



## IMMEDIATE THINGS WE CAN DO

Do all you do for sustainability with friends, family and neighbors because learning to work with and relate to other people is the hardest set of sustainable skills any of us will have to master – we cannot succeed in building a sustainable culture by ourselves, we need to work and share together.

Think, with care, about how you live, what you need, and where you get what you must have. Try to simplify, be more discerning about what you actually must have, and wherever possible support through buying local produce, products, and services.

Develop those skills, trades, hobbies, crafts, interests, and capabilities that we will need in future, that may not be available from outside your community. Develop sustainable skills and muscles both physical and mental to be more independent of the large corporations providing your basic needs.

Educate and involve, recycle, reuse, and convert to a sustainable lifestyle, when possible become a provider of sustainable products, information, and services.

Join organizations, like the Foundation of Sustainable Living to advance you personal knowledge and skills and those of the larger community(s) more rapidly.

Those suggestions listed below noted with an asterisk are projects, products, or services which could become part or all of a business providing sustainable tools, equipment and information.

### FOOD, GARDENING & MINI-FARMING

1. Garden and Mini-farming, learn how, practice, specialize, and support
  - a. Grow open pollinated seed and heirloom varieties
  - b. Apartment/Condo window boxes indoor
  - c. Yards, bio-intensive vegetables and fruits
  - d. Community Gardens
  - e. Volunteer at UCSC Farm and Garden, other similar opportunities
  - f. Specialize in Tree culture, or medicinal herbs, or vegetables
  - g. Explore root crops (beets, potatoes, carrots) and legumes (beans)
  - h. Learn about and grow edible oil crops (pulse)
2. Compost, develop skills, learn how, practice and support
  - a. Personally
  - b. Neighborhood
  - c. Community
  - d. Toilets
3. \*\*Save seed develop skills, learn how, practice and support
  - a. Grow open pollinated seed and heirloom varieties
  - b. Save/Preserve seed
  - c. Exchange seed – develop network
4. \*\*In mini-plots, research grains compatible with your area, grow, sell/exchange seed:
  - a. Wheat, get non-hybridized varieties (example Duram/Kumir from Egypt)
  - b. Rice (upland varieties do not require pond culture), contact Davis, and rice institute at Redding Ca.
  - c. Corn, establish connections in Mexico
  - d. Quinoa and seed amaranth, establish contacts with Peru and Chile and Amaranth institute in Texas?
  - e. Other grains from different parts of the world
5. Explore mini-greenhouses, cold frames, and organic hydroponics to stretch seasons

- a. Use recycled or green materials for this type of growing
  - b. Start small and feel your way into successful cultural techniques
6. **\*\*Beneficial insects, learn how to breed and grow them, grow them and sell them**
    - a. Contact "Natures Harvest" in Medford OR.
    - b. Determined which are best for your area
    - c. Start small with simple to keep and breed, beneficial insects
  7. **\*\*Vermiculture, learn how to grow them, grow them and sell them and the castings**
    - a. Compost worms
    - b. Manure worms
    - c. Explore worms as a protein source (they are 70% when dried)
    - d. Use casting and worms in your gardens
    - e. Make casting teas and fermentations
  8. **\*\*Prepare food, develop skills, learn how, and practice**
    - a. Find and/or develop recipes designed to use seasonal local produce
    - b. Put together 3 hole binder for recipes
    - c. Spices, teas, and herbal concoctions
    - d. Mine ethnic food recipes for broadening what can be done with local produce
    - e. Sustainable food restaurant
  9. **\*\*Preserve food, develop skills, learn how, practice and trade surpluses**
    - a. Drying foods sustainably
    - b. Canning using container that can be produced locally
    - c. Pickling, check out ethnic methods to expand usual methods
    - d. Salting, update traditional methods
    - e. Fruit, leathers, jams, jellies, drying, compotes, and preserves
  10. **\*\*Small animal husbandry develop bloodlines, skills, learn how, practice, sell excess**
    - a. Fowl – ducks, chickens, quail, game-birds
    - b. Fish, shrimp, - pond culture (aquaculture) including animal edible water plants
    - c. Fur bearing animals
    - d. Small domestic, cats, dogs, goats, sheep
    - e. Bees, honey and wax
  11. **Large Animal Husbandry, develop husbandry and support skills, and experience for:**
    - a. Horse, Mules, Oxen, Burros, llamas
    - b. Milk cows, goats
    - c. Sheep, alpaca, vicuna
    - d. Buffalo, beefalo. Pigs
    - e. Work with friends or volunteer at stables, farms, etc. with larger animals
  12. **Technology of ponds**
    - a. Fish
    - b. Water plants for fertilizer, animal feed, and edibles
    - c. Cultivation on rafts
    - d. Construction of ponds, techniques, regulations
  13. **\*\*Digestion, leachates, bio-starters for compost, and natural fertilizer teas**
    - a. Review general sources for precursor materials and specific areas of interest
    - b. Refine and scale existing methods
    - c. Task force to work with present producers
  14. **Native Plant research**
    - a. Native American diets, Archaeology

- b. Edibles and Fodder
- c. Herbal for eating and medicine
- d. Oils, dyes
- e. Cultivation vs. manicuring natural settings

### PROFESSIONS, CRAFTS, TRADES, HOUSEHOLD

15. \*\*Spin, weave, and sew develop skills, learn how, practice, and sell surplus
  - a. Blankets
  - b. Braided rugs
  - c. Clothes
  - d. Covers/upholstery
  
16. \*\*Ceramics, develop skills, learn how, practice, and sell surplus
  - a. Use Wheels and moulds
  - b. Research kilns and glazes and learn how to use renewable heat sources
  - c. Household implements
  - d. Local production of window glass for houses and Green Houses
  
17. Green construction methods and material, learn about and try
  - a. Check local colleges (Cabrillo and Gavilan) for expertise and classes
  - b. Types and methods
  - c. Familiarize yourself with the many types of construction a sustainable community will need besides housing.
  - d. Try to use only renewable or natural materials of local production
  
18. Health support for both human and animals
  - a. Volunteer at hospitals, take first aid courses, work with alternative medicine practitioners
  - b. Study as an emergency medical technician
  - c. Study nursing
  - d. Volunteer at veterinary clinics
  
19. \*\*Hand tool use and creation, learn how to make and use wood-working, cropping and household hand tools
  - a. Wood - Saws, hammers, planes, chisels, clamps, dogs, benches, axes, froes, adzes
  - b. Cropping – shovels, spades, picks, pick axes, mattocks, scythes, rakes
  - c. Household – cooking implements, knives, hand food processors
  
20. \*\*Leather working, develop skills, learn how, and practice
  - a. Animal tack
  - b. Bearings
  - c. Footwear, gloves
  - d. Clothing
  - e. Tools, bags, pouches, cases
  - f. Hinges, strapping belts for people and machines

### EDUCATION, RESEARCH AND OUTREACH

21. Develop contacts/access to Amish and Mennonites
  - a. Subscribe to their newspapers
  - b. Study and learn about Amish/Mennonite lifestyle and farming techniques
  - c. Find access to household and farming implements (real, not for tourists)

22. \*\*3<sup>RD</sup> World Search, find information and products for subsistence and sustainable lifestyles
  - a. Water pumping, transport equipment using renewable, animal, and/or human power
  - b. \*\*Hybrid/Small engine transport like the "Tick Tick" three wheeled taxi
  - c. Digester and Fermentation equipment and methods
  - d. Grain grinding, processing and storage equipment and methods
  - e. Edible oil presses, and processing methods and equipment
  
23. Web Search – research those things needed for sustainability blending what has worked with what is new we can apply.
  - a. Good informational sites for a master list for all who come to the FOSL site
  - b. Patent Office for John Deere, Cyrus McCormick, Steam Engines, old simple internal combustion engines
  - c. In the US/Canada existing products, tools and equipment consistent with sustainability
  - d. Biological processes for fermentations, digestion, leachates, hydrolization
  - e. Identify process, equipment, information, and tools to be applied to effort
  
24. Communities
  - a. Identify those existing properties who may wish to adopt the FOSL core and re-energize with FOSL members
  - b. Identify those we can network with
  - c. Study those who have are successful, and in particular those who have failed
  
25. Speakers Bureau
  - a. Define clearly the FOSL message and get it out
  - b. Identify venues and specific subjects to educate and involve
  - c. Set up speaker tour for the "experts" and "personalities" who can advance the paradigm shift and get them work in areas that will support the effort
  
26. Library formation
  - a. Define core subjects
  - b. Location sources
  - c. Set up exchange, republishing, sales of books and electronic information about sustainable, "how to" subjects
  - d. Electronic
  - e. Hardcopy

## TOOLS AND EQUIPMENT

27. Renewable energy both transitional and permanent
  - a. Water power
  - b. Passive solar
  - c. Active solar
  - d. Steam
  - e. Wood/Charcoal
  - f. Alcohol
  - g. Methane
  
28. Hybrid Vehicles and Stationary Engines
  - a. Alcohol
  - b. Steam
  
29. Water Technology
  - a. Wells
  - b. Water Storage
  - c. Pumps, pumping
  - d. Pipes

- e. Valves
  - f. Reverse flow/anti-siphon
30. Tool and equipment gathering
- a. Define and locate equipment, tooling, tools, and replacement parts for items useful to the sustainable effort
  - b. Find small tools used in the past or new for those we can produce ourselves in a fashion that allows generations of use (non-disposable tools)
  - c. Source old style machine tools, tooling and basic stock
  - d. Source used fabrication and welding equipment, tools, tooling and basic stock
  - e. Source Wood processing equipment

## FOUNDATION NEEDS

31. Core Documents for the Foundation of Sustainable Living
- a. Community and community governance
  - b. Irreducible philosophy anchors – right human relationships and honor to the web of life
  - c. What to do and How to do it
  - d. Ownership and Use contracts
32. Membership Effort
- a. Complete specifications of membership participation levels
  - b. Design program to reach out and signup members
  - c. Set up Membership support
33. Investments - find expert(s) to advise in a diminishing resource world measure the value of currency against tangible assets and physical items
- a. Look at leveraging in commodities markets
  - b. Check out selling development bonds for sustainable living
  - c. Look into selling start in a holding company for launching and owning company making/distributing sustainable products for the sustainable community
34. Fundraising
- a. Grant writing
  - b. Partnering with others (agencies, corporations, non-profits)
  - c. Memberships
  - d. “Withdrawal Contracts” with those who want a place to come to but want to “stay in the game” for the moment.
35. Multimedia Effort
- a. Get out a clearly defined message and model for support and involvement
  - b. Advertise in newspapers and magazines
  - c. Get speakers and presenters on local public radio and TV stations
  - d. Develop point of contact literature
  - e. Set up a “web cast”
  - f. Get message out using the web
36. Political
- a. Build a standard amendment for County General Plans for sustainable density on the land, waste management, and educational exemptions
37. Communications inside FOSL
- a. Finish building the FOSL website and set up internal email network
  - b. Comprehensive listing of good sites world wide on sustainable living
38. Join FOSL
- a. Become an member to help where you feel you can, and if possible pay a membership fee by month, quarter, or by the year
  - b. FOSL has a commitment for \$150,000 to start the land purchases and infrastructure fund – can you help grow this fund?