



# CREATING OUR NEW CHARTER...





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For any questions or more information about the Charter Process, contact:  
[charter.process@larche.org](mailto:charter.process@larche.org)

# INTRODUCTION

In the Charter Process we are rereading and gathering our experiences throughout the Federation in order to listen to what inspires us at the heart of all these experiences. We will create a Charter that expresses all that unites us.

Our understanding of the essence of L'Arche develops over time. Our current Charter was written in 1993, and it expressed what we believed and knew then. Later, we developed our Identity & Mission statement in order to answer the questions "who are we" and "what is our mission". This brought new perspective and deeper understanding. From these discoveries, we can now create a new Charter that builds on our Identity & Mission statement, and expresses the spirit that unites us.

This is a spiritual process, a process of listening, sharing, conversations, prayer and contemplation that will allow us to be attentive to the mystery of our shared life. We desire to open ourselves to the spirit, to read, recognize and honour this mystery.



We want everyone who is engaged in L'Arche to participate and all voices to be heard.

*See Appendix 01 for more explanation*

There is a specific framework for the process and we can use it in different ways according to our cultural realities. The process is integrated into our existing ways to gather in Communities, Regions, Countries and International. It is not a separate process.



Resource people are named in each Community, Region, Country and International. In close collaboration with their Leaders, they set the process up, ensuring that it is adapted and facilitated in their settings.

*See Appendix 02 for more explanation*

## Here's the plan:

- Each stage offers questions for reflection and sharing.



*Each theme is explained, and translated in simple questions.*

- Within the framework, it's up to everyone to choose:
  - the best way to engage in the specific steps.



*The goal is that you feel at home in the process. Techniques and tools are offered that will help you to make it inclusive, but you can adapt them to your culture. You can also use other techniques and tools that work well for you.*

- the best times and places to meet.



*The goal is that the process fits well in your existing places to gather. You choose what is meaningful in your setting.*

- We will gather the fruit of our work and send it to the Charter Process Team according to the instructions.

*See appendix 04 for more explanation*



# GATHERING OUR EXPERIENCES AND REREADING THEM IS LIKE WORKING WITH BEADS...

Let's see how this can help us to express what could be in our new charter.

Throughout the process we will gather many beads:

- Beads come in many shapes and materials.
- We have to work with them all.
- When we string beads together, we create something new, a whole.
- The result can take on many forms and be very useful for us.



*Our charter will be like a precious gift: made of "beads", "seeds of daily wisdom", "precious stones of our lives", collected from all the countries of the Federation, gathered on a thread that gives them coherence and meaning. The graphic reflects this precious gift, the diverse colours representing the Federation's cultures: ordinary and extraordinary beads. They are jewels from Africa, Indian lotus, dream catcher from the indigenous cultures in different parts of the world, semi-precious stone from Brazil, Japanese origami, flower from Central America, creative beads from other places in the world.*



**We can make a curtain:** to distinguish between what is inside and what is outside.

*A charter can express who we are and who we are not.*



**We can make a table mat:** to be placed in the middle of the table.

*A charter can express what we share, what we have in common.*



**We can make prayer beads:** to help us pray.

*A charter can express our spiritual values.*



**We can make a dream catcher:** to welcome the good dreams and protect us from nightmares.

*A charter can help us express our ideal and resist the temptation to stray.*



**We can make a garland:** for our celebrations.

*A charter can express what we want to celebrate.*



**We can make a necklace:** to express pride, honour, and beauty.

*A charter can express the beauty of L'Arche.*



**We can make an abacus:** to count.

*A charter can help us ensure that all the essentials that make us L'Arche are present.*

**It is now your turn to create and work on your own beads!**



# THE CHARTER PROCESS HAS THREE STAGES

May 2019 -  
April 2020  
(12 months)

**FIRST STAGE:** We are going to look at our experiences of community life and reread them to determine what gives us life and what doesn't.

*You are going to gather your beads ("everyday beads", "gems of your lives"), and to work on them, to see their beauty, their imperfections, to polish them, to drill holes, etc.*



May -  
October 2020  
(6 months)

**SECOND STAGE:** We will share what we discovered during stage 1 and find words that express the meaning of these discoveries.

*You are going to discern, select the most precious of your beads and find the thread that holds them together.*



*Using all the data collected during stages 1 & 2, the Charter Process Team will develop a draft Charter for consultation.*

May -  
December 2021  
(8 months)

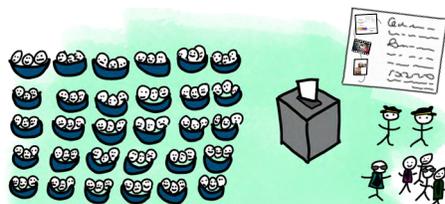
**THIRD STAGE:** We will receive the draft Charter and take time to consider whether it accurately expresses what we believe L'Arche to be. Then the Charter Process Team will consider all the feedback before they propose a new Charter to the Federation Assembly.

*You will see how the draft Charter reflects the unity of all the beads that the Charter strings together on one thread, and how this gives new energy.*



*In some settings, especially in Regions, Countries and International, groups may not meet within the set timeline for the stages. Resource people are encouraged to contact the Charter Team to talk about the best ways to plan the process.*

2022



**FEDERATION ASSEMBLY:** The Federation Assembly will be asked to vote on the new Charter.

# TO HELP YOU REFLECT TOGETHER

Here are tools and techniques you could use in order to include everybody in the process. They are proposals to adapt to your culture, and to the places where you'll live the process. You can also use other techniques and tools that work well for you.



## Spiritual spaces

*See appendix 03 for more explanation*

It's important to create spaces to help you talk in depth about essential things and listen to the call of the spirit. Sometimes it can be your regular prayer spaces, sometimes it has to be prepared in a special way so that everyone feels free and comfortable, bringing together different spiritual expressions.



## Beads to be sent

*See appendix 04 for more explanation*

Transmit to the Charter Process Team your most important reflections. Send them in the form of a few photos, drawings and brief texts. Each bead should include a visual, title and a brief explanation. Make sure the Charter Team will understand what you want to say. (You'll help the team if you add an English, French or Spanish translation.)



## Beads in video

*See appendix 05 for more explanation*

If you want, you can send brief videos as beads (30 seconds maximum). You could capture dance, sounds, sign language or postures that would express your ideas. Don't forget the title and an explanation so the Charter Team will understand.



## Toolbox

*See appendix 07 for more explanation*

"Chatting bag", "talking box", aid to go under the "talking tree", etc. You can call it what you wish. The Charter Process Team makes available to all a toolbox to download. It contains different tools: question cards, photos to stimulate thoughts, pictograms to express situations, ideas of objects to support expression, cards for Word Suitcases. You can add your own images and words, and anything else you usually use (other methods and material you need for your gatherings). You can use the toolbox during a house evening, at the end of the day at the workshop, during a visit with a neighbour, at the beginning of a board meeting, a community meeting, etc. There will also be settings in Regions, Countries and International.



## Sharing stories

*See appendix 08 for more explanation*

Some people are used to telling their story, but not everyone. Different techniques could help: going through a photo album, storytelling traditions, visiting a memory box, etc.



## Comic strip photos

*See appendix 09 for more explanation*



To help tell a story or describe an experience, you can make a comic strip photo. Someone poses in front of a background where you might write or draw elements that help others understand the story or the experience. Then you take a photo.

## Word Suitcases

*See appendix 10 for more explanation*



If we consider that a word is like a suitcase, what does the suitcase contain? What experiences does this word bring to mind? It's interesting to realize that important words in L'Arche don't have the same meaning for everyone. So, a technique of sharing around some Word Suitcases is proposed to better understand each other.

## Groups of Shared Experience

*See appendix 11 for more explanation*



Often when a group of diverse experiences tries to work as a whole group first, people could be trapped in their biases, in their desire to help or please, and they forget to think for themselves. Working first in a group of shared experience can help people think about what they want to express.

## Deciding

*See appendix 12 for more explanation*



When you have to choose the ideas that a group wants to transmit, techniques exist to help decide. You can use photos, objects, words, etc., to express ideas, and you can use stones, post-it notes or stickers, etc., to express preferences. Choose the technique that best suits your setting.



# FIRST STAGE IN DETAIL 1/3

MAY 2019 - APRIL 2020 (12 MONTHS)

The first stage has 3 parts. Everyone in the Federation is invited to share together about our experiences. Tools are offered to enable members to engage this stage in various ways, times and places.

May  
2019  
-  
April  
2020

## FIRST OF ALL, WE COLLECT THE BEADS OF OUR HISTORY



### WHEN & WHERE

At any occasions, including meals, meetings, neighbours' visits, or dedicated gatherings. In a house, workshop, prayer room, or dining room. You might prefer working on the 3 steps of the first stage in one event, or each step in a different event. Choose what is the best in your setting.

### THEME



We tell each other our stories. We speak of our roots and of what has guided our lives, personally and together.

### TO BE SENT



For each important idea, prepare a title, a photo or a drawing, and a brief explanation.

*We ask ourselves:  
In my own story and in our  
common story,  
What gives life? Why?  
What does not give life? Why?*



*See appendices 04, 05 & 06  
for more explanation.*



### TO HELP YOU REFLECT TOGETHER



Sharing stories

*See appendix 08*



Comic strip photo

*See appendix 09*



Word Suitcases

*See appendix 10*



Groups of Shared Experience

*See appendix 11*



Deciding

*See appendix 12*



May  
2019  
-  
April  
2020

## THEN, WE COLLECT THE BEADS OF OUR PRESENT REALITY



### WHEN & WHERE

At any occasions, including meals, meetings, neighbour's visits, or dedicated gatherings. In a house, workshop, prayer room, or dining room. You might prefer working on the 3 steps of the first stage in one event, or each step in a different event. Choose what is the best for your setting.

### THEME

We talk about our lives today and who we encounter together. We talk about how we live our identity and mission.

### TO BE SENT

For each important idea, prepare a title, a photo or a drawing, and a brief explanation.

*We ask ourselves:  
What does my community look like today (or region, or country, or federation)?  
Who do we meet beyond L'Arche? What happens in our encounters?  
What gives life? Why?  
What does not give life? Why?*



*See appendices 04, 05 & 06 for more explanation.*



## TO HELP YOU REFLECT TOGETHER



### Toolbox

*See appendix 07*



### Comic strip photo

*See appendix 09*



### Groups of Shared Experience

*See appendix 11*



### Deciding

*See appendix 12*



MAY 2019 - APRIL 2020 (12 MONTHS)

May  
2019  
-  
April  
2020

## TO CONCLUDE THIS STAGE, WE COLLECT THE BEADS OF OUR VISION FOR THE FUTURE



### WHEN & WHERE

You might want to choose one of your special gatherings outside the ordinary routine of community life (a community weekend, a day of reflection, a pilgrimage, etc.). But you could also choose any other occasions like in the first two steps of stage 1. You might prefer working on the 3 steps of the first stage in one event, or in different events. Choose what is the best for your setting.

### THEME



We share what gives us the desire and the courage to try new things, what stimulates us to take risks, what inspires us to go forward, personally and together.

### TO BE SENT



For each important idea, prepare a title, a photo or a drawing, and a brief explanation.

*We ask ourselves:  
What gives me/us energy to move  
forward into the future?  
What saps my/our energy?*

*See appendices 04, 05 & 06  
for more explanation.*

### TO HELP YOU REFLECT TOGETHER



#### Toolbox

*See appendix 07*



#### Comic strip photo

*See appendix 09*



#### Groups of Shared Experience

*See appendix 11*



#### Deciding

*See appendix 12*

April  
2020

*Throughout stage 1, we will all have opportunities to see beads from across the Federation, through the Charter Process website.*



# SECOND & THIRD STAGES

## SECOND STAGE: MAY 2020 - OCTOBER 2020 (6 MONTHS)

May 2020

**WE WILL DISCERN IN ORDER TO SELECT AND FIND THE COMMON THREADS**

**THEME** 

We will look back on all that we have lived during stage 1 and name our discoveries. We will choose the discoveries we see as most important and send them to the Charter team.

**TO BE SENT** 

The Charter Process Team will give us more instructions later about what should be sent.

October 2020

*Between stages 2 & 3, the Charter Team will discern with all the data collected and develop a draft Charter for consultation. That draft will then be translated so the Federation can work on it.*

## THIRD STAGE: MAY 2021 - DECEMBER 2021 (8 MONTHS)

May 2021

**WE WILL TAKE TIME TO REFLECT ON THE DRAFT CHARTER**

**THEME** 

We will look at the draft Charter, using some tools we already used in the process. We will work on our responses and offer our feedback.

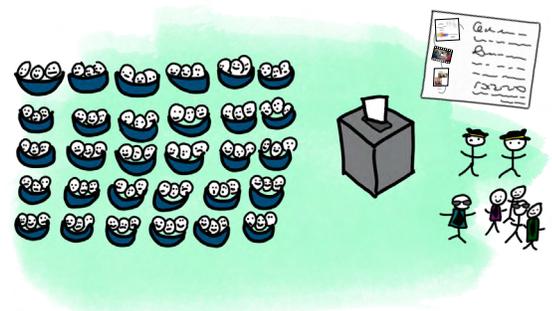
**TO BE SENT** 

The Charter Process Team will give us more instructions later about what should be sent.

December 2021

## DECEMBER 2021 TO MARCH 2022

*After stage 3, the Charter Process Team will consider all the feedback and develop a new Charter to propose to the Federation Assembly.*



# APPENDICES

## APPENDIX 01



### Who is involved?

Each setting in the Federation (Communities, Regions, Countries and International) is invited to participate in the Charter Process.

Everyone in the Federation is invited to share together about their experiences. Be attentive to the marginal experiences in the Federation, such as geographic, cultural, generational, role-related (people with and without disabilities), spiritual, etc. And sometimes you may think of old friends and neighbours who can help you understand why L'Arche matters.

## APPENDIX 02



### Role of the resource person

Resource people are named to support the process in each setting in the Federation (Communities, Regions, Countries and International). They set the process up, ensuring that it is adapted to the local realities and that it is facilitated in their context. (In some groups they facilitate, and in others they arrange for another person to facilitate.) They carry this role throughout the whole process (May 2019 – May 2022). Resource people are accountable to and work in close collaboration with their respective Leaders.

### Key responsibilities:

- Receive and transmit all communication related to the process
- Inspire and attract participation
- Ensure that the process is lived in an inclusive way
- Ensure that it is possible for all members to participate, paying particular attention to those who may experience being on the margins (those who are retired from roles, those not part of normal meeting structures, those in administrative support roles, those who are limited in the skills of verbal and written expression, etc.)
- Work in close collaboration with their respective Leaders to determine how the process will be implemented and work well within that particular setting (Community, Region, etc.)
- Coordinate the collection of data and send it to the Charter Process Team (See Appendix 06)
- In settings that use languages other than English, French or Spanish, work with the Charter Process Leader and the Charter Process Assistant to ensure accurate and timely translations

On an ongoing basis, the Assistant Training Coordinator and Director of Inclusion are available to support resource people across the Federation.



## APPENDIX 03



### Spiritual spaces

We need them to talk in depth about essential things and listen to the call of the spirit. Sometimes they can be our regular prayer spaces, sometimes they have to be prepared in a special way so that everyone feels free and comfortable, bringing together our different expressions of our spirituality.

Spiritual spaces are meaningful when they are well prepared. They can be prepared by a small group of people. Spiritual spaces can include silence together, a question that inspires us, sharing, a meditative dance, a text or an image that nourishes us.

When a group is composed of people sharing the same way of expressing their spirituality, they can agree easily on how to create a spiritual space with religious symbols. But when people don't share the same religion, the group needs to find different ways to express spirituality. You could ask 3 or 4 participants, belonging to different faiths, to bring something that helps them to be in their inner spiritual space. They can use gestures, symbols, or anything that will help them to be focused on the essential. Invite each of them to explain to the whole group the significance of what they brought and why it is important.

The spiritual space can be very simple, but it has to be meaningful and beautiful.

## APPENDIX 04



### Beads to be sent

Send your most important reflections to the Charter Process Team. For each important idea, prepare a title, a photo or a drawing, and a brief explanation.

See some examples:



Symbolic photo to illustrate an idea



Photo report to recount an event



Comic strip photo to tell a story or describe an experience



Drawing to express thoughts



Drawing or photo of an object to tell what's important



Brief text with pictograms

## How to transform a discussion into beads?

Reflection in the Charter Process happens in many different groups, in the Communities, Regions, Countries and International.

Each one in the group expresses him or herself. This could be through talking, drawing, choosing a picture or an object (anything that is in your toolbox).

There are facilitators in each group who lead and take notes (in some settings this could be one person doing both). When taking notes, each time a new idea is said, find a way to note on a sheet of paper or on a flipchart the main subject (for example “friendship”, “international”, “work”, “values”, etc.) and also a brief explanation of what the person is expressing.



- When using drawings or photos, add them to the notes.
- When using objects on a table, the notes are on a paper on the table.
- When someone expresses him or herself only with gestures, a rough sketch might be useful.
- When using only words in a group with non-readers, add a drawing.

Each subject should have its own piece of paper or part of a flipchart. If necessary, throughout the conversation, the facilitator reminds the group what was said earlier, so that everyone can remember the ideas. At the end of the conversation, show all the ideas that were expressed on a table or on a wall.

The group then chooses the ideas to send to the Charter Process Team. (See Appendix 12).

To choose the ideas, the participants first ask themselves, which ideas seem to be the most important ones, or which ideas attract them the most.

You are now ready to finalize your beads. The ideas you chose become your beads. Make sure that the Charter Process Team will understand what the group meant.

For each bead, make sure there is:

- A title
- A visual
- A short explanation

If not, the group might have to re-work its bead, for example:

- Re-drawing a sketch
- Re-taking a picture
- Filming a gesture and recording what is said (title and comment)
- Re-choose one or two pictures to simplify the message



If the facilitator is not the resource person, the facilitator needs to prepare the beads and send them to the resource person. Make sure it is clear which group created the beads.

The resource person gathers all the beads from the setting. The beads should be in your own language. If they are not in English, French or Spanish, it would help the Charter Team if the resource person also provides a translation into one of those languages.

Send your beads to the Charter Team on the website (See appendix 06).

Save all your beads. You will need them in the second stage. For example, take a picture of each. Assemble them in a file or set them in a ppt presentation. Printed they can be put on the walls. Videos can be shown.



## APPENDIX 05

### Beads in video



Beads can be short videos made with telephones, cameras or webcams. Here are simple tips to help avoid frequent mistakes:

- Make sure there is enough light but beware of not being against the light.
- Choose a plain and “calm” background.
- The best format is “landscape”. Use the phone horizontally.
- While filming, always keep the phone horizontal. Never move it to vertical. If the phone is moved, when someone is projecting the video later, people will have to turn their heads to see it!

## APPENDIX 06



### Sending your beads to the Charter Process Team

A friendly mobile / desktop micro-website is available for this process. Each resource person is responsible for sending the beads of the groups in his/her setting to the Charter Process Team. The resource person uploads images of the beads one at a time on the micro-website. Only one random bead from each

setting will be shown and visible on the external inspiration wall of the micro-website. The Charter Process Team will see all the beads.

#### Preparing

Prepare each bead you have to transmit as a separate digital document on which we can clearly see and read the title, visual and the brief explanation.

You will need to export your bead in a JPG or PNG format. Make certain the image does not exceed 5 mg.

If the bead is a short video, make certain the video does not exceed 5 mg.

#### Sending

When all the beads are ready, you will need to go to the micro-website and identify yourself.

- LOGIN: Go to [www.charter.larche.org](http://www.charter.larche.org) and enter your email address. A magic link will be sent to your inbox to validate your identity. This email will have a link to bring you back to the micro-website on the webpage SHARE YOUR BEADS.
- UPLOAD: On the webpage called SHARE YOUR BEADS, a simple form is in place for you to upload the picture/image one bead at a time from your phone or desktop.
  - A comment box allows you to add the name of the group that created this bead and any details you think are necessary (for example, translation into English or French or Spanish)
- PREVIEW & FINAL SENDING: A preview of your bead with the name of your setting (Community, Region, Country or International) will be shown before your final sending.
- MORE UPLOADS: For each bead, you will need to upload, preview and send.

Any technical issues, please contact [webmanager@larche.org](mailto:webmanager@larche.org)

That's all!





## Toolbox

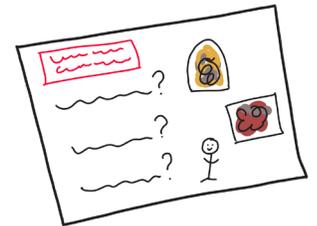
“Chatting bag”, “talking box”, aid to go under the “talking tree”, etc. You can call it what you wish. The Charter Process Team makes available to all a toolbox to download. It contains different tools: question cards, photos to stimulate thoughts, pictograms to express situations, ideas of objects to support expression, cards for Word Suitcases. You can add your own images and words, and anything else you usually use (other methods and material you need for your gatherings). You can use the toolbox during a house evening, at the end of the day at the workshop, during a visit with a neighbour, at the beginning of a board meeting, a community meeting, etc. There will also be settings in Regions, Countries and International.

If necessary, make several copies of the toolbox, so people could access it in different settings.

Here are some tips to help you use the tools:

### Question cards:

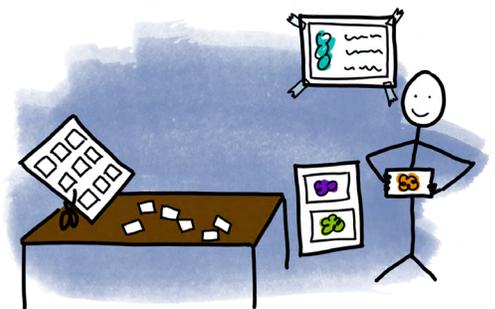
They all have illustrations that could help people to understand them. They can be printed in different sizes (small to put them on a table with a small group or large to put them on a wall for a big group).



### Photos:

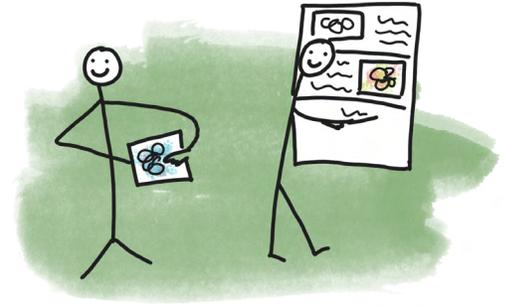
We propose series of photos in a Powerpoint presentation because:

- You can add or delete any photos to adapt the tool to your culture and setting. The pictures you would add can be in black and white or colour. It is better to use photos of people unknown to all, because symbolic images are different from photos of the community. Photos of the community situate real life, but symbolic images help to express oneself, open up our thinking process. You don't have to “pre-choose photos” in order to connect them to the topic. They have to be symbolic enough to be interpreted freely in any discussion. Good symbolic photos can be used for any kind of topic you want to discuss.
- The ppt format allows you to print the slides in different sizes. You can choose 1, 2, 6 or 9 slides for each page. 1 slide per page is good for a big group. 2 slides are useful to use for discussion in a small group. 6 slides a page are useful in an individual conversation. 9 slides a page are useful in an easy read document.



### How to process with the photos, in a small group discussion:

- Multiply by 3 the number of participants to estimate the number of images required for the session (for face-to-face meetings with one person, provide at least 15 images)
- Display images spread out on a table, all the same size and scale.
- Each person should then choose 2 or 3 images that relate to the topic. (This number will depend on the amount of time you have for each person to explain his/her choice)
- Each person then explains his/her choice. Some may remain silent and only show their image. (Attention: everyone should feel free to say what they see in the image they chose.)
- Take notes: stick each image on a board or on a sheet of paper, adding a few words as a remark.



### **Pictograms:**

#### We propose series of pictograms in a Powerpoint presentation because:

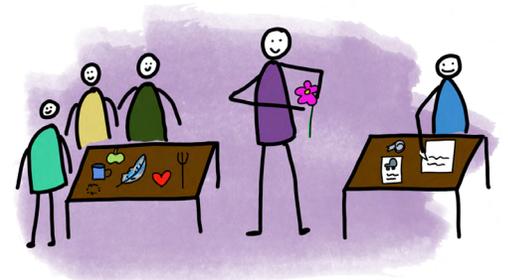
- You can add or change any pictogram to adapt the tool to your culture. You can also make your own pictograms.
- These pictograms don't belong to an existing visual vocabulary (like Arasaac, Makaton or Isaac). They are more like cartoons: easy to freely interpret even if you are not trained. They can complement the set of pictograms you already use in your community.
- They are easy to use to describe real life situations in a small group or an individual conversation.
- The ppt format allows you to print the slides in different sizes. You can choose 1, 2, 6 or 9 slides for each page. 1 slide per page is good for a big group. 2 slides are useful to use for discussion in a small group. 6 slides a page are useful in an individual conversation. 9 slides a page are useful in an easy read document

### How to process with the pictograms, in a small group discussion:

They are especially useful when you need to translate the notes of your conversations into easy read documents, because they visually describe situations for anyone to understand.

### **Objects:**

- You can find "symbolic objects" (like a heart, a cross, a dove, etc.) to be used like symbolic photos. Avoid toys that would be too childish. Lots of objects exist in key rings or magnets. Visit your closets, handbags, workshops, places where you empty your pockets. You'll find lots of very expressive things. You can also add elements from your environment, like stones, flowers, feathers, etc. They will help people express emotions, feelings or ideas.
- Or you can find "objects from daily life" (like a broom, cup, t-shirt, hat, etc.) to be used like props in a mime or a photo. They will help people tell and embody real stories from their life.



## Word Cards:

- You can find words for the word suitcases (See appendix 10). The collection of words is taken from important L'Arche documents. You might want to add new words too. Write one word on each card.



## APPENDIX 08



### Sharing stories

Some people are used to telling their story, but not everyone.

Each culture has its own ways of sharing stories. These ways can be powerful and help free us to share our experiences.

It is also important to pay attention to the diversity within each culture. In addition to storytelling traditions, there are means to help: photo albums, memory boxes, visits, invitations, etc.



**Photos:** photo albums, presentations that communities make to recap the year, personal autobiographies, photo of friends and family that hang on our walls, etc.

Sometimes our photos are only kept digitally on a computer or phone. It is important to print our photos because many people in our communities do not use computers.

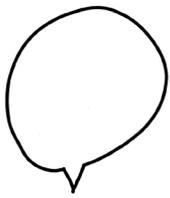
**Memory boxes or places:** some people, houses, workshops or communities have very few photos of their history. When you want to help people to tell their stories, you might use objects that you could collect in a box. For example, a item that was in the first house, a plate, a frame that is on a wall, a mosaic that is on the door from the very first opening, an old tea pot, a vase or sculpture that is in the prayer room since the beginning. Seeing those objects might help people tell stories of the history. Spending time together in the rooms, or in spaces outdoors can be a good way to call for memories too. Invite neighbors and friends, they will help remember lots of anecdotes or experiences.

## APPENDIX 09

### Comic strip photos

Invite one person to tell a story or describe an experience: The storyteller goes to the front of a big erasable board to tell his or her story. You could use large sheets of paper if you don't have an erasable board. Invite the storyteller to physically express how he felt with a pose. Sometimes a person may want to share their story, but not want to be in front of the group. In this case, you could ask someone else to pose for the storyteller.





Words



Thoughts

You may write or draw what the storyteller says in a word bubble and what he/she thinks in a thought bubble.

If the storyteller mentions other people in the story, ask people in the audience to come play these parts.

- You may use props to characterize the different roles in the story
- You may use objects to characterize the situation
- You may draw elements in the background

Write a title on the board, or on a paper, in order to express the essential elements of the story. Take a photo, making sure that the players are well positioned with their bubbles. (Verify that the photo comes out well, or if necessary, correct the positions and postures and take another photo).

If there is a sequence to the story, make a comic strip for each step of the story: the beginning, the turning point in the story and the end.

## APPENDIX 10



### Word Suitcases

If we consider that a word is like a suitcase, what does the suitcase contain? What experiences does this word bring to mind? It's interesting to realize that important words in L'Arche don't have the same meaning for everyone.

So, we propose the following exercise:

- The facilitator chooses cards, and distributes 1 or 2 cards to pairs or trios.
- Each person then reflects on their own about the meaning of this word in her/his life. Which experiences taught him/her the meaning of the word?
- After this time of reflection, each person shares with the whole group.

It might appear that in the pair or trio, the understanding of the word is very different because of age, culture, gender, or different experiences. Being aware of these differences helps us to better understand each other.



There is another way to use the word suitcases that will help a group choose the most important cards:

- Have the cards with words spread out.
- Ask each participant to choose 5 words that describe what is essential for them in L'Arche.
- Place these cards in the center, and see which words are named most often and which ones are rarely named.
- Discuss together to try to understand why cards are often or rarely named. It might be one of the rarely named cards that becomes very important.



## APPENDIX 11

### Groups of Shared Experience

When you have a diverse group, it can help to spend some time in groups of shared experience. This technique has different parts:

Introduce the question to everyone.

- Present the question in a way that everyone can understand

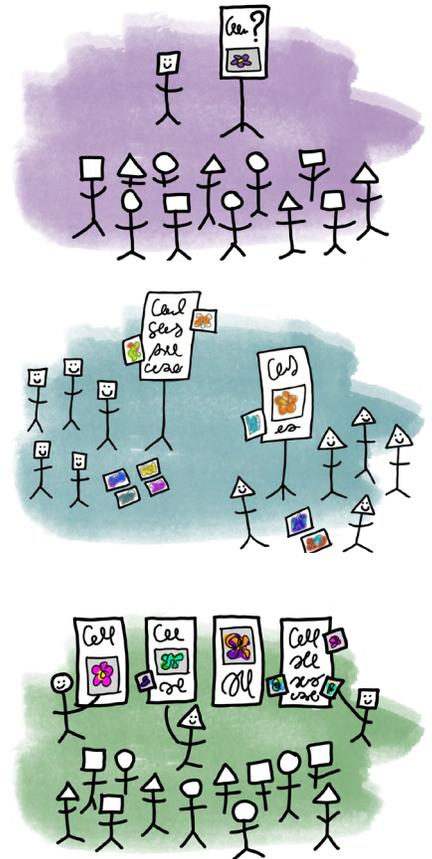
Build groups of Shared Experience (groups of assistants, persons with disabilities, board members, or others). Each group:

- works in its own ways and rhythm.
- works with preferred means of communication (images, gestures, words, etc.)
- decides on 2 or 3 ideas to then be shared with everyone in the other groups

Each group then prepares what it wants to share with the other groups, using at least 3 different means of communication (images, gestures or words, etc.)

All groups come together to listen to each other and bring all their experiences together.

- Each group presents its ideas using 3 means of communication
- Discussion:
  - What surprises arise?
  - What differences appear between the groups of experience?
  - What is held in common?

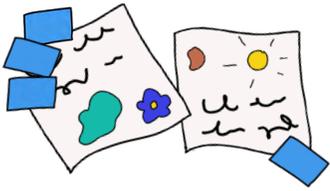


Why separate into different groups to work together?

Often when a group of diverse experiences tries to work as a whole group first, people could be trapped in their biases, in their desire to help or please, and they forget to think for themselves. Working first in a group of shared experience can help people think about what they want to express.



### Deciding on your beads in stage 1



Here is one technique that can help the group choose the ideas it wants to send to the Charter Team:

- Each participant shares his/her idea(s) to be considered as options
- Each option is represented by an object, drawing or photo, each with an associated word. Regularly remind everyone of the links between the idea and how it is represented.
- Distribute voting ballots (post-it, stickers, seeds, coins, pebbles, etc.) Everybody receives the same number of ballots.
- There may be a tendency for people to only choose their own ideas. Thinking about the number of ballots can help with this. See how many ideas come from the whole group, and choose an average number per person. Give one more ballot than the average. This makes it possible to vote for one's own ideas and at least one idea presented by someone else.
- Each person votes by placing his/her ballot on the object (or drawing or photo) that he/she votes for. (It is not possible to put more than one ballot on a same object)
- Look at the results... the decision is made!



For any questions or more information about the Charter Process, contact:  
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مسيرة صياغة الميثاق

Proceso de la Carta

Proces Aktualizacji Karty

चार्टर प्रक्रिया

Processus de la charte



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