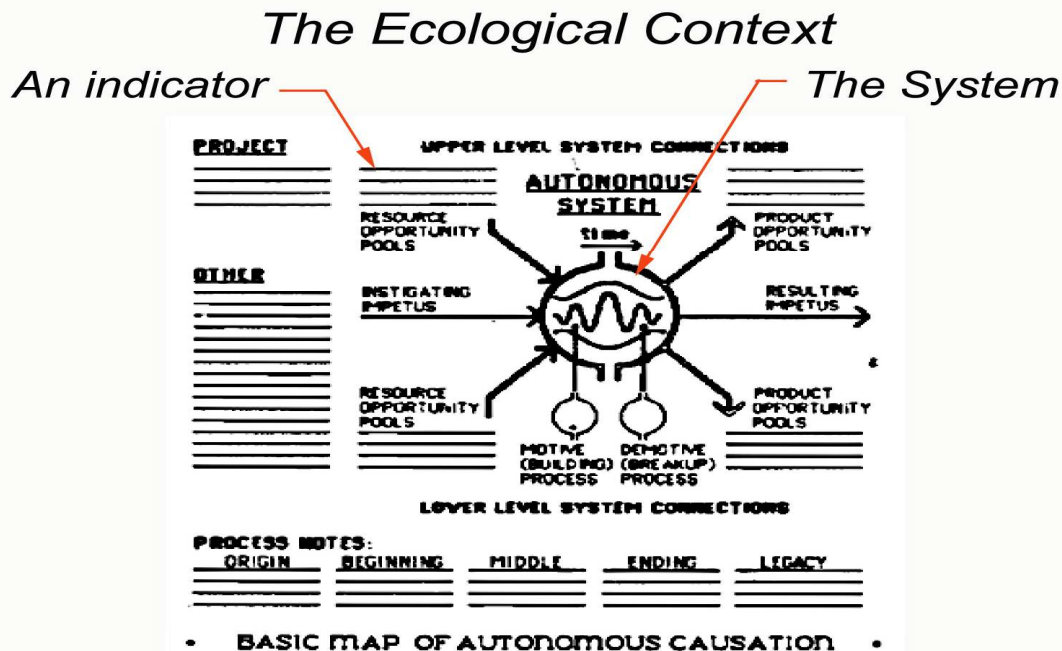
Six Punctuating Smaller Scale Events



Five Periods of Regular Proportional Change

b) **“Whole narrative and history”** Tracing standard measures of the **whole system** through its life cycle. A history of developments from inception and growth to climaxing in engagement with larger scale relationships, then to decline. Internal events then external ones taking precedence, and back to internal again.

⁴ See blog post - [Wholes and parts in unaccustomed partnership](#)



*A Generic Environmental Assessment Table
for an Individual Self-Organizing Cellular Natural System*

c) A **“Context Map”** or **“Assessment Record”** – A way to diagram all the features of a system’s life experience and environment of relationships
“A System” considered as a **“free individual”** animated internally, taking what it finds useful and leaving what it’s done with. Acting in an **“uncontrolled environment”**,

- Its animating and de-animating processes
- Naming its different paths of development
- Naming the mediums of exchange it draws on
- Naming the mediums of exchange it deposits in
- Its nesting in higher level systems and containing lower level systems

VI. Research Figures

A. Here an **Emerging System** and a **Declining System** are represented by real data curves, but one is shown as the mirror image of each other, reversed in time to use the same data to illustrate the reverse transformational process. The original data recorded a recent cultural transformation in a major US city. It was one that went completely unnoticed as an evolutionary transformation for the city as a whole. The several curves show the history of the same recorded quality of life indicator of for different sub-cultures in the city.

B. The two curves below show organizational change in emerging and declining systems.

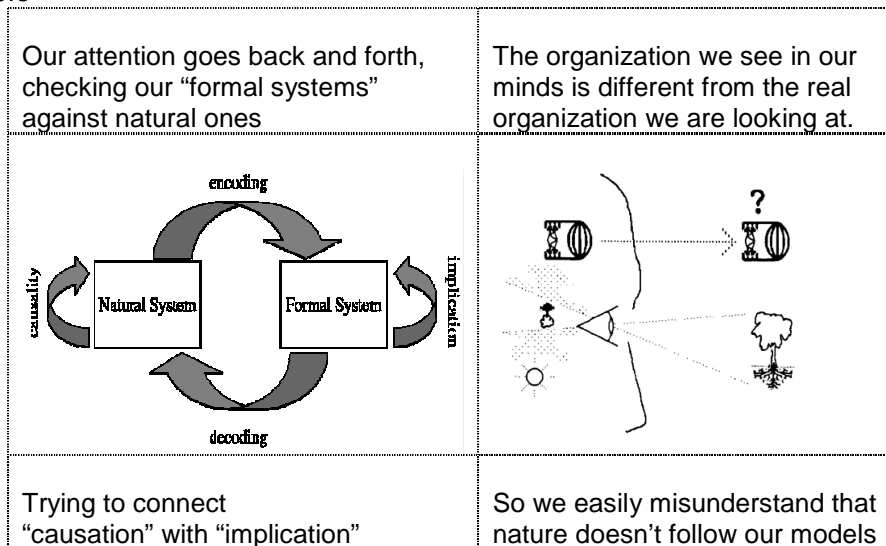
- a) *The Emerging System can be read as displaying the growth dynamics and maturation events*
- b) *The Declining System can be read as displaying a cultural system’s collapse and decay*
- c) *In either case, seeing the periods of dynamic acceleration divided by the peak points and turning points mark where dynamics of internal organizational change shifted, as the developmental pathways the system found changed.*

d) So those changes in direction of change indicate changes in what the system as a network of people is learning about its environment.

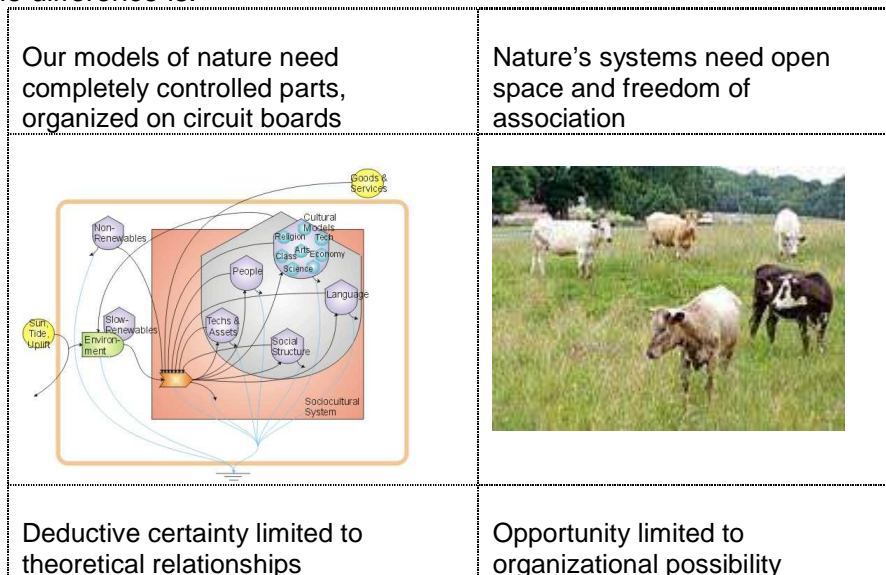
Ord	Val	Notes	Figure
1		<p>an Emerging System - How would you notice the signs of and the confirm and keep watch on it?</p> <ol style="list-style-type: none"> 1. in a social context 2. in an ecological context 3. in your own feelings and experiences 4. in your business 5. in your society or city <p>Each period of progressive change represents one direction of organizational change as the system involved negotiates</p> <ol style="list-style-type: none"> 1. its place in its environment 2. its internal relationships 	<p>The graph illustrates the progression of a system from undeveloped to developed and then declining. The x-axis represents years from 1978 to 2000. The y-axis represents the level of development. The green dashed line, labeled 'Emerging System', starts at a low level, rises to a peak around 1990, and then declines. The red dashed line, labeled 'Developed', starts at a low level, rises to a peak around 1995, and then declines. The blue dashed line, labeled 'Declining System', starts at a low level, rises to a peak around 1995, and then declines. The purple solid line, labeled 'Undeveloped', remains relatively flat throughout the period. Arrows point to the 'peak' and 'turning' points of the green curve.</p>
2		<p>a Declining System - How would you notice the signs of and the confirm and keep watch on it?</p> <ol style="list-style-type: none"> 6. in a social context 7. in an ecological context 8. in your own feelings and experiences 9. in your business 10. in your society or city 	<p>The graph illustrates the progression of a system from undeveloped to developed and then declining. The x-axis represents years from 1978 to 2000. The y-axis represents the level of development. The green dashed line, labeled 'Emerging System', starts at a low level, rises to a peak around 1990, and then declines. The red dashed line, labeled 'Developed', starts at a low level, rises to a peak around 1995, and then declines. The blue dashed line, labeled 'Declining System', starts at a low level, rises to a peak around 1995, and then declines. The purple solid line, labeled 'Undeveloped', remains relatively flat throughout the period. Arrows point to the 'peak' and 'turning' points of the green curve.</p>

C. Observations on perceiving systems scientifically.

1. We understand what we do by “speculation” – connecting the internal dialog with the external dialog, hopefully letting other living things speak for themselves as much as possible



2. The difference is:



VII. Notes & Stories

Title	Date	yr	source	From/to	Subject	val	ord
A. Story 1	7/20	13	email	Lisinka/	3S story	1	1

Thank you Lisinka. It's not always easy to find a simple way to say things, but it sure helps when you can. Good question too, as to whether our misunderstanding of nature might badly mess up our learning.

The first two steps of the 3Step process, focusing on an "ideal" and then searching an environment, promote study of nature's relationships without explaining them. One main reason for our misunderstanding so much of how nature works is that explanations strip away all the independent behaviors of the parts of living systems, representing them as following the rules and values we assign to our information, in our minds. So to get past that you first just need exposure to the natural world as full of unexplained things, all stuck together in some way you can't and are not immediately trying to explain, but recognize as important to learn how to work with. That's the main job of the 3Step process.

So then, yes, there is a big "step4", you could say, of recognizing that much of what's hard to explain is that environments are held together by living things, that don't "follow rules" so much as "make their own choices". Systems of living things are held together by the freedom of their parts to make good choices, in the course of their individual "searching and dodging" as they get things to work for themselves. Theories and explanations are not like that at all, but need interdependent rules controlling the relationships of all their parts.

So the 3Step process starts with discovering environments are full things you'd need to work with. Only later does the focus turn to recognizing the behaviors connecting some of them as the organization of communities of living things with whole community behavior different from the parts. To get there it helps to focus on making observations that raise questions and resist settling on any explanations.

The normal tendency is to take every new observation as one more fact to add to the theory in your head, and be in a rut of representing what's happening around you as rules in your own head (since that's what explanations require!). That would indeed block a person from learning to recognize the behaviors of living systems acting by themselves. The questioning approach suspends that, and also allows a more experiential kind of learning too. That lets you notice patterns of behavior where nature is evidently connecting of the dots, so you don't need to, and use your experience of it to help suggest hints about what the animated parts may be finding for themselves, as their "searching and dodging" behavior gives them choices.

I do hope I'm learning how to write about this stuff! ;-) Jessie

Re: her comment: "Thanks, Jesse - You explained that really well and it shows also how we would progress with the 3 step system, except that our understanding of reality (which is minimal with our human brain) will determine to which degree this system will work. Does our lack of understanding not scuew the chances of success as well? - Lisinka" Re: email to NGLS 7/19 ([Story 2](#))

B. Story 2 7/20 13 email NGLS [JLH-UN-NGLS-4-SDGreports-comment.pdf](#).

Jessie Henshaw – Natural Science advisor to the NGO Commons Cluster and IPS representative.

My general comment on the four SDG progress reports is that there is a misplaced emphasis on ideal social values and objectives discussing as policies, as if for directing the functions and behaviors of complex living cultural and economic systems that work by quite different means. There's a systemic flaw in that.

Ideals certainly have their value, but it's likely to be both ineffective and dangerous too, to rely on steering the global systems that our lives depend on, using metrics that don't reflect a good understanding of how the systems in question naturally work. It would often be like relying on steering a car by leaning left and right rather than using the steering wheel.

We should be using our ideal values to help us discover the complex natural workings of the cultural and economic systems we need to work with. Then we'd also find actions to take that would actually work as intended. There's no other way to save our world, presently not working as intended, from the dangerous growing strains that our misunderstandings of it have caused. - Jessie

C. Story 3 7/22 13 email Formats and Applications

Lisinka, Yes indeed, it's a "learning by doing", a kind of improvisational learning approach, that will itself take a little "learning by doing" to learn how to use it. So does anyone have an idea of what subject we'd want to test out the 3Step process with. If people suggest ideas then we could schedule an hour sometime to do it.

For an SDG at the subject, an initial session would have two end products. One is just the experience of sharing observations on a common ideal and a common environment with a diverse group of people. The other is the collection of their notes on that experience, along with conceptual "interventions" that work with the observations they made.

If the work on that topic then continues, that record of the initial session would contain the group's rawest creative thinking on the subject. Like the very first "napkin sketch" of the entrepreneur or architect, those records of raw thinking on a subject are often a valuable future reference, and good source for thematic issues to work on later.

If work proceeds to developing "interventions", the phases of design would go from: 1) conceptual, to 2) schematic, to 3) advanced design development and 4) implementation phases. If the work is to just to create an "SDG statement", the notes could then be condensed and refined over and over, by anyone, to create "a statement" as a final product.

The work could also be to explore "how to work with nature" for some other ideal purpose, like for ideal personal relationships, or communicating with other cultures, or working within multi-stakeholder partnerships. It could even be used, as in a business setting, to help a product design group break out of the ruts of their thinking to understand what's not selling about their product. So it could be reshaped in lots of ways.

VIII. Other interesting topics – Notes & Email excerpts

Notes & Email ref's

Date	yr	in	To/From	Subject	val	ord	Content—
			Korosi				<p>Ambassador Korosi,</p> <p>I very much like the new approach I heard you voice at OWG4 today, calling on people to concentrate on "how" and "what enterprise" might bring about the hoped for ideal changes in "the world we want". It really addresses my concern with how little discussion if how to intervene in the environments we want to change. So I sent the Tweet:</p> <p style="padding-left: 40px;">@SustDev #post2015 - Love new #OWG4 focus on asking "how" and "what enterprises" to call upon... to show our world how to care for itself.</p> <p>Here's a *very* compact outline for doing that I'm developing for you. It's presented as a simple 3Step environmental brainstorming process:</p> <p>3Steps - Spend 15 minutes each in a diverse work-group, discussing</p> <ol style="list-style-type: none"> 1) the ideals you'd seek, 2) what is happening in the environments in which they need to work, 3) some possible ways to intervene, that work with those environments. <p>Note: While others are talking try to both listen carefully and take quick notes on your thoughts that come up as they speak, to later collect on a common page, like a TitanPad or chalk board, Wiki etc., to solidify the rich variety of starting points "the group" confirms as needing further</p>

Date	yr	From/to	Subject	val	ord	Content
						study. Jessie
6/17	13	Myra,				<p>Isn't it important to get all the thought leaders we have good contact with to move with us beyond abstractions, taking the logical next step of exploring the environment we want to change, where we'd look for the interventions that would really work?</p> <p>As you know I've tried to teach the ecological principles for doing that, often found missing from the popular discussions, but failed miserably for decades. Still, there's no doubt that having a way use our ideals, and really work, would make them much more powerful. What if we used and proposed to others the simple 3Step environmental brainstorming process I suggested:</p> <p>3Steps - Spend 15 minutes each, discussing</p> <ol style="list-style-type: none"> 1) the ideals you'd seek, 2) what is happening in the environments in which they need to work, 3) some possible ways to intervene, that work with those environments. <p>Note: While others are talking try to both listen carefully and take quick notes on your thoughts that come up as they speak, to later collect on a common page, like a TitanPad, to solidify the rich variety of starting points the group confirms as needing further study.</p> <p>I'm working on a somewhat longer "workshop guide" for it, but again, the idea is not "teaching". It's more about using their own ideals to draw people into using what they already know about their environments,.. but didn't know how very useful it could be,... as the true gold standard of "what works".</p> <p>If we treat the environment as where our ideals need to apply, for example, we'd find the "status quo" everyone is designing for is changing faster and faster. That's a good reason why everyone's plans are being outmoded ever faster too, no chance to get anything done!! As this disruptive rate of change seems driven how the economy is managed to expand ever faster, following our ideals would lead to a search for what could change the rules and practices that do that!</p>
5/26	13	Titan pad	CAUN notes	SDG intent - inspired		<p>Listening to the SDG discussions at the OWG 1 & 2, CIVICUS, Harmony w/ Nature, ECOSOC and online Post2015 consultations of the UN this month... brought up lots of issues (leaving me a bit overwhelmed too...! :-)</p> <ul style="list-style-type: none"> • 16 wonderful aspirations for the world SDG process, taken from the OWG-2 discussions hat seem to fit the way we idealize the commons approach! <ol style="list-style-type: none"> 1. "engage the private sector" 2. "promote partnerships" 3. "be people centered" 4. "be integrated and comprehensive" 5. "offer goals for the future triggering action today" 6. "provide menus of recipes to choose from" 7. "be flexible and transformational"

- 8. "be multi-dimensional and adaptive"
- 9. "promote a pathway for conscious choice"
- 10. "come from deep understanding of aspirations and limits"
- 11. "provide early warning system"
- 12. "use a holistic approach"
- 13. "rapidly respond to the main threat of exceeding the planet's capacities"
- 14. "offer tweetable goals tracked by diverse measures"
- 15. "prompt efforts that are mutually reinforcing and complementary"
- 16. "follow common aspirations with differentiated responsibilities".
- A nice concept statement of our kind perhaps:
 - SDG's should be truthful and mindful, and daring if that's what it takes to be both.
 - SDG's should be economic and practical, counting all costs, benefits and liabilities
 - SDG's should represent a meeting of the minds both global and local
 - Above all, SDG's should begin our conversation with each other as part of nature's world, recognizing growth as beginning something to care for, not an end.

5/26	13	Tita n pad	CAUN notes	SDG intent – Precautionary principles
------	----	----------------------------	------------	---------------------------------------

- **Maintain a precautionary approach in setting goals.** Where judging Positive Results also have a means of monitoring the global balance of effects, and the point where they would naturally become Negative Results by feeding negative consequences. Having measures of the approach of that tipping point, necessitating a means of having measures of change and effect on the whole.
 - This proposes a substantial change in the SDG approach.
 - Positive local results often feed into negative global results, such as by treating resource shortages as supply problems rather than associated with the ever growing demand problems built into the standard practices of the world economy.
 - All SDG's should be materially achievable in a globally sustainable way, not just wishes for what would be socially desirable.
 - Long lists of other tentative SDG's may not fit these objectives and need to be studied to find the actually achievable and sustainable parts.

- Practice in defining quantitative measures of impacts that are comparable to others over time would be needed.
- **For example**, if seeking development goals for hundreds of millions of people, still working in a growth economy model, we'd create easily predicted run-away impact escalations...

5/26 13 [TitanPad](#) SDG process

Then we also need to **evaluate** them, and list **actions that might** bring them about, and where the **resources to invest and be accountable for** would be taken from. Evaluating them would include looking for conflicts or unexpected reactions that might occur for them, in a list called "**Conditions**" perhaps. From a design view, those are all needed to understand SDG's as real world proposals, and separate them from just abstract ideals. Conditions might include:

- Trends of failing democratic processes in response to our unsustainable uses of the earth, and facing increasingly complex information and urgency of decisions
- conflicting interests, opinions, habits, confusion and indecision naturally increase
- people lose interest in how their world works rather than take interest.
- increasing knowledge, communication and openness, also produce more silos of knowledge, language and belief, unable to communicate.
- Need a common platform for reaching important global investment decisions, so science and economics, as well as civil society no longer ignore but resolve conflicting opinions on issues affecting the earth.

5/26 13 TitanPad SDG - ?
Commons
Goals

Lists of things that would particularly fit our interests

- **Global minimum standards for quality of human life** would include access to knowledge and equitable treatment, **along with standards of individual accountability**. All humans need to accept responsibility for living sustainably and taking part in a culture of responsibility, for things such as having children with the intent to care for and teach them to live well.
- **A way to end growth that leaves a thriving economy** in place of the ever struggling, highly inequitable and highly unsustainable one we now have.
- **Recognition that wealth is created by collective collaboration** between all the parts of economies investors are hardly aware of or involved with, and its concentrations in the hands of investors carry the natural obligation to be used to care for the whole.
- Financing of SDG's as investments in a sustainably profitable world worthy of human beings.

Date	yr	From/to	Subject	val	ord	Content
------	----	---------	---------	-----	-----	---------

- **Promoting commons institutions, for public and private collaboration** through business and community cooperatives and through more global networks of multi-stakeholder engagement in relation to the natural commons they share.
- **Ways to measure the whole effects of our choices**, exposing their total economic, cultural and ecological impacts.
- **Ways to assure healthy economic responsiveness to change**, the approach of destabilizing thresholds of economic, cultural and ecological well being, resource depletion and loss of community resilience.

5/17	13	Ema Rob/ il	SDG1	<p>My approach had the added feature of applying the social values you and I share, to the working parts of our economic ecosystem that are a problem, as an intentional way of working with nature.</p> <p>That people generally pay no attention to how nature works as a system of parts, creates a real challenge for explaining how to work with those parts. It's not easy to convey.</p> <p>It's often much easier to advocate very attractive things like endless growth, that wouldn't work at all, for example, and I was trying not to criticize your proposal, but I guess the argument got tangled. Your criticism responds to my approach to working with nature in a way that seems to miss the real intent.</p> <p>The problem with relying on "agreed precedent" is that treating nature as working by our social agreements is very central to the catastrophe we've created on earth. Our society has been seeking goals that wouldn't work at all, and that's how we got to this present point of real desperation, following precedent to stay on the wrong paths for so very long.</p> <p>So we face a double challenge, of both still needing to use "agreed precedent" to build social bridges for others, while also being quite selective, so we build bridges to someplace other than further into the great abyss that agreed precedent led us into.</p>
------	----	----------------	------	--

4/13	13	blog	SDG e conditions	"Active Learning" more than goals... For SDG's we need to Rethink
------	----	------	---------------------	---

3/23	13	Blog	SDG process	"Ideal Model" SD Goals & World Commons Economy
------	----	------	-------------	--

Date	yr	To/From	Subject	val	ord	Content—
------	----	---------	---------	-----	-----	----------

IX. --Topic Ref's --

Author	Ref	ord	Notes

X. -- Appendix --