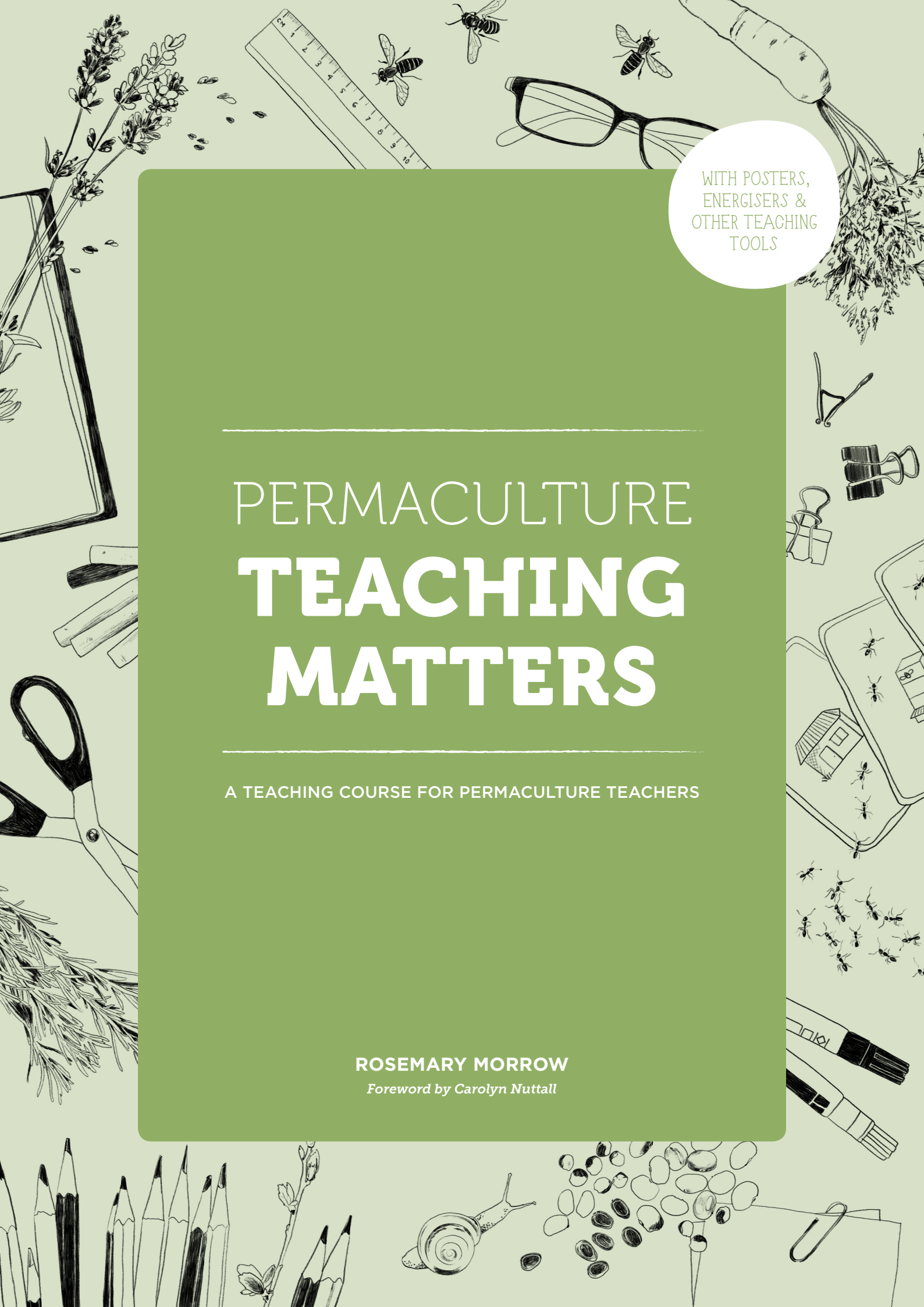

WITH POSTERS, ENERGISERS & OTHER TEACHING TOOLS

PERMACULTURE TEACHING MATTERS

A TEACHING COURSE FOR PERMACULTURE TEACHERS

ROSEMARY MORROW

Foreword by Carolyn Nuttall

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ACKNOWLEDGEMENTS

This book is a collaborative effort in terms of information, knowledge and experience. And along the road with me have been those intrigued by how people learn. Carolyn Nuttall stayed awake and listened to my obsession with effective adult teaching and learning, as well as the need for this course in which permaculture teachers put into practice the second ethic of permaculture, Care of People integrating it with Care of the Earth. She offered valuable reading and her own wide experience. Carolyn's patience is endless. And she was always enthusiastic.

I am indebted to Mari Korhonen, a course participant who documented this course as I taught it. Mari did this twice; once in Portugal and again in Australia. She read the draft of this book and sent information and suggestions from Finland. She also took many photos some of which may be used here. Thank you Mari.

The notes may have languished forgotten on my computer if Alfred Decker, an honorary and unpaid director and manager, had not given days of his life to editing and a commitment to get the notes out.

I am indebted to many others. You are Walt and Nita at Vale de Lama in Portugal, Nick and Kirsten in Australia, Lis Bastian, wonderful friend and support when I was ready to give up. Others have shown interest in this course whether in its structure, content or processes. Everyone contributed generously.

It has been my students over 30 years of permaculture teaching who challenged me, tested my theories, and dismantled them, and then gone home and done outstanding work with panache and creativity. Thank you all so much.

We teachers of permaculture are on the trail of something profound when we practice and model the second ethic, Care of People. Some new and younger teachers surpass me and I am deeply content to have been part of their journey.

We still know almost nothing about how people learn and what makes one learner active and the other sit down and think. But we know it has to do with out teaching and when it happens we are elated.

And I must thank Alba Teixidor who said 'Yes I'll format the book for you' and began the work before there was any money to pay her. She has done an elegant and artistic job.

I am a poor photographer and not good at documenting. At each course I would ask whether I could use some of the photos people took. Every photo used in the book was given to me by generous photographers. That is the third ethic in practice. And so are the generous donors to the crowd funding that enabled this book to be put up on the web and given freely to the world, they are Nita Barroca, Anne Caroline Sulzer, Robyn Williamson, Caroline Plunkett, Hamish Murphy, Alan Clayton, Dorothy Scott and Grace Geraldine Brown Bequest (Religious Society of Friends, South Australia & Northern Territory Regional Meeting) and so many others.

Finally all errors, omission and muddle are mine.

Rosemary Morrow

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FOREWORD

I met Rosemary (Rowe) Morrow in 1968 when we were independently transferred by our employers to North Queensland; Rowe to the DPI Research Station outside Ayr, and me to take up a position as a Grade 2 teacher in the same town. Rosemary had a degree in Agricultural Science and I had a Certificate in Teaching. Different though our careers were at that time, there is a story to tell about how we came to reverse our roles over time. I became a gardener and Rosemary became a teacher.

Long before the concept of permaculture was conceived and long before I understood the craft of teaching, we began a conversation that continues to this day – a conversation about gardening and teaching which became for Rosemary, permaculture, and for me, *Outdoor Classrooms: A Handbook For School Gardens*.

The dialogue has been on-going. For years, we have shared stories of our experiences and the theories and concepts that have underpinned our work. Rosemary's have been most interesting. She has been on the move teaching courses in permaculture design in Australia and abroad since the 1980s. Rosemary chose years of international project work in war-torn countries, a degree in education, completing several publications (*Earth User's Guide to Permaculture)*, radio interviews, documentaries, study and practice in non-violent education and now another book, this time about teaching strategies.

Herein lies the essence of a personal and a shared discovery. It has a name, indeed several: discovery learning, inquiry-based learning, adult-initiated learning, a process model. The discovery resides not in identifying the concept but in knowing of a way to achieve it. This has been Rosemary's joy and she shares her experiences in these notes.

Becoming a better teacher is Rosemary's quest and I believe she has passed through the gates and is well on her way. I can only hope to be as good a gardener one day.

Carolyn Nuttall
Co-Author with Janet Millington
of *Outdoor Classrooms: A Handbook For School Gardens*

PREFACE

PERMACULTURE TEACHING MATTERS (PTM): A SEQUENCE OF STEPS OVER SIX DAYS FOR LEARNER CONFIDENCE AND COMPETENCE, A TRAINING OF TRAINERS COURSE FOR PDC HOLDERS.

Permaculture as a curriculum has been a major success in education on a global scale. There are few curricula that can claim such broad adoption of the essential principles and features of it as an educational proposal as permaculture does.

The success of the permaculture course of study can be attributed, in a large part, to the teachers – those who have taught the students who have become the teachers who have taught the students; moving in an exponential way spreading the teaching and learning and translating it into effective practice.

Permaculture Teaching Matters is published to share a particular approach to teaching Permaculture Design Course (PDC) holders who want to teach the next generation of teachers. They comprise a strategy that came from my conviction to develop a course that demonstrated the best in adult learning, teaching, understanding, and methodology. And produce excellent teachers who produce excellent permaculturists. The students of this course need to come with a good working knowledge of the PDC and bring their notes.

Teaching has been my work over the years and, as with most teachers, the search for a better teaching strategy has been a perpetual quest. I have been teaching PDCs for over twenty-six years in Australia and many other countries; all the time reflecting upon my practice, rethinking the content again and again to integrate flow and depth.

I had been aware for many years that teaching methods needed to be a process rather than pure instruction if I were to develop the capacity within the students to think within the discipline rather than leave the course knowing only the slight but not the profound wonders of permaculture. The revelation came not in the knowledge that there was a better way, but in the discovery of how to achieve this desired methodology.

This course arose from my conviction that there was need for a course which demonstrated the best adult teaching methodology and research. It led into non-violent communication, non-verbal body behaviour, giving praise and appraisal, and a rigorous review of the PDC curriculum with stated outcomes, teachers' ethics and accountability.

These notes are for the teachers of permaculturists who want to become permaculture teachers. They are for you, the teacher, not for your students because there are layers of knowledge

and behaviour. Teachers often need to observe behaviours and experience: where the class is going and what affects class behaviour without feeding back to the class.

The approach outlined in these notes arrived as a thought in my head and I started teaching it intuitively without any notes whatsoever, except for an agenda for each day.

Briefly, the method is an inquiry-based approach: a way of empowering the students to be pro-active in their learning needs and involved in decisions around planning and outcomes. Basic to the achievement of these goals is that the teacher establishes an equality of discourse between teacher and students, inviting critical testing rather than acceptance.

After a rigorous review of the PDC curriculum outcomes, teachers' ethics and accountability, the literature and several trials, I feel happy to share these experiences with the aspiration that these notes may help PDC teachers experiment with teaching methods and view their work in the broader context of community and society. I hope teachers will be encouraged and the notes will stimulate motivation, commitment and skills to study their own teaching as a basis for development.

I have explored a diversity of strategies, always focused on the learner and *Care of People*, to improve my own practice and to demonstrate by example, a considered choice of methods that I believe to be effective in giving students confidence and competence to be excellent teachers of future permaculturists.

The main process, apart from proven non-formal adult education strategies, is that used in the almost totally experiential Alternatives to Violence Project (AVP). It requires utmost transparency of content and process. I have used their "agendas" here called **What's On**, as fundamental to the structure. Its value is the ability to monitor a teacher's effect on others through seeing, hearing, interacting and observing. Each day has a structure, which enables students to learn from each other through practice and reflection. This structure includes four daytime sessions of 1.5 hours each, and sometimes an evening session of up to an hour, as well as these components:

- Opening and Welcome at the beginning of each day
- Gathering
- What's On: An agenda for the day's work
- Exercise/activity – debrief
- Energiser
- Exercise/activity – debrief
- Wrap-up and Closing at the end of each day

The mornings are for learning theory and different aspect of adult learning. The afternoon activities involve practical teaching, engagement with the flow and structure of the PDC and preparing to teach a topic of the PDC the next day. Depending on how they are taught, the four daily sessions may take up more time than is available in a day, in which case teachers may choose what to include and what to skip.

The "meta" aspects of the course contribute to its impact and students learn in several different roles. In each they remember or learn appropriate behaviour. These are the "meta" components. Specifically, they must:

- Learn as students learning to teach recollecting how it feels to be a learner
- Give lessons as teachers
- Are students in each of their peer teaching groups

All three levels require behaviours appropriate to teachers, to skills acquisition and to wide appreciation and use of the PDC content.

From the first day, participants learn to observe each other and practice the skills of a permaculture teacher. They teach a small segment of the course with a few students as their class. They do this everyday to build skills and confidence. At first they are asked only to concentrate on eye contact, body behaviour and the content. Some find that enough. Daily they progress with increasing class size and extended presentation time, and more skills in non-violent language, listening skills and questioning until finally they can teach to the whole class integrating all their skills through a set of carefully constructed group dynamics without which this course simply will not work.

HOW *CARE OF PEOPLE* IS PRACTISED

Care of People has several integrated approaches many derived from Alternatives to Violence (AVP) embedded in and demonstrated through processes introduced by the teacher and students. For example, principles for treating each other well are monitored by the teacher and class and everyone is enabled and encouraged both to speak, and to listen to others. Everyone is heard at least once by the whole class, and their comments are received through active listening.

The philosophy of the course is founded on:

- *Care of People* through creation of a safe co-operative learning environment
- Growing knowledge and skills progressively and in depth
- Building a learning community
- Ethical behaviour modelled by the teacher
- Delivery of an evidence-based and consistent curriculum

MODELLING TEACHER ACCOUNTABILITY AND ETHICS

Presenting teaching ethics, asking for feedback, and pasting them on the wall is one form of teacher accountability, as is listing the course outcomes and discussing them with students. It is primarily the teacher's responsibility for them to be realised.

GROUP WORK FOR CO-OPERATION

In groups, the culture of co-operation is cultivated by asking:

- "Are you on topic?"
- "Are you listening to each other?"

When reporting back, every person speaks for themself in their group – there are no individual, group or teacher-appointed leaders.

MANAGING ISSUES

Any knotty issues for the teacher, or emanating from the class, are dealt with immediately and publicly and students are asked for their input. Students learn about and practice giving thoughtful feedback and sensitive appraisal. The importance of non-violent language and body behaviour is applied with humour.

This spectrum of behaviours modelled by teachers and learned and practiced by students results in a high degree of co-operative behaviour and motivated competent graduates.

I spent much time researching the evidence for learner-centred teaching and learning so please check the References, some are fascinating and enlightening.

This is the third book in a series so teachers can get on inventing and move beyond requiring foundation texts. The first was *Earth User's Guide to Permaculture* for the general reader and student. It does not replace Mollison or Holmgren's books. The second was for teachers to offer a way of looking at a PDC and content in particular. It is one of several. The third is this one and I know good teachers will go way out beyond it. That is my dearest hope: to supply foundations from which they build and even jump into an unknown.

Rosemary Morrow

"In the end, we will protect only what we love. We will love only what we understand. We will understand only what we are taught."

Senegalese poet and naturalist Baba Dioum

DAY 1

Growing a learning community

Photo: Rubèn Borràs ©

OPENING YOUR COURSE

CALL TO CLASS

It is always good to start each day outside the classroom and in a circle so everyone can see each other. Always open the course on time and with a song or activity that will bring participants to the circle.

TEACHING AIM: BUILD A LEARNING COMMUNITY

The **opening activities:**

- Involve everyone
- Are cooperative
- Call everyone to the opening circle

Have one ready or ask participants for an activity.

Now invite everyone into the classroom which you have deliberately set up very formally, with the teacher at the front and learners seated uncomfortably in rows facing the teacher, and the back of each others' heads.

Note: Opening and closing *any course needs to be done well, just as each day needs to be book-ended with an opening and a closing. The course opening sets the tone for the days that follow.*

Openings bring people into class and usually on time without needing signals that resemble school such as bells, whistles or shouting. Instead, they use enticements.

WELCOME TO EVERYONE

Continue in the uncomfortable classroom and pleasantly ignore any dissent.

It is important to tell your students you are pleased they have come and that you have been looking forward to the course with happy anticipation. Practice good eye contact and voice.

Be brief and inform the students that you don't intend to dominate the verbal input and output of the classroom; that this course will place them at the centre of the learning process. It is more than a course of instruction. It does not rely on the information you offer as a teacher but rather on the development of their confidence and competence as a teacher.

Emphasise that **each person is responsible for his or her own learning**. They need to actively participate and discuss with colleagues and ask questions. Explain that in this course they will sometimes be students and sometimes teachers.

Note: *Making each one responsible for their own learning can be uncomfortable for learners who expect teachers to do all the thinking and talking. You may upset some strongly held notions of what a teacher should be.*

WELCOME TO LAND

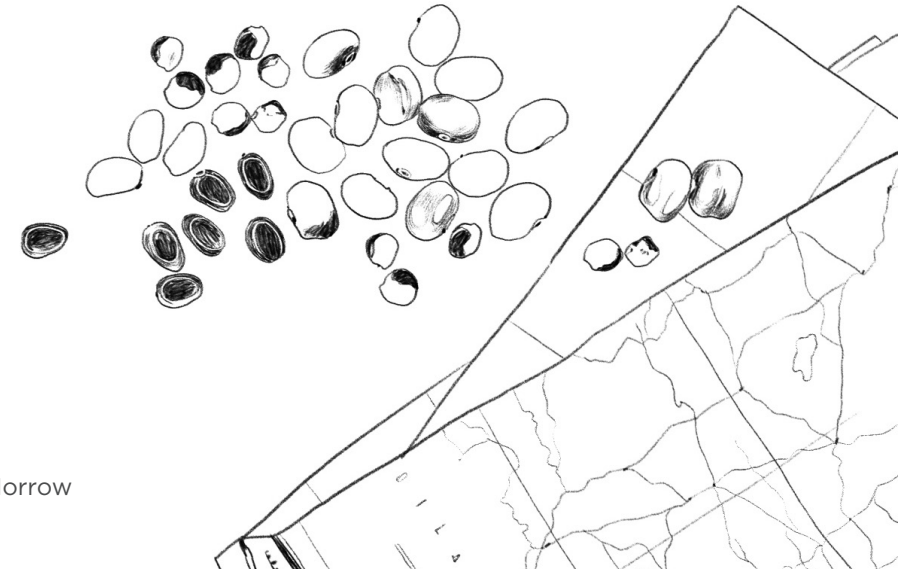
Offer a short history of the land – who has lived and died on it, owned it, cared for it and damaged it, been happy there and also suffered; and that we will care for the land on which we live during this course. We will not pollute soil, air or water nor diminish its biological diversity nor create intractable waste. The land will hold us; it gives shelter, food and water.

Announcements: *"Has anyone news?"* Encourage difficulties to be aired.

Note: *Everything we do in this course is necessary and has its place in all permaculture courses they will teach.*

"What permaculturists are doing is the most important activity of any group in the world"

David Suzuki



WHAT'S ON (POSTER 1.1)

Ask for different students to read each topic out loud from "**What's On"**, the program for the day, and only clarify content without discussion because discussion will happen when we get to that item.

Ask for students responses to the Agenda ("What's On") and how it might work for their learners.

Note: *People like to see what's coming.* ***Show the "What's On" poster****, which helps their learning by:*

- *Providing a sense of direction*
- *Focussing attention and prompting wandering minds*
- *Evidence of relevant information*
- *Assisting in following the content and activities*

WHAT'S ON
BUILDING A LEARNING COMMUNITY

SESSION 1 CARE OF PEOPLE: BASICS FOR WORKING TOGETHER	· Gathering · Learning names · Housekeeping · Timetables · Pattern of our days · Teacher's ethics · Course outcomes · Sitting Tree · Learning Ecosystem · Classrom layout for better learning
SESSION 2 LEARNING CULTURE	· Hopes and expectations · Class code for Care of People
SESSION 3 FACTORS IMPACTING ON LEARNERS	· Effects of place and space · Experiences of teaching styles · Assessing your own
SESSION 4 HOW PDC CONTENT IS TAUGHT	· Adequacy of PDC content · Start on PDC structure and flow · Brief for Micro-teaching I · How to debrief
EVENING SESSION	· Ethics, principles, strategies and techniques

SESSION 1

CARE OF PEOPLE: BASICS FOR WORKING TOGETHER

GATHERING

Gatherings are occasions that open new topics or the day and during which every person speaks and is heard without interruption or discussion. They build confidence and respect. There is the same topic for each person. *"I did my PDC at... in the year..., and my teacher was..."*

LEARNING NAMES

There are many ways to do this, they help the teacher and the students. Using students names is good practice. See Energisers.

HOUSEKEEPING

Housekeeping **(Poster 1.2)** is the information about the building, chores, first aid, support people and policies. Discussion about housekeeping is pro-active conflict resolution that sets behavioural standards and clarifies expectations.

First, discuss these with your hosts if you are not on your home grounds and ask them to cover appropriate items such as their privacy.

Activity

Ask students why it is good for the class to discuss issues around housekeeping. Always invite additional points by saying, "*Feel free to add to or to change this*".

PATTERN OF OUR DAYS

Stick **Pattern of our days**' poster **(Poster 1.3)** on a wall or board after discussion.

Class times can be changed based on students needs. Meal times can always vary depending on what's happening in the kitchen and the needs of the cook.

The course timetables (see **Appendices**) is posted near a main door or where people eat. Don't hand it out to everyone, but do talk it through. After the first day, no one wants

Note: *Posters are all numbered and there are copies at end of each Day. Click on each poster link to see it.*

Poster 1.2

Note: *Appendices are documents with fuller information. Check them, you will need this background information.*

it. Invite discussion and clarification. Explain mandatory requirements such as attendance and assignments.

TEACHER'S ETHICS

If you feel secure, put up your ethics as a teacher of this course. I always do. Students report that they feel safe when you do this **(Poster 1.4)**. I strive to maintain fidelity to a teaching ethic of care of people, adherence to and evidence based curriculum and non-formal education processes. I dont always succeed.

COURSE OUTCOMES

Show student learning outcomes **(Poster 1.5)** and stimulate discussion on each point about who can achieve what and to what extent. Be explicit because clarifying course outcomes dispels unrealistic expectations.

Overall goals for good learning outcomes can be summarised as: learners gain teaching skills and knowledge, and can explain permaculture in a range of environments for a variety of learners.

PTM Student Learning Outcomes

- Know the scope of the PDC curriculum and can set course outcomes.
- Explain the structure and function of the PDC.
- Communicate clearly with a group, e.g. PDC students, short courses, manager of a community garden, and give talks using appropriate body behaviour and non violent communication.
- Choose appropriate methods to facilitate learning, and select techniques for ensuring learning occurs.
- Evaluate their students' competence and readiness to teach.
- Debrief students and give appraisal.
- Join a learning community of teachers for mutual support and further learning.

Specific skills that students acquire:

- Design a short or long course
- Write their own course outcomes and ethics
- Use learning materials effectively
- Design learning posters
- Ask questions to promote thinking and integrate experience
- Deliver clear explanations and concepts
- Give a lecture with DVD or PowerPoint

Activity

Ask: *"Why it is important to present teachers' ethics and course outcomes to your classes?"* Encourage discussion and repeat that: *"All that we are covering is relevant and necessary for PDCs and other permaculture courses."*

SITTING TREE

This is for out-of-topic ideas and questions that come up at any time in a session. By having participants write down or "park" their queries when they think of them, it enables the lesson to flow without distraction and the issue will be revisited later (Poster 1.6).

Poster 1.6

LEARNING ECOSYSTEM

This poster (Poster 1.7) shows the structure for this course and we will build it together. Look at the diagram.

Think of your PDC course as a learning ecosystem with some themes and many elements, and they are all interdependent and inter-related. We will explore each theme and many elements. Each impacts on the other elements.

Encourage comment regarding ideas that help or prevent learning. Feel free to add to it. Each major theme is one day in our course. There are more elements than we can cover in detail in this course.

Poster 1.7

CLASSROOM LAYOUT FOR BETTER LEARNING

When we speak of a learning ecosystem we refer to the main themes impacting on how people learn, and we will take one theme a day and add in its elements. First we are going to look at the venue (the learning space) and its arrangement.

Here the learning space is introduced briefly and will be repeated in detail later. Many factors about the learning space affect how people learn. First we look only at this room layout. Encourage discussion about different learning room setups.

Activity: The Learning Space and set up

Draw different ways to set up a room (Poster 1.8).

Poster 1.8

Set-up principles

- Teacher and all participants can see each other all the time
- The circle is the best learning shape
- Teacher sits in the circle and so is the board, or close.

Students rearrange the classroom to be most supportive of learning and meet the principles above.

Questions to help the task:

- *Where should the teacher be?*
- *What classroom layout improves student learning?*
- *Where should the board be?*

Remove yourself from the room, or where you can simply observe. Don't interact unless necessary. Let students struggle a little with the autonomy.

Debrief: Regroup the class, ensure that everyone can see everyone else and ask for their experience, impression and feelings about the new room layout.

The value of this task is they start to build confidence, skills emerge.

Close this session.

Note: *For regrouping the class or gaining attention, use any of these or invent your own:*

- *Raise your hands and become silent*
- *Rub hands and count to three and clap*
- *Start singing*
- *Whisper loudly*

SESSION 2

HOW WE DO THINGS TO BUILD OUR LEARNING CULTURE

TEACHING AIM: BUILDING A LEARNING COMMUNITY THROUGH EXPRESSING HOPES AND EXPERIENCES

HOPES AND EXPECTATIONS

In exploring learners' hopes for the course it is essential that you include every person in the class in speaking and presenting.

Ask: "*Why is it important for teachers to know students' hopes at the beginning of the course?*" Answers may include:

- Begin student discussion
- Adjust your teaching
- Show that freedom of discussion is encouraged in the course
- Check if your objectives meet their needs
- Connect people
- At the end, of the course you and they will be able to see if needs were met
- You, the teacher, need a record of students hopes for reference and monitoring
- Assess initial body behaviour, confidence and ability to use the board/pen

Ask: "*How would you record them?*" Here are two ways. I try to do both in this course so they have the experience of different activities with similar outcomes.

Note: *This is the time to teach the first skill: to stand and speak to the whole class for the first time while maintaining eye contact.*

Activity 1

Each person writes his or her expectations individually on A4 paper; then stands and presents their hopes to the group without reading from their paper and maintains eye contact with all others. Then each speaks about their hopes, e.g. "*Teach permaculture to people in refugee camps*".

After everyone has presented, ask them to stand and mingle and then to find another person whose hopes/expectations interested them, and talk with them.

To finish the session, ask people to record their hopes for the course on one large sheet of paper on the wall before they leave, and stick up their personal sheet (Poster 1.9). Both stay there until the end of the course when they are retrieved and used in the evaluation of their learning.

The outcome and value of this activity is that it gets everyone thinking, writing and speaking. Students move around the classroom and form relationships with each other. A learning community is forming.

Activity 2

Draw a table with three columns as shown below on paper or white/chalk board and ask students to come up one by one and write their name and expectations, and then to turn and tell the class what they have written.

Take a copy for monitoring and later evaluation of your teaching and their learning, or stick the paper up on the classroom wall. Then ask students to approach and talk to another who interested them with their introduction.

You, the facilitator, participate equally in all these activities. See example below.

NAME	EXPECTATIONS	EXPERIENCE
Rowe	This class will become a community of ethical teachers supporting and helping each other now and through their professional lives	Everyone will grow in experience and will see how new skills are used
Jan Smart	Teach permaculture in Uganda.	Have been there can see how I could use my skills
Wang Hong	Return to China and teach children permaculture.	I am already a primary school teacher

Energiser

Ask learners to shut their eyes and put worries, concerns and pre-occupations brought with them in an imaginary box where they will be safely stored until returning home at the end of the course. They can retrieve them any time if they want to.

Note: Energisers *are activities which have different purposes, such as opening a class, having fun, changing topics, raising class energy or quietening it down – in fact, energisers can serve almost any teacher's purpose. Choose them appropriately, and always have several ready to use. Giving clear instructions to the students is very important for the energiser to work well.*

It is important that you as the teacher learn the names of the students from the beginning of the course.

In this book, I give some suggestions for when and which energisers to do, but want to encourage you the teacher to start selecting your own and exploring the range of options. In the Energisers, at the end of the book, you will find many energisers/icebreakers used in opening courses and learning names, as well as the instructions.

CLASS CODE

Activity: A code of class behaviour

The Poster 1.10 shows a set of simple statements about the way we behave in our class and establishes *Care of People*. The value of this activity is to:

- Pro-actively resolve conflict
- Establish civil classroom behaviour
- Develop non-hierarchical group norms
- They work well for all courses and meetings where people are encouraged to interact and discuss and work together

Note: *The Code of Conduct we use in our courses is clear and unambiguous and a most effective way of creating respect while working pro-actively to resolve conflict. Be cautious if students want to alter it because sometimes students' suggestions can be 'fuzzy'.*

1st Option

Before the session **prepare** a poster which can be added to, or modified, as the class desires. Accept the statements without rejecting any if the class agrees with them.

Ask: "*Why prepare the poster beforehand?*"

- It takes less time, especially if the class is at a loss and has never done this before
- You can get directly to the important points

2nd Option

Compose a poster with the class. In this case they are asked to write on a blank sheet six or so important factors that make them feel safe and open to learning in this course.

Ask: "*Why compose posters with the class?*"

- Students are committed to the points they make
- It takes longer

Whichever method is chosen, the poster is attached to the wall and stays there for the duration of the course.

Reference: *Importance of codes of conduct: Codes of conduct: making things clear is better than 'keeping it real'.*

Note: Posters *are important visual learning aids and keep the learning focus on the information. They are pinned on the classroom walls for students to glance at or refer to. They are important for people who don't like to take notes while listening, for verbal and visual learners and those with English as a second language.*

Sometimes your learners want to focus on taking notes and lecture style. Some prefer to listen and take notes from the posters after the lesson. Each student needs to feel free to learn in the best mode for them, and this course provides options for different learners.

Students often sit by the posters after a lesson, or in the evening, and read them carefully and copy them down. This is a good time of engagement with the content. We don't encourage students to depend on them. As students evolve as teachers they can make their own posters, find photos and sketches etc.

Activity: Discussion of items

Show Poster 1.10 and ask: *"What is on this poster?"*

Invite various students to read a sentence and say what it means to them. Ask what it means to the other students. Repeat with each point on the list:

- No put downs of yourself or others – give positive feedback
- Right to speak and right to pass
- SSH! (Secrets Stay Here)
- Engage with the topic
- Each person speaks only for themselves
- Co-operate, not compete
- Respect the voice space – yours and others
- Everyone's on a different place on their journey
- Have fun!

Ask for suggestions and comments.

Poster 1.10

Value of this task: *Care of People* is tangible and seen in respectful behavioural interactions. Behaviour supportive of everyone's learning is named and explained. Students can be trusted to go further than you might have thought. Class discussion enriches their understanding.

The poster can be brought out and reviewed if problems arise later in the class. In this case, draw attention to the poster and ask students to give themselves a mark out of ten for each point – as a class. No person is named or identified.

Ask: *"How does a poster like this help learning?"*

- Clarifies expectations
- Builds trust and a feeling of safety in the classroom
- Students feel free to learn and free from inhibitions carried over from school.

SESSION 3

FACTORS IMPACTING ON LEARNERS

HOW EXTERNAL FACTORS AFFECT LEARNING

Good learning environments are inherently "messy," providing a wide set of choices and options that give learners opportunities to create their own order out of a variety of elements.

As the first step in this week of examining factors affecting learning we will talk about learning spaces. We have looked at how the room set-up affects learning. Now we will look at other elements of the learning space and their impact.

Show "Learning ecosystem" poster (Poster 1.7) again.

On another poster sheet, draw the core of a mind map and place permaculture in the middle. **Ask** for the other major themes, e.g. teachers, students, learning spaces, methodologies and learning aids.

We will cover each of these themes in this course and tie them together progressively. It is an additive effect. Then we will relate themes to strategies and techniques in the PDC. These have a profound impact on learning.

Ask for experiences of spaces and places that inhibited their learning and those that enhanced it.

Teachers' requirements for a venue are different from learners. First we will think like teachers: *What do teachers need in a venue to be able to teach well? Now we will think like learners: What do learners need to learn well?* Write these on the board.

Poster 1.7

Activity

Invite all students to write on the board or poster **(Poster 1.11)** one external factor of a classroom which has affected their learning. They can return for a second time when everyone has written one.

A possible list:

- Natural light
- Outside distractions such as noise
- Comfortable, in what ways?
- Inspiring or motivating – how?
- Air flow
- Extremes of heat or cold or wind
- Size of the group
- Seating and furniture – include blankets and cushions
- Other

Any kind of space is good for learning when it has qualities that enabling learning, and so yours may be a veranda, under a tree, in an orchard or a kitchen.

Ask: *"In what sort of space will you be teaching a PDC? What furniture and qualities would you need?"* Then have them think about what teachers need.

Some suggestions: clock, fruit, water/tea/coffee, reference library, storeroom, white/chalk board(s) for group work, break-out spaces for more messy activities and group work etc. Chalkboards are cheaper to keep usable and whiteboards might end up not used if people can't afford to buy the pens. Pin boards on the walls for posters are very useful, as are picture rails, natural daylight, view of garden, hills or fruit trees as discussion points.

Activity: Design a dream classroom

Design a dream teaching space. Give students about five minutes to sketch their perfect learning venue and then discuss with two people sitting close to them.

Value of this task is to revise and process what they have been learning. It is good for visual learners and will assist them when they are teachers. It also starts group work.

Debrief by making a checklist. Every person writes one idea on the board.

Encourage students to add to the learning ecosystem mind map appropriately and independently throughout the course. Remind them to think from a teacher's perspective as well as a learner's.

Note: *Remember that as the facilitator of this course, you also participate, as a student, to fill gaps in knowledge or skills. So now, add any elements you think are important and have been missed. Try to ignore misleading or blatantly erroneous answers at this stage.*

Note: *It is better for students not to lie down during the course, although they may prefer to sit on cushions on the floor, because they are like sleeping dolls: when they lie down they close their eyes.*

Note: *Up to this point, the students' full and open participation may be slow because they are unsure and:*

- *Finding their place among their peers*
- *Assessing the adequacy of their knowledge*
- *Seeing if it's safe to speak*
- *Noting how comments are received by the teacher*

ASSESSING YOUR LEARNING SPACE

You can either design your own, or retrofit it. If you are renting or offered a space you must ensure it will work well for you and your students. A well-designed space is multifunctional. A permaculture course requires:

- Range of light weight chairs to carry outside easily
- Mobile white or chalkboards placed around the room for students and teachers to work on
- Bookshelves and reference materials
- Storeroom for paper pens, blu-tack, rulers, and other learning materials
- Natural daylight
- Able to accommodate students in a circle up to 30 people without impediment
- Break-out spaces
- Washing area for drinks such as juices and teas available at any time
- Wide doors to a covered veranda for working with messy materials, e.g. soils and seeds
- Place for coats, hats, boots
- Cushions, blankets
- Non-carpet, non-slip flooring
- Facility for computers, slides etc.
- Good views of gardens or landscape to refer to in theory lessons
- Away from distractions
- Non-toxic materials such as waxes, paints etc.

Photo: *There are many benefits to outdoor classrooms: air quality, relaxed atmosphere, good natural examples, people find own place for light and temperature etc.*

EXPERIENCES OF TEACHING STYLES

Teachers have different teaching styles, as learners have different learning styles. Style depends on methods, learning aids, and personal presentation. No one style is good or bad and everyone can improve their teaching. Some styles are more learner-centred than others. This course focuses on teaching styles which involve learners. Other styles, given less attention here, are beneficial for conveying information and official occasions. There are important differences between "chalk and talk" and learner-centred styles which are derived partly from a different view of the roles of teachers and students (Poster 1.12).

Poster 1.12

Ask students to identify their first PDC teacher's style:

"*How were you taught on your PDC and what was the impact on you? How much do you remember from this style? What you would have liked or responded to better?*"

Encourage reflection about attention span, feelings and what was actually learned. Styles can be changed or mixed.

Activity

Hand out copies of your teaching style (see What is your teaching style? at Appendices) to each student and ask them what they think their style is? And what they prefer from their teachers?

SESSION 4

HOW PDC CONTENT IS TAUGHT

Activity

Have a student write on the board **(Poster 1.13)** for you while you ask about the PDC as learners experienced it:

- By Biomes and Bill Mollison's *Designer's Manual*
- By principles and chapter by chapter from Mollison's *Designer's Manual*
- From analysis to design through themes – water, energy, soil, plants, animals, ecology, then design by zones – from pattern to detail.
- Some teachers develop the PDC through zones
- Other...

Ask: "*Which was used during your PDC?*" Each student goes to the board and ticks his/her experience beside one of these.

Then ask: "*Who covered only local information and/or only techniques?*", "*Who was global? Who was abstract? Who was concrete?*", "*How good were the graduates of your course?*" Did your teacher model the three ethics of permaculture?

When a teacher only covers local information and only techniques, the PDC and design work will be biased. All design concepts must be presented through principles which are globally applicable.

This is the first exercise in thinking about the flow and structure of their PDC. Provoke discussion in depth, particularly about what worked for them and what did not. Now students will start developing their own structure and flow for the final assignment.

START ON PDC STRUCTURE AND FLOW

The final PTM course assignment **(Poster 1.14)** is to develop a format for the PDC structure and flow and present it to the class. On the last morning students in groups will present the ideal PDC flow and structure they have worked on all the week.

Objectives of this assignment:

- Awareness and familiarity of the value, scope and future requirements to teach a PDC
- Learn the scope and content of the PDC and the major themes and principles

To make this task easier, a large chunk of every afternoon for the first five days will be spent in revising the PDC and becoming thoroughly familiar with it.

Energiser

Change seating based on an energiser, e.g. Big Wind Blows, Who's Doing the Action, Blinkety-blink *or Balancing the Pole*.

Photo: *Energiser with an objective:* Balancing the Pole *demands whole group co-operation.*

PDC issues

Teachers have superb content to work with so do not need to reinvent the curriculum; just ensure that their information is correct and verifiable and up to date.

We only consolidate, corroborate or enlarge content if and when we find evidence for it, e.g. Zone III, Zone II, Urban PC, Transition Towns.

TEACHING AIM: ENCOURAGE DISCUSSION

The PDC requires few new topics or change in emphasis. The excellent content is adequate in 90% of the course, and we err if we play with it to suit our biases or preoccupations. The PDC curriculum has changed very little since first created in the 1970s. And now we have more and better evidence for why it works well and is so important.

We need to be aware that bias can creep in because teachers:

- Teach in isolation
- Teach permaculture primarily as gardening and farm techniques
- Use ego promote psychological states
- Lack *Care of People* as seen by conflicts in classes

"Permaculture enables what is morally required and scientifically necessary"

Bill Mollison

ADEQUACY OF PDC CONTENT

Activity: What's missing from the PDC?

Ask: "*What topics might be useful to have in a PDC that we currently don't have?*" **Then ask** for a student to write responses to this question on the board, e.g.:

- Social movements such as perma-occupy
- Financial crises and slow money, perma-money, alternative economies
- Non-violent communication (NVC) and how to give useful feedback
- Coastal protection repair strategies and mariculture
- Rehabilitation of degraded rivers
- Megacities with over 20 million people
- Disaster planning, especially for islands and coastal settlements

What topics are inadequately substantiated or covered? (Poster 1.15)

- Permanence, resilience, precautionary principle, communities for survival
- Fungi and mycelium as soil nutrition and water cleaning techniques
- Aquaponics and small-scale protein sources for cities, e.g. spirulina
- Evaluate Transition Town for bioregional strategies
- Types of food forest strategies for Zone II, e.g. tropical and desert
- Zone III has new strategies and techniques
- Megacities with principles for renovation and construction
- Recovery after disturbance, especially for disaster areas
- Knowledge and skills sharing to build resilient communities
- Indices for the evaluation of permaculture works/projects
- Evaluation of PDC graduates to know what best teachers do

Discuss briefly what PDC topics and information have become mainstream since the 1970s, e.g. Global Ecovillage Network, schools, community gardens, orientation for solar passive design and house insulation.

Activity 1

Set up terms for the final teaching assignment for daily work in the same groups.

- Divide into groups of four to six people
- Decide the skills and knowledge of an ideal competent PDC graduate
- Determine the learning goals and outcomes of the PDC
- Decide what comprises a major topic of about 1.5 hours
- Design their PDC outlines by topic

Note: *Teaching the PDC to specific tangible goals and competencies desired of a graduate results in capable permaculturists. All students appreciate knowing what professional competencies are expected. Review the competencies you presented for participants on this course.*

Activity 2

Students now break into their groups and spend the rest of the afternoon **working on the following questions**: *"What does a graduate from a PDC course need to be competent in to be professional? In other words, what are the professional competencies for a PDC graduate?"*

Materials: Big sheets of paper or boards and pens for this on-going task.

First Step: Set objectives and competencies for students to achieve through a well-taught PDC. For example (not exhaustive), a competent PDC graduate will:

- Know where to intervene and how to restore landscapes
- Analyse accurately landscapes and social systems
- Design landscapes and social systems which will restore damage and degradation and produce abundance
- Gain further knowledge and skills where required, e.g. boot camp and specialist fields

If there is any confusion about major topics or themes, encourage students to discuss it in their groups. It may be helpful for them to consider the following:

- **Must know**: principles and ethics
- **Should know**: strategies
- **Could know**: techniques

Monitor each group frequently at this stage and ask two questions: *"Are you on task? Does everyone have a chance to contribute?"*

Value of task: Students begin to grapple with their knowledge and understanding of the PDC. The function of this initial activity is to assist students to:

- Find out what the others know and the expertise they bring to the group
- Learn how others think and approach such a task
- Start to think how to work through a process (not to finish it)
- Come to clarity about a process
- Encourage involvement through assisting each other
- Allow quieter people to be heard

Debrief: After 45 minutes or so, groups report back on their progress to the whole group so they can see that others share their questions in coming to grips with the task.

Ask: *"What is hard about this exercise for you, e.g. to organise information, to deal with different points of view, etc.?", "Why is it good learning for you to realise you don't know something you thought you did?"*

Explain that it encourages rethinking, gives information about what others know and provokes more thorough learning.

Students can adapt their outline for specific situations based on their bioregions, e.g. the group Permacultura Barcelona decided to dedicate the last session each PDC day to urban permaculture.

Give a break of 15 minutes then return to the task.

Bring awareness to the group dynamics by asking: *"Was it different working after the break?", "Was there someone who really wanted to get the job done?", "How about someone who wanted to keep the group working?", "Did anyone stay mostly as an observer, not giving much input?"*

Note: *By the end of this session students are only talking about the task and all its possibilities and deciding how to proceed.*

Getting to clear thinking by group discussion is learning. Give them time. Hold back task-oriented students who want to complete the task in the 45 minutes. They have all week. This is still about community building and class culture.

This task invites fears and doubts in some people about what they know, or what they think they should know, or about becoming teachers. At this stage be very careful that they don't feel inadequate. Give honest praise and feedback, and ignore errors.

BRIEF FOR MICRO-TEACHING I

PDC topic revision begins here. This course is about learning to transmit content, **not** about knowing all the detail of each topic of the PDC, however they must know the content of what they will teach in each microteaching session.

Note: *There is no right to pass on microteaching.*

Activity

- Each person will select a core PDC topic to teach for ten minutes
- Students form themselves small groups of 4-5 people
- Appoint a timekeeper
- Choose someone to debrief them
- Arrange their teaching venue
- Students are encouraged to use teaching aids/methods
- Every student must teach

HOW TO DEBRIEF

Debriefing is a powerful technique for allowing people to let go of emotion or stress. Each 'teacher' is debriefed by someone they have chosen for the task immediately after their teaching. The process must be followed precisely because it can easily go awry.

Each new teacher will be debriefed through three questions asked by an invited "class" member of her group:

- "*What was the hardest thing?*" (not the most difficult thing)
- "*What was best?*"
- "*What I would do differently next time?*"

Important: Give no appraisal, criticism, consolation or advice. Nor does anyone else. Only the 'teacher' can speak at this time. It's all about his/her experience.

Ensure students understand the debriefing by role-playing for them.

Activity

Role-play debriefing for the whole class.

WRAP UP THE DAY AND REVISE

At this point the goal for these future teachers is simply to:

- Gain confidence
- Maintain eye contact
- Show awareness of body behaviour
- Succeed

Ask: "*What is not clear about debriefing?*"

Review poster "What's On" **(Poster 1.1)**.

Prompt the class by asking them to refer to the posters and the discussions. Ask for a comment after each item. Give reflection time by separating into pairs to discuss the following:

- *"What I am learning as a learner?"*
- *"What I can use in my practice as a teacher?"*

Note: *Some nervous students may now smile for the first time. Those who need to think before talking have difficulty being the first to speak, so in those cases start with another person and come back to them later.*

Energiser

Choose an energiser to close the session and to clear heads, signifying the end of the day and uniting the group, e.g. Woosh.

Give a big thank you to everyone for their time, energy, contributions, attention and patience.

EVENING SESSION

ETHICS, PRINCIPLES, STRATEGIES AND TECHNIQUES

INTRODUCTION

Permaculture is still only a prototype and barely forty years old. The most important objective is for all students to know there are several sets of principles. Mollison has two or three; Holmgren has one set; Morrow distinguishes between land, people and design priorities in her set. There is advantage in this diversity since principles set in concrete could be a problem for the future.

AIM: CLARIFY THAT STUDENTS CAN DISTINGUISH AMONG ETHICS, PRINCIPLES, STRATEGIES AND TECHNIQUES

Many students will hold expectations that the PDC is mainly a collection of techniques, which they will learn through instruction. This is true up to a point. The PDC course is about design, a task that requires a good level of understanding of techniques but more a developed skill for design and read patterns; an ability to apply the knowledge, to be creative, to problem solve and to transform the existing. Your class can achieve these expectations through the learning methods you select. There are many to choose from, but the over-riding one is to inspire and motivate.

Motivate the learner through hands-on work (e.g. composting and mulching), observing (tour of a garden), each choosing a book /magazine that is inspirational. Every

Appendices:
Permaculture Principles applied to Care of People

DAVID HOLMGREN ON PERMACULTURE ETHICS

"Central to permaculture are the three ethics: earth care, people care and fair share. They form the foundation for permaculture design and are also found in most traditional societies. Ethics are culturally evolved mechanisms that regulate self-interest, giving us a better understanding of good and bad outcomes. The greater the power of humans, the more critical ethics become for long-term cultural and biological survival. Permaculture ethics are distilled from research into community ethics, learning from cultures that have existed in relative balance with their environment for much longer than more recent civilisations. This does not mean that we should ignore the great teachings of modern times, but in the transition to a sustainable future, we need to consider values and concepts outside the current social norm."

learner has his or her preferred way to learn and the challenge is to know and cater for it. Students respond well to 'games' using cards, etc.

These are the bones of permaculture upon which learning activities are designed.

Ethics: deeply held moral beliefs and comprise Care of Earth, Care of People, Redistribute surplus to need.

Principles are universal/global directives and several sets exist (e.g. catch and store energy). They are multiple but limited in number.

Strategies are the *when* and *how*, and are bioregional. There are many, usually by themes, the primary topics that flow through a course. They are the key concepts (e.g. water, energy, etc.) behind the topics which re-occur throughout the course (e.g. cell grazing as a strategy for grassland ecosystems).

Techniques are the *how*, and are local, and there are thousands. They are often not transferable. Transferring techniques inappropriately has destroyed ecosystems, e.g. fattening beef cattle in tropical forests.

Three activities for students to familiarise themselves with the principles:

- **1st Activity:** Give everyone a prepared principle from any set of cards and ask them to give two examples of how it works in design.
- **2nd Activity:** Place copies of all principles on the floor and ask students to sort them according to the three ethics.
- **3rd Activity:** Students select a principle which they like and then match it to a photo.

You can think of other activities to familiarise students with the principles.

Finally introduce the concepts of functions and needs. They will be returned to during this course. **Permaculture is about how people/elements function: what they do**, and understanding function is a major concept throughout the course.

Debrief the class by asking what they learned through the evening's activities. Say "Good Night" and thank everyone for their participation.

Remember: *Students design assignments in the PDC is largely evaluated by the application and knowledge of the principles.*

Note: *Since completing my PDC 30 years ago I am convinced that only when we accept and use science in our teaching will we be creditable to the greater world. We demonstrate integrity when we talk from experience and science and not make ambit claims for our opinions. In the PTM we discuss the honesty and integrity inherent in providing scientific information so far as it is known.*

DAY 1 Posters

This is a compilation of all the posters that we have used in DAY 1. If you want to know the context of each poster, click "Back to page".

The content and style of them are orientative, make your own, be creative!

Poster 1.2

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Poster 1.3

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Poster 1.4

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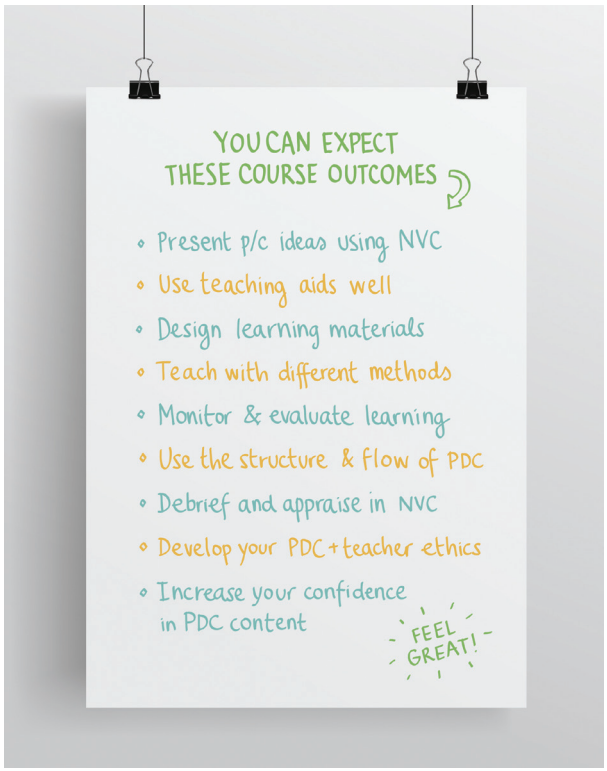
Poster 1.5



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Poster 1.6

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Poster 1.7

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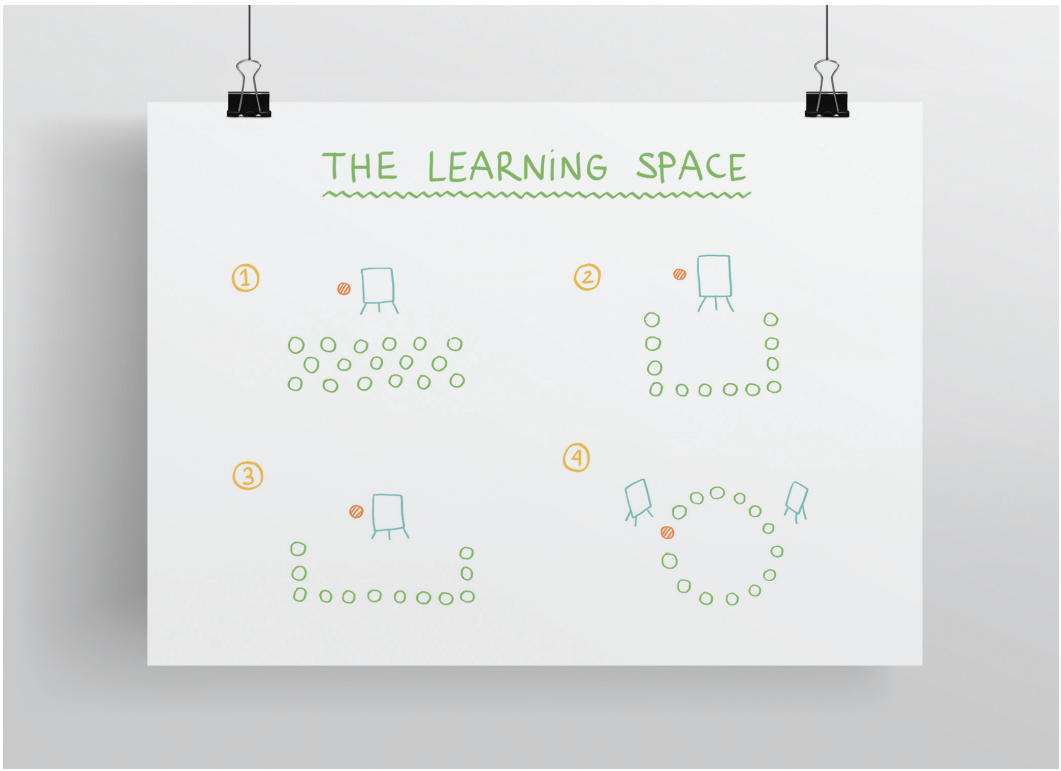
Poster 1.8



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Poster 1.9

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Poster 1.10

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Poster 1.11

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Poster 1.12

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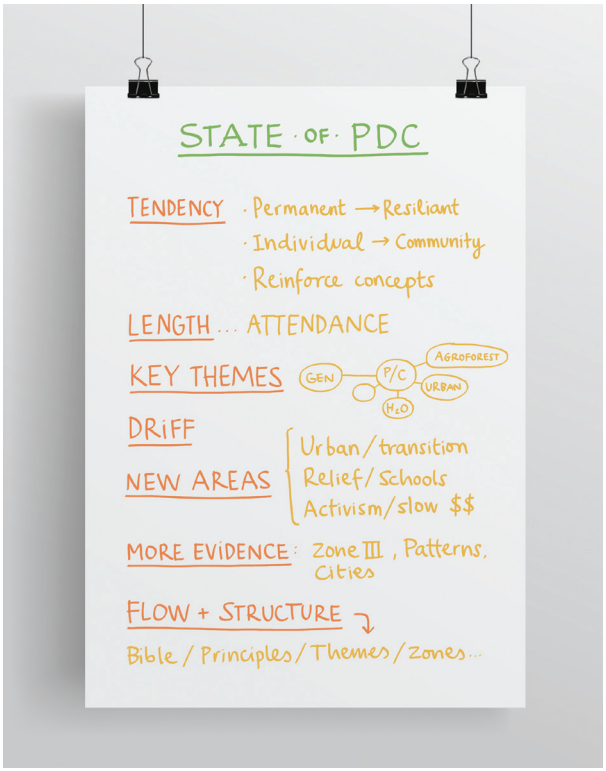
Poster 1.13



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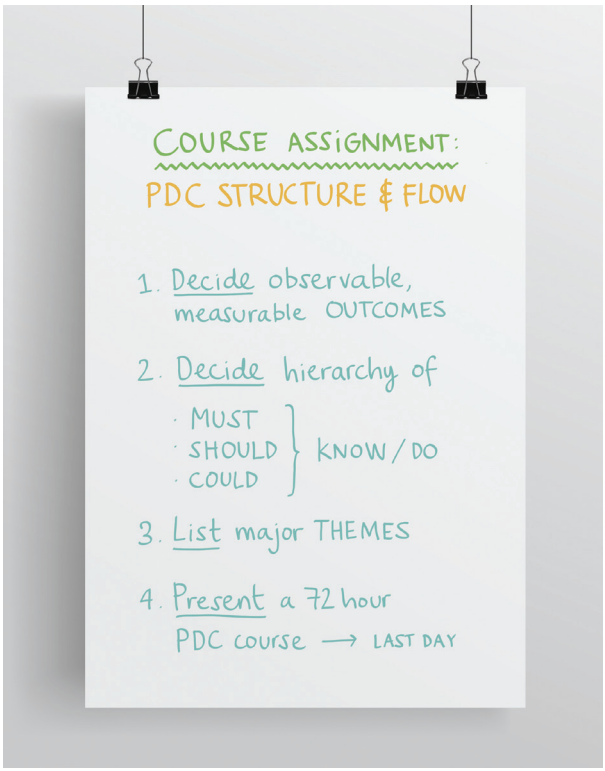
Poster 1.14



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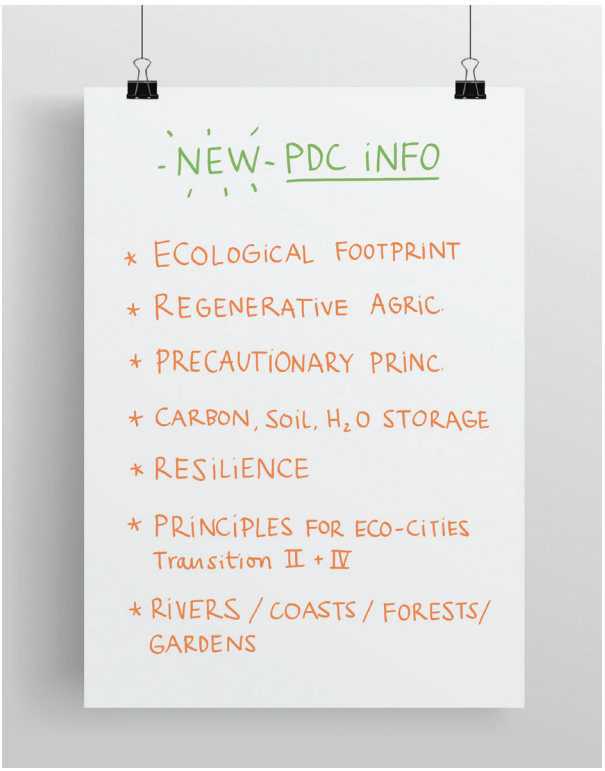
Poster 1.15



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DAY 2

Adult learners: Who they are and how they learn

Photo: Rubèn Borràs ©

OPENING

ADULT LEARNERS

Teaching aim: Focus completely on the learners.

Opening energiser: Ask participants for suggestions and have one ready

Announcements: *"Any comments, notices?"*

Review/gathering: *"Something that stayed with me from yesterday is..."*

TEACHING AIM: FOCUS COMPLETELY ON YOUR LEARNERS

WHAT'S ON (POSTER 2.1)

Go through this poster with students. They read the items out aloud and say if any item needs clarification.

WHAT'S ON. ADULT LEARNERS

SESSION 1 ADULT LEARNING PIONEERS AND CULTURE	· Pioneer teachers and thinkers · Formal education · Non-formal education · Barriers for adult learners
SESSION 2 PROFILE OF YOUR LEARNERS	· Who are your learners? · Barriers, needs and strenghts
SESSION 3 ADULT LEARNING STYLES	· Learning styles · Multiple intelligences · Models and concepts for learning
SESSION 4 LEARNING THEORY	· Things we know about learning · Review of adult learning · Microteaching I and debriefing · PDC flow and structure · Brief for microteaching II
EVENING SESSION	· PDC Work or videos · Using videos and films as a teaching method

SESSION 1

ADULT LEARNING PIONEERS AND CULTURE

PIONEER TEACHERS AND THINKERS

Some contemporary and traditional schools of thought and trends in adult education. Important adult educators are:

- Paulo Freire
- Ivan Illich
- Socrates
- Stephen Brookfield
- Clare Graves
- Parker Palmer
- Confucius
- Jerome Bruner
- Jesus
- Mahatma Ghandi

***Note**: Please research these before teaching this session. Show poster and be prepared to tell their stories. Make the point about informal teaching and radical aspects of being outside formal institutions.*

Ask: *"What do you know about any of these pioneers?", "Can you add some other names?"* **(Poster 2.2)**

***Note**: If there is an expert in the class and everyone is interested, use their knowledge.*

How to end class discussions? Model them for students:

- Stand-up
- Walk from your seat in the circle to the board
- Clean the board
- Write a few new words on the board
- Return to sit in a circle for the group discussion
- Stand very relaxed, still and quiet, saying absolutely nothing

***Appendices:** Training for Transformation*

"A mind stretched never returns to its original shape."

Albert Einstein

FORMAL EDUCATION (FE)

Formal education (Poster 2.3) mainly occurs in schools, colleges and has pre-requisites and non-flexible, subject-defined curriculum.

FE has a downward branching (dendritic) pattern moving to a more vulnerable order. Increasingly permaculture is moving to this mode which may restrict its ability to adapt to change and demonstrate learning diversity. However it also has some mainstream advantages, such as reaching large numbers.

Formal Education:

- Top down
- Fixed curriculum
- Difficult to change
- Has invisible walls

NON-FORMAL EDUCATION (NFE)

Non-formal education (Poster 2.4) generally takes place in communities. People teach each other and may or may not offer certificates etc. Permaculture has always been here. NFE in the community is often radical and a valued and philosophical place for learning to be eaily available. It is non-discriminatory and it has a network pattern. This has strength. Explain nodes and links.

In NFE: "*Network design and network science is so important in the PDC. In this course, the number of different groups doing many tasks means that everyone must work with and learn from almost everyone else in the class. I suppose we can think of learning groups as dynamic social networks.*" —Mari Korhonen

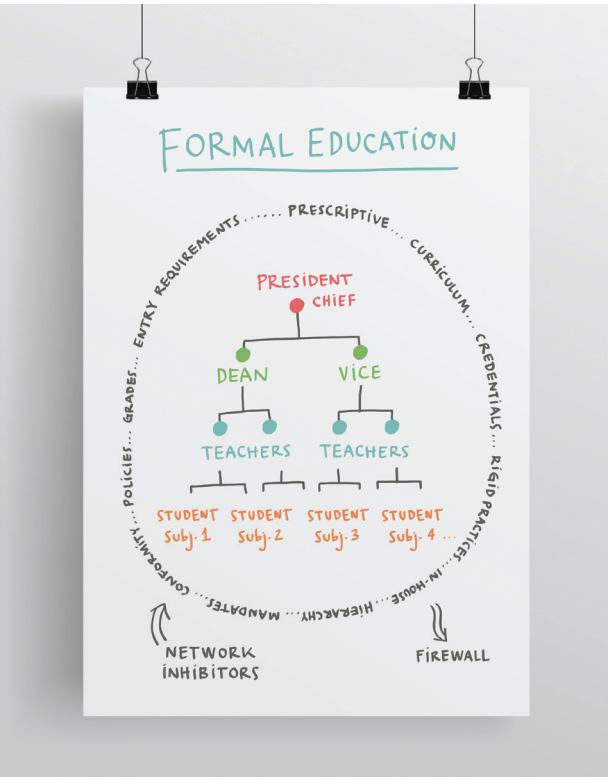
Both FE and NFE can incorporate:

- **Co-teaching,** which has one or more facilitators in the same session
- **Team teaching,** with facilitators succeeding each other in different sessions

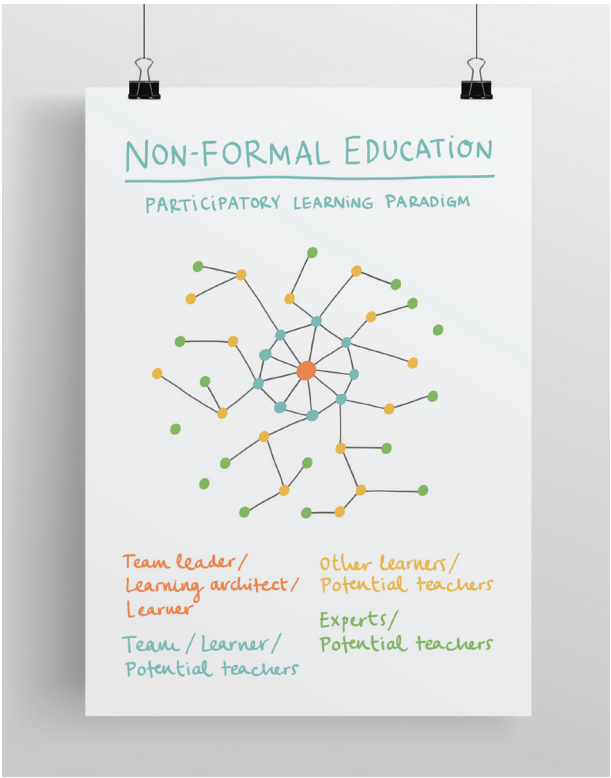
Non-Formal Education:

- Egalitarian
- Open to new ideas/concepts
- Can evolve to meet changing conditions
- Equality of experience and authority
- Personal communication

Appendices: *Theory and definitions of NFE*



Poster 2.3



Poster 2.4

SESSION 2

PROFILES OF YOUR LEARNERS

INTRODUCTION

Gathering: *"Something I remember strongly about being a learner is..." or "Something I feel about being a learner in this class is..."*

Teachers need to be as familiar as possible with their learners-to-be, and their different backgrounds, ages, culture and expectations.

WHO ARE YOUR LEARNERS?

Activity:

Form groups of three people any way that the students wish. In each group every person makes a profile describing "My Learners". When finished, each one describes their student profile to the others in their group, taking equal time to talk. Ensure students listen to each other. Use these headings **(Poster 2.5)**:

- Who they are
- Where they are
- Ages
- Rural or urban: neighbourhoods or apartments
- Languages
- Gender
- Roles & occupations
- Social relationships
- Expectations
- Ethnicity
- Experience & education

When group seating is unbalanced, ask the separated student to stand up, move their chair to a balanced position and sit back down, or invite groups to shift their seats into different arrangements mentioned above, and observe the impact on their dynamics. We discuss group dynamics in more detail on Day 5.

Monitor group work from the start. Monitoring is important in creating a co-operative class culture.

Appendices: *Motivating and engaging students*

To read more:
"Who are my Learners?"

Note*: When students sit in the groups of three, observe how they choose to locate their chairs in relation to each other. Are they:*

- *In equal triangles?*
- *In rows besides each other?*
- *Or has one separated themself to the front in a dominant position?*

Visit each group several times while they are working and ask these questions: *"Are you on task? Are you listening to each other? Do you each feel free to speak?"*

Review the activity: Return to the large circle after sharing the learner profiles, and each person explains in one sentence: *"How I felt about the changed seating arrangements was..."* and, *"What I now know about my learners."*

__Note__: Each time group work is presented back to the whole class, each student from each group writes or reads one of their points to the class. We do not use group leaders at any time because we want to hear what each person is thinking, learning and saying. This also gives opportunities for each one to express their reflections on the topic and hear their thoughts spoken aloud and builds confidence in speaking.

BARRIERS, NEEDS AND STRENGTHS

Activity

Draw a table of three columns and about ten rows on the board, or prepare on poster paper, and ask students to come to the board and fill in the columns, and later rank them in importance. This is a whole class activity. It also is getting students comfortable with board work and speaking to the whole class. Mention that 'needs' is an important permaculture concept.

Note: If short of time, omit this and go directly to adult learner qualities and the richness and challenges they bring. Focus on the adult learners' qualities. We work with adult learners differently from with child learners. There are significant reasons why. Adults have important strengths and attitudes.

Introduction: Adults bring barriers, needs and strengths from their educational experiences. Once the barriers are removed, learning become pleasurable and easier. They must feel safe in the class culture. Sort these in the table and add more.

ADULT LEARNERS

BARRIERS	STRENGTHS	NEEDS
May know a lot about the subject		
Often lack confidence		
Bring good or bad school experiences		
Have outside responsibilities		
Volunteer to learn (except prisoners)		
Embarrassed if they don't know		

Make sure that adult household responsibilities are specifically mentioned e.g. children, chickens, cooking, garden/farm, health, relationships, money and so on. If you have time, you can ask how children are different as learners but dont emphasise it.

Energiser

Something energetic before the morning break (see Energetic energisers).

Ask: "*What are the needs of adult learners?*"

Link the idea of "needs" to the way we use it in designing landscapes in permaculture, i.e. we match and integrate needs and functions.

Again work in groups of three people. Then return to the big group and allow discussion making sure that students can give reasons for their answer.

Then allow a short period of self-reflection or writing in their books on these questions: *"Which of these features are you most likely to find in your PDC students?", "What key strengths do your learners bring to class?"*

The learning values of this task are:

- Everyone stands and speaks to the class
- See good body behaviour consciousness and development of teaching styles
- Grow accustomed to using language and the board for class attention
- Build experience of group work in threes
- Use chalk or white boards

LEARNING VALUE: STUDENTS ARE PRACTICING TEACHING SKILLS

***Note**: Students do not want simply to be entertained, but actually want to learn something of substance that can be applied in the "real world". Otherwise they see a course as a waste of their time and money.*

Stephen Brookfield's Five Myths of Adult Learning (Poster 2.6):

- Adult learning should be a joyful process.
  Not always because some work is difficult.
- Adults magically transform themselves.
  Can be a mistake.
- Students only learn when observably participating.
  They also do cognitive work, listening, reflecting.
  Some prefer to think.
- Only adults have learning styles.
  Children and teenagers also have theirs.
- Learning is only good when it meets the perceived needs of the learners.
  This is restrictive and can limit outcomes. Also students don't always evaluate correctly their learning needs.

Ask students to read aloud. It is equally effectives to read to themselves privately, and then ask them: *"Can you talk to one of these, please?", "What is important for you to understand your learners?"*

***Note**: These activities build students experience in working in groups and in speaking to the whole class.*

SESSION 3

ADULT LEARNING STYLES

INTRODUCTION

Everyone has a learning style which they exhibit when they have to learn new information. No one is fixed in their style, nor is style their personality. Learning styles are graphic ways of presenting and understanding how people learn.

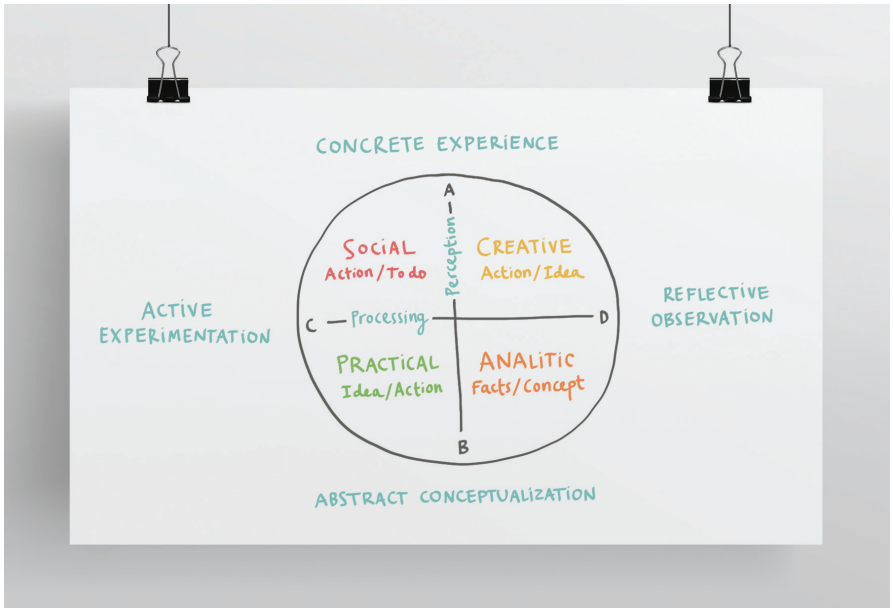
The concept of learning styles is widely accepted by adult educators. It is supported by our knowledge that learning has two components: **perceiving**, and then **processing**. These two, in different combinations and strengths, result in learning styles which are the individual ways we learn. Some students fall more into one style than another. Some are more extreme. For ease, the styles are presented as four quadrants.

Everyone's perceiving and processing functions are different.

__Note__: Learning styles have always been part of the PDC curriculum from the first PDCs. Although some teachers now drop it out, it is of enormous value in class dynamics and builds acceptance of others behaviours and ideas which is necessary in the later intensive group work.

LEARNING STYLES

Explain: Learning styles are represented graphically. Two are presented here from Stephen Brookfield and David Kolb (Poster 2.7), (also see Learning Styles at Appendices).



Poster 2.7

Perception is the first activity in learning and occurs when we take information into our bodies; it may be a skill, a fact, behaviour, or an idea. It occurs through, and uses, our senses.

Processing occurs after this, and is how we retain and use information forming ideas and concepts. It uses mind functions such as thinking and feeling and often our body, i.e. body memories such as swimming and typing.

The line A-B represents how learners take in (perceive) information.

People at the A (top) end perceive information strongly through doing and acting. They actively:

- Write, smell, taste, touch, sew, make, try, hammer, touch things
- Consolidate concrete experience
- Like to test and experiment actively and practically

People at the opposite B (bottom) end perceive information by thinking and imagining. They:

- Play with ideas,
- Happily formulate concepts
- Reflect, write, talk through abstraction

The line C-D is how people process information making it their own.

People at the C (left) end process information by repetition. They:

- Actively experiment, try things out
- Model
- Test ideas

People at the D (right) end process information through their intellect. They:

- Form concepts
- Think about ideas
- Develop hypotheses, e.g. $E=mc^2$
- Are often not inclined to act because they feel the need for more information or see a different way of doing something.

So there are four basic types of learners with their different combinations of perceiving and processing.

Activity: Finding your learning style from the Kolb outline

Students read the chart. Give them some time for reflection.

Ask: *"What is your learning style? What is its value?"*

Every student replies and everyone else listens. No one contradicts.

Once people understand their own learning style, they should then try to develop strengths in other styles and become all-round learners. Some students are not accurate or self-aware about their learning styles.

Ask: *"What use is it to know learning styles for a group, or a family?"*

The value of understanding learning styles: Understanding different learning styles has had a big impact on teaching methods and establish the need to change methods regularly throughout a lesson. Their value also lies in encouraging co-operative behaviours such as:

- Acceptance of each other
- Valuing their own style as well as those of others
- Working well in groups with different styles
- Reducing irritation and conflict over differences
- Enjoying others' expertise
- Changing teacher's learning methods and tools
- Builds understanding of working towards "other/different" styles from their own

MULTIPLE INTELLIGENCES

Introduce the idea and discuss (Poster 2.8). You don't have to give all the information, be selective.

For years the western idea of IQ has ruled schools, colleges and popular imagination. However it is culture bound, and scores highly for those who are literate, numerate and brought up in a left-brain culture. Researchers have proposed that intelligences are multiple. Some declare there are ten, others, seven. In any case, everyone has distinctive intelligence and no human potential need be wasted. Again, stress that *"Everyone has intelligence"*. They can also be thought of as potentials.

Neurologists can now locate at specific places in the brain.

Ask: "*What two or three suit you best?*"

- **Visual** (spatial): prefer pictures, images, and spatial understanding
- **Aural** (auditory-musical): prefer sound and music
- **Verbal** (linguistic): prefer words, both in speech and writing
- **Physical** (kinaesthetic): prefer using your body, hands and sense of touch
- **Logical** (mathematical): prefer reasoning and systems
- **Social** (interpersonal): prefer learning in groups or with others
- **Solitary** (intrapersonal): prefer to work alone and self-study
- **Emotional**: prefer to work with and discuss feelings

Relevance and use of this task: Together, learning styles and the concept of multiple intelligences are regarded as powerful guides for teachers and the need to use a variety of more effective teaching methods. They enable everyone to have learning strengths. They also enable learners to understand themselves and value their strengths.

***Note**: Remember that speed at an activity is not necessarily intelligence.*

MODELS AND CONCEPTS FOR LEARNING

Knowledge, Attitudes, Practices and Skills (KAPS) methods are ways of using different intelligences and linking to them. Good teachers use KAPS regularly and consciously alternate their methods to reach all learners and their different abilities. They use:

Knowledge: Theory, models, abstractions, data evidence.

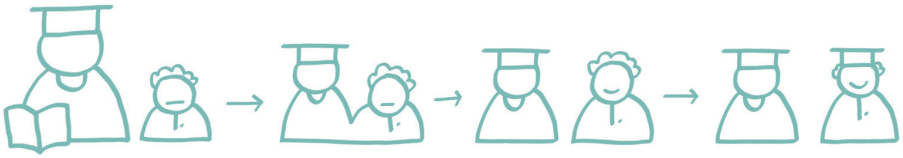
Attitudes: Discussions on human rights, group processes worldview, good feelings and opinions.

Practices: Demonstrations, videos, site visits, principles, experience.

Skills: Make, do, plan, draw.

Left and right brain intelligence: This is being further researched by neurologists who say the mind is such a complex network that all functions are scattered and repeated however, there is evidence for the left and right brain concept. Ask if anyone can add to this.

The best model for adult learning proficiency is taken from that of learning languages. It is based on the concept that learning progresses from total dependence on the teacher to autonomy.



The aim of this model is to produce autonomous students who become colleagues and peers. Most education systems want students to take just one more course before they are proficient and autonomous. If we teach well, our students will be good designers, becoming colleagues who do not require further formal courses, although they will have much more to learn.

This concept also extends to how the Diploma in Permaculture Design was originally earned by collegiate action research projects that demonstrate knowledge in chosen fields, instead of via a formal education assignment pathway.

Perhaps it was this concept behind Bill Mollison's statement:

"If you think you can, and want to teach after completing a PDC, then go and do it. If you are no good, then the students will fall away."

SESSION 4

LEARNING THEORY

INTRODUCTION

Today the recognised academic metaphor for learning is that of an individual central core with scaffolding being built around it. I prefer the metaphor of a growing tree that is always putting out new growth, meanwhile absorbing nutrients moving them to where they are required and at times, resting.

THINGS WE KNOW ABOUT LEARNING

- **Knowledge** is constructed, not received. You cannot make anyone learn anything. Learning is often inhibited by a venue, teacher etc. and enhanced by careful use of the same elements.
- **Learning** occurs through seeing, hearing, doing and thinking.
- **Learning** is holistic and the whole body learns.
- **Understanding** is demonstrated when it is used, discussed.
- **Learning** is known to have taken place when there is behaviour change.

These ideas are now completely supported by neurologists.

Denial: When people will not learn or refuse new knowledge, we used to call this denial, however it is better understood as protective cognition. In this case, a change of teaching methods often enables students to understand or accept new knowledge, especially when working in groups.

Appendices: *Motivating and engaging students*

"We are like trees, we must create new leaves in new directions in order to grow."

Anonymous

REVIEW OF ADULT LEARNING

Adult learning occurs more easily and efficiently when barriers which adults carry from other learning and home experiences are removed.

The two main ways to remove barriers are:

1. Recognise the strong advantages and qualities of adults who (Poster 2.9):

- Bring knowledge and skills
- Like to be treated as individuals
- Aren't as confident as they appear
- Learn better when involved
- Prefer co-operation
- When feel safe, like to be challenged

2. Practice REKS (Poster 2.10), which are the behaviours and qualities modelled by teachers that remove learning barriers and assist adult learning.

- **Respect**: Look at and listen to your students
- **Enthusiasm**: Like or love your subject
- **Knowledge**: Use evidence based information
- **Safety or trust**: Create this through your behaviour

Adult learning is most facilitated when teachers:

- Use a variety of methods, strategies and skills
- Create and maintain a safe learning space
- Assist and support student's interests and projects
- Treat learners as individuals

Ask: *"As a teacher how will you use this information, and how it affects your learning in this class now?"*

Energiser

Something energetic.

***Note**: Always ask yourself: "What are my learners learning now?". Here's a good reference to start thinking about this:* What are my Learners Learning?

MICRO-TEACHING I AND DEBRIEFING

Introduction chat to microteaching and debriefing: *"Welcome to your first teaching experience. Remember most adults see teachers as potential friends. Relax and focus on your learners."*

Debriefing process revision

Revise the debriefing questions thoroughly, explaining that only the "teacher" is able to speak. The language of the debriefing is critical, and so is the order of the questions.

One person will debrief the person who has just taught. This time is for the new teacher to reflect and arrive at their own understanding of their teaching through hearing themselves speak without interruption from anyone else.

At this stage **no one else is to comment** or give:

- Consolation
- Praise
- Criticism
- Advice

Show "Brief for Micro-teaching I" poster again.

Note: Don't use the word "difficult": use Hardest first, as it is past tense. Best is present tense and positive, and because people remember the last things they said, it is best to end with the positive. The third question releases the hard experience and finishes positive for the future.

Start Microteaching and monitor the teaching groups

During micro-teaching circulate among the groups without interrupting and observe how they are working in order to:

- Assess knowledge of content and topic by the "teacher"
- Provide feedback to the group and "teacher" when the groups return to class
- Pay attention to listeners' body behaviour, clarity, eye contact, interaction, and freedom to ask questions
- Encourage group interaction
- Observe all "teachers" using the same criteria.

When all groups have finished microteaching and everyone has debriefed, call them to gather in a circle for an energetic activity to release tension and change behaviour from intellectual to physical.

Energiser

Hokey-Pokey, Big Wind Blows, Cat and Mouse, etc.

Wrap-up and Group Debrief of Micro-teaching I

Bring all together in a circle and ask everyone to sit down. Debrief by asking the following questions and having the students stand-up when they hear the phrase that matches their experience.

Say *"Stand up if..."*:

- *Preparing for teaching added to your knowledge of permaculture?*
- *You knew enough about your topic?*
- *You had too much content?*
- *You found time to be a problem?*
- *You criticised yourself?*
- *As a learner, you learned some permaculture from others as they taught?*
- *You felt nervous in the beginning?*
- *Saw a good way of teaching something?*
- *You liked the experience?"*

Offer appraisal of teaching: At this stage only the teacher/facilitator gives comments and only in general terms, e.g. "*I observed that...*

- *Most of you taught to the right and neglected the left."*
- *Some of you are still having trouble with maintaining eye contact with students."*
- *Many of you are still facing the board or posters. Could your students read your writing on the board?"*

Finish with an energiser or ask them to find a 'buddy' and talk over their experience of teaching.

PDC FLOW AND STRUCTURE

Students return to the PDC groups they formed yesterday and start to sketch out the structure of the PDC. More time needs to be spent in discussing than doing.

Example lists of topics are found in the references for this course and in your own notes.

Students must do "threshing", i.e. discussing, comparing and thinking to be able to put this task together. Beware of any group that does it too fast. Monitor the groups and ensure the task is well understood.

BRIEF FOR MICRO-TEACHING II

Give instructions for the next day's microteaching *"Tomorrow you will..."*:

- Form groups of four or five "students"; each will be a "class"
- Select topics in order of the PDC syllabus, decide who goes first and so on
- Each person in the group will "teach" a 15 minute session on a topic they've chosen and prepared
- The "must know" key points for that topic
- You, as "teacher" must:
  - Prepare the learning space so everyone can learn easily
  - Choose a timekeeper
  - Choose a person to debrief you
  - Tell your learners who they are, e.g. prisoners, Zambian women, urban dwellers, farmers, etc.

Wrap up and Closing. Thank you and a group hug, or a *Woosh*.

***Note**: When being "the class", other students watch for interesting methods and information in teaching the particular topic that they may want to use in the future and keep notes on it.*

EVENING SESSION

PDC WORK OR VIDEOS

Students work on the PDC syllabus as long as they want to before dinner, and they may decide to continue after dinner.

Or, show a DVD and use it to increase knowledge and demonstrate the teaching method for visual materials.

USING VIDEOS AND FILMS AS A TEACHING METHOD

Most students slump down happily and prepare to relax when told they will watch visual materials. However there is a specific method to use with DVDs to achieve your desired learning outcomes. The method works for either purpose:

- Learn something new
- Raise awareness of issues or problems.
- And make sure your questions are answered.

Method for teaching with DVDs, slides and films:

- Always introduce the DVD by a short introduction to content and purpose related to your teaching content.
- Tell students what they will see – the story and why it's important for them to pay attention i.e. its relevance.
- Give several questions so students must watch, think and note what is happening to be able to answer them.
- Show the DVD only in 15 minutes segments and get class responses, and before each new segment ask new questions.
- Make sure your questions are answered.

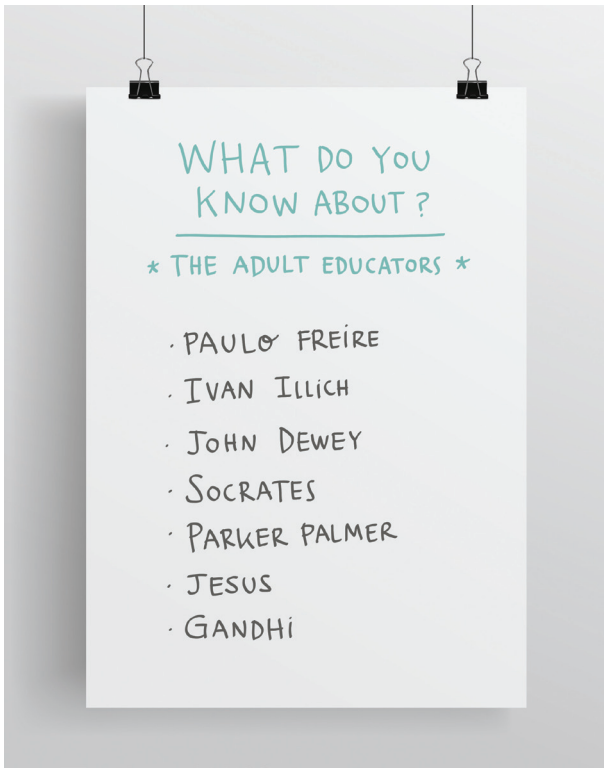
Good night everyone and sleep well.

DAY 2 Posters

This is a compilation of all the posters that we have used in DAY 2. If you want to know the context of each poster, click "Back to page".

The content and style of them are orientative, make your own, be creative!

Poster 2.2



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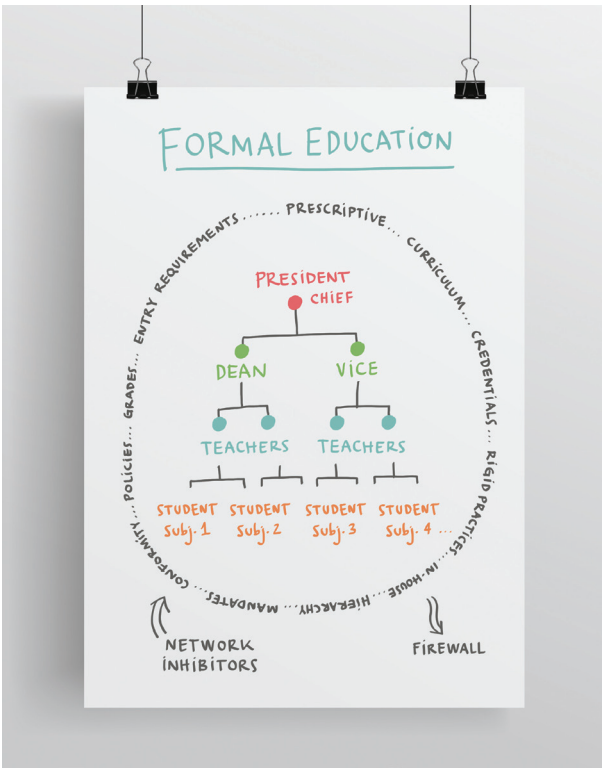

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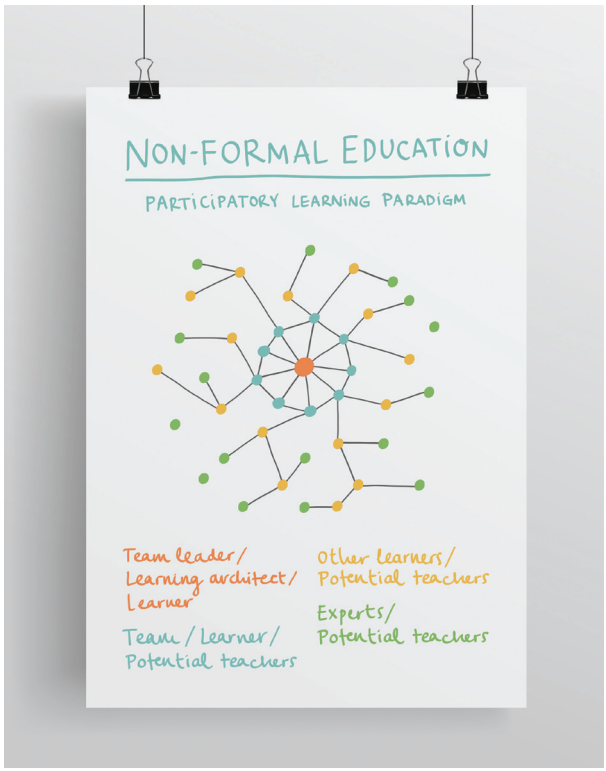

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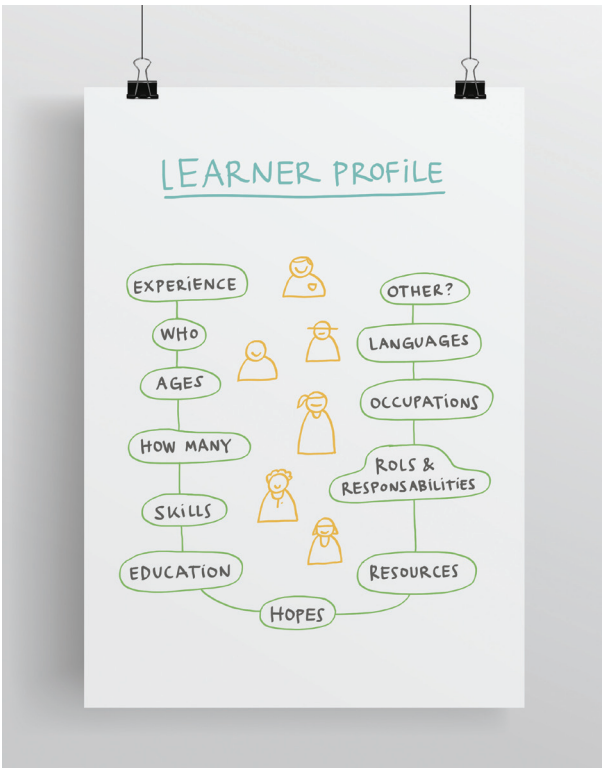

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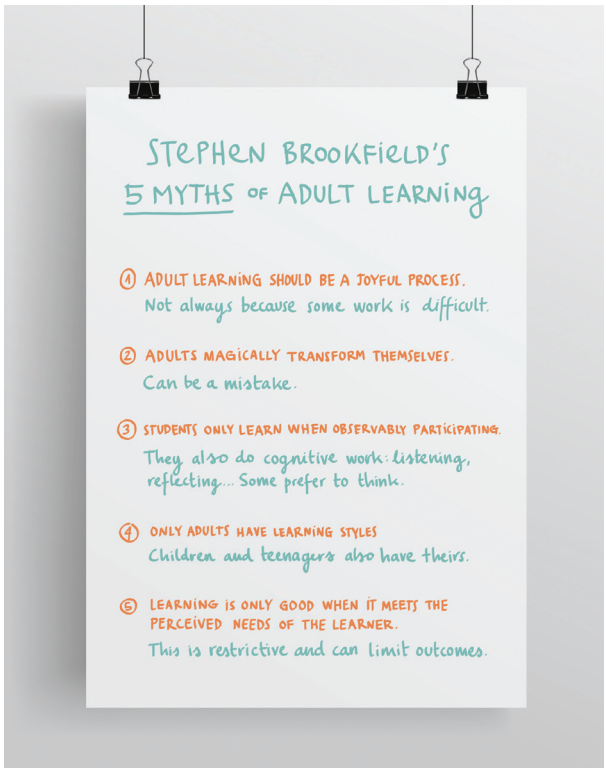

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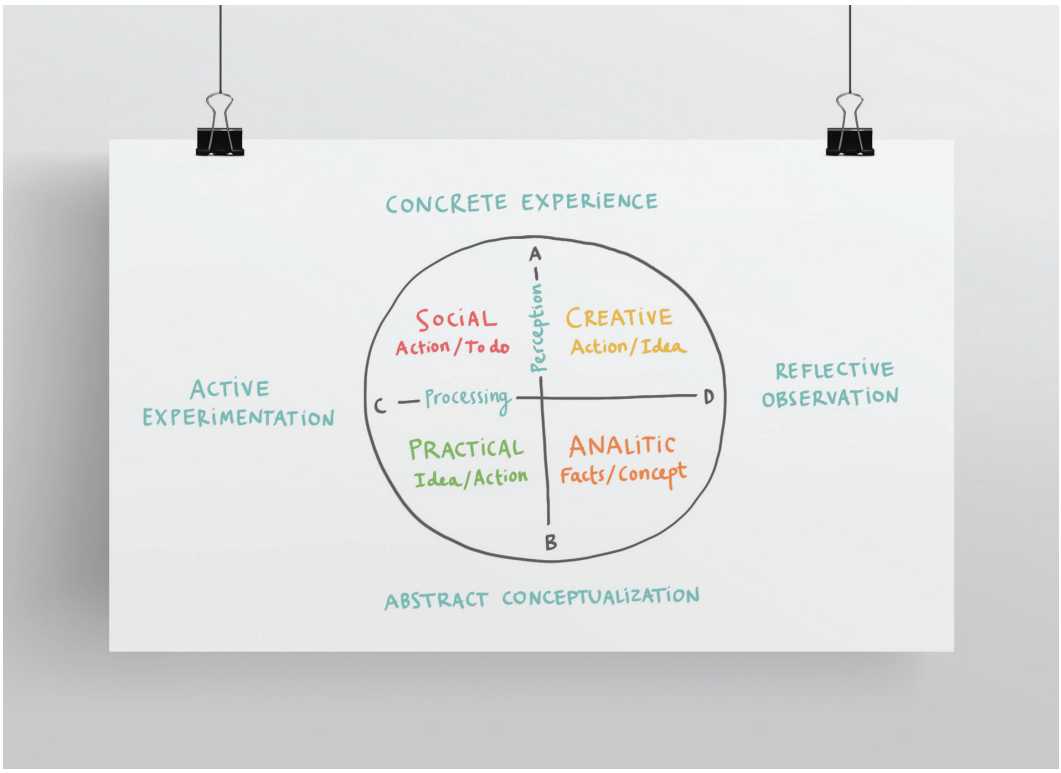

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Poster 2.8

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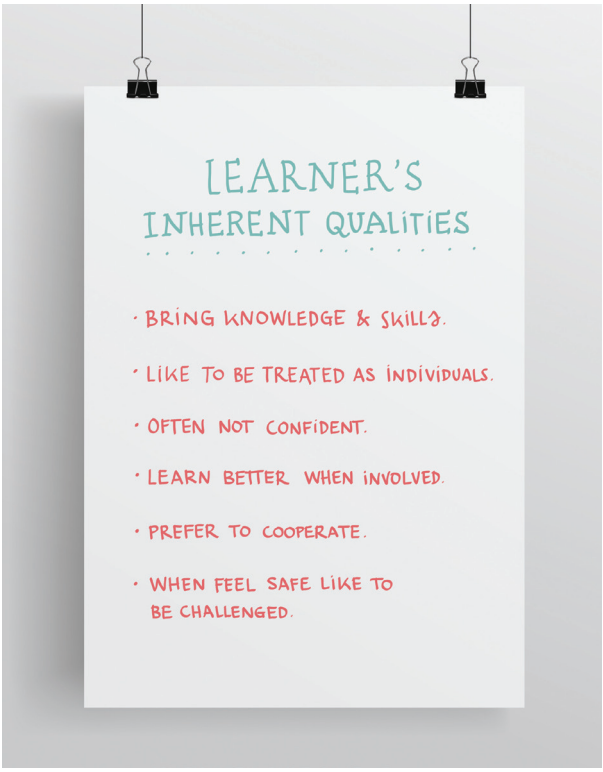
Poster 2.9



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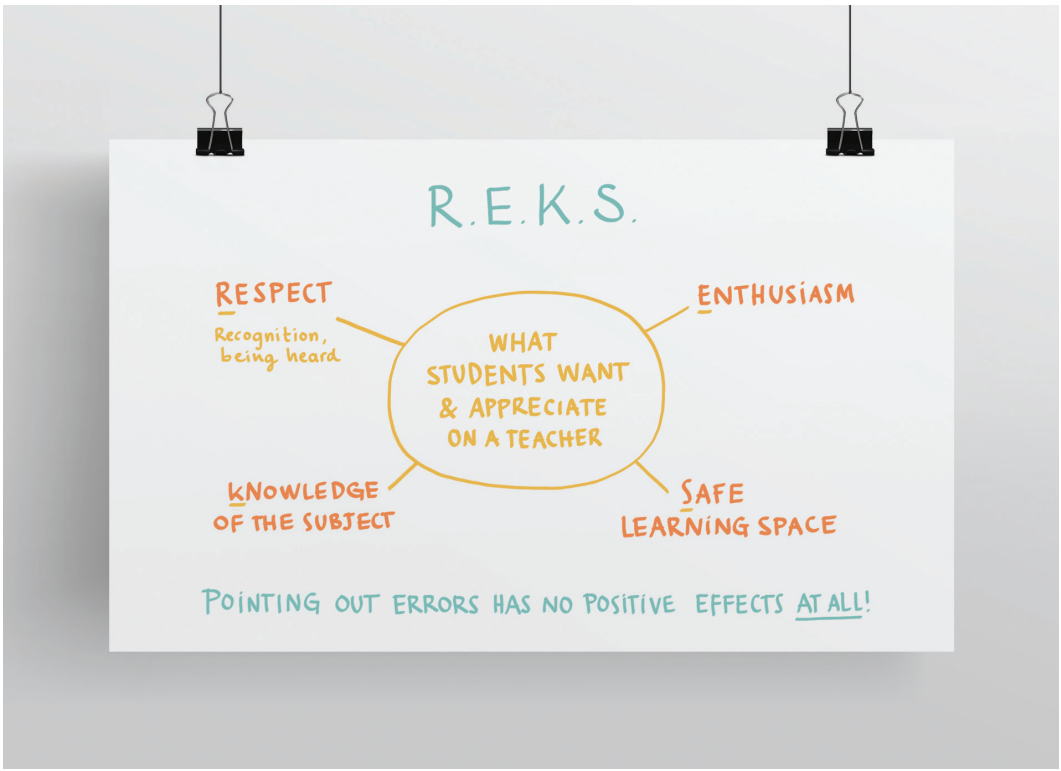

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DAY 3

Effective teachers and good teaching

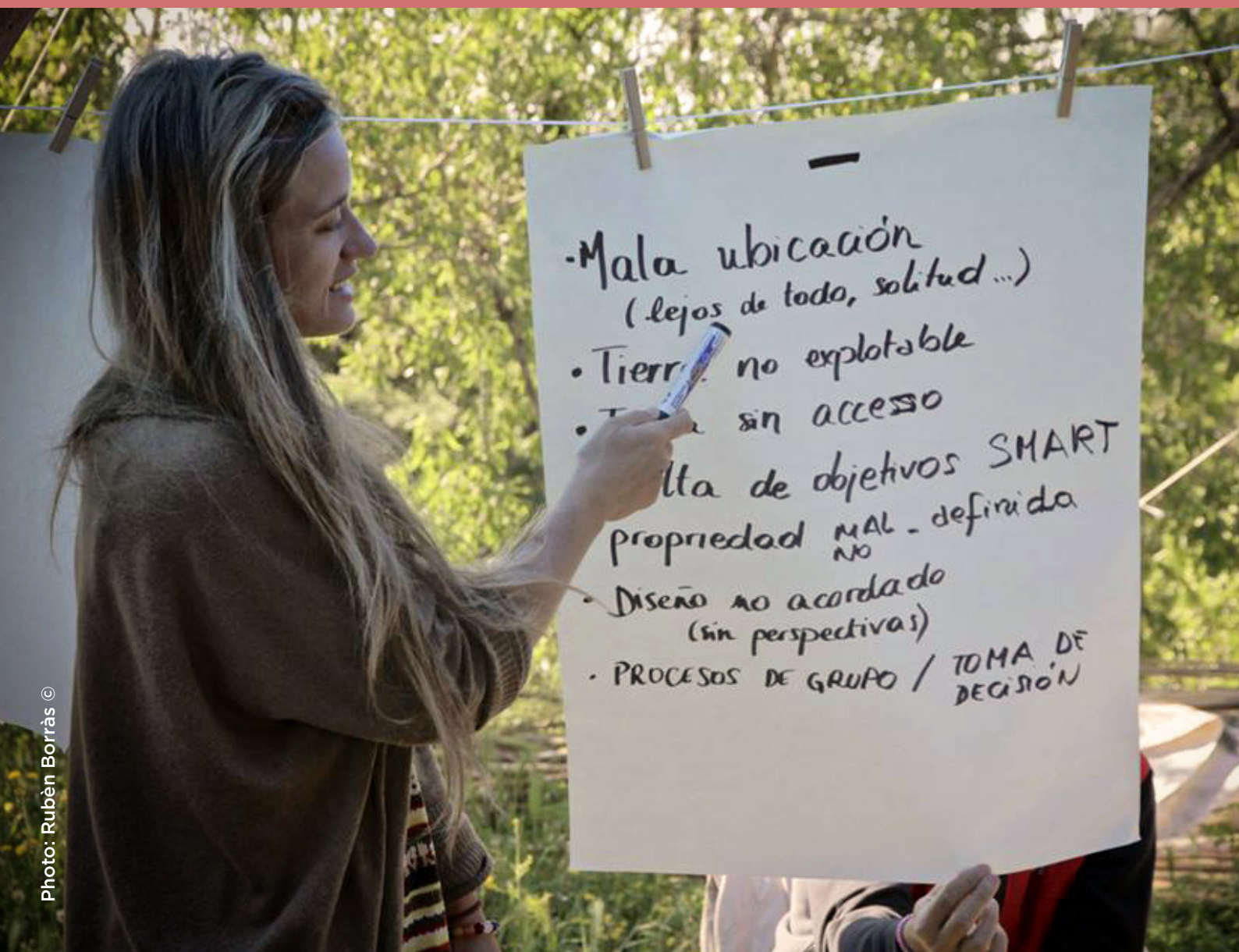


Photo: Rubèn Borràs ©

OPENING

EFFECTIVE TEACHERS

TEACHING AIM: ACQUIRE ATTITUDES, LANGUAGE AND BODY SKILLS TO SUPPORT THE COURSE CONTENT

Teaching aim: Students to acquire attitudes, language and body skills to support the course content and become effective teachers who motivate and engage their learners.

Opening energiser: Circle song, or students offer an activity.

Announcements: *"Any comments, notices?"*

Gathering: *"Something new/important that I learned about learners is..."*

Revise debriefing: Ask *"What's the value of debriefing?", "Are there any other situations where it could be valuable?"* e.g. when a meeting goes badly, when a child comes home from school upset. *"Why start from the hardest thing first?"*

WHAT'S ON (POSTER 3.1)

WHAT'S ON. EFFECTIVE TEACHERS AND GOOD TEACHING

SESSION 1 QUALITIES AND ROLES OF EFFECTIVE TEACHERS	· How teachers inhibit learning · Teachers' ethics and objectives · Qualities of effective teachers · Teachers' roles & responsibilities · Authority, power & natural authority · Summary of valuable behaviours
SESSION 2 BODY BEHAVIOUR AND LANGUAGE	· Non-verbal communication · Non-violent verbal communication · Language barriers to learning · Language which works
SESSION 3 MONITORING & APPRAISING	· Appraisal principles
SESSION 4 MICROTEACHING	· Microteaching II · Class debrief · Brief for Microteaching III
EVENING SESSION POSSIBILITIES	· Topic revision or · Behaviours that challenge teachers

SESSION 1

QUALITIES AND ROLES OF EFFECTIVE TEACHERS

INTRODUCTION

Ask: *"Yesterday we learned and thought about our learners and found that, learning is most effective when teachers practice deliberate approaches. What are they?"*

- Use a variety of methods, strategies and skills
- Create and maintain a safe learning space
- Assist and support students' interests and projects
- Treat learners as individuals

HOW TEACHERS INHIBIT LEARNING

Today we will learn and reflect on the qualities and methods of effective teachers. However, that there are **teachers who inhibit learning**. The three most common ways they do this is by: using sarcasm, having favourites among the students, and using jargon that the students don't know.

Ask: *"Are there any other behaviours?"* Use a quick brainstorm. Students add their comments to the board **(Poster 3.2)** and also put a mark beside what they think are the most inhibiting behaviours.

Say: *"However, today we will focus on what effective teachers do".*

Effective teachers:

- State their ethics, objectives and course outcomes
- Demonstrate qualities which students recognize
- Know their subject well and explain it clearly
- Model for their students
- Know and practice their roles, responsibilities and leadership
- Monitor to ensure learning is continuous

Each of these points will be explored today.

***Note**: Go through this quickly –don't get stuck, because students tell endless negative stories about teachers.*

TEACHERS' ETHICS AND OBJECTIVES

Introduction: Good teachers have **ethics** and the best teachers tell the class at the start of a course. Ethics are deeply-held moral beliefs, not just "ways to behave". So you need to know your ethics and apply them. Also students will model themselves on you. Good teachers also use them for decision-making.

Ask: *"Have you any experiences of teachers who have presented their ethics and objectives?"*

Teachers also have other **objectives** for themselves, and objectives for their learners. These are not always stated in case they make learners self-conscious, e.g. to focus on students having difficulties and assist them.

Activity

In pairs, learners write down their personal ethics and objectives as permaculture teachers, then discuss how to make them visible. A good reference is the Teaching Goals Inventory.

***Note**: Students dont always learn most from teacher they like, nor those who give them high marks.*

Objectives of all teaching:

- Employ effective teaching methods that result in learning appropriate skills and thinking about the subject
- Design curricula to ensure that the learning is relevant beyond the moment, i.e. demonstrates concern for students' success in the future

QUALITIES OF EFFECTIVE TEACHERS

Ask: *"What teachers they learned most from, and what qualities did they exhibit?"*

Activity

Brainstorm: Students spend a minute or so thinking of a good teacher and an outstanding quality they showed, e.g. flexibility, ability to summarise, fairness, have good examples, are not afraid of not knowing, calm, good listeners, friendly, experienced, attentive, soft-spoken, approachable.

Then each student writes their chosen quality on the board **(Poster 3.3)**. Afterwards, everyone reads all responses and each one ticks what they think are the three most important qualities.

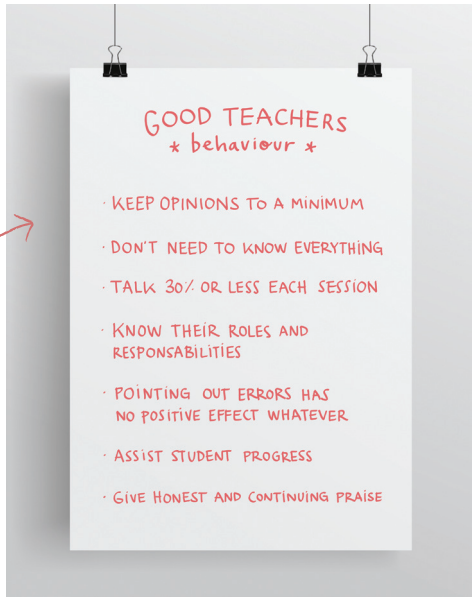
***Note**: Sell your values (not sell yourself) and permaculture. Be aware that you are constantly a representative of your discipline. Apart from what you tell them (content), students will also learn from your enthusiasm for topics, your language and your attitudes as a professional in your field. Use these to "sell" your discipline and the value of the course you are teaching. This helps to engage and motivate learners.*

From research we know that most good teachers:

- Demonstrate their moral values and beliefs.
- Project empathy, enthusiasm and connection.
- Communicate clearly and simply. This is emerging as critical
- Are authentic, saying just what they believe.
- Are trustworthy.
- Present a view of themselves that the students can identify with and be proud of.

Ask: *"What behaviours actively demonstrate the qualities of good teachers?"*. Students give examples from their earlier teaching experiences.

The poster **Good Teachers** (Poster 3.4) shows what is known about good teachers, use this to reinforce the ideas above.



Poster 3.4

TEACHERS' ROLES AND RESPONSIBILITIES

Introduction: As teachers you have roles and responsibilities to maintain a safe, on-going learning culture. For example, the venue: room arrangements change with every session and chairs get spread around, so you may need to rearrange it again or clean the board before the next class.

Encourage *students to take up this responsibility because it models a teachers' responsibilites. In my experience, only a few actually do. Notice those who do and mention it if you have to give them a reference, or appraise them privately. Give positive feedback.*

Now let us look at the roles of the teacher and the accompanying roles.

Write the three main roles on the board and read them aloud and ask for concrete examples and any additions. **Three main teacher roles** (Poster 3.5):

Poster 3.5

Note: *Remember that what students think makes a good teacher doesn't necessarily guarantee learning. However, many of the qualities students appreciate do help create a safe classroom culture and a liking for the subject.*

Note: *It is important to watch groups as they start to slow down on a task. It means that they have sufficiently discussed the topic. Once two groups are finished, wrap up and bring all groups back for debriefing. You don't have to stick rigidly to time.*

Appendices: *Roles as course communicators and managers* and *Motivating and Engaging Students*.

Activity

Students form groups, one group for each of the roles. Each group discusses the responsibilities of each role, e.g. as a manager, communicator, subject expert.

Debrief by having each person speak to at least one point from their group discussion. This technique is valuable for monitoring what students have learned, and it builds and reinforces their confidence in learning.

AUTHORITY, POWER AND NATURAL AUTHORITY

Teachers have power attributed to them through the roles they hold. It is important not to abuse it. Some people enjoy teaching because it gives them power and sometimes prestige. There are some behaviours which reveal a liking for power rather than a vocation for teaching. This is negative power. These people often can:

- Use sarcasm or ridicule
- Encourage favourite people or friends
- Build their personal interpretation of their accomplishments
- Retain students after the session has finished
- Talk about themselves, what they think and do

Ask: *"What are the opposite behaviours?"*

Studies of authority and power show that **natural, or given authority**, depends on these four attributes **(Poster 3.6)**:

- Keeping personal issues out of the classroom
- Taking responsibility for safety and knowledge
- Knowing their subject well
- Liking and respecting their students

Ask: *"How does natural authority differ from leadership?", "Leadership and natural authority have two points in common, what are they?"*

Leadership is a quality of good teachers. Leadership, like natural authority is exhibited by:

- Taking responsibility for a safe classroom and environment
- Not showing-off, talking about themselves and their achievements
- Being able to listen
- Letting their learning/knowledge be revealed or discovered
- Showing sound judgment, or discernment and practical wisdom, i.e. what to do in a dilemma
- Assisting the class build its own expertise and full participation

Activity

Students form groups of three for informal discussion of power, authority and leadership. They focus on the behaviours they expect to see, or practice or would like to learn.

Alternatively, they have a class discussion, preferably unmediated by the teacher, on behaviours that exhibit natural authority and leadership.

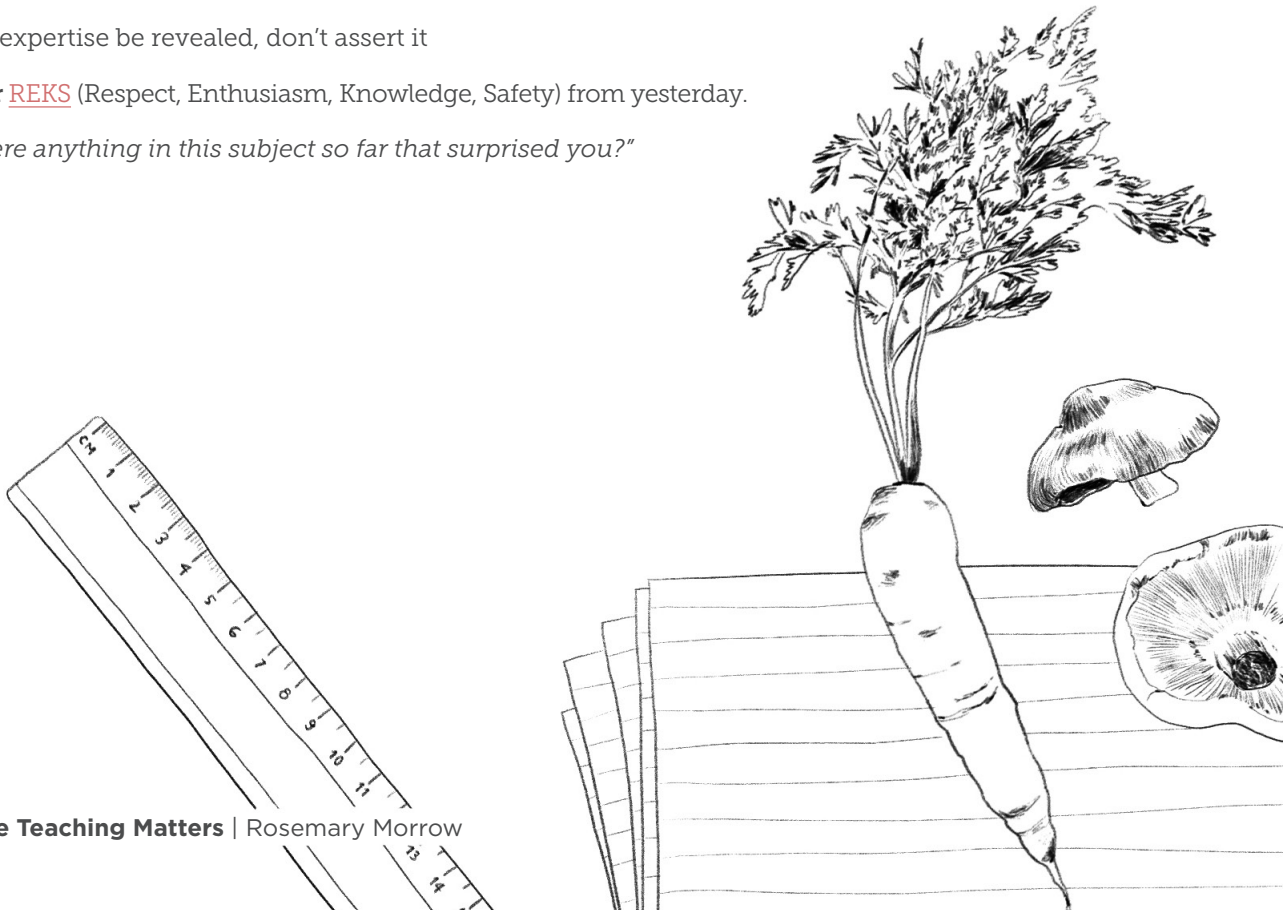
SUMMARY OF VALUABLE BEHAVIOURS OF EFFECTIVE TEACHERS

- Do not talk about themselves unless it is relevant
- Practice behaviour that builds trust and authority in themselves and the class
- Distinguish between knowledge and evidence, experience and opinion, when giving content and information sources
- Minimise verbal contribution to discussions especially when the class is going well
- Encourage student participation
- Don't need to know everything
- Hand over the pen or chalk
- Say if they don't know
- Let others speak
- Listen well
- Keep their attention on their students' needs
- Explain clearly
- Use non-violent communication
- Let their expertise be revealed, don't assert it

***Note**: Stress many times that pointing out errors has no positive effects at all!*

Remember REKS (Respect, Enthusiasm, Knowledge, Safety) from yesterday.

Ask: *"Is there anything in this subject so far that surprised you?"*



SESSION 2

BODY BEHAVIOUR AND LANGUAGE

INTRODUCTION

The way you listen, look, move, stand, and react tells others whether you care, if you're being truthful, and how well you're listening. When your non-verbal signals match with the words you're saying, they increase trust, clarity, and rapport. When they don't, they generate tension, mistrust, and confusion. Emotions and attitudes are clearly and powerfully, communicated by the body.

We all want to communicate as well as we can. There have been many studies on what makes a clear communicator and enables effective learning. To become a better communicator, it is important to become more sensitive not only to the body language and non-verbal cues of others, but also to your own.

Research tells how much of communication is non-verbal. Write "85%" on the board and ask what this figure means.

Then **explain** that the impact or impression we gain from verbal communication is based on the following:

- 10% Words
- 35% Voice and tone
- 50% Body language

Although the percentages seem to contradict each other, advertisers use the 85% figure in planning their advertising campaigns, while educators use 55% due to the impact of non-verbal behaviour. The figures are approximate, but the point is that words are ill-remembered.

Ask: *"What strikes you about these figures? Freeze: now think about what message is your body sending now?"*

References: *Communication Skills* and *Communication*

Appendices: *NVC Universal human needs and feelings*

"We are the leaders we have been waiting for"

Anonymous

NON-VERBAL COMMUNICATION

Objectives for students:

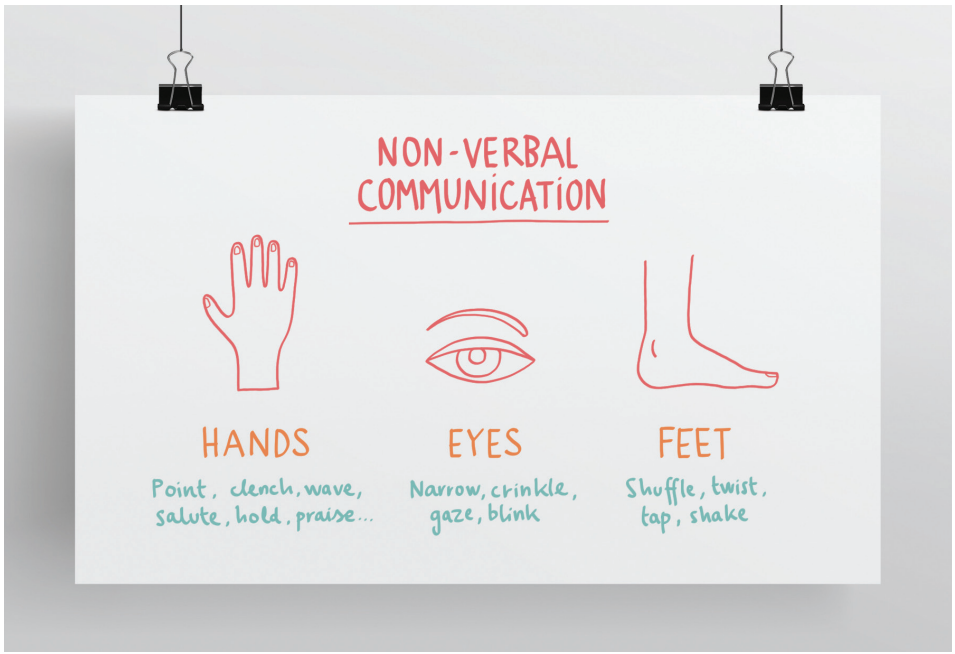
- Become aware of, and identify, their body behaviour
- Learn to observe and respond to the body behaviour of others

OBJECTIVES:
BECOME AWARE OF THEIR BODY BEHAVIOUR AND LEARN TO OBSERVE THE BEHAVIOUR OF OTHERS

Activity

Ask students to:

1. Demonstrate a range of different emotions shown by the body e.g. bored, irritated, tired, fed-up, interested, pleased, motivated.
2. Identify body behaviours. Give several examples of body behaviours e.g. walk into the middle of the circle and slam a book on the table, or say something critical or unpleasant in the sweetest tone with aggressive body language.
3. Show specific behaviours with different parts of the body using the poster below (Poster 3.7). Ask what emotion is being conveyed? Draw eyes, hands, and feet and ask students to try the following...
   - **Hands**: point, hold, strike, clench, wave, salute, praise, etc.
   - **Eyes**: narrow, crinkle, gaze, blink
   - **Feet**: shuffle, twist, tap, shake



Poster 3.7

Introduce open and closed body behaviour. Show these and then ask class to role-play several types.

Examples of **closed behaviour** for the class to try:

- **Defensive**: cross arms, legs, cover heart, neck, groin, hold arms out to ward off. Place chair/desk between you and the class. Become small, even submissive. Flick your eyes looking to escape. Touch your face to indicate anxiety.
- **Aggressive**: face closed, frown, clench fists, red face, stare at another person.
- **Invasive**: reduce other's space, invade comfort zone without permission.

People feel attacked when they do these.

Show **open, attentive body language** and explain the power of mimicry:

- Stillness is attentive and shows listening
- Ignore distractions
- Lean forward, tilted head, gazing and furrowed brow
- Patience, slow nodding, interest noises
- Reflective behaviours that align with those of the other people
- Emphasise a point with body language, especially iconic gestures synchronized with your subject, e.g. indicate the size of something while saying it.
- Direct most important open gestures towards listeners

***Note**: Mimicry is unconsciously implemented when people are empathetic to each other. There is much written about it.*

***Photo**: Students were asked to demonstrate boredom and then look around to see if it was common to all.*

Activity

In groups of four, identify your body language patterns. Behave like yourself and see if you can observe and understand your own behaviour. Is your language in sync with your message? Do you communicate confidence or doubt? What do others observe in you?

Facial expressions and tics: Use facial expressions consciously, e.g. laugh, frown, look puzzled.

Say "This week ask someone you trust to tell you if you have any tics or noticable body behaviours."

***Note**: Students, if they feel confident enough, can ask their debriefing person whether they have any distracting gestures or tics.*

General Tips

- Improve your posture
- Identify cultural norms and practice them
- Say what you mean
- Remember the power of mimicry
- Focus when the situation is difficult

***Note**: It is very important that teachers learn to identify learning behaviours that their students show such as thinking, disagreeing, wanting to contribute, uncertainty and so on.*

Activity

Have students role-play different body behaviours and mannerisms for others to identify and include positive behaviours they will see in their classes, e.g. bored, angry, interested, tired, motivated, etc.

Now **ask** them to demonstrate techniques to produce a change in body behaviour: their own and others.

NON-VIOLENT VERBAL COMMUNICATION (NVC)

***Reference**: Nonviolent communication: a language of compassion*

Introduction: NVC, sometimes called Compassionate Communication, is a communication method developed by psychologist Dr Marshall Rosenberg. The objective of the NVC process is to build connections between oneself and others, and also maintain it in difficult situations.

NVC guides us to conscious responses based firmly on an awareness of what we are perceiving, feeling, and wanting. We are led to express ourselves with honesty and clarity, while simultaneously paying others a respectful and empathic attention.

It replaces our old patterns of defending, withdrawing, or attacking in the face of judgment and criticism. Resistance, defensiveness, and violent reactions are minimized. When we focus on clarifying what is being observed, felt, and needed rather than on diagnosing and judging, we discover the depth of our own compassion. Through its emphasis on deep listening—to ourselves as well as others—NVC fosters respect, attentiveness, and empathy, and engenders a mutual desire to give from the heart.

OBJECTIVE: LEARN APPROPIATE ASSERTIVENESS AND ENLIST COOPERATION

Objective: To learn and practice appropriate assertiveness and enlist cooperation so that learning can happen without barriers. English is a very confronting language. With

origins in Latin, it tends to be interrogatory. In difficult or conflict situations we ask "who" and "why", but rarely "how" and "when".

In teaching we always want a WIN-WIN outcome and every student to finish your course well satisfied and respected.

Opening up communication means responding creatively, and is an opportunity to understand, empathise, and listen. We all want to communicate as well as we can so our students can learn.

Nonviolent communication is beyond judgment and niceness. It involves both speaking and listening with minimal interruption. When you feel a conflict or want to address a difficult situation, there are four steps (Poster 3.8):

1. State observations of what is happening that is affecting our wellbeing, e.g. *"It is 2:00 am and I can hear music from your stereo."*
2. State your feelings in relation to the observation clearly, e.g. *"I am very tired and stressed."*
3. State your needs that are behind the feeling, e.g. *"Because I need rest."*
4. Make a clear request in order to enrich your lives, e.g. *"Would you be willing to turn off the stereo at 10.00 pm?"*

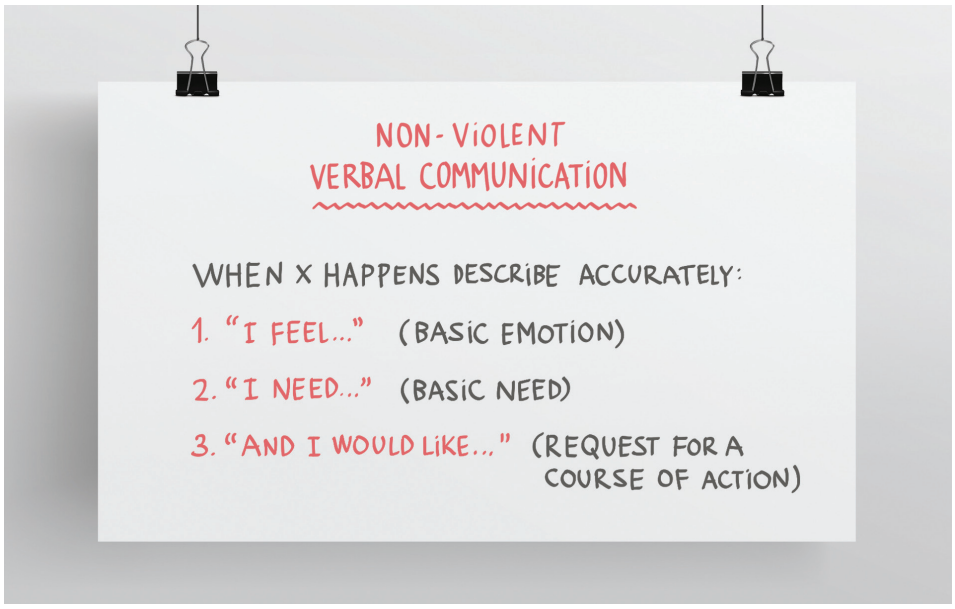
Examples:

"I just looked into the cupboard and there is no food... It would be really important for me to have support with the household chores (your need*). Would you like to go and buy food for tonight?"*

"I'm feeling muddled. I need clean space to carry on teaching, so would you be willing to have this room cleaned up before the next session?"

"I'm nervous because I need quietness to allow me to focus. Would it suit you to ask the questions after the break?"

Effective listening



Poster 3.8

Good teachers are good listeners.

Ask: *"Are you aware of what type of listening you do? Who are you listening for?*

- Yourself and/or your knowledge
- The other, what they want to say or are feeling
- An exchange or conversation

LANGUAGE BARRIERS TO LEARNING

There are certain words that some students, parents and teachers use or have had used on them which can be distressing. They say much about the speaker, and learners close down.

Activity

Have the class take some minutes to read the table below silently. Check that the language is clear.

Ask: *"What are some alternative words and phrases? Can you give some examples?"*

MORALISING	ABOUT SPEAKER	EXAMPLE
Should /Ought	Suggests there is a higher moral law	*"You should make your neighbour do a PDC."* *"You are a better person if you have a garden."*
Ordering	Exhibits power. Some people want to do the opposite Creates hierarchies	*"Come here /do this/be quiet!"* *"You must write down all this information."*
Threatening	Doesn't trust people Students don't trust the teacher	*" If you don't learn this..."* *"If you don't complete the work..."*
Judging	Superior, bossy	*"I think that's wrong!"* *"Do it my way instead"*
Advising	Patronising Puts learners off	*"Why don't you...?* *What you could do is..."*

Activity

Ask students to pair up. Give each other examples of communication barriers that inhibit learning. Now convert these into positive statements using non-violent language.

Energiser

Back to Back Drawing to think about clear communication and how it is given and received.

LANGUAGE WHICH WORKS

The 3As –Approve, Avoid and Assist– are the best language behaviours.

Approve

Approve by reinforcing all learners' efforts with warmth and encouragement. A variety of methods can be used, e.g. nods, smiles, and verbal clues like "well done". As long as you are genuine, the methods will be effective and student learning will improve.

Build your habit of giving approval. There are many ways of approving. Never flatter, only offer truthful approval following accurate observation.

Ask the class to practice approving behaviour and words using AAA.

__Note__: Be particularly careful if an answer is off track. Don't put students down. Acknowledge any contribution as being genuine on the learner's part and continue the discussion perhaps by redirecting the question. Handy responses are: "Yes, that is interesting, and we'll discuss it later", *or* "Thank you – anyone else?".

Avoid

Avoid questions requiring a recall of facts. Ask different types of questions which require students to apply their experience or thinking to a new situation. Answers that ask opinions or draw on people's own experience are never wrong. You can draw people out by asking *"How did you come to that conclusion?"*

Assist

Assist students struggling to answer a question. Don't tell them what you think they are trying to say. The person may be having difficulty because they don't know the words you used to ask a question, or you may have used an example with which they are not familiar.

Instead, check in with them:

- *"Shall I repeat that?"*
- *"Perhaps I could rephrase my question better."*
- *"Would you like an example?"*
- *"What wasn't working?"*

For learners having difficulties, **re-phrase** the question by asking a series of simpler questions leading to the same point. Changing the example, or providing one, often helps student use the knowledge they already have. Help students reflect and reach their own conclusions by asking questions such as:*"What happened? What did you try?"*

Enable a second chance on hearing new information: *"Shall I say it again? Shall I say in differently? Shall I say it more slowly?"* This phrasing enables everyone to say "yes" without losing face.

Invite students: *"Would you please come to the board / write in your books / team up with a friend?"*

Using humour: Humour is valuable provided everyone understands it and no one is the subject of it.

***Note**: Teachers' nervous need for reassurance is revealed when they say, "Yes? Ok? Is that all right? Do you understand?" Students usually respond as if they agree, but they may not understand, or they might not agree. The Great Australian insecurity accent with its rising inflection at the end of sentences is very annoying because it demands agreement. It also occurs in other languages. That is why it is often better to ask the students "What is not clear?" or "What does not make sense?"*

Energiser

Fight, flight, freeze, flow.

"To speak is a need;
to listen is an art"

Goethe

SESSION 3

MONITORING & APPRAISING

INTRODUCTION

Good teachers constantly monitor student learning and help them to progress. Teachers discern between helpful and not-helpful efforts, and help learners get past their problems. They constantly appraise and give feedback on learners' work. They give frequent assessment through a variety of techniques.

Appraisal is commenting as a neutral, truthful observer. Appraising is not criticising nor flattering.

Criticising is saying what is wrong and giving advice. It is a barrier to students' arriving at their own conclusions, which they must do in their own time. It prevents their processing and insight. You want your students to start self-assessment not self-criticism. Avoid such adjectives such as good, bad, etc.

***Note**: Self-assessment can be extremely difficult for some people who need more time.*

Appraisal is the observation of helpful and non-helpful behaviours and habits, and saying what was observed. Teachers need this skill. You will practise it in this session and will use it in microteaching today.

APPRAISAL PRINCIPLES

This is an excellent practice to stop rationalising or blaming.

Objective: To give appraisal learn to comment as a neutral, truthful observer by using sensory words for observation –what was seen, heard, smelled, touched, etc., e.g.:

- *"I saw half the class was asleep."*
- *"I noticed that people wanted to ask questions."*
- *"I noticed your handwriting was small and I had difficulties reading it."*
- *"I heard your voice drop. Did you intend that?"*

"Adult students need to succeed and they appreciate guidance"

Carolyn Nuttall

Activity

Students practice appraisal in twos before their microteaching. Give negative examples, e.g. "*You sent the class to sleep*" or "*You ignored people asking questions*."

Ask students to rephrase them positively.

Response to appraisal for the student receiving it

When receiving appraisal, do not answer other than with a nod to show you hear and accept. Just imagine it's warm water washing over you. You can think your own thoughts or discuss it later privately with a friend or the appraiser. Just rest under the words. Remember that in your debrief you can say what you would have done differently.

So you do not:

- Explain your intentions
- Justify yourself
- Give excuses
- Say thank you

Use of debriefing and appraising in microteaching

In your next microteaching session, you will ask someone in your group to debrief you using the format you learned yesterday and revised today.

You will also ask another person to "appraise" you. This person will only give observations, not touch upon any intentions or insights.

Revision task and Wrap Up

Ask class members explain the content of this session as if to a latecomer, or ask each student around the circle to give a point that was important to them.

Energiser

Have one ready, in line with this topic.

SESSION 4

MICROTEACHING II

MICROTEACHING II

Groups of five or six people will run simultaneously, with 15 minutes allocated per person to teach. In each group:

- Decide who goes first based on the PDC flow
- Link your topic to those before and after yours
- Arrange the learning space so that everyone can hear and see
- Before teaching, decide who will debrief you. Although each one could answer their own debriefing questions, having someone else doing the debriefing gives time to think and answer
- Ask one person to appraise you, another to keep time and another to debrief.
- Find out what your students learned. How will you do this?
- Be aware of your class responses and your body language, behaviour, eye contact. The appraising person must follow the method carefully.

Before presenting your course content you explain:

- Why it is relevant and students need to know it
- The purpose of the lesson
- Learning outcomes, e.g. *"Today we will study soil components and this will enable you to recognize soil problems, to repair them and to know what to plant"*
- Where it fits in with other information, e.g. *"this is related to water and to plants"*
- Give evidence on the present state of knowledge
- Reflect on its validity
- Suggest permaculture action or implications

***Note**: Monitor microteaching. If you have assistants who are familiar with appraisal process, ask for their help. They can either debrief the "teachers" after each teaching, or in the circle when everyone has returned to class. Visit every group and look for proficiency in content, body behaviour, non-verbal language and listening.*

CLASS DEBRIEF

Do it after Micro-teaching II when everyone returns to the class.

Ask open questions for everyone to reflect on and answer freely, allowing for some contemplative silence:

- *How was your teaching today?*
- *Was 15 minutes easier than ten?*
- *How did you feel about being appraised/giving appraisal?*
- *Did you learn anything from your teachers?*
- *Did you tend to give advice when appraising?*

If people are disappointed in themselves, instead of saying, *"Don't feel bad,"* ask: *"What do you need to do to feel better and do better next time?"*

BRIEF FOR TOMORROW'S MICROTEACHING III

Everyone choose another new topic, and an appropriate teaching method to match it. Decide how you will know the students have learned what you intended them to. Each person will have 20 minutes.

Wrap-up and Closing

A group hug or do a pattern song or dance. Ask for a volunteer. Thank the class for their time, attention and effort.

EVENING SESSION

TOPIC REVISION OR BEHAVIOURS THAT CHALLENGE TEACHERS

Ask students what they would prefer for the evening session. Some may want to upgrade their knowledge on special topics, while others may choose to work on the PDC. Most students are keen to have a session on behaviours that challenge teachers.

TOPIC REVISION

Keeping up-to-date with current theory and practice keeps your work and your credibility relevant. Stay in contact with colleagues; discuss new ideas with professionals and visit challenging or model sites. See reference Your body language shapes who you are, a TED talk with Amy Cuddy.

Of all the PDC topics, students usually need a review of some, such as Forests, Zone III, Climate and Patterns. For their microteaching, they should choose a topic which now has good principles for design such as "Ecological Cities" **(Poster 3.9)**, or, e.g. "Principles for Zone III" **(Poster 3.10)** now has substantially more evidence of working strategies.

BEHAVIOURS THAT CHALLENGE TEACHERS

For this discussion, explain that participants often behave in ways which "press teachers' buttons", but it is important not to take such behaviours personally. We are teaching adults and the behaviours have probably developed over years and have met their needs.

***Note**: In our classes students are usually adults who volunteer to attend, pay fees and want to learn. Students who 'press our buttons' are very few however, they do turn up every now and again.*
More likely is the situation when the class wants something different, or even change the course. This occurs because you are giving students choices about their learning and freedom to choose their own pathways. The 'storming' –big or small– that happens because of this is of this calibre. Trust the students to resolve it and to advise you and, in most cases, the difficulties evaporate.

All behaviours stem from personal needs and when teachers recognize the probable needs, they can use simple techniques to avoid, prevent or allow people to drop their behaviours. Although behaviours can be negative, needs are positive such as connection, recognition, autonomy, security and so on.

Do not mention our guess for the need behind the behaviour; we just change so that either the need is met or allowed to evaporate. Say "I can see you need to tell your experiences" (in need of recognition).

Simple practices for teachers. Behaviours rewarded will be repeated, and this includes negative behaviour. So teachers need to:

- Change the consequences that follow behaviour
- Ignore them, if you can, and the class will copy you.

If the negative behaviour is affecting the course, you can refer back to the Learning Agreements poster and address the whole group – not just an individual – and identify the relevant point. For example:

Ask: *"Are there put-downs, sarcasm, ridicule, insults in this class? On a scale where 0 is no put-downs, 5 is some, and 10 is too many. Show with your fingers how you think we are doing."*

Everyone indicates their awareness of the behaviour without needing to address or point out any one individual. In a bad situation of verbal insult or other poor behaviour, say: *"We don't speak/behave like that in this class".*

Always ask questions such as: "*Would you like to say that again differently? Are you aware of your tone of voice? You seem upset, can we discuss it when you feel calmer?"*

If the student is very emotional always give them time to calm down before you discuss anything further at all. Don't keep arguing for your point of view. Discuss consequences such as: *"We all do two assignments to get our certificates"*.

Global Challenges is an emotional topic in the PDC. In every PDC in rich countries there are students who argue that people in less rich countries must control their population growth. It is often exceedingly difficult for them to engage with their own levels of consumption. The quotation is important to lead students through reflection and discussion, tackle their own contributions to climate change and resource scarcity.

References:
Students who don't 'fit in' don't need to be 'fixed'

How Teachers taught to discipline a classroom may not be the best way.

You need skill to do this because it is part of students' worldview. Use the quotation below:

"It's also true that in the modern world, the richest people consume vastly more resources, and contribute vastly more to the planet's environmental ills, than the poorest. By some estimates, fully 50 percent of all human CO2 emissions come from the richest 500 million people, while the poorest 3 billion generate a mere 7 percent. If those billions can raise their standard of living significantly, as they have every right to do, the impacts of all that consumption and those emissions will become vastly worse. It would be simplistic, then, to put all the blame for the planet's environmental woes on population."

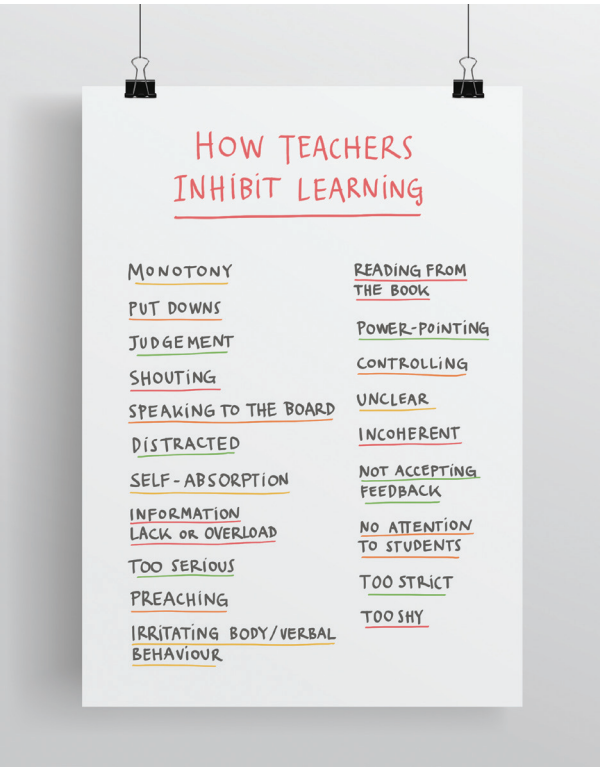
Ask them how to model the resource frugality they want others to follow.

DAY 3 Posters

This is a compilation of all the posters that we have used in DAY 3. If you want to know the context of each poster, click "Back to page".

The content and style of them are orientative, make your own, be creative!

Poster 3.2



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Poster 3.3

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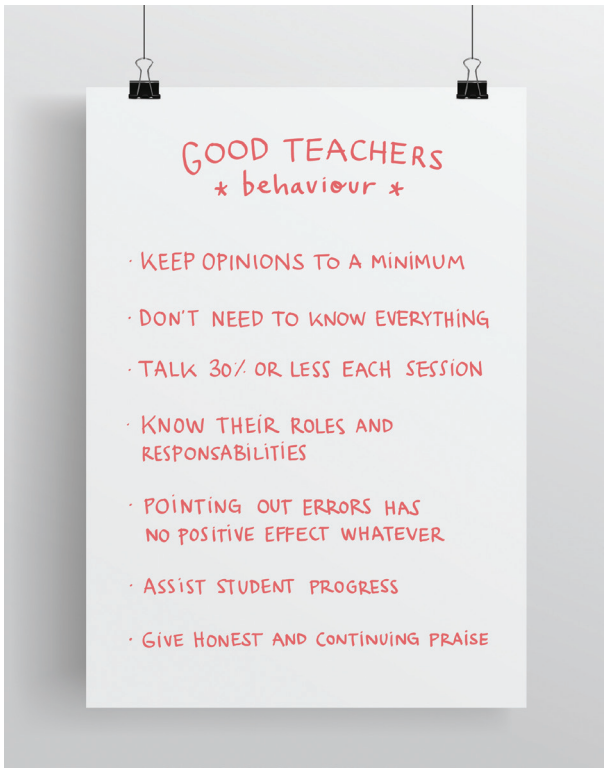
Poster 3.4



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Poster 3.5

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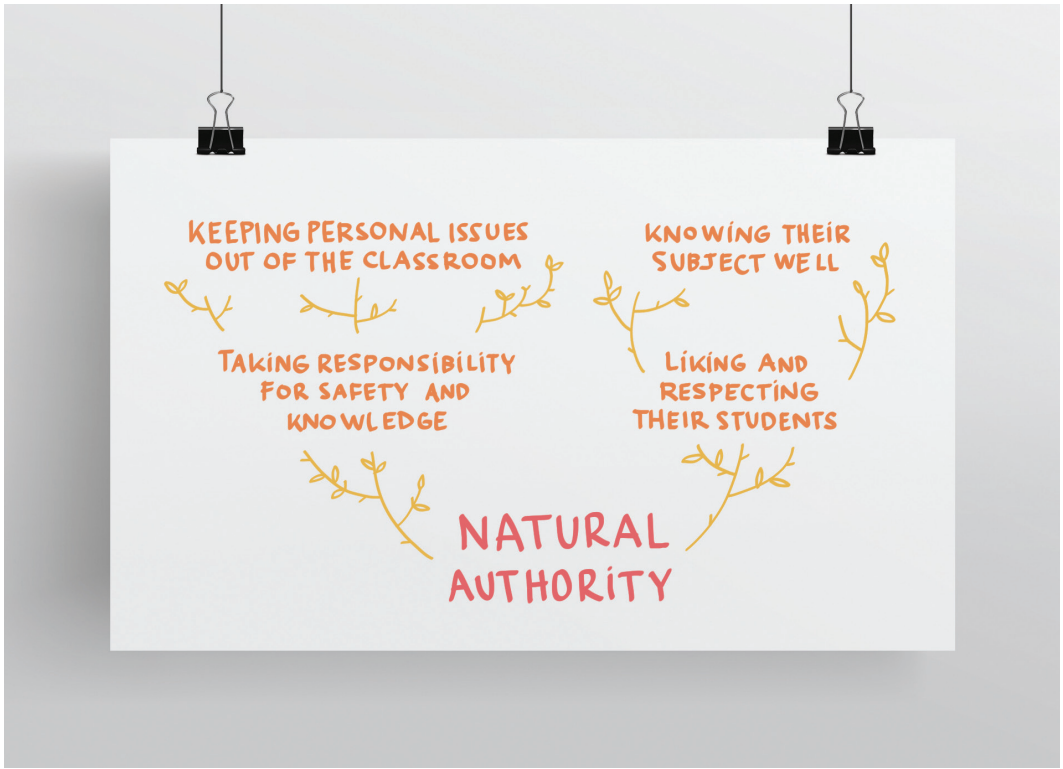
Poster 3.6



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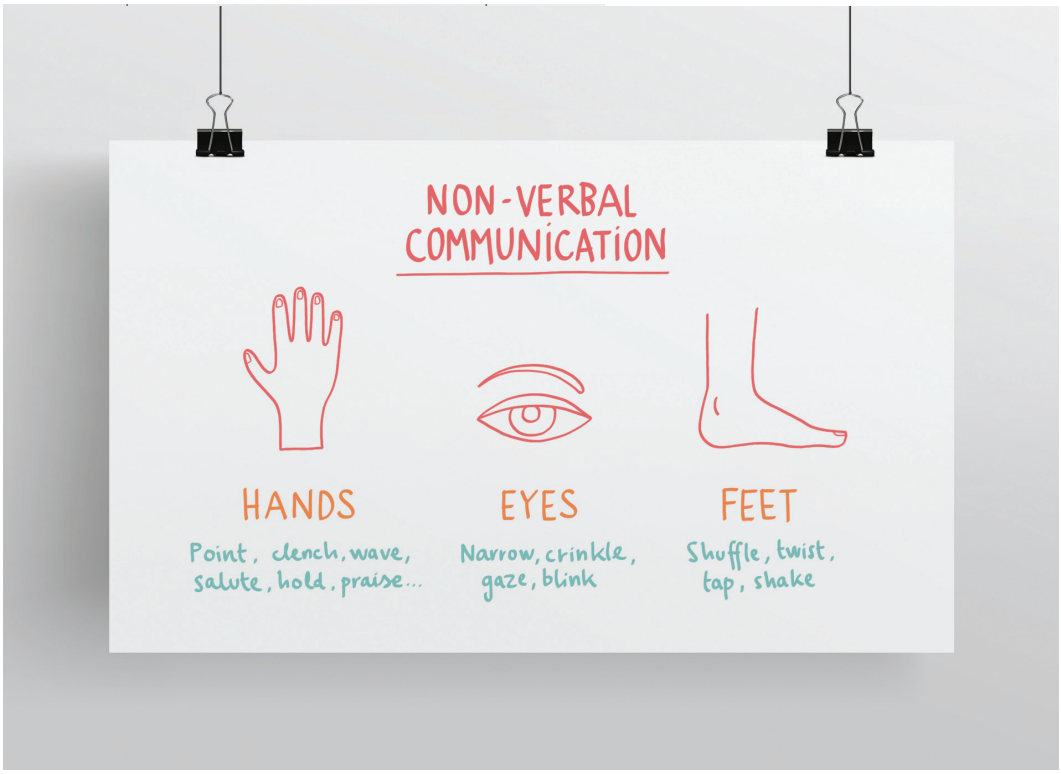

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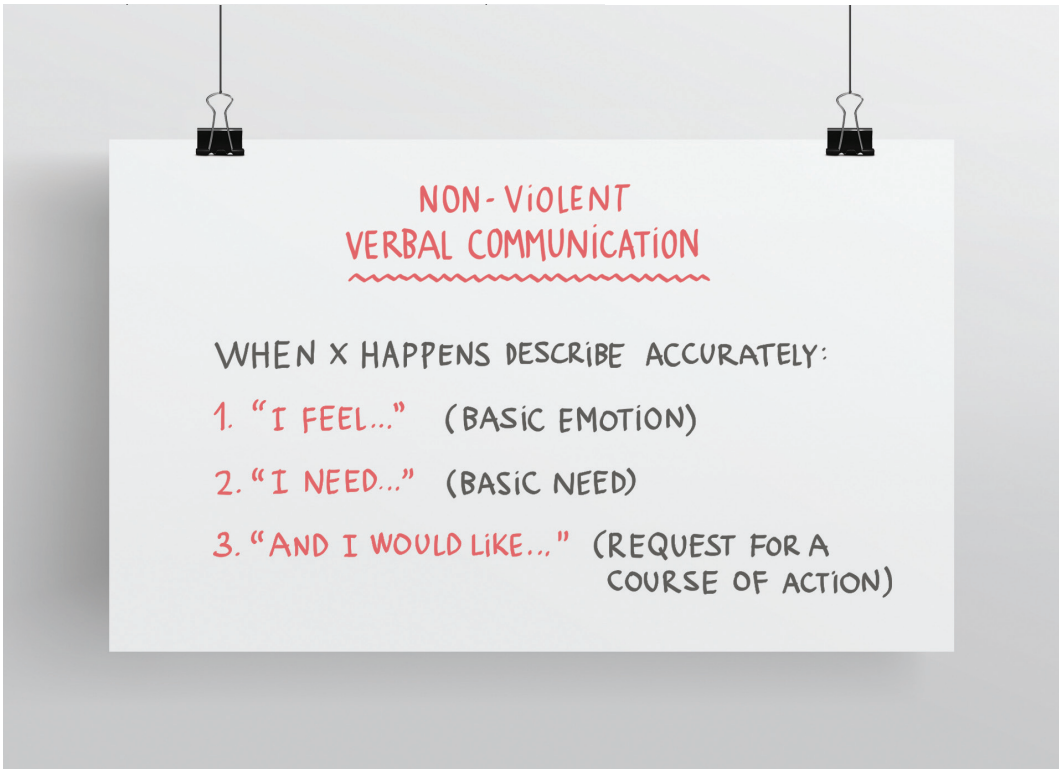

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Poster 3.9

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Poster 3.10

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DAY 4
Teaching methods

Photo: Rubèn Borràs ©

OPENING

TEACHING METHODS

TEACHING AIM: ACQUAINT STUDENTS WITH A RANGE OF TEACHING METHODS

Teaching aims:

- Acquaint students with a range of teaching methods and their effective use
- Encourage use of a variety of methods
- Match content to methods

Opening energiser: *Copy Me* in a stretching gardening activity with each student demonstrating move and all copying, such as: digging, hoeing, planting....

Announcements: "*Any comments, notices?*"

Review gathering: "*What are the three main things you've learned in this course so far?*" Everyone answers, practicing concise, clear speech – on one out breath, no more!

***Note**: This is a handy trick to keep the more long-winded people on track: only give them one out breath to say everything they want to say!*

WHAT'S ON (POSTER 4.1)

WHAT'S ON. TEACHING METHODS

SESSION 1 MID-COURSE EVALUATION & INTRODUCTION TO TEACHING METHODS	· Mid-course evaluation · Introduction to teaching methods · Brainstorm as a teaching method
SESSION 2 QUESTIONING	· Ethics of questioning · Advantages & Disadvantages · The functions of questioning · Classes of questions · Strategic questioning · Good questioning techniques
SESSION 3 RHYTHMS OF TEACHING AND MICROTEACHING III	· Rhythms of lesson, day, course · Brief for Microteaching III
SESSION 4 MONITORING MICROTEACHING III	· Monitoring the microteaching sessions · Brief for Micro-teaching IV
EVENING SESSION	· Working on the PDC and Microteaching

SESSION 1

MIDWAY EVALUATION & INTRODUCTION TO TEACHING METHODS

MID-COURSE EVALUATION

It is enormously valuable to do a mid-course evaluation during a PDC. It is a proactive conflict resolution technique that clears unaired problems which may emerge later on, especially in the group work on the large project.

Value and purpose of this task is to enable any potential or present dissatisfactions to be aired and negotiated. Invite learners to solve any difficulties they have among themselves without the teacher's intervention.

Note: This evaluation has always worked for me and enables the rest of the course to finish harmoniously.

Activity

Use a checklist poster (**Poster 4.2**) to open class discussion and solve difficulties.

Ask students to evaluate the following:

- Appropriateness of the content.
- Teachers' behaviour and delivery (professionalism).
- What the students are learning; see if they match expectations and course outcomes.
- Logistics such as accommodation and meal times.
- There is a balance of theory and practice times.
- Administration and organisation issues (ask admin person to be present).
- Practical work.

Students can respond in several modes:

- Writing on the board
- Placing marks against the poster items
- Demonstrate with their fingers (*ten fingers is highest and zero is abysmal*)
- Each one places a stone on a segment of circle. If the stones are closest to the centre, that means it was good, further away, poorly done

Gathering: *"How I feel at this stage about becoming a teacher."*

Note: Debrief this. If there are any problems ask students to solve them and adapt your course as much as you can to accommodate the changes. Give control to the class. Trust them to know what they need.

Photo: *Students do evaluation by placing stones on a segment of circle.*

INTRODUCTION TO TEACHING METHODS

Different topics benefit from being presented in different ways. Each method has a task and purpose related to it. Methods integrate the topic and its content, e.g. demonstrations and practice with propagation of plants. For example, on excursions, there must be tasks clearly related to observations.

TEACHING AIMS: ENCOURAGE USE OF A VARIETY OF METHODS, AND MATCH CONTENT TO METHODS

Ask: *"What are teaching methods? Why use different teaching methods?"*

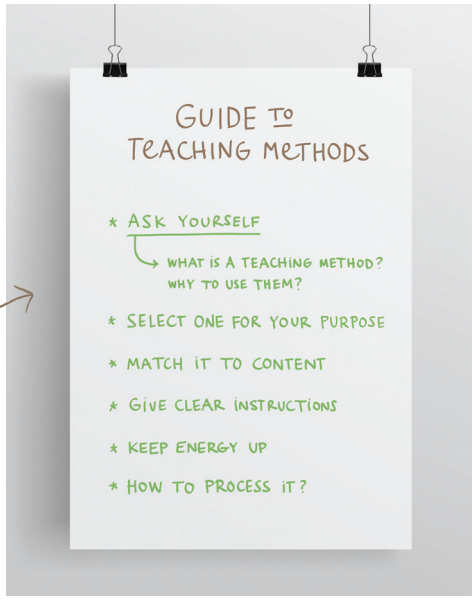
If responses are slow, add information or prompt, e.g. "*How is yesterday's work on learning styles relevant to teaching methods*?"

Based on yesterday's work they know that:

- Varying teaching methods enables different learners to perceive and process information more effectively.
- Students learn more, and learn more *effectively*, when the teacher spends 30% or less of the lesson time talking, and the other 70% is spent in student activities such as reflection, processing and practicing.

It matters how you introduce and use different methods (**Poster 4.3**). Learn to use each teaching method appropriately. Teachers often use mind maps, DVDs or excursions in ways that have little impact on learners. It wastes your time and theirs.

Every method has particular steps in using it for effective learning. Every method requires clear instructions of what is required of learners.



Poster 4.3

BRAINSTORM AS A TEACHING METHOD

Use the example of a brainstorm as the method to learn about methods (Poster 4.4). First find the knowledge in the class about brainstorming.

Ask:

- *"What is a brainstorm?"*
- *"How is the method implemented in detail? What is its value? Is there a better one?"*
- *"When will you use it?"*
- *"How will you process it?"*

Responses:

- Establish class knowledge and experience of the topic
- Create interest in a new topic
- Derive understanding of the range scope of teaching methods
- Encourage creativity
- Raise class energy
- Increase possibilities

Give clear instructions to facilitate maximum participation. For example, with a brainstorm, be clear that there are two parts to the brainstorm. Each needs different instructions.

The first part of a brainstorm elicits all information about the topic. The second part processes it.

First part of a brainstorm: Elicit information

- Select a topic. Here use "Teaching Methods" and write it in the middle of the board/paper.
- Ask for one or two writers/scribes for board or paper and a timekeeper (usually limited to about 10 minutes).
- Give instructions: everyone to call out words related to the topic.
- Everything is allowed which is not abusive or offensive.
- Allow no discussion, argument, conversation or explanation during the 10 minutes.
- Encourage fast, non-reflective, top-of-the head responses. Encourage: *"You can think of more. Find 100+ teaching methods, continue..."*
- Do not censor or discuss in any way
- Stop when answers stop coming and the energy runs down

The results will look like this: "role-plays", "theatre", "storytelling", "group work", "energisers", "presentations", "hand-outs", "DVDs", "trial & error", "fish bowl", "interviews", etc.

***Note**: Ensure students know the difference between a mindmap and brainstorm. Where students are working in a language other than English, the word "brainstorm" often does not translate at all (it is sometimes translated as "epilepsy").*

Second part of a brainstorm: Processing the information

Processing brainstorm information has several possible activities investigates the topic more deeply and embeds learning.

In processing the results, it is valuable to keep the information visible to all so don't clean the board. They can add new methods if they think of them.

Steps to investigate the topic more deeply and integrate different aspects:

1. Eliminate impossible or ridiculous answers
2. Process information and reflect on it
3. Categorise knowledge
4. Determine uses for the information

Processing: Activity 1

Each person looks at the brainstorm and, when ready, stands up, goes to the board, and circles two similar things with pen or chalk and then turns to the class and explains why they are linked. For example, *books* and *research papers* are teaching methods used with documents.

At the end of the processing, discuss what confidence and knowledge is required to work with each method.

Processing: Activity 2

The class divides itself into groups of about five people. Each group selects a broad category or topic under which to collect from the board specific teaching methods, and then discusses when and how to use them for maximum learning. List categories beforehand (**Poster 4.5**), e.g. *printed materials*, *excursions* and *field visits* are all teaching methods.

***Note**: A question or task doesn't always have to be precise, nor prescriptive; it is more important that the information is processed through participatory reflection and discussion. This may annoy some students who want precision. Sometimes groups go off the topic. This is sometimes valuable, sometimes not. This is why groups must be monitored.*

There is evidence that "tidy" teaching where every single instruction is crystal clear and the timing is precise is not so effective in keeping minds engaged, as some vagueness. See Why Confusing Students is Considered Good Teaching. And it can be important to let students struggle with a problem, and not lay it all out for them perfectly, as the article The Learning Myth: Why I'll Never Tell My Son He's Smart illustrates.

What to do when a task is misunderstood by a group:

"On a teacher's training course one group gave a completely different 'out of brief' response when they presented a big map with all the different teaching methods as only one branch of it. We all listened to their presentation wondering what would happen, as they were off track...and when they finished the teacher highlighted the correct part – the teaching methods, asking more questions about it, finding positives and giving praise – and omitted all the rest of the work they had done which was not relevant."

– Mari Korhonen (Personal communication)

Processing: Activity 3

Draw a mindmap on the board with Teaching Methods as its topic, and then collate information about different teaching methods on different arms. Use the method of asking questions.

This table gives a short list of methods. Some are used in combination. The one most commonly combined with others and probably the most important method listed in the brainstorm is "Questioning". Ask students to suggest permaculture topics which relate closely to these teaching methods.

GROUP OF METHODS	FUNCTION	HOW TO USE EFFECTIVELY
Audio-visual, slides, PowerPoint, videos	Show what isn't locally visible. Gain attention. Encourage experience. Divide into 10-15 minute slots then debrief. With PowerPoint, use it as posters or background	Say what is shown. Give a task to do on the content. Debrief
Printed materials: Handouts, references, books, diagrams	Try micro-seminar, private reading and response, two to a document, research, extend knowledge	Say why it is given out. Hand out only when ready to use or at the end for homework. Give a task. Ask questions. Have someone review the topic
Lectures, debates, presentations	Increase specialist knowledge. Create awareness of issue/s.	Use a few carefully chosen slides. Know your audience. Ask questions to motivate thinking. Clarity, body behaviour are vital. Say things twice in different way.
Groups of different sizes, Peer teaching, Brainstorm, Role-plays, Contract learning, International café	Change attitudes or complete a task, increase knowledge	Monitor for sharing information and being heard. Ensure group is on task. See group is as close to a circle as possible.
Demonstrations, Practical work	Learn a skill or work equipment	Show, then let students do. If they cannot do the task, then they haven't learned
Excursions, Field trips	See the real situation. Learn on site. Integrate knowledge	Give out worksheets. Ask students to work in small groups, say three. Review worksheets

SESSION 2

QUESTIONING

INTRODUCTION

One of the most powerful learning techniques for adults is that of answering questions: of each other, and of the teacher. Questioning is a method and strategy which good teachers learn and constantly refine (**Poster 4.6**).

This is a long and important lesson. There may be too much information, so select what is important and return to it later.

Questioning is a fundamental teaching method. Its first recorded use was by Socrates 2500 years ago. It is used where the class has some knowledge of the topic. All students in this course have experienced being learners and having teachers. So it is ideal.

***Note**: In this session use questions as skilfully as you can to model the techniques.*

***Reference**: Questioning*

ETHICS OF QUESTIONING

- Avoid embarrassing students by asking questions to which they cannot know the answers, e.g. "*What is the main chemical in this liquid?*" Don't put students on the spot.
- Don't allow too much embarrassed silence – cover it with a prompt.
- Share questions

***Reminder**: Pointing out errors has no positive effect at all.*

ADVANTAGES AND DISADVANTAGES OF QUESTIONING

ADVANTAGES	DISADVANTAGES
· Clarify points · Amplify points not fully covered · Revise previous work · Seek new information · Involve learners more closely · Provide feedback to the teacher · Integrate knowledge	· Can put learners "on the spot" · Can disadvantage those who like to think first · One or two always answer · Learners may be tired – don't interrogate · Time limits the number of questions · Class can be "kidnapped" by a keen student · Shyness in some cultures prevents participation

THE FUNCTIONS OF QUESTIONING

- Questions keep learners thinking whether asked by teachers or students.
- The process of interpreting the question and working out answers helps learners think more clearly and in greater depth.
- Students develop confidence and friendliness because they use their experience and understanding.
- Questioning reduces the time the teacher talks and increases the amount of involvement by learners.
- Students learn to discriminate between different classes of questions.
- Thinking how to question the teacher develops mental acuity.

Ask: *"What are the functions of questioning as a teaching method?"*

- To begin a new topic and orient thinking about the subject: *"Who keeps chickens? Have they ever been sick?"*
- Revise past work: *"Yesterday we studied soils, tell me something that was new for you."*
- Seek information and use learner's experience: *"Who has used a grafting knife?"*
- Stimulate creative problem solving: *"What other ways can we design alpaca housing?"*

CLASSES OF QUESTIONS

Ask: *"Who knows about classes of questions?* Probe answers through more questions.

- **Closed questions:** Closed questions have a right answer about which there is no discussion, e.g. *"How many chickens do you have?"* or those for which the teacher knows the answer, e.g. *"How many wings has a butterfly?"* They are valuable only if it includes everyone's experience.
- **Open questions:** Open questions call for experience or reasoning, e.g. *"What do you think is the effect of pesticides on the environment?" or "How would you like to see this done?"*
- **Taxonomy of questions:** Explain that there is a taxonomy and see if anyone can suggest what they might be. Give some examples and see if they can name the class, e.g. *"How are you feeling about this class? What has been must useful for you? How will you use it?"*

***Appendices**: Methodology for Asking Questions and Taxonomy of Questions*

STRATEGIC QUESTIONING

QUESTIONING IS THE MOST EFFECTIVE TEACHING METHOD

Develop skills in strategic questioning (**Poster 4.7**) which builds knowledge and understanding through a sequence of questions so learners can arrive at their own correct conclusions.

Ask for strategies and methods for questioning. They require mindfulness, practice and clarity. Give examples clearly and explain that they will do this soon.

A well-structured sequence of questions leads students into a task, or provides them with information to solve problems arising from a task

Ask a range of questions from simple factual to questions that require learners to solve problems and think very hard. They will enjoy this when they trust you.

- **Known to unknown:** *"Do you have a cow?" to "What is the name of a disease of cows?"*
- **Easy to difficult:** *"What does the sun do for life on earth?" to "What is photosynthesis?"*
- **Concrete to abstract:** *"Do you have a garden?" to "What factors make it permanent?"*

Method for questioning:

- **Clarity:** First think what you want to ask and what answers are to be elicited. Relate the question to the task being tried, or the learning outcome.
- **Ask one question at a time** *"Who would like tea or coffee?"* With two questions asked at once, students will likely hesitate before answering. Instead, ask one question at a time: *"Who would like tea? Who would like coffee?"*
- **Use words learners understand, or add in a definition.** Use the simplest clear vocabulary and never use words students cannot know, e.g. *"How can you reduce the damage caused by dihydrogen oxide in the environment?"* ("dihydrogen oxide" means water). Using jargon, or special language without explaining the terms, halts learning and usually alienates students.

GOOD QUESTIONING TECHNIQUES

Structure questions in terms of learning objectives: Questions should be related to the objectives. This ensures students stay on track, and also receive feedback on how well they are achieving. For example:

Objective: Design predator-proof chicken housing.

Question: "H*ow will this chicken house keep predators out?"*

Offer no questions about other poultry or pests at this time.

Focus the questions appropriately: General broad questions such as *"Who keeps pigs?"* gives everyone a chance to join in. A narrow/specific question, e.g. *"How can you stop pigs getting sick?"* leads to fewer responses because it is more specific.

In general, broad questions are good for getting discussion going, and more specific questions are effective in building up facts and ideas.

***Note**: Don't answer every question from students. Pass it to the class as a question "Who can answer this?". Ignore answers which are off the question.*

Timing: Remember to pause so everyone has time to think about an answer.

Use silence even if at first you feel strange about it. There is no need to fill the gap with teacher talk. Eventually you can extend the pauses from a few seconds to several seconds because learners need to get used to this technique. Work on your ability to use silence effectively.

***Note**: Different learners need different lengths of time to understand a question and work out a response. Before calling on a particular person to answer, pause. A rapid-fire approach will never involve the whole class. By giving learners time to think, you will increase the number participating and the length and quality of their answers.*

Distribute questions around the whole class: Teachers tend to direct questions to the centre of the room and to particular people. Most teachers teach to the right or left side of a class. Many tend to ask men rather than women. If all students are to participate, then questions need to be distributed equally. Ask students to watch out for this in this afternoon's microteaching

Take care when redirecting specific questions because confusion can result as to which answer is correct. In general, ignore wrong answers, and have correct answers repeated or give fulsome praise. "Good. That's just what we wanted."

***Note**: If the question is fairly broad several learners will want to respond. By calling on one after the other without commenting, you minimise intrusion by the teacher as the discussion begins and increase the number of people involved in the lesson. Only respond when you get an insightful answer from a student and then confirm their answer.*

Facilitator: Take a well-designed poster and teach the lesson from it – almost entirely by asking questions. Ask students to observe the questioning technique and note the type of questions, e.g. open or closed, strategic or focused? Pass students' questions on to other students.

Activity 1

Students in groups of three practice examples of questions for different topics of their choice.

Activity 2

Have students practice examples of different questions for topics which you give them, e.g. soils, plants, animals, patterns, ethical money, etc.

Activity 3

Students start working on a series of questions to use in their micro-teaching.

Responses to students' questions: Remember to practice the three A's (Approve, Avoid and Assist). Do this whenever you are asked questions. It is best teacher behaviour.

Energiser

Cat and Mouse or Follow Me.

If you have time, go on to the next teaching method "Group work"; or, if short of time, continue here with the following. Groups as teaching method can be moved to the first item of Day 5.

Photo: *Students mentally wrestle with questions.*

SESSION 3

RHYTHMS OF TEACHING & MICROTEACHING III

RHYTHMS OF LESSON, DAY AND COURSE

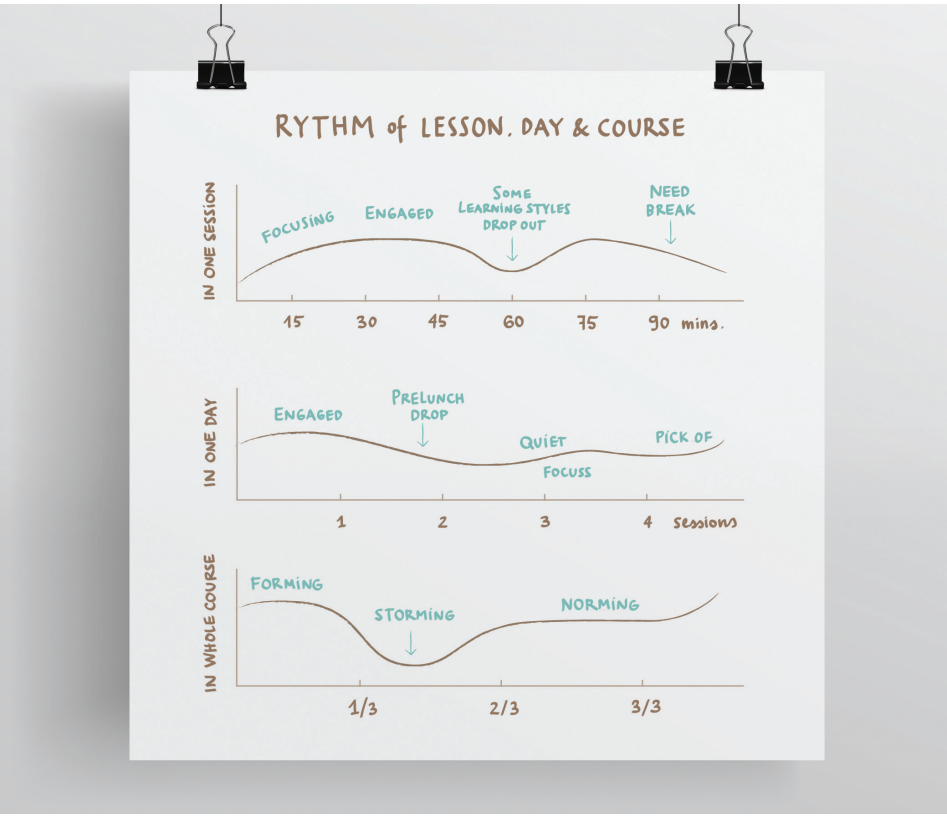
Show **Poster 4.8** and explain:

Rhythms of a lesson: A lesson has about six rhythms of 15 minutes each, which must appear seamless.

Rhythms of the day: A day has four or five 1.5 hour sessions. It is recommended to have a hands-on activity after lunch. However, I've had excellent discussion during this time. New evidence says that the time just before lunch is actually the least productive

Rhythm of a course: A course follows a pattern of forming, storming (on Day 3 or 4) then bonding/norming. Let storming happen as freely as you can tolerate it. It needs to happen because the class is testing to see if the teacher can be trusted to be responsible, respectful and reasonable. The sorts of issues are often about time, and tasks. I usually say, *"You discuss this, and tell me what you want me to do. It's your course. I am here for you. I am your resource."*

***Note**: After about one-third of the course, learners should be 'performing', having gone through the first stages. Monitor this class 'vibe'.*



Poster 4.8

BRIEF FOR MICROTEACHING III

Select a new topic. Incorporate several teaching methods for your topic and how you will use questions in microteaching.

Prepare questions for your topic. Start with closed focus questions to enable students to contribute. Develop more open questions that use students' experience.

- Work on questions that develop understanding and problem solving
- Decide the order of teaching in your group by the sequence of topics in the PDC curriculum
- Choose one person – can be the same or a different person – to debrief you, to keep the time, and to appraise you
- Start of the lesson: Frame your topic by giving the context
- End of the session: Verify what your learners have learned. Can they draw, say or do something about what you taught them?
- Introduce the topic or activity that will follow yours

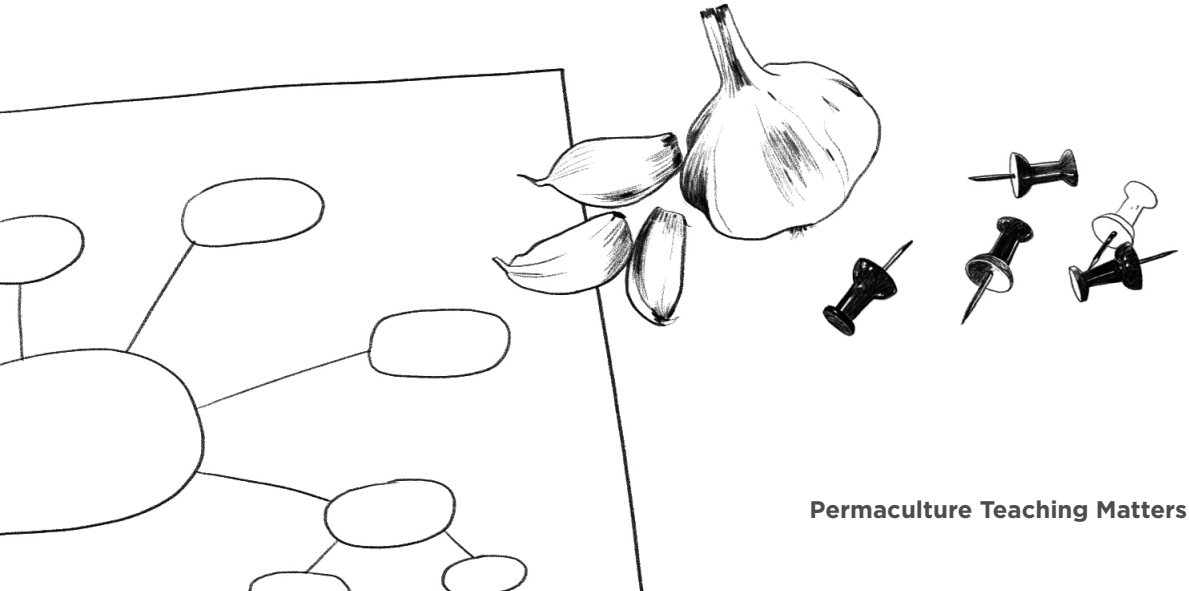
In your debriefing, consider: *"Is this the best way of teaching this topic?"*

Summary the functions and learning outcomes for questioning techniques:

- Avoid ineffectual questions, e.g., *"Do you think vegetables are good?"*
- Avoid answering every question; use pauses and silence to encourage answers
- Distinguish between fact and thinking questions
- Stimulate students to ask questions
- Avoid conversations/questions with just one student – it excludes others

"Foster the continuing process of learning."

Carl Rogers



SESSION 4

MONITORING MICROTEACHING III

MONITORING THE MICROTEACHING SESSIONS

To facilitate class discussion, you must know the content of the students' topics. Some students have good methods but poor understanding of the content and its scope. Others have poor methods and amazing knowledge. Focus on how content and teaching methods correspond. This means you must visit and monitor each teaching group.

***Note**: Some people teach more to the left side, others to the right. Ask students to watch themselves and ask their appraiser to observe them.*

Review and debrief the class after microteaching through the following:

- Feedback is part of two-way communication which the course teacher facilitates, using comments such as: *"How would you like to explain that? What would give further clarity to your students?"* and engage your learners.
- Relevant and accurate information, e.g. *"Compost making is not a full topic, only a technique to feed soil." Students need to know this.*
- Personal experience, e.g. *"For this topic, the best methods I have seen are brainstorm and questions."*
- Further questions, e.g. *"What more did you hope to cover?"*
- Encouragement of greater originality, e.g. *"What else could you have done?"*
- Praise without flattery, e.g. *"Your board work is clear and readable."*

Ask: *"Which teaching methods do you feel most comfortable with?"* Encourage students to find their own style. Revisit What is Your Teaching Style at Appendices.

BRIEF FOR MICROTEACHING IV

As discussed, **co-teaching** is sharing a classroom and teaching with another teacher. **Team teaching** is teaching separate sessions on a course or workshop with other teachers. Everyone will co-teach tomorrow in pairs on a topic for 30 minutes. Students should:

- Select someone they want to co-teach with, and discuss how they envisage it.
- Select a new topic and how they will share it.
- Use teaching aids and methods.

Thank the students for their participation, progress and attention today.

Closing: Students to suggest one.

EVENING SESSION

WORKING ON THE PDC AND MICROTEACHING

Work on the PDC and microteaching preparation, or give detailed examples of other teaching methods.

***Photo**: Sandboxes are excellent to illustrate landform design*

***Photo**: Role-plays: Students are ponds, swales, gabions, plantings, diversion canals, etc. in assisting water to slow, spread and sink, while others are the water trying to find the shortest way down hill (see Role-play 2 in Day 5 for a fuller description).*

***Photo**: Encourage students to watch then practice a demonstration*

DAY 4 Posters

This is a compilation of all the posters that we have used in DAY 4. If you want to know the context of each poster, click "Back to page".

The content and style of them are orientative, make your own, be creative!

Poster 4.2

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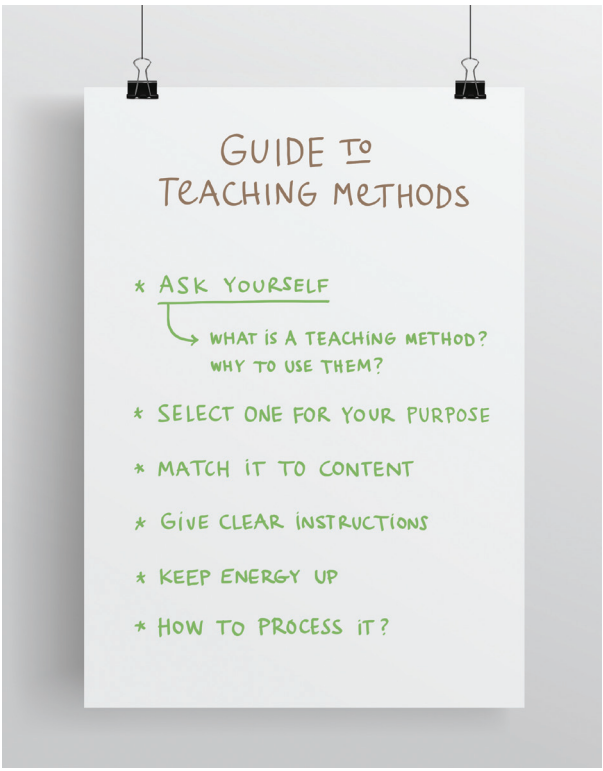
Poster 4.3



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Poster 4.4

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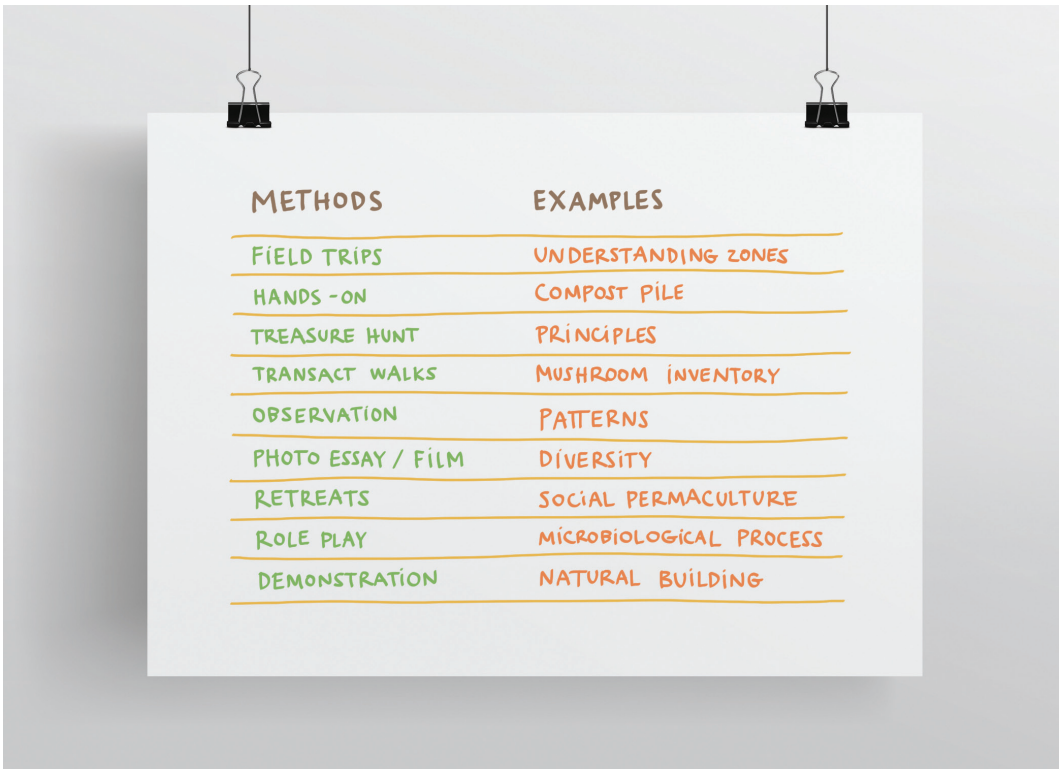
Poster 4.5



METHODS	EXAMPLES
FIELD TRIPS	UNDERSTANDING ZONES
HANDS-ON	COMPOST PILE
TREASURE HUNT	PRINCIPLES
TRANSACT WALKS	MUSHROOM INVENTORY
OBSERVATION	PATTERNS
PHOTO ESSAY / FILM	DIVERSITY
RETREATS	SOCIAL PERMACULTURE
ROLE PLAY	MICROBIOLOGICAL PROCESS
DEMONSTRATION	NATURAL BUILDING

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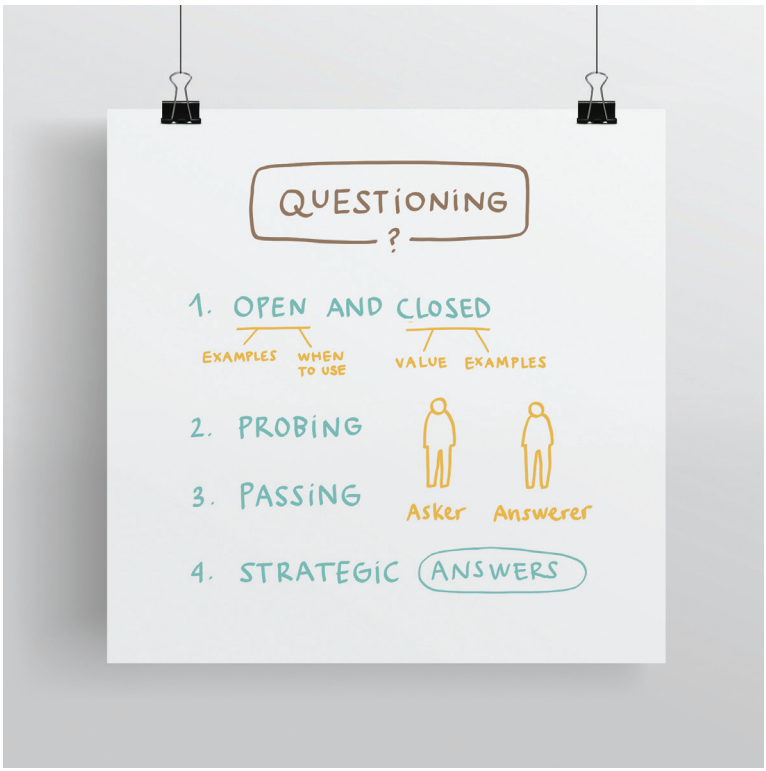
Poster 4.6



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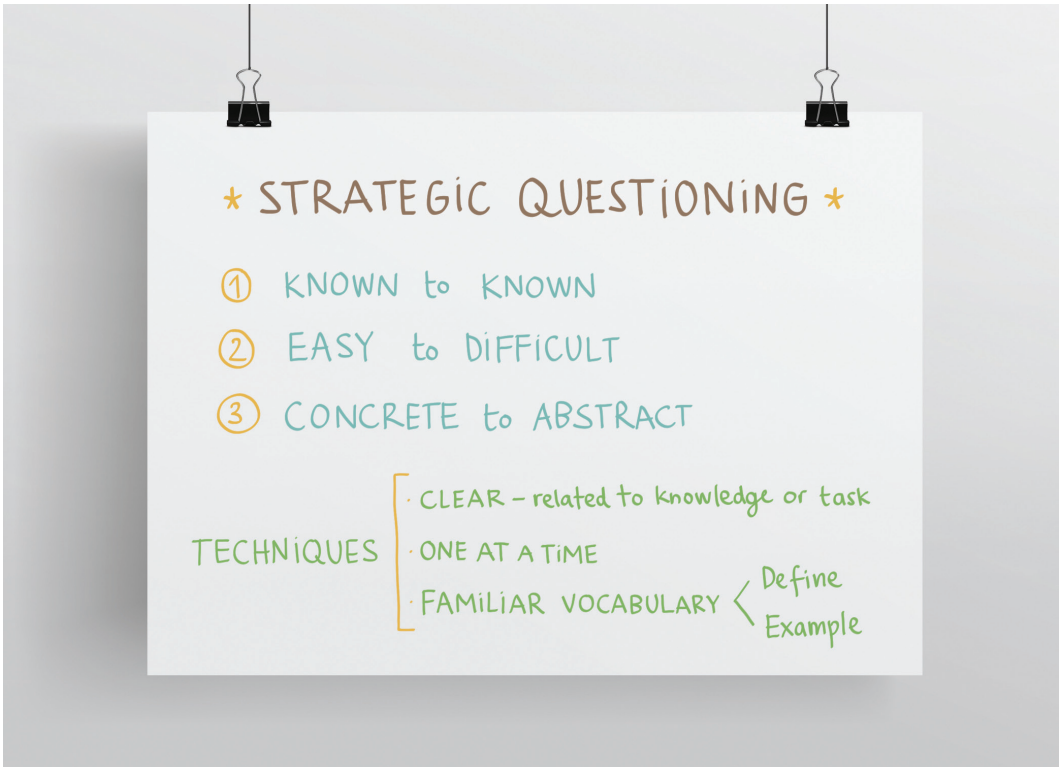

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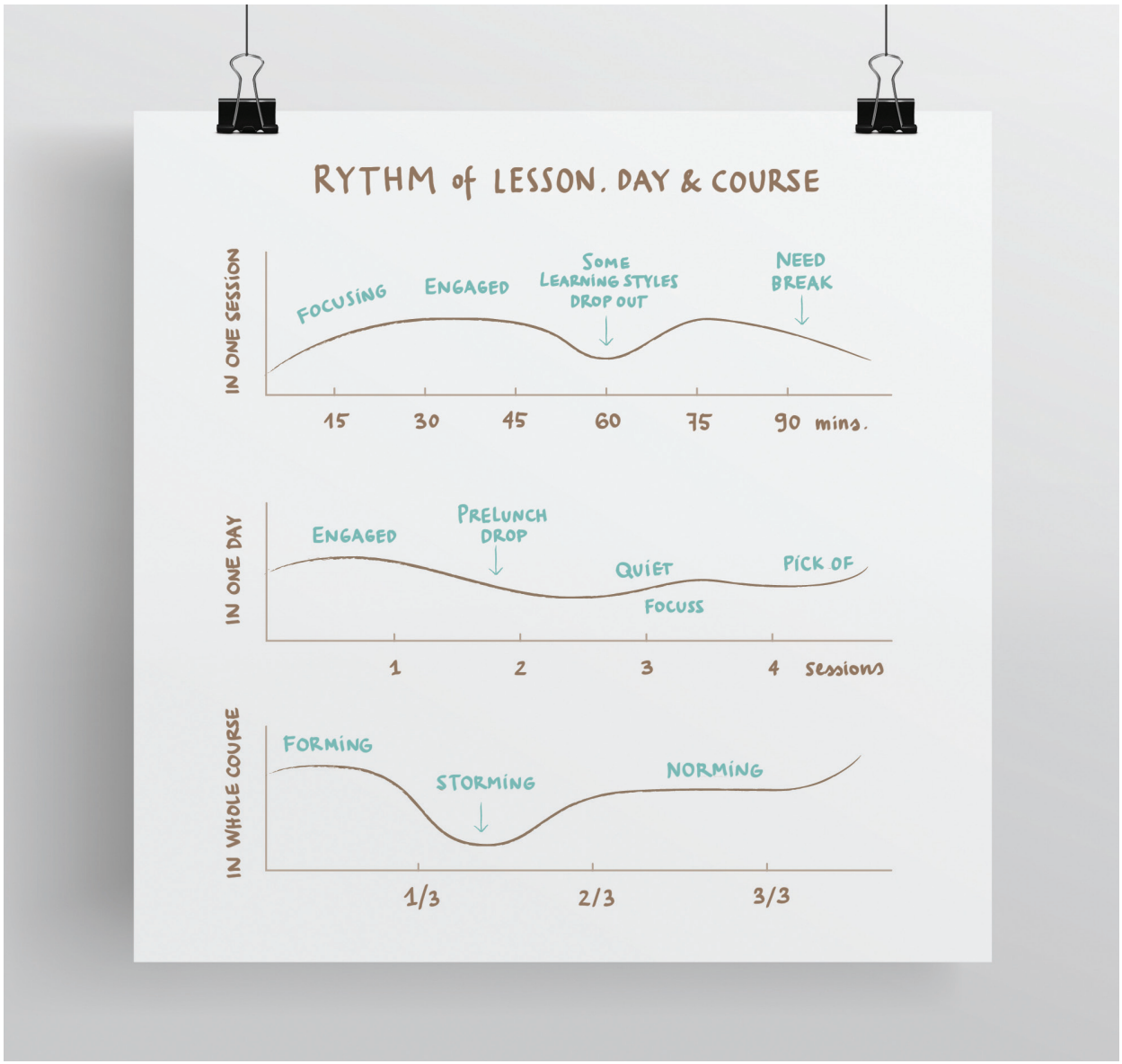

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DAY 5

Teaching tools and aids

Photo: Rubèn Borràs ©

OPENING

TEACHING TOOLS AND AIDS

TEACHING AIM: BE ABLE TO SELECT AND DEMONSTRATE A RANGE OF TEACHING TOOLS

Teaching aim: Students able to select and demonstrate a range of teaching tools to support their teaching methods and topics.

Opening energiser: *Grow a Sunflower*, which is a tranquil activity, or something more active such as *Follow the Actions*.

Announcements: "*Any comments, notices?*"

WHAT'S ON (POSTER 5.1)

WHAT'S ON. TEACHING TOOLS

SESSION 1 GROUP WORK	· Group sizes · Monitoring classes
SESSION 2 INTRODUCING TEACHING TOOLS/AIDS	· Teacher's toolbox · Multipurpose teaching tools
SESSION 3 MICROTEACHING IV	· Advanced appraisal · Microteaching IV · Debrief co-teaching and appraisal
SESSION 4 BRIEF MICROTEACHING V	· Structure and flow of PDC
EVENING SESSION	· Working on PDC

SESSION 1

GROUP WORK

GROUP WORK IS A POWERFUL TEACHING METHOD

INTRODUCTION

Gathering: *"How I feel about working in groups..."*

Objectives for effective groupwork dynamics are that:

- Everyone feels free to participate
- Not everyone has to participate equally

The more students are in well-functioning monitored groups, the more they learn.

Ask: *"What are the functions of groups?"*. Well functioning groups:

- Increase knowledge and teach useful skills and practices
- Change attitudes through discussions, e.g. *"Could I ever get AIDS?"*
- Mediate when there are conflicts
- Produce highly creative solutions

GROUP SIZES

Over the past four days everyone has worked in pairs, threes, fours and fives, and worked with almost everyone in the class. They may not have noticed, but this has been deliberate so that they can speak from recent experience (Poster 5.2).

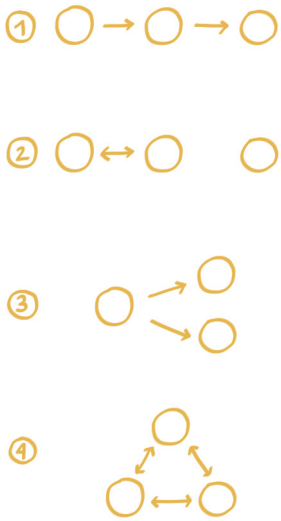
Peer teaching in pairs

Students have different experiences and dynamics. In pairs, it is important that when one is a speaker, the other a listener; they change roles. If they do not set clear speaking and listening times, one person usually misses out on contributing. **Ask:** *"Who likes to work in couples/twos/pairs?"*

Working in threes

How students place themselves physically indicates dominance. There are four possibilities. Demonstrate changing these positions.

1. A straight line of three
2. Discussion breaks into two, and one is omitted
3. One has taken control of the other two who sit opposite
4. An equilateral triangle gives the best interactions



Ask a group to sit in an equilateral triangle and note how the spacing changes learner behaviour. Then have them sit in a line and notice what happens. Or you can do it in a roleplay.

Groups of four

Fours can divide into 3+1 or 2+2, one person needs to hold the group together. This is not the leader, the expert, or the time-keeper. It is the person who asks, *"Are we all together on the subject?"* and asks each person for input.

Groups of five

They need more internal group guidance. In a group of five, often each one specialises in an individual task and gives a lecture, then one goes for a cup of tea, etc. and the group breaks up quickly. So one person in the group needs to keep the group on the topic or on task. Another needs to keep to time. People develop group roles.

Note: When monitoring, avoid becoming an 'expert' or group leader and so take over the group. Excuse yourself with "Im sure you know what to do. Think about it a little more..." and move away.

MONITORING CLASSES

While students are in groups you now have time to give individual support if it is asked for. Or, you can give it afterwards in the learning circle, or, when convenient. You can interrupt groups and ask them the following questions which are reminders and don't require answers. They are reflective questions. Check only body behaviour responses.

- *Are you on the topic and not discussing the last football match, what's for lunch, etc.?*
- *Is everyone being heard and participating?*
- *Are you keeping track of time allocated for your discussion?*

Give 3-5 minutes warning before the end of discussions so groups can wrap up.

*Note: Teachers **always monitor** group discussions, exercises and practical work. This means visiting, listening in, understanding who is learning and the level of knowledge in the group. It is an observation function rather than intervention.*

Keep an eye out for students in groups who always sit in the front of the class or at the top of the table. They may be not be experienced in sharing and consulting.

Ask the following questions at the end of group discussion: **"***Who was aware of my monitoring? What do I do? Why is it important to have a variety of monitoring approaches? What is the purpose of monitoring?".* Monitoring serves to:

- Establish that learning is happening in groups and the class
- Reinforce learning
- Clarify concepts and skills and knowledge

Note: Students want to progress in their learning, and monitoring by the teacher assists them. Adults want to know why they are learning something, and they like constructive feedback. When you ask students these questions about their work and you are not too specific, you help them to focus and clarify their own thoughts and knowledge about the subject as they try to work out what the task is, e.g. "What was your experience?"

Ask: *In your experience, what are the advantages and disadvantages of groups?*

Energiser

Simon Says, Make a Machine, or any that the students propose.

SESSION 2

INTRODUCING TEACHING TOOLS/AIDS

INTRODUCTION

Gathering: *"Something I like to use when I'm teaching is..."*

We learned about teaching methods to make your teaching more effective. Think of teaching methods as strategies – the way we think of strategies in the PDC and teaching tools are like techniques. They suit the teaching method and the topic. Always integrate these three.

It is necessary that in your lesson design you determine in what ways a teaching aid will support you in your teaching and your students in their learning or jointly.

Ask: *"Why use teaching tools?"*

- Improve communication through providing another medium
- Present information in extra dimensions
- Facilitate tactile and visual learning
- Clarify issues and concepts

TEACHER'S TOOLBOX

Activity

Do a quick brainstorm of all possible teaching tools (**Poster 5.3**). Stick it on the wall and use it for revision at the end of this unit.

Teaching tools are only limited by your imagination. There are commercially manufactured teaching aids, however we can easily make your own, such as different kinds of cards. You can also use objects from the natural environment and immediate surroundings. Anything and everything is a potential teaching tool.

Show, for example, an apple, a blanket, a brick, or other such common article.
Ask: *"How can you use this in teaching? What topics can you teach with it?"*

See how many more uses are generated by adding to the apple, objects such as sticks and little stones to show mountains, forests, etc.

Ask: *"What are some common objects you could carry as teaching aids?"*

Show your teacher's toolbox, the basic portable kit which includes materi-

als such as pens, scissors, stapler, blu-tack, butterfly clips, and a card set of the principles and major elements of the zones, kush balls, photographs...

Teaching aids range from extremely individual to collective learning objects (Poster 5.4).

Poster 5.4

MULTIPURPOSE TEACHING TOOLS

When selecting teaching tools (Poster 5.5) use the acronym **VISA** (Visible, Impact, Simple, Appropriate) and:

- Choose tools to match the topic and teaching method.
- Always have a purpose, goal or learning objective.
- Multipurpose, tools help e.g. sandpits, feltboards, cards, photos.

Reference:
Lesson Design and Teaching Aids

Cards

Cards with very clear drawings and with or without words are excellent interactive teaching tools for students to work with, individually or in groups. It's handy to have decks of cards in larger and smaller sizes depending on the size of the group. Small groups can work on tables and large groups can use them inside or outside on the ground.

When working with illiterate people, use cards without writing (only pictures) so they don't feel they should know how to read.

Activity: Cards 1

Prepare cards of elements without words for say: "Zone I".

Encourage the class or group to **design Zone I** with you. When doing this exercise, ask them to say why they made a decision when placing an element. Focus on relative location. Others can move that element card to a new location, but they must give their reasons.

Photo: *Cards of elements to design Zone I.*

Activity: Cards 2

Show principles and ethics cards with appropriate graphics on a table or the floor. Ask the class to stand in a circle around them.

Encourage the class to **sort the principles cards according to the three permaculture ethics**.

Make your own set (see Drawings of principles).

You can also make a set of pictorial cards: take about 25 of them from illustrated magazines, place them on the floor and ask students to select a photo that matches a principle, which they name and explain the association to their classmates.

Activity: Cards 3

Next, sort the same cards according to different permaculturists' principles, e.g. Mollison, Holmgren, Morrow.

Photos

Collect a series of about 25 relevant and challenging photos. Place them on the floor and ask students to select one, saying which permaculture principle it illustrates for them.

Role-plays

Role-plays are good teaching tools especially for sensory and tactile learners. Most students enjoy them. You can invent them on the spot. Here are two examples:

Activity: Role-play 1

Make a windbreak outside on soft ground or sloping lawn

Objective: To show how a windbreak is designed and functions.

Instructions:

- Prepare big cards naming different windbreak elements and pin them on everyone with masking tape, e.g. bushes, tall trees, ground cover shrubs.
- Two people will be the wind. The rest makes a windbreak of plants as a straight line perpendicular to the wind. The two "wind" people rush the windbreak and break through.
- Now build a well-designed stronger three or four row windbreak.
- Using the same cards to play different structural parts of a windbreak, but this time designed in a parabola. Make it strongest and thickest where the wind strikes hardest, at right angles to the wind. The wind is to be lifted and deflected.
- The "wind" tries to rush through again. This time, it is difficult.

Ask: *"What was the difference between the two windbreaks? How would you use what you have just learned in your permaculture design?"*

Activity: Role-play 2

Erosion control and stream rehabilitation through managing water

Objectives:

- To Slow, Spread, Sink and Store (SSSS) water as it flows downhill
- To reinforce the SSSS mantra used in water management and design
- To demonstrate a wide range of techniques that can be to used to manage water flowing downhill

Instructions:

- Imagine a stream running down the grass. A few students will play the water
- Others represent water-slowing structures in the stream flow by lying down on the grass
- They call out what they are as they lie down such as: gabions, check dams, logs, little ponds, swales, rip lines and so on
- **Ask** water to flow through the stream with these objects impeding it

- Remove a gabion from the top of the watershed and ask the water to flow down again
- Now it has more speed and can cause more damage downstream

Ask: *"Where do we always begin the watershed repair? Were any techniques better than others? Did you need all of them?"*

Photo: *Role-play to understand erosion control and stream rehabilitation through managing water.*

Models and Toys

Models and Toys are engaging teaching tools.

Collect objects as teaching tools. Matchboxes make houses, pieces of greenery for trees, and so on. Collect model farmhouses and animals as well. Use in all stages of design.

Ask students to go and find objects from the environment and then return and say what they are and how they would use them in a design.

Activity

Teach zones and site design by using cards and other objects on the floor. They can use these when doing their final group design.

- Layout a general site on the ground with chalk or a string if working indoors on the floor
- Have a bag of objects or cards
- Use shoes or blocks covered with a blanket or towel to create varied landforms.

Ask questions to keep the attention of students: *"Where's sun / the best house site / the zones for this land / etc.?"*

Students place cards or objects representing various elements such as a pond, beehive, food forest, chicken tractor and so on, appropriately on the site defending/justifying why they want to place it in that position.

To push the process further, **ask:** *"What do the bees need? Is everyone satisfied with putting the bees in that place? What about their yields?"*

Ask: *"What other kinds of materials can be used in teaching?"* Accept all suggestions if students can explain what they would use them for.

Note: *Asking "Why place it there?" helps students think more clearly, and helps teachers to follow the students' thinking.*

Graphics and posters

Graphics and posters are excellent teaching tools when supported by probing questions. This is terrific technique for teachers experienced in questioning. Students respond to questions even if they can't see all the images. They use their imagination. Questions need to flow from easy to difficult, etc.

For example, show a good photo of a suburban house and focus on harvesting water from it and pose thinking questions:

- *"Where will the water go from this side of the roof?"*
- *"Where will the greywater go?"*
- *"Where are the tanks placed?"*
- *"What type are they and capacity and shape?"*
- *"How does it get from the tanks to the house?"*

Feltboard

This consists of a large sheet of black felt with cut out shapes of elements and figures in different coloured felt. This is similar to the method used above. It is the travelling teacher's lightweight companion.

Always give tasks for interacting with it, exploring networks of soils, water, design. The uses are innumerable. Students love it and engage fast and well.

Printed handouts

Give out any kind of handout and bring class awareness to how it acts on the class as a distraction, through rustling, a private discussion, loss of attention, etc. You can ask them not to look at the handouts, but they will anyway!

When giving handouts, discuss them immediately if you want to show a specific printed picture or text, or hand them out at the end of the class.

Sandpit

A good size is an area about 2 x 2 metres but less is perfectly acceptable. I have even used one in a classroom on a table top. It is better if it has boundaries. Good material for the "sandbox" is normal soil because 100% sand has no structure and collapses.

Some tasks are progressive and the sandbox site is a work in progress for each different design topic such as water harvesting, revegetation, river rehabilitation and so on.

Ask students to identify keypoints, ridges, slopes etc. Then vegetate the site progressively as the course develops the topics, e.g. windbreaks.

Photo: *East Timorese PDC students with a sandpit working on Keyline Design*

Activity 1: Map reading

Ask a couple of class volunteers to shape the contoured landscape the same as their contour map they have been interpreting, while others can direct watch and comment with their contour maps in their hands.

Activity 2: Keyline study

Identify keypoints and dams, naming primary and secondary ridges, creek lines and rivers. Students work on different hills and slopes.

Activity 3: Identify Zones 0 - IV

Identify a house site and agricultural zones.

Activity 4: Establish Zone V

Establish Zone V vegetation around boundaries, tops of hills, along rivers and steep slopes. Use small plant branches for this.

Debrief this lesson and revise. Refer back to the poster of **Teaching Tools** (Poster 5.3). Cover any content missed in this lesson.

Ask: *"What is the most flexible tool? What is your favourite one? Why?"*

SESSION 3

MICROTEACHING IV

ADVANCED APPRAISAL

This can be omitted if there is not enough time. If there is time then it can be added to their appraisal skills. It probes the students' teaching awareness. **Ask** for the students' intentions when teaching. No answers are needed from the "teacher" because the questions are for self-reflection only:

- *"Did you intend this result?"*
- *"Did you have a plan when to answer the questions?"*
- *"Did you intend everyone to go outside and not return?"*
- *"Did you want the groups to have leaders?"*

Probe questions for students' insight and awareness:

- *"When did this occur?"*
- *"What were you hoping to achieve?"*
- *"Were you planning to change something?"*
- *"What would you do next time in this situation?"*

MICROTEACHING IV

The whole class divides into two classes. Ten people will form a class within which students will co-teach in pairs. For example, five topics are presented by five o-teaching teams for one class. Once they have decided the topic they must find the time, as a group, to prepare the teaching assignment, which takes place immediately after lunch.

How to co-teach all five topics: They must decide the order of presentation of the team. They have 15 minutes in their co-teaching pairs to prepare the topic for this next micro-teaching session, e.g. the venue, boards and so on. They should have already considered this but often some have not. Then they return to the main class.

They will teach to half the class. From when they start their teaching session they will have 30 minutes per teaching team for all the following except debrief and appraisal, for which they have and extra 10 minutes:

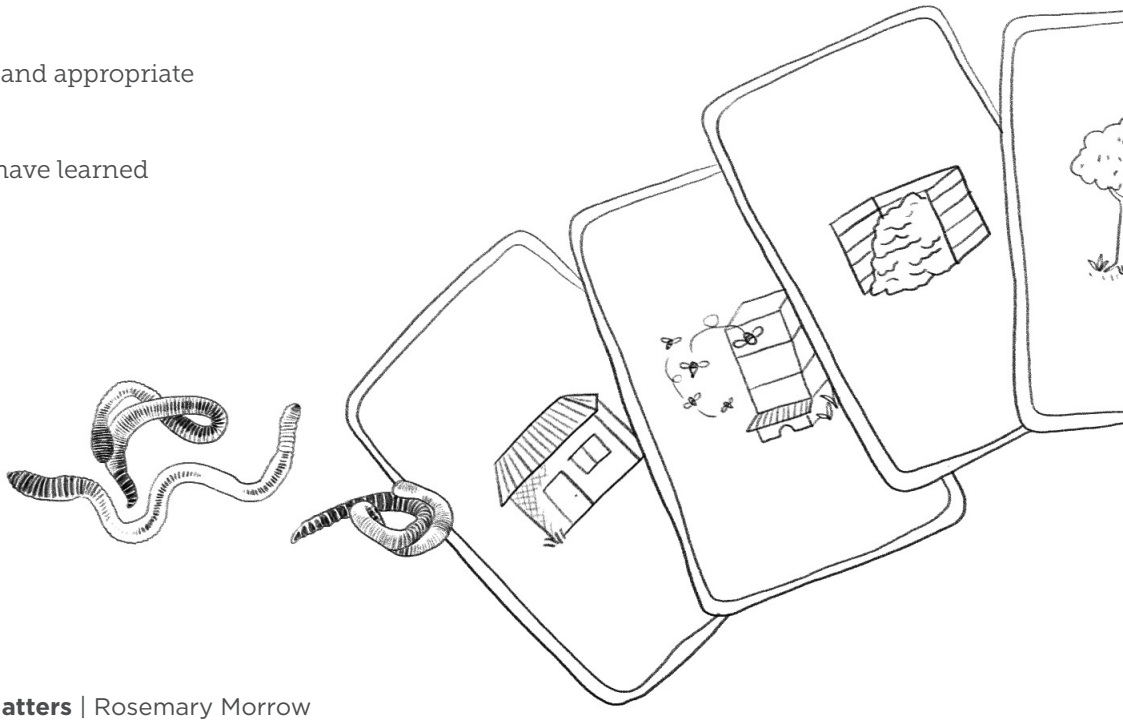
- Prepare the space
- Organise their teaching methods
- Use teaching aids
- Introduce each other and what happened before their lesson
- Deliver the lesson
- Determine what students learned
- Appraise
- Debrief

After lunch, the groups gather and start their teaching as soon as they are ready. Some are never ready and could discuss forever, so they will need encouragement to begin.

Photo: *Kambiro and Amarech were both students in the first Ethiopian Konso PDC. Kamiro speaks Konso and English, and so was translating Amarech's interpretation of her design work. They taught each other.*

Monitor the teaching as well as you can. If you have assistants, they can assist with the monitoring. Revise monitoring with your assistants beforehand. Everyone monitoring works to the same checklist:

- Body language and verbal communication
- Appropriate methods
- Clear introduction that connects with earlier work
- Skills with questions
- Use of aids is relevant and appropriate
- Ties up teaching
- Verifies that students have learned



DEBRIEF CO-TEACHING AND APPRAISAL

Debrief the whole class together after the teaching. Two ways are offered:

Debrief 1

Ask: Everyone to choose an object or picture that represents how they are feeling and speak to it. Move people from self-criticism to what they would like to improve or do better next time, i.e. self-appraisal or self-assessment.

Debrief 2

Ask: *"Please to stand up if you..."* (This is quicker if you are short of time):

- Didn't know enough
- Did better than yesterday
- Didn't prepare enough
- Prepared too much content
- Talked too much
- Didn't ask enough questions
- Had trouble with time
- Needed another hour
- Were happy with the tools
- Enjoyed co-teaching
- Learned from your group teachers
- Forgot to find out if your students learned anything

Add anything else that you and the other monitors have noticed and is pertinent.

Co-teaching doesn't always work. Tell students this. Some people are highly intuitive, others highly structured, and it is hard to fit these styles together. And some people simply don't get along. Time management is usually the biggest problem for a couple. One teacher, usually the first, runs over time and leaves the other without enough time to get through the content.

Ask: *"How did it feel to select a topic with another person?"*

Note: *This debriefing technique gives peer support to anyone who thought they were the only one having some problems, and should not be distressing so do not pose questions such as, "Who struggled in this teaching?" Stay with behaviour and facts and don't reinforce negative emotions.*

SESSION 4

BRIEF FOR MICROTEACHING V

STRUCTURE AND FLOW OF PDC

This session changes the day's group dynamics it because it is active and everyone contributes. Students must now finalise the flow and outline of the PDC to have it ready to present the next morning. The flow and structure of the PDC is a PDC topic. So they can use it afterwards.

Note: The class will have to prepare for Day 6, so I give them an option of a "free" evening. Generally, they need this time for more preparation.

Activity

Students will present the PDC structure and flow they have worked on all the week as an imaginative and creative teaching exercise. **Ask** them to:

- Prepare a group name
- Decide which group goes first
- Decide on teaching methods and make teaching aids
- Select who presents what part of the teaching within each group
- Discuss their group decision-making process
- Say why they think theirs is a good PDC structure and flow

I give them this session to work together in their groups. Some groups haven't started yet. Groups finish at different times. So you do the following:

- **Visit, monitor and reassure** each group separately and thank them for their work today. Then the groups close themselves as below, when they are ready.
- **Ask** each teaching team to debrief itself privately as a group and then you can visit them. They can use the debrief formula or just chat, but make sure everyone is listened to.
- Finally, simply **evaluate** the day with the class.

Debrief formula:

1. *What was the hardest thing for you?*
2. *What was the best thing for you?*
3. *What would you do differently next time?*

Wrap up and close the day with a fun and boisterous activity if appropiate.

EVENING SESSION

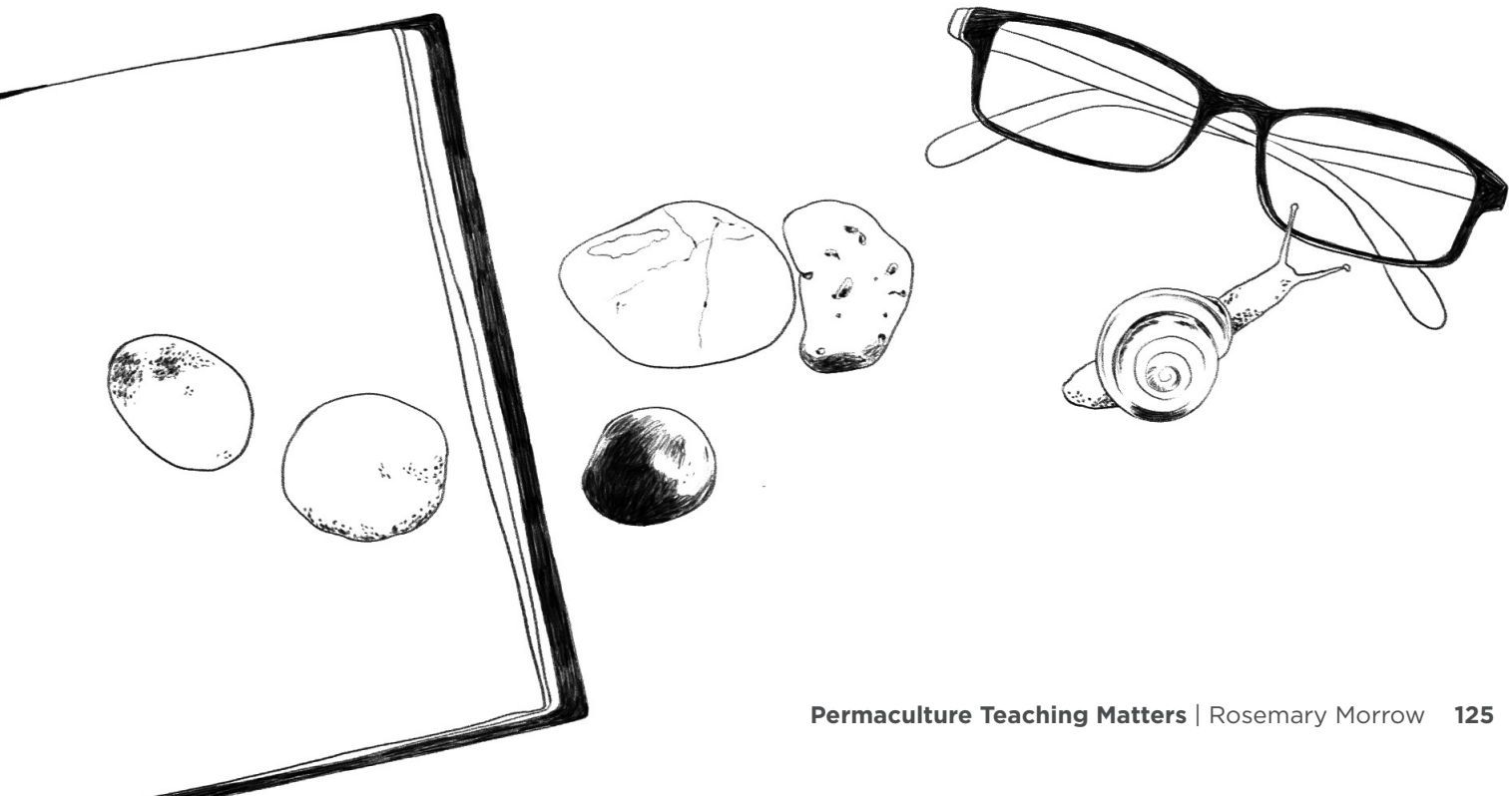
WORK ON PDC

Work continues on the PDC. Stay around the different groups to support them, and be available to answer questions. Remember to affirm, assist but try not to direct them.

Appendices:
Fundamental Permaculture Design Competencies

"The truth is that we are being educated ceaselessly by everything in this infinite world. The stream is never blocked. There are sermons in the stones, books in the running brooks, and all created things are filled with the matter of learning."

Anonymous

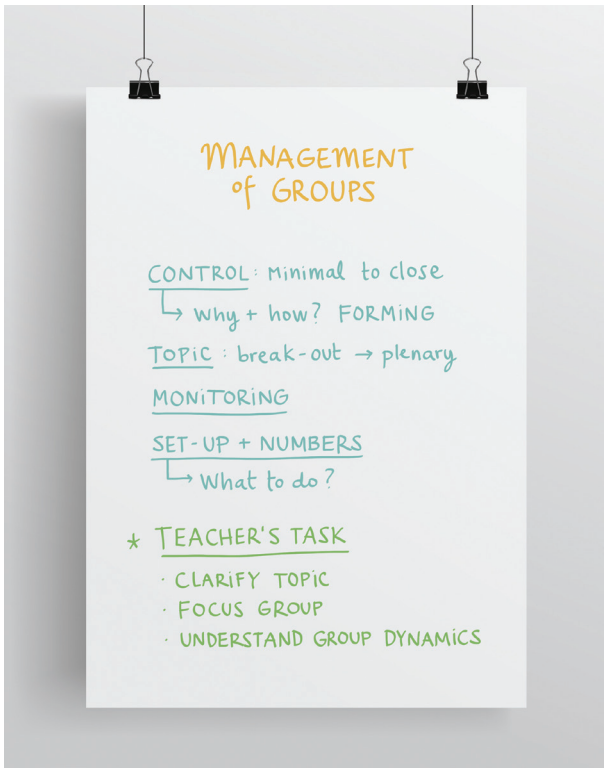


DAY 5 Posters

This is a compilation of all the posters that we have used in DAY 5. If you want to know the context of each poster, click "Back to page".

The content and style of them are orientative, make your own, be creative!

Poster 5.2



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Poster 5.3

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Poster 5.4

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Poster 5.5

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DAY 6
PDC Wrapping-up

Photo: Rubèn Borràs ©

OPENING

PDC WRAPPING-UP

IT IS IMPORTANT TO DO COURSE CLOSINGS WELL

Teaching aim: That students learn that in issuing certificates they have responsibilities; that there is a range of diploma options; that evaluations are necessary; and that it is important to do course closings well.

Opening energiser: Ask for suggestions, or have one ready.

Announcements: *"Any comments, notices?"*

Gathering: *"Something that surprised me yesterday..."*

WHAT'S ON (POSTER 6.1)

WHAT'S ON. PDC WRAPPING -UP

SESSION 1 REVISION & "SITTING TREE" QUESTIONS	· Course revision · Clear "Sitting Tree" questions
SESSION 2 LAST DAY RESPONSIBILITIES OF A TEACHER	· Rights to the word "permaculture" · Fee structures · Outcomes, follow-up and consolidation
SESSION 3 PDC PRESENTATIONS	· Presentations of PDC course outlines
SESSION 4 STATE OF DIPLOMA & EVALUATIONS	· State of diploma accreditation · Course evaluations · Student futures
FINAL CLOSING CERTIFICATES & FINAL CLOSING	· Certificate presentation · The "non-talent" show

SESSION 1

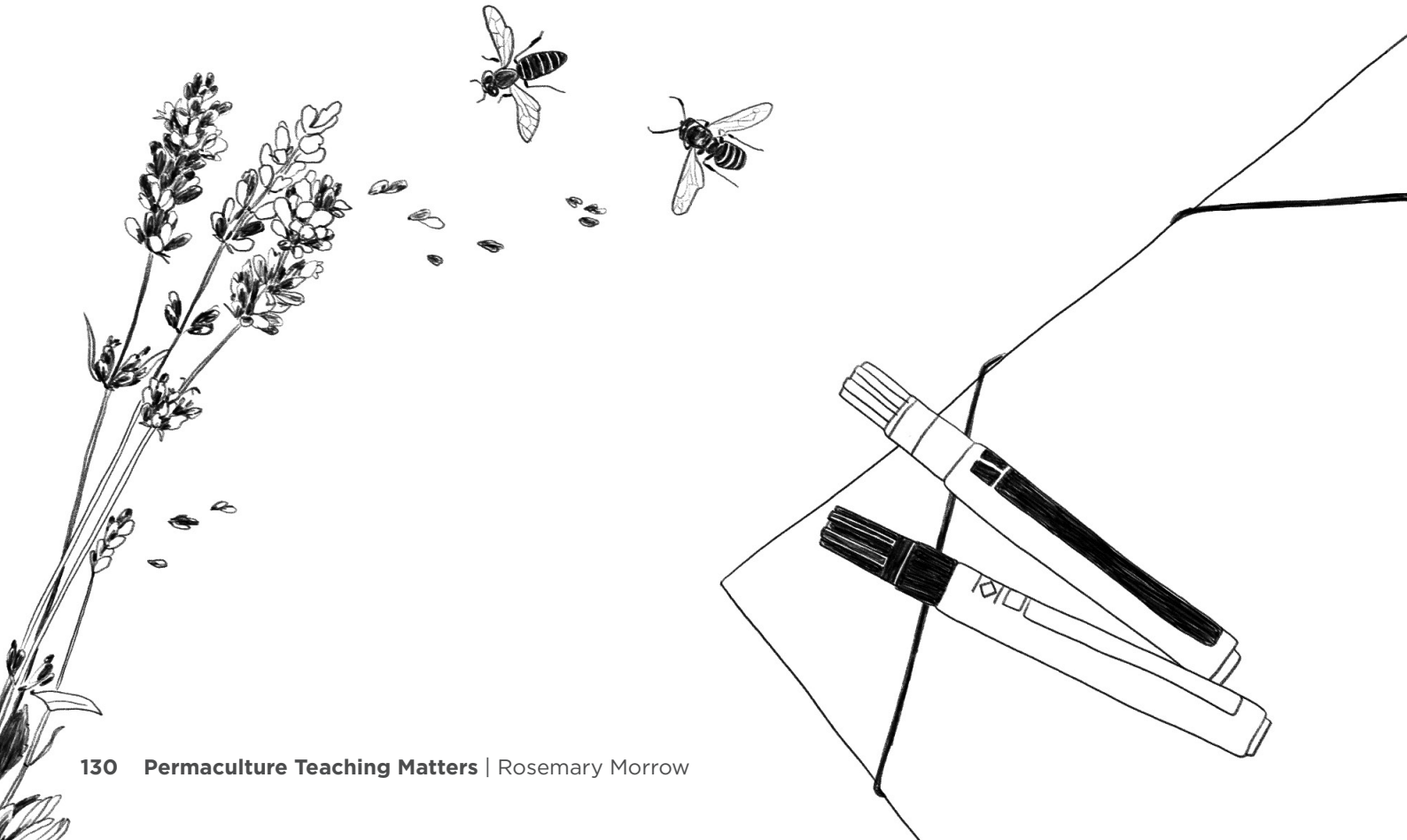
REVISION & "SITTING TREE" QUESTIONS

COURSE REVISION

If you have time, give the class about 15 minutes to review their course notes and raise questions about topics or points still not clear. Encourage the class to answer the questions first before you do as teacher.

CLEAR "SITTING TREE" QUESTIONS

Process the questions that were placed on the Sitting Tree poster and are still unanswered. Some examples from a course: *"World Cafe: how to use it as a teaching method?"*, *"Coastal restoration and permaculture?"*, *"Open space: what is it?"*, *"Network science, patterns: can we have a lesson on this please?"*... Encourage students to answer their own questions first especially if they now know the answer to a question they wrote up.



SESSION 2

LAST DAY RESPONSIBILITIES OF A TEACHER

This information **must be given** to all PDC students. Encourage interruptions, comments and queries for clarification during the topic.

Ask for class comments and knowledge first to see who knows and how fully you need to cover this topic.

RIGHTS TO THE WORD "PERMACULTURE"

There is discussion about whether Bill Mollison copyrighted or trademarked the word "permaculture". According to Wikipedia, Mollison attempted to do so but it was never actually accomplished, although the original logo of rainbow serpent, fruit tree, ducks etc. is copyrighted. It is accepted that PDC certificate holders are told they can use this name for their businesses and other permaculture work.

As the word "permaculture" is in the public domain, it means an individual cannot have complete control over the name. This is different in different countries. By custom, people using the name permaculture have a PDC.

FEE STRUCTURES

Originally free or sliding scale places were given to students according to need. And, anyone who had completed a PDC was permitted to attend any subsequent courses free of tuition fees. Food and lodging is not usually provided free. This has tended to change over the years and now some teachers charge full course fees for every participant, and people re-sitting a course pay full fees. I do not charge for people attending my course as a second PDC, however I restrict the number to 5% of the course.

Fees range from $2000 to free. Some people can afford high fees and find this charge fair. However it is urgent and critical that PDCs exist which enable 'all wallets' to attend. Some teachers find employment and are paid a fair wage with organisations such as Neighbourhood Centres where anyone can enrol and get a cheaper PDC. I like this model.

Ask: *"Who has other experiences?"*

TYPES OF COURSES

Talk about two week residential, part-time, or online. Ask students for their-experiences of these. Add your experiences. It can be a rich class discussion.

OUTCOMES, FOLLOW-UP AND CONSOLIDATION

Activity 1

Some teachers set a short-term goal for students to consolidate their knowledge from this course within the next month. This is optional. I don't do it, but here is one way of doing it:

- Students write a short-term goal with their email or phone number on the same sized paper
- All papers go into a little bag/bowl
- Then each person takes a paper from the bowl
- After one month from this date they contact the person whose paper they received, to ask them how their work is progressing

***Note**: Not everyone acts immediately after completing a PDC. Some know their chosen field immediately and start quickly. Others only get active years after completing the course. Do your best as a teacher but don't count on clear outcomes and results in the short-term. Yet, there will be wonderful and surprising results from your graduates.*

Activity 2

Everyone writes a letter to him/herself about their short-term goals, seals it in an envelope addresses it to their home or work, and gives it to another person who mails it in a month's time.

Activity 3

People write short and long-term goals and give them to another to read out and comment positively.

Activity 4

Students tell the class, write down, draw pictures of both of these situations:

- *How I would like to see my community implement permaculture*
- *How I want to implement permaculture*

"It is a stunning and hopeful truth. The world we must now create if there is to be a human future, is also the world of our common dream."

David Korten

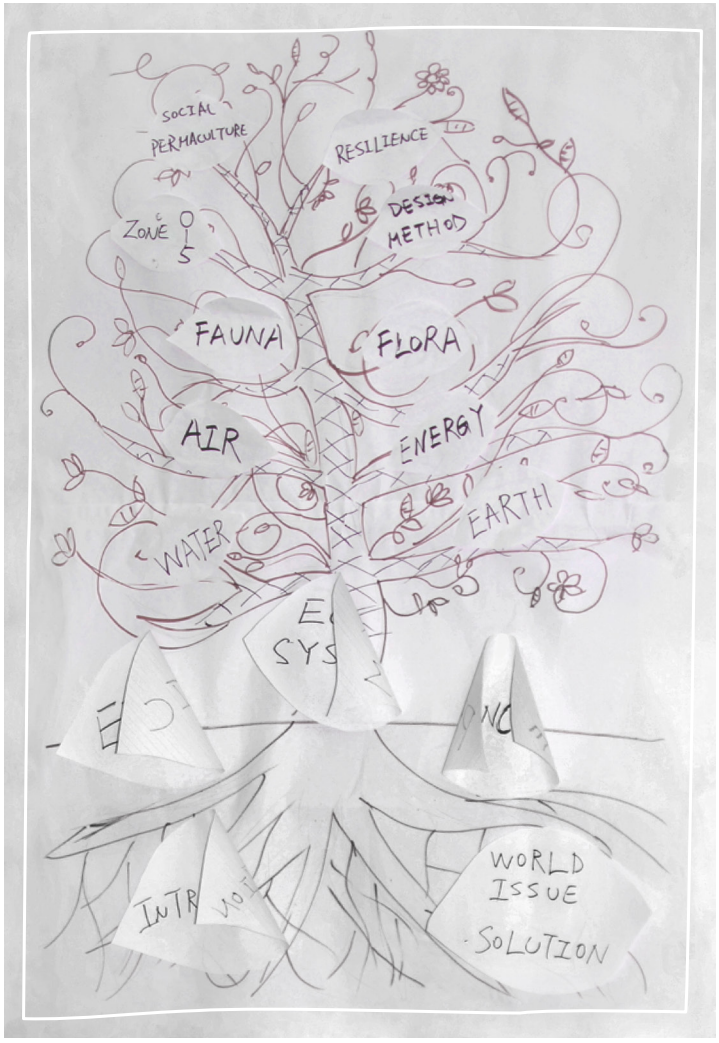
SESSION 3

PRESENTATIONS OF PDC COURSE OUTLINES

PRESENTATION

Give the class time to prepare and decide which group will go first and give them time to organize this. Each group presentation is allowed up to 30 minutes. They must introduce themselves and the process they went through to design their PDC course.

Each group presents its syllabus and curriculum for the PDC. Each person speaks to part of the design as a theme or topic. For example, the whole site water audit, or zoning, etc.



***Note**: The PTM course teacher takes notes during this, their final assessment. You are looking at their knowledge, their methods, their teaching aids and their interactions as a group. Give feedback and remember to tell each student their best points. You are assessing their progress and development as a teacher. Remember to describe tangible valuable behaviours.*

***Note**: Here all groups work on the same syllabus. In the PDC I have every group work on the same site design because the work of one group complements the work of the others, and everyone is riveted by what others have done because they are all familiar with the site. Here each group is presenting their understanding of the PDC curriculum and everyone is fascinated by other groups' presentations. And, of course, it is a final revision that they are unaware of.*

***Photo**:*
A PDC Syllabus presentation

SESSION 4

STATE OF DIPLOMA & EVALUATIONS

STATE OF DIPLOMA ACCREDITATION

The permaculture diploma is a way to continue practicing permaculture in areas, which students are passionate about, or want to investigate. Diplomas are awarded in areas of speciality or research. They can apply for a diploma in one to three disciplines. The diploma is awarded as a Diploma of Permaculture Design. The original fields are Media, Site Implementation, Education, Community Development, Finance, Site Design and Consultances.

Other areas have now evolved and become popular, significant, and stand alone, such as Community and School Gardens, Eco-Communities and Villages (Global Ecovillage Network), Transition Towns, Development/Relief, Urban Permaculture, and Rural Permaculture.

Diploma accreditation and institutes

There is no controlling body for diploma accreditation. However, increasingly countries and bioregions set up institutes that issue diplomas and set conditions for the award. There is no quality control over these institutes. Each institute determines its own program, and different countries and institutes have different processes.

Generally, institutes are privately owned, even if they are not-for-profit. However, the Permaculture Association UK is an organisation that is self-managed by its members.

Some institutes are very expensive to enrol in and it pays to search for one with reasonable prices and a good reputation. Potential permaculture diploma students must ask the hard questions about a permaculture organization because there is a wide range of claims and delivery systems, and teachers and institutes can introduce their own bias.

There are also some misleading claims. Ask around. Personal recommendation is best.

Pathways to diploma awards

There is a diploma mode or pathway for most learners:

- **Formal education course structure** by assignment is offered through some government-recognised schools, colleges and universities. These diplomas are earned through assignments.

- **Non-formal education** diplomas are offered through other institutes and these tend to be action research-based and/or project-based, merit based, and often awarded for past work, i.e. Received Prior Learning (RPL).

Examples of Diploma requirements

Permaculture Association UK offers both assignment and action researched-based pathways, and is currently is seeking substantial funding for research-based worldwide studies, and wants to put together research data on what other institutes, in addition to their own, are conducting around the world (Personal communication, L. Byrnes, August 2012).

- *Blue Mountains Permaculture Institute* evaluates and awards diplomas based on recognised merit and presents the work to peers at the Australasian Permaculture Convergence and on its website.
- Peer Review Model of Scandinavia: Denmark, Norway and Sweden: PDC graduates nominate one area of study of permaculture and are given a mentor who they work with for about two years. When their mentor is sure they are ready, they attend the Scandinavian annual permaculture convergence and present their work, where it is heard by their peers and then a diploma is conferred. The work is put up on the web for others to learn from.
  This is appears the most egalitarian, transparent and fair process of all for conferring a diploma. In Scandinavian countries, and with the high standard of courses and teaching, the universities and colleges asked for permaculture to be added to the formal education courses.

Appendices: *See Other Documents for an overview of different world models of diploma accreditation.*

COURSE EVALUATIONS

I do **three types of evaluation** at this time for students to experience them, and to ensure everyone leaves the course feeling heard and assured that lingering issues have been resolved. POSTERS?

1. Students evaluate their own learning

I use the *Going up the Mountain* evaluation. To start, students turn their blank A4 pages sideways and draw about 12 peaks. Tracks lead up each mountain from a road at the bottom. Students are given all the major topic areas in the course and asked to mark with a cross:

- Where they were in knowledge and skills of this topic when they started the course.
- Where they are now in knowledge and skills for this topic as they finish the course. They then discuss their findings with their neighbour.

Topics for this PTM course:

- Importance of the learning venue
- Approach to learning the content of the PDC (structure & flow)
- Who my learners will be/are
- What adult learners need/like
- Teachers' behaviour, language and ethics
- Importance of teaching methods
- Teaching aids
- Practical teaching

2. Students evaluate the course, the teachers and logistics

Students evaluate the course, the teachers and logistics on a prepared questionnaire and I return it to the course managers who need the information to build up numbers for an accurate picture of their courses. Some learning centres ask for these on line. Add the circle divided into 6 with each student having six stones to place (see photo of mid-term evaluation).

3. Students evaluate their whole experience

Students evaluate their whole experience in concentric circles and talk to these topics in pairs facing each other, moving around the circle when the pairs have explored each topic:

- When I came to this course, I thought PDC teaching was...
- I think my strengths in teaching are...
- I would like to improve my teaching skills in...
- I will be able to do this by...
- The most important thing in the whole course was...
- The least important thing was...
- In one year's time I hope to be...

STUDENT FUTURES

Each student comments on the field they want to work after the course. There is a bias in this PTM course towards teaching, and a bias towards design consultation in the PDC. Encourage students to think more widely, e.g. sustainable building, plant specialists and so on.

Wrap up and closing.

FINAL SESSION

CERTIFICATES & FINAL CLOSING

CERTIFICATE PRESENTATION

There are many ways to give the certificates. Because they have worked so well together, I ask students to give each other their certificates. We do this in a circle. Then, we finish by throwing a ball of wool to one another in a network pattern and saying they appreciate about the other they have thrown it to.

When we are all connected I say: *"If I have offended anyone, it was not my intention and I am sorry and I hope I would not do it again. We have lived something very important here. For some of us, there were real turning moments. Our community of learning has been a special one and perhaps the outside world will not be so kind to us. Yet what we have created we can grow again. It can never be destroyed as long as we remember it and each other. Permacultural knowledge is extremely valuable and we each take it with care. We remember each other and our work and will try stay in contact to support and learn from each other.*

Now we will lay our network – symbolised by the string – on the ground, and leave it there until we have left this place to go home."

THE "NON-TALENT SHOW"

Appoint a "Master of Ceremonies" or two and ask them to make a list of performances of the participants, and then to put on the show. It is a wonderful tension releaser, and a fun way to finish this course.

The importance of what we do

"Small actions now are disproportionately important. They are more important than bigger actions later because of the non-linearity of the process of climate change."
— Lord Robert May

So start now!

Photo: *Students throw a ball of wool to another and say one valuable thing they appreciate about the person receiving it. This continues until everyone in the circles has received the ball.*

ENERGISERS

Photo: Rubèn Borràs ©

ENERGISERS FOR ALL OCCASIONS

Energisers are activities which can be energising, and also calming. They work to:

- change learning styles from say, analytic to sensory,
- change the atmosphere,
- raise energy levels or
- quieten an excited class.

They are necessary and specially chosen for opening and closing the day, and the course. They help people meet each other and form a creative working community and help students develop regard and friendships among themselves.

Conditions for good energisers:

- All participate
- Everyone is seen or heard
- No competition
- Culturally acceptable
- Suitable for all physical types

Always have alternative energisers in your head in case one doesn't work or isn't culturally appropriate or when the class is struggling, running out of energy etc.

This list is arranged by different situations as they occur throughout the day:

1. Calling for attention
2. Starting the day and greetings
3. Getting to know each other
4. Brain and coordination activities
5. Co-operation and acceptance
6. Creativity stimulating
7. Energetic
8. Livening up
9. Quiet activities
10. Improving listening skills
11. Building group skills
12. Building community
13. Group acting in unity
14. Evaluations
15. Gatherings
16. Graces
17. Ungatherings
18. Closings
19. Last day - Closing the last session

ENERGISER	FUNCTION IN CLASS	PAGE
Affirmation pyramids	Successful completion of task or day	158
Are you listening?	Get the message across	152
Arm swings	Build energy, relax, free up thinking	146
Back to back drawing	Giving clear instructions	147, 151
Big wind blows	Energetic, builds community, laughter	147, 151
Blinkety-blink	Change energy, non-verbal communication	149
Body Behaviour	Draws attention to personal and others' body behaviours	151
Brain exercises	Get class attention and focus	146
Camel ride	Quick stretch and energiser	152
Click fingers	For getting attention	142
Cat talk (aka Lamb)	Good party item and very funny	149
Cat and mouse	Energetic	147
Circle massage	Generous and sharing	150
Circle spiral	Energy builder and change of topic	158
Concentric circles	Listening and learning about each other	152
Copy Me	Co-operation	146
Count to ten	Attention getting and change focus	147
Count 1 to 10	Energiser, awareness of others	148
Dealing with fears	Shouting, reflecting, drawing	147
Drop-out	Livening up	150
Each one write a letter	Quiet moment of appreciation	158
Fight, flight, freeze, flow	Understanding conflict non-verbally	150
Follow me	For co-operation and gentle action and fun	150
Hands in the air	Change energy and focus and stretch	142
Hiss stop	Attention getting	142
Holding each other	For confident co-operative groups who like touchy-feely	157
In common	Builds community and empathy	146
Individual differences	Understanding and appreciating differences	146
Lap sit	Physical, slight risk, co-operative	150
Limbo Line	Working together on simple task	152
Line up	Size of hands, shoe size, shoulder width	150

ENERGISER	FUNCTION IN CLASS	PAGE
Make a machine	Co-operative outdoor	151
Mingling (and variations)	Opener, Introductions	144, 153
Miming "Care of People"	Thoughtful and creative	153
Multicultural Goodbye	To finish the day with a sense of completion	157
Pattern ball	Opener and community building	145
Pattern ball challenge	Co-operation	153
Pattern songs	Openers	142
Pretzel (Human knot)	Physical and part of group work	148
Rain dance	Being part of a larger picture	153
Rub hands	Attention getting for the teachers	142
Simon says	Change of thought or activity	149
Sitting dance	End day with fun, energy	157
Stones and Stars	Creative - making and interpreting meaning	154
Stretches	Mornings also to break concentration,	142
Sunflower	Quiet, group working together	154
Sculptures	Body behaviour focus	148
Web of life	A strong connector for the importance of all parts of a community - human or natural	158
Whispers	Verbal communication errors	154
Who are you? Bingo	Openings and Introductions	145
Who is doing the action?	Fun, sharing	149
Woosh	Close the day with finality	158
Write a car sticker	Reflective	154
Yoga or exercise move	Stretch and relax	154
Zip, Zap, Bong	Group energy	149

1. CALLING FOR ATTENTION

To draw the attention of the group together for starting or finishing a session or making a request or comment. They just take few seconds.

Click fingers

Click fingers and encourage others to join in until whole class is clicking.

Hands in the air

Lift your hand in the air. As it's noticed, another person also lifts their hand and falls quiet until there's silence in the room.

Hiss stop

Start a hiss and keep going until everyone's hissing. Then finish the hiss into a "SSSS-TOP" and clap.

Rub hands

Start rubbing your hands together asking everyone to follow your example. Then, while still rubbing hands, count to three, then clap your hands together. If the first attempt wasn't very synchronised, try again.

2. STARTING THE DAY AND GREETINGS

Stretches

One person demonstrates and others follow. Go around the circle:

- Ask people for their favourite stretch and everyone else follows.
- Ask for their favourite gardening movement and everyone else follows.
- Ask for an animal and make its movements and everyone follows.

There are several ways to do this.

Pattern Songs

Pattern songs call students attention to starting time. Gather outside, in a circle in an open space, and start to sing and, as people learn the song they replace and supply key words. Encourage the first students to arrive to start a song. People naturally move from breakfast and other activities out of attraction to the song.

Remember to write up the words so everyone can read them and supply a translation if there are people of other languages.

Old MacDonald had a farm

Include Frogs, Snakes, Birds etc.

Every little cell in my body is happy

Every little cell in my body is happy,
Every little cell in my body is well
I'm so glad every little cell
Every little cell in my body is well.
Make new friends but keep the old
New are silver and the old are gold.

Good morning how do you do?

Good morning how do you do?
I hope you are well today
The sun is shining
The sky is blue
The trees and flowers all sparkle with dew
Good morning how do you do
I hope you are well today.

Head, shoulders, knees and toes

Touch each body part when the word is called in the song. Everyone follows the lead singing along. To make it more challenging you can go faster and faster or do a verse while being silent during one of the body parts while still doing the same pattern.

Head, shoulder,
Knees and toes" 2x,
Head, shoulders
Knees and toes" 2x,
And ears and eyes and mouth and nose
Head, shoulder
Knees and toes 2x

Hokey-Pokey

Stand in a circle, sing the song with everybody and match the words with their actions.

Put your right foot (/left foot...) in, put your right foot out,
Put your right foot in, and turn it all around.
You do the hokey-pokey
And turn all around
And that's what it's all about! YEAH!"

If the people lived their lives as if they were a song

If the people lived their lives as if they were a song
A song made out of light
Then music would be made for the stars to be danced in circles in the night.
If you are happy and you know it
Clap your hands

If you are happy and you know it

Clap your hands
If you are happy and you know it
You really ought to show it
If you are happy and you know it
Clap your hands

Continue singing with different emotions, and actions to match, replacing "Happy" e.g.: "If you are angry and you know it / Stamp your feet..."

Kookaburra sits on an old gum tree

Sing in rounds

Merry, merry King of the bush is he
Laugh kookaburra
Laugh kookaburra
Grand old bird is here.

Make new friends

Make new friends
But keep the old
For one is silver
And the other old gold

Morning has come

Morning has come
Night is away
Rise with the sun
And welcome the day

Together we are one

In the first verse, use "clouds", the next verse "birds" and so on.

I sit on a hill and I look at the clouds.
The.clouds are the clouds and I am me
But I am the clouds and the clouds are me,
Not other but together we are one.

3. GETTING TO KNOW EACH OTHER

FOR THE FIRST TIME PARTICIPANTS MEET

Mingling

Everyone walk around and when given a signal, stop, find another person and tell three things about themselves, e.g.:

- why they like permaculture
- the best thing in permaculture
- their hopes for the Earth

Repeat this several times.

Pattern ball

FOR NAMES & FOCUSING ON A FEW PEOPLE AT A TIME

Everyone stands in a circle and poses as a teapot with one hand out as a spout. Throw the ball to one person and call their name as you throw the ball. That person drops their "spout" and now calls another person's name who catches the ball and drops their spout.

Once everyone has caught the ball it comes back to the first person who still has their 'spout' in the air.

Now continue until the ball comes back to the first person. So each person has thrown it to one person, and received it from another. Stay with this pattern and do not deviate from it. Get faster and faster.

Once that is flowing, add more balls, up to six.

Stop and do the same in reverse order. If they are really good, then pass balls sideways from person to person each side of you. Stay with the same throwing pattern.

This energizer is particularly good in showing when the group is co-operating, or having difficulties. The objective is to keep the ball in the circle with everyone able to catch it. It is good to try it later in the course when the group is in a different mood. You will get a different result.

Who are you? Bingo

Hand out a sheet with the same number of squares in it as the number of people in the class and give a clue to each person. E.g. "was in the navy, doesn't like cats, can't dance, has large aquaponics system" and so on. People play BINGO. Try to fill the squares by interviewing each other one at a time. Whoever fills the page shouts "BINGO".

E.g. for 16 students: Nick Ritar

Owns a horse	Doesn't like chocolate	Has lived in China	Has a partner whose names starts with X
Has a child aged between 4 and 7	Has a large aquaponics system	Has flown a light plane	Can dance
Has run half a marathon	Has a wood fire	Is under 27	Has lived in a submarine
Is an ecologist	Can use photoshop well	Dislike cats	Has never been scuba diving

Copy Me

Name and mime games are circular and every person gives their name followed by a word, song or action. Everyone copies and then the next person around the circle does it:

- Give your name, animal and action around the circle
- Give your name and something that starts with the same initial letter (eg. Mari Mushroom)
- Give your name and show how to use a permaculture tool
- Give your name and do a stretch
- Add your own...

4. BRAIN AND COORDINATION ACTIVITIES

Brain exercises

1. Drawing vase/profile first right hand and then do the left hand side – attention to nose and chin.
2. Sing a rhythmic song for right brain exercise.
3. Pat left knee with right hand and reverse.
4. Thumbs alternating.
5. Draw circle with one hand and triangle with the other.

Arm Swings

Swing whole arms from the shoulders like a windmill. Swing both together in same direction and then swing arms so each one is a different direction, e.g. one clockwise and one anti-clockwise.

5. CO-OPERATION AND ACCEPTANCE

Individual differences

In groups list individual differences – things not held in common. Then list things which are common to both.

In common

Each person lists on paper five things about themselves. Then mingle with others and check what you have in common. Then do it for differences.

6. CREATIVITY STIMULATING

Back to back drawing *(see in quiet activities)*

Prepare a couple of very simple drawings on paper. Participants will need a note book or piece of paper, and a pencil. Divide the group into two or ask the group to form pairs, that sit back-to-back in a line. The idea is that one side of the line will be shown a drawing, that they will need to explain the drawing to the person who's sitting against their back, who then tries to replicate it. Then swap sides.

Dealing with fears

If there is a 'storm' in the class then ask each person to shout out and then write down their most serious challenge. Then each person take one of these, and it doesn't have to be theirs. Take a ten minutes walk and come back and paint the image. Debrief the class.

7. ENERGETIC

Big wind blows

Chairs in a circle with one chair less than the number of participants. One person stands in the middle and says: "Big wind blows for everyone who...

- ...is wearing blue"
- ...is feeling happy"
- ...has a dog", etc.

Those for whom the sentence applies must stand up and find a new chair. If they don't find a new seat they will be left in the middle as the new caller. They must always try to get a seat. If they call "Hurricane!", everyone must get up and find a new chair, and no one can just move to the chair next to them.

Cat and mouse

People are scattered in a space (best outside with more room) standing in couples. One couple are the cat and mouse.

Count to ten

Count to ten while moving through stages from standing up to lying down:

1. Kneel on one knee
2. Kneel on the other knee – now on both
3. Put one hand on the ground
4. Put other hand on the ground – now on all fours
5. Put forehead on the ground
6. All on all fours

7. Lift one hand
8. Lift other hand
9. Lift one knee
10. Lift other knee
11. Stand

Reverse: now call out numbers and see if people can remember and do the activity to match the number.

Count 1 to 10

One person calls out ONE, another from anywhere in the circle calls out TWO and so on and the class tries to get to TEN without any two people calling the same number at the same time.

Pretzel (Human knot)

Choose one participant to volunteer (can take two or three if the group is very large). You don't need to tell the person what the task will be. He/she will go outside until gets called back in. Other participants are standing in a circle. Ask everyone to hold hands of their neighbor, and then criss-cross amongst each other so as to form a big "knot". When the knot is ready, invite the volunteer to open it up.

Other version of making the knot is to ask participants to stand in a close circle eyes closed, and hold out their left hand and grab someone else's hand. Then hold out and grab a right hand. Then, the volunteer is invited to the room to open the tangle into a circle.

Sculptures

One

Divide the participants into three or four groups. Explain, that you will give "rules" about what parts of the participants are allowed to touch the ground. Eg. If you have a group of five people, you can say "three feet, two hands, two knees". The group will need to create a sculpture of themselves, with only those body parts touching the ground. When doing this energiser, consider participants' physical abilities for stretching positions.

Two

Start in a circle, preferably outside. Students pair up and stand back-to-back. Call out an emotion, and each pair turns to face each other demonstrating the emotion in their faces and body language. Ask everyone to look around and see which emotions have universal gestures. Repeat several rounds, and participants also call out emotions.

Three

Have the group walk slowly around a room or a space outside. The leader of the game then calls the participants to make groups based on given instructions, eg. "four thumbs / five toes / two shoulders" when people will make groups of given number of people with those body parts touching.

Four

People mingle or start in pairs and when you call out stop, they go back to back in pairs and you call out an emotion, E.g. Happy, fearful, tired, bored, wonder, resentment, thoughtful, loving, angry, pride, Contentment, confusion, wonder, interest, uncertainty, disgust, satisfaction, distress, hope annoyance, grief, sadness, boredom, surprise, Both display the emotion to each other.

Cat talk (aka Lamb)

In a party, everyone sits in a circle. The "leader" of this game does "pig talk" (imitating pig sounds and gestures) to the ear of a person sitting next to them, who does the same to the next person, etc. until the pig talk returns to the one who started. This can bring up some shyness, creativity, and lots of laughs! It is best introduced by saying animals can talk and they are going to tell each other something rather shocking!

Simon says

One person stands in front of the group saying "Simon says... turn to left!" etc. starting always with those words. Sometimes the caller says "jump in the air" without using "Simon says". Those who then jump, are dropped out of the game.

Who is doing the action?

One person goes outside. Others sitting in a circle, quietly select one person to start a movement e.g. pull their ear, or scratch their head. The others all start the same activity and will continue to change when their leader changes it. They will continue to do actitivies, changing them often when the outside person returns to the room and tries to guess who initiates the activity. If/when the outside person guesses correctly the first initiator goes outside and another is secretly chosen to start an activity and change it.

Zip, Zap, Bong

The class stands in a circle. The facilitator explains that when they hear 'Zip' the activity will go to the right and when they hear 'Zap' the activity goes to the left. 'Bong' goes straight across the class in a strainght line. The facilitator starts by rubbing their hands together and then pushing to the right and saying 'Zip' to the person next to them. The activity continues around the class until someone decides to go left by saying 'Zap' and then continues until someone says 'Bong' and points at someone opposit to them. It needs to go very fast.

8. LIVENING UP

Blinkety-blink

Make a circle with one chair short of the number of people – and that person is in the middle. Each person in group blink/wink at another person and then change seats. As they change the person in the middle tries to take a free seat. Many people can blink and change at the same time. Good fun.

Circle massage

The group sits or stands in a circle. Ask everyone to turn to their right/left side and then give a massage to the person sitting in front of them. Go on for a couple of minutes, then ask participants to turn to the other side and repeat the massage. Don't let people walk around or the circle breaks.

FOR MORNINGS, AFTER LUNCH BREAK & SLEEPY MOMENTS!

Drop-out

The group walks around mingling. When a specific call is given they get into groups. Call "2s", or "3s" or "4s", etc. The odd one left, drops out.

Fight, flight, freeze, flow

Class stands in two equal lines: A and B, and each person faces a partner. Facilitator calls out: "A's push B's with both hands". B's hold their freeze position. Then reverse. Next facilitator calls out "B's, when A's push you, give way completely". Next instructions are for B's to freeze and A's to push. Finally A's and B's do a dance flow. Debrief and see who enjoyed pushing, fighting, fleeing by giving way, freezing or the dance-flowing.

Follow Me

This is follow the leader. One leads and changes activities and everyone follows. Then another takes the lead and so on. E.g. "Hop on one leg, clap, bend over" and so on.

Frog on lily-pad

Have several big sheets of old newspaper. Place them on the ground. Then everyone circulates until the song or music stops. When it does people must be on a sheet of paper (lilypad). Gradually take away the sheets of paper or cut them in half. People who cannot fit on a lilypad stand out of the game.

Head and hands

Simply have a light large ball or balloon and the whole class tries to keep it in the air as long as they can.

Lap sit

Everyone stands in a very close circle. Ask all participants to turn to the left and tighten the circle again, everyone standing very close to the back of the person in front of them. Then ask everyone to sit down carefully!

Line up

Call out the factors in order of magnitude, or alphabetic order. They cannot speak at all during this exercise. The group will mingle between 'line-ups'. Ask everyone to "line up" according to:

- height
- distance from home town
- shoe size
- alphabetical by first name
- month of birth
- place they were born

Make a machine

One person walks to the middle of the circle. They then make a noise and a movement while standing still. When ready others come and join in until every person is part of the machine – shirring, whirring, peeping and beeping, etc, in one place.

9. QUIET ACTIVITIES

Back to back drawing

Students sit on the ground back-to-back. Each person in both lines has paper and pencil. One line is called "Apples" and the other is called "Oranges".

Apples are shown a drawing on an A4 sheet of paper that Oranges can't see. Apples then explain the drawing they are looking at, so that Oranges can draw the picture without ever seeing it. When most have finished, Oranges can see the original drawing. Apples can see how good their communication instructions were.

Reverse the exercise with Oranges explaining a drawing to Apples. Then discuss the effectiveness of giving clear explanations and what happens in communication to the listeners.

Big Wind Blows

Everyone stands in a circle and one person steps forward and says: "All of us who...". Those with the quality/trait, step in. Then, that person steps out and another person will step in saying again "All of us who..."

COULD BE ADAPTED FOR AN EVALUATION

Body Behaviour

Have the class get up and mingle. Tell them the 3 ways of walking and then call out and they must change their behaviour:

- very fast with head down
- medium with eyes in the distance
- slowly and looking and smiling at everyone

Ask which they like doing best?

Camel ride

Everyone stands up in a circle. Following a story about going to a camel ride into an oasis doing the movements as stretches and exercises on the spot, not moving around: bending down to drink, rocking riding the camel, galloping, etc.

10. IMPROVING LISTENING SKILLS

Put the emphasis on the listener, not the speaker. Explain different types of listening:

- For self
- For other
- Interactive

Concentric circles

Need chairs for all class members. Students sit in two concentric circles so each person faces another person. Then the facilitator says: "Inner circles are Oranges, and outer circles, Bananas. I will give you a topic to discuss. Oranges start and Bananas can only listen appreciatively but may not answer verbally at all. You will have 8 or 12 questions and two minutes for discussion. At the end of the time, I call STOP and then Bananas speak to the same question. When Oranges and Bananas have both spoken to the topic and the class is quiet, Oranges will stand, say 'thank you' and move one place to their left, then greet their new partner."

Are you listening?

Place three or four empty chairs. Place the types of listening on A4 pages on the floor: Very Tired, Very interested, Interruptive, Bored, Argumentative, and so on (about 8). One person reads something very boring in a flat voice. Three or four people sit in the chairs then select one of the types of listening and holds it towards the rest of the class. Then plays it in language and body behaviour. When ready one person goes back to the class and another takes their place.

11. BUILDING GROUP SKILLS

Limbo Line

Lowering a stick together. Take a light stick such as bamboo about 2 metres long. Three or four people stand each side of the stick. They balance the stick on their fingers. Now they try to lower it to the ground keeping it parallel to the ground.

12. BUILDING COMMUNITY

Miming "Care of People"

Ask the class to think about the permaculture ethic "Care of People" and then act it out in front of the class while everyone tries to guess what they are doing (e.g. making a cup of tea for someone). Everyone else to tries to guess what the "Care" action is. This can be done for any topic in permaculture where roleplays are needed.

Mingling - variation 1

Everyone mingle and when stop is called out they tell each other three things about themselves.

Mingling - variation 2

Each person is given the name of an animal. Two are given of the same animal but no one knows who the other animal is. When they start everyone walks around making the sound of the animal until they find their partner.

Pattern ball challenge

Everyone stands in a circle. Start by throwing a ball to a someone and calling their name. The person throws the ball at someone else and calls their name etc. When this is going well, you can introduce another ball or two. When the ball returns back to the start, throw it again to the same person as last time, creating a repeating pattern. Then you can do it in reverse order, throwing the ball to the person from whom you received it in the previous run. To make this extra challenging, add a ball going sideways in the circle from person to person. How smoothly the group cooperates can be used as an indicator of the overall mood and spirits of the class.

13. GROUP ACTING IN UNITY

Rain dance

Everyone stands silently in a circle with one person in the middle. That person starts rubbing their hands together and each person starts doing the same as the central person meets their eyes. The central person might start a new action, but people must continue with the previous action until the central person meets their eyes. So some will continue the earlier action while others start the new one.

Actions:

1. Rubbing hands
2. Clicking fingers
3. Clapping hands
4. Smacking thighs
5. Stamping feet (until is it very very noisy - a big storm!)

Then go back again through the actions until there is a return to silence.

Yoga or exercise move

Standing in a circle (e.g. in the morning) start by showing or asking one participant to show a stretch, yoga or exercise move that everyone will follow. Go around the circle so that everyone shows one while everyone follows.

Sunflower

All participants apart from one –who's the sun– sit in a circle with their feet pointing into the middle, toes touching each other. As the "sun" walks around the outside of the circle, people lean towards it like a sunflower, turning their faces. The sun can change directions, go faster or slower.

Whispers

One person starts with a sentence which is whispered from one person to another. The last person to receive the whisper tells it to the group. Again, the class can discuss what happens with verbal messages and instructions.

Write a car sticker

Choose a topic the class is dealing with. Ask them to collectively write a car sticker. For example: "Change public attitudes" or "Get people to act".

14. EVALUATIONS

Stones and Stars

This energiser is to evaluate permaculture projects over.

Draw a river of year's activities. Colour code projects such as food production, education, outreach, etc. in bubbles below ground and river. Look at groupings and distribution.

Cut out grey card as stone, silver as stars and crystals for hopes and expectations. Stones are the hardest things in the year to date. Stars are the highlights. Use clouds for what didn't work. These cards are thrown on floor and everyone mingle and take one or two and write comments on it. Build a picture of the year or week. Stick the icons above, on, or under the river. It makes a lovely visual evaluation.

15. GATHERINGS

Gatherings are always the first activity before a new major topic. They give every person a chance to have their say and to be listened to. They can be for fun, or meaningful. They can be used to start students thinking about a topic, or even exploring it. They can gather class knowledge on a topic, e.g.: Each person finishes the same sentence.

Gatherings is a practice which works towards achieving the basic building blocks of:

- Affirmation
- Community building
- Communication
- Co-operation

Gatherings are a circle activity with each person contributing. The topic is written on "What's On", or can be written on a card and passed around.

The facilitator begins and models what is required by:

- Speaking briefly to the topic
- And from their own experience

The teacher then asks each person from either side of them who would like to follow on. No discussion or conversation takes place:

- Each person shares around the circle.
- If anyone struggles, then they can pass and contribute later after having gathered their thoughts.

The facilitator thanks the group and goes to next item.

At the end of a day or session "Un-gatherings" can be used to sum up or monitor learning. However they are better used to open the next session where they act as revision.

Example topics for gatherings

You can make up your own to match the topic of the session or you can use any of these:

- "One thing in my life that has added to my spirit..."
- "Something no one knows about me is..."
- "Something I learned in the last session was..."
- "Something I didn't quite understand in the last session was..."
- "Something I will use in my life is..."
- "In my mind since yesterday is..."
- "A learning activity I enjoy is..."
- "My PDC teacher used to..."
- "A book, song, film I learned something from is..."
- "The best teacher I ever had used to..."
- "The worst teacher I ever had used to..."
- "Something I learned and will never forget is..."
- "A place where I like to sit is..."
- "Something I do well is..."
- "A teaching style I like is..."
- "My ethnicity is..."

- "What my internal weather feels like right now..."
- "What good teaching is for me..."
- "My culture has different ways of teaching and it..."
- "One way I learn is..."
- "I feel powerful when..."
- "When I am angry/happy/said I..."
- "A conflict I solved non-violently is..."
- "One body behaviour I always recognize is..."
- "Something I notice about my body behaviour is..."
- "Something I want to get out of this workshop..."
- "Something I bring to facilitation is..."
- "Someone I trust and why..."
- Tell a story. Begin with "Yesterday we did..." and then invite the next person to tell their part in the story by saying "And then?". Continue until the day is covered
- "This morning I feel...", turn to next person and say "And you?"

Lighter gatherings topics for community building

- "Something no one knows about me..."
- "The best book I ever read..."
- "My favourite music/song..."
- "My favourite landscape..."
- "The place in nature I love best..."
- "Some thing that really matters to me..."
- "My most embarrassing moment..."
- "A food I hate is..."
- "The longest journey I ever made was..."
- "My experience of a good friend is..."
- "In my hands I am making a...", then pass it to the next person who says "Thank you" then says, "In my hands I am making..."
- And so on...

16. GRACES

THEY ARE VERY APPRECIATED BY SOME CLASSES AND CULTURES

Blessing on the flowers

Blessing on the flowers
Blessings on the fruit
Blessings on the stems and leaves,
And blessings on the roots

Give thanks to mother Gaia

Give thanks to mother Gaia
Give thanks to father sun
Give thanks for the fruit and vegies in the garden
Where the mother and father are one.

Yuuummm

For a few minutes sing "Yuuummmmmm" all together in a circle

17. UNGATHERINGS

When people finish courses which have gone well for them, they sometimes find that returning to everyday life is a letdown. So, a good facilitator prepares the new graduates to go out and recreate what they have lived in the course, and to remember it when life isn't so easy:

- "As I leave this workshop an experience I also leave behind is..."
- "The best thing I have learned in this workshop is..."
- "I am going to keep on learning..."
- "After this workshop I will apply what I have learned here through..."

18. CLOSINGS

Multicultural Goodbye

Say "Hello/Goodbye" in as many languages as possible. Then salute, shake hands, wave, and so on, to each other while walking around in a circle and passing everyone.

Holding each other

Everyone forms a circle. Turn to the right so you look at a neighbour's back. Put your right hand into the circle stretched out, level with your shoulder. Move closer and closer to the centre.

Now with your hand clenched and the thumb only out, place your thumb in the hand of the person next door. Then toss all hands into the air.

Sitting dance

Everyone sits close together in a circle on chairs with knees very close. Then they follow the instructions:

1. Pat your own knees twice saying 'pat, pat'.
2. Pat your own right knee and your neighbour's left knee, saying 'pat, pat'.
3. Pat your own knees again, saying 'pat, pat'.

4. Pat your own left knee and your neighbour's right knee, saying 'pat pat'.
5. Pat your own knees once saying 'pat'.
6. Pat your neighbours right knee once, then your own once, your left neighbours once and then clap your hands saying 'clap', then click your fingers saying 'click', then throw your hands in the air saying 'shout'.
7. Finally kick both legs out saying 'kick'.

Now do it faster and faster.

Woosh

Everyone holds hands in a circle. Everyone steps back two. Then step three inwards in saying "WWWOOSH" throwing hands in the air.

19. LAST DAY – CLOSING THE LAST SESSION

Web of life

Throw a ball of wool from person to person. When you throw the ball to another person say something nice about how they've impacted you in a positive way.

Woosh - closing version

All put hands in the centre with one hand on someone else's then "WOOSH". Can say an evaluative word as well if required.

Circle spiral

Start in a long line and one person start to wind inwards and into a circle, greeting everyone as they walk. At the end, the end of the spiral will wind back into a line.

Each one write a letter

Write a letter to yourself saying what you'd like to accomplish after the course. Another person will post it to you in a week's time.

Affirmation pyramids

Everyone in a circle standing close, shoulder to shoulder. One person mentions something they like about the group and says one thing they like about the person, and puts their hand on shoulder height and palm down. The next person says another word and puts their hand on the first one, until everyone has made a wheel and the hands are spokes.

CHECK MORE ENERGISER HERE

ENERGISERS' REFERENCES

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ANON. *Handbook for Human Relations Training*. University Associates, USA (1983).

ANON. *Structured Exercises in Wellness Promotion*. The Whole Person Press. Vol I and II.

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Cooperative Games. Download it at: www.learningforlife.org/exploring-resources/99-720/x08.pdf

FORBESS-GREENE, Sue and PFEIFFER, Jossey-Bass. *Encyclopedia of Icebreakers*. Applied Skills Press, USA (1983).

SCANNELL, Edward and NEWSTROM, John. *Guide to Cooperative Games for Social Change*. *Games Trainers Play*. McGraw-Hill, USA (1980).

LUVMOUR, Josette and LUVMOUR, Sambhava. *Everyone Wins!: Cooperative Games and Activities*. New Society Publishers. New edition (2007)

MILL, Cyril. *Activities for Trainers: 50 Useful Designs*. Annual Handbook. University Associates, USA. (1980)

THE ALTERNATIVES TO VIOLENCE PROJECT (AVP)

The Alternatives to Violence Project (AVP) offers experiential workshops on creative conflict transformation. The Help Increase the Peace (HIP) Program is an adaptation for schools:

- Manual Basic Course: www.pestalozzi.ch/fileadmin/empower/03_Basic_course_HandbookTeil1.pdf
- Resources for Facilitators: *Transforming Conflict Facilitating Nonviolence: a Facilitator's Guide* <www.avp.org.au/pdf/avpnswordertc200409.pdf>

APPENDICES BY DAYS

DAY 1

COURSE TIMETABLE

DAY	SESSION 1 9.00 - 10.30	SESSION 2 10.45 - 12.30	SESSION 3 1.30 - 3.00	SESSION 4 3.20 - 5.00	SESSION 5 6.30 - 9.00
1	**GROWING A LEARNING COMMUNITY** Introductions, hopes, ethics and outcomes	Workshop culture and structure, classroom. Learning ecosystem	Approaches to teaching the PDC Past and future PDCs	PDC curriculum: goals. Teacher's goals, student competence, desired outcomes Microteach brief I	Group discussion on ethics, principles, strategies and techniques
2	**ADULT LEARNERS** Profiles	Principles and learning styles	Working on the PDC	Syllabus Microteaching I Microteach brief II	Video
3	**GOOD TEACHING** What's known, behaviours	Behaviour that works Language that works Lesson preparation	PDC preparation	Questioning Microteaching II Microteach brief III	Group work – value & outcomes
4	**TEACHING METHODS** Groups, field trips and demonstrations	Questioning, audiovisuals, lectures, workshops, groups...	Powerpoint and computer learning PDC analysis	Preparation for evening Teaching Microteaching III Microteach brief IV	Practical teaching content and aids /process
5	**TEACHING TOOLS & AIDS** Teaching tools/ aids, boards, printed, audio, tactile...	References, models, other materials	Evaluation and monitoring class and teachers PDC work	Microteaching by participants Microteaching IV Brief for Presentation	Microteaching
6	**WRAPPING-UP** Review and questions	Presentations as group team teaching	Presentations as group team teaching	State of diploma and evaluation – the future	Certificates Closing PARTY

Note: *This is a draft-timetable so some topics can be deleted or added as you feel relevant.*

DAY 1

PERMACULTURE PRINCIPLES APPLIED TO CARE OF PEOPLE

These two tables are draft ideas trying to balance the ethics of Care of the Earth with Care of People. Most of the examples we use in permaculture courses and discussions are about Care of the Earth. This table tests them for Care of People.

We have tried to arrive at examples for the Mollison principles and Holmgren principles.

I applied the permaculture ethics to the Triple Bottom Line (TBL) also known as Planet, People and Prosperity, or, Earth, Society and Economics. In the case of the TBL we have added tentative indicators.

Some examples applied to Mollison's Principles for the 2nd Ethic: **Care for People**

PRINCIPLES	EXAMPLE
The problem is the solution	· See conflict as opportunity with people able to transform · Reduce consumption to live simply
Least change for greatest impact	· Give honest praise and omit criticism · Teach those who want to learn
Yield of systems is theoretically unlimited	· No cap on human potential ' the brain that changes' · Offer people multi-skills · Give good relevant information · Broadcast/disseminate information
Everything is connected	· Use social networks as powerful · Bring in lonely or isolated people · Individuals in a group can have big effects · Living breathing models change others
Relative location	· Determine where you fit best · Do what you gives you energy · Put your energy where it is complemented · Network knowledge and tasks
Stacking in time and space	· Co-ordinate tasks · Plan, make priorities before implementing · Maximise outputs of activities · Cut out busy-ness · Try radical solutions

Stability is the number of beneficial links in a system	· Networking, work with like-minded people · Develop a thinking community
All major functions are supported by two or more elements	· Social network strengths - work smarter, use institutions, get into systems and work on their ethics · Act as links or nodes in the social network · Add compassion and tolerance
Relinquish power to nature and effective people	· Focus on giving rather than receiving · Mentor, share knowledge and skills Diminish egos, political statements · Trust until you are deceived
Work with nature	· Be role models for children and others · Embrace all personalities and see potential in them · Acknowledge the positive and possible · Allow attrition, germination of people and regrowth

Triple Bottom Line applied to: Permaculture ethics

EARTH/ ENVIRONMENT	PEOPLE/ SOCIETY	PROSPERITY/ECONOMICS
· Support ecosystems · Protect local and global environment · Increase biodiversity · Repair and restore natural and cultural ecosystems	· Support neighbours · Value customers · Work with valuable government services · Uphold social equity democracy, human rights · Engage in improving well being of self and others	· Contribute to responsible national economic services · Provide ethical resources and services to improve quality of life
Indicators	**Indicators**	**Indicators**
· Reduced mining and fossil fuels · Reduced use of persistent unnatural substances · Reduced nature consuming activities · More achieved with fewer resources · Rehydrated, soils, water ecosystems and forests · Abundant biomass created · Pollution eliminated	· Sustained individual and group satisfaction · Engagement in healthy sustainable living · Training and development for all · Health and safety initiatives · Democratic alliances with government · Basic needs met · Engagement in creative leisure · Acceptance of difference & diversity	· Established responsible, social and environmental values · Buying and selling ethically · Invest ethically · Supply ethical products/services · Makes profit · Meet basic material needs such as water, food, housing · All citizens meaningfully employed

DAY 2

THEORY AND DEFINITIONS OF NON-FORMAL EDUCATION (NFE)

Learner-centred education

Student-centred learning (also called child-centred learning) is an approach to education focusing on the needs of the students, rather than those of others involved in the educational process, such as teachers and administrators. This approach has many implications for the design of curriculum, course content, and interactivity of courses.

Student-centred learning, that is, putting students first, is in contrast to teacher-centred learning. Student-centred learning is focused on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning. This classroom teaching method acknowledges student voice as central to the learning experience for every learner. Teacher-centred learning has the teacher at its centre in an active role and students in a passive, receptive role. Student-centred learning requires students to be active, responsible participants in their own learning.

Flexible learning helps students with disadvantages finish school

Discovery learning is a method of inquiry-based instruction and is considered a constructivist based approach to education. It is supported by the work of learning theorists and psychologists Jean Piaget, Jerome Bruner, and Seymour Papert. Although this form of instruction has great popularity, there is some debate in the literature concerning its efficacy (Mayer, 2004).

Jerome Bruner is often credited with originating discovery learning in the 1960s, but his ideas are very similar to those of earlier writers (e.g. John Dewey). Bruner argues that "Practice in discovering for oneself teaches one to acquire information in a way that makes that information more readily viable in problem solving" (Bruner, 1961, p. 26). This philosophy later became the discovery learning movement of the 1960s.

Participatory learning:

- Helps foster personal, educational, and professional growth organizations
- Moves from closed, top-down models, to more open, conversant, divergent, social ones.
- Develops learning environments that benefit from decentralized organization.
- Organizes for learner-driven inquiry.
- Leverages new media and social technologies for group forming.

Participatory Learning is sharing, collaboration and the creation of rich, authentic feedback.

Reggio Emilio Approach

Mainly for pre-school I cannot see why it would not appeal to all learners.

The Reggio Emilia Approach originated in the town (and surrounding areas) of Reggio Emilia in Italy out of a movement towards progressive and cooperative early childhood education.

It is unique to Reggio Emilia. It is not a method. There are no international training colleges to train to be a Reggio Emilia teacher. Outside of the town of Reggio Emilia, all schools and preschools (and home schools) are Reggio-inspired, using an adaptation of the approach specific to the needs of their community.

This is important, as each student, teacher, parent, community, and town are different. No two Reggio-inspired communities should look the same, as the needs and interests of the children within each community will be different.

Typically the Reggio Approach is applied to preschools and early childhood settings but I think, with an understanding of the general principles, this inspiring child-led approach can be adapted to the home as well.

Understanding by Design (UbD)

Understanding by Design (UbD) is a tool utilized for educational planning focused on "teaching for understanding". The emphasis of UbD is on "backward design", the practice of looking at the outcomes in order to design curriculum units, performance assessments, and classroom instruction. The UbD framework was designed by nationally recognized educators Grant Wiggins and Jay McTighe, and published by the Association for Supervision and Curriculum Development.

Defined by Wiggins and McTighe, Understanding by Design is a "framework for designing curriculum units, performance assessments, and instruction that lead your students to deep understanding of the content you teach," UbD expands on "six facets of understanding", which include students being able to explain, interpret, apply, have perspective, empathize, and have self-knowledge about a given topic.

International Institute for Environment and Development, (IIED) Participatory Learning and Action. Series of articles and news items.

Top 5 Ways Humane Education Can Save the World

In the PTM course we use UbD when we start with the idea of what makes a competent permaculturist and permaculture teacher and then go back the design the course which must model as many of the important concepts as possible.

DAY 2

MOTIVATING AND ENGAGING STUDENTS

THE FIRST MEETING

From your first meeting, be enthusiastic about the course; show its relevance to the larger program and how you personally value its content. This is one advantage of face-to-face classes—teachers get to demonstrate their enthusiasm and communicate their excitement for the subject.

Try to relate your weekly lecture or tutorial content to the lives of your students. For example, monitor the daily news for topics that are current that also relate to your course— political changes, scientific advances or visiting identities. Use current events from your own life to illustrate your points. Ask your students for similar stories and use these comments to build whiteboard summaries—this validates the opinions or each student.

Devise questions that you can ask in class that make students think about the subject matter. This can give those who haven't read the set papers a chance to participate impromptu. As you are preparing your lesson plans, ask yourself, why would a student need to know this? This helps you think about material in terms of its relevance to students' lives.

CLASS SEATING

Have you ever noticed that wherever students choose to sit on the first day, they tend to stay there for the whole semester? The same patterns occur with classroom behaviour. From the first class, students commit to a surface or deep approach to learning in your class. Try to include samples of the active learning tasks that you will expect of your students throughout the course—writing, reading, speaking, group work etc. Have them do a little of each during your first meeting.

Don't begin by reading the syllabus. Spend the time talking about your interests and theirs. Make students feel comfortable and welcome by arriving early and greeting students as they enter. Have your name and the name of the class on the board and use strategies to learn their names as early as possible.

EMPOWERING STUDENTS

Making learning an active process encourages students to take action on their own behalf. Encourage all students to participate in classroom discussions and value all contributions equally. Make the effort to draw out quieter students who may be more passive in class for personality of cultural reasons. If students are struggling in your class, spend some time before or after class, in private, to discuss what personal issues might be contributing.

At UNSW, we provide individual, group, and drop-in tutoring through the UNSW Learning Centre or within some Faculties. Encourage your students to work in groups and to help each other with the material. Students become empowered when they feel some ownership of the material they are learning.

ACTIVITIES THAT ENCOURAGE STUDENT-CENTRED LEARNING

For student-centered learning activities to be effective, it is important that the objectives, benefits and expectations are clearly communicated to students so they feel prepared and supported in their learning. This is particularly important for students who are used to more traditional (teacher-centered) learning styles. The following kinds of activities, which encourage interaction, critical thinking and reflection, can be used to facilitate student-centered learning:

Try asking students to state a proposed method for solving a problem rather than asking them for the solution to a problem. For example, ask students "How should I begin to work on this problem?"

Debates provide an opportunity for students to take a particular stance and gather information to support their view. Structuring the process of a debate is important.

Brainstorming involves recording ideas on a topic without evaluation or discussion initially. Ideas are recorded (by the teacher or a student) and then analyzed by the group to determine which ideas should be considered further. Students could be asked to write down a few thoughts on their own first before sharing their ideas with the rest of the group.

Provide opportunities for questioning, including giving students the opportunity to answer each other's questions. Incorporate tasks that involve students engaging with people about the subject matter outside of the classroom e.g. conducting an interview with a family member, or contacting someone in the industry. Use case studies that can be "role-played" by students rather than them reading the case study independently.

Students could be asked to record issues and ideas, and to reflect on their learning throughout the course. Incorporate hands-on activities or experiences relevant to your field to help students engage with the discipline and make links between theory and practice.

Think, pair, share is a learning strategy where students interact with a partner, then other partners, to share information and ideas. Working in pairs can be less intimidating for some students than working in larger groups or contributing in front of the whole class, and ensures that all students participate in discussion:

1. **Think**—As individuals. Outline a particular task or discussion point. Students think about the task or topic, take notes or jot down ideas.
2. **Pair**—In pairs. Ask students to form pairs. The pairs of students then discuss their thoughts and ideas about the task or discussion point. Notes can be taken or an activity completed.
3. **Share**—Pairs join (group of 4). Ask pairs to join with another pair. The pairs then discuss their thoughts and ideas about the task or discussion point. Notes can be taken or an activity completed.

DETAILS OF THE ACTIVITY

- Problem solving—let students discover information
- Provide opportunities for students to debate issues
- Use guided brainstorming sessions to introduce or reflect on a topic
- Use questions to promote discussion and encourage debate
- Promote discussion about the subject outside the classroom
- Have students keep a journal for the duration of the course
- Provide opportunities for students to acquire "hands-on" experience
- Encourage interaction using strategies such as "think, pair, share"
- Use role-play exercises

DAY 2

LEARNING STYLES

Each person has different learning styles and techniques. Learning styles group common modes of input and processing that people use to learn. Everyone has a mix of learning styles. Some people find that they have a dominant style of learning, with far less use of the other styles. Some find they use different styles in different circumstances. There is no right mix. Nor are your styles fixed. You can develop ability in less dominant styles, as well as further develop styles that you already use well.

Using multiple learning styles and multiple intelligences for learning is a relatively new approach. It is one that educators have only recently recognized. Traditional schooling used (and continues to use) mainly linguistic and logical teaching methods. It also uses a limited range of learning and teaching techniques. As a result those who use the old learning styles and techniques are label ed as "bright". Those who have less favored learning styles often find themselves with not-so-complimentary labels and sometimes lower quality teaching. This can create positive and negative spirals that reinforce beliefs that one is "smart" or "dumb".

By recognizing and understanding learning styles, you use learning methods and techniques better. This improves the speed and quality of learning.

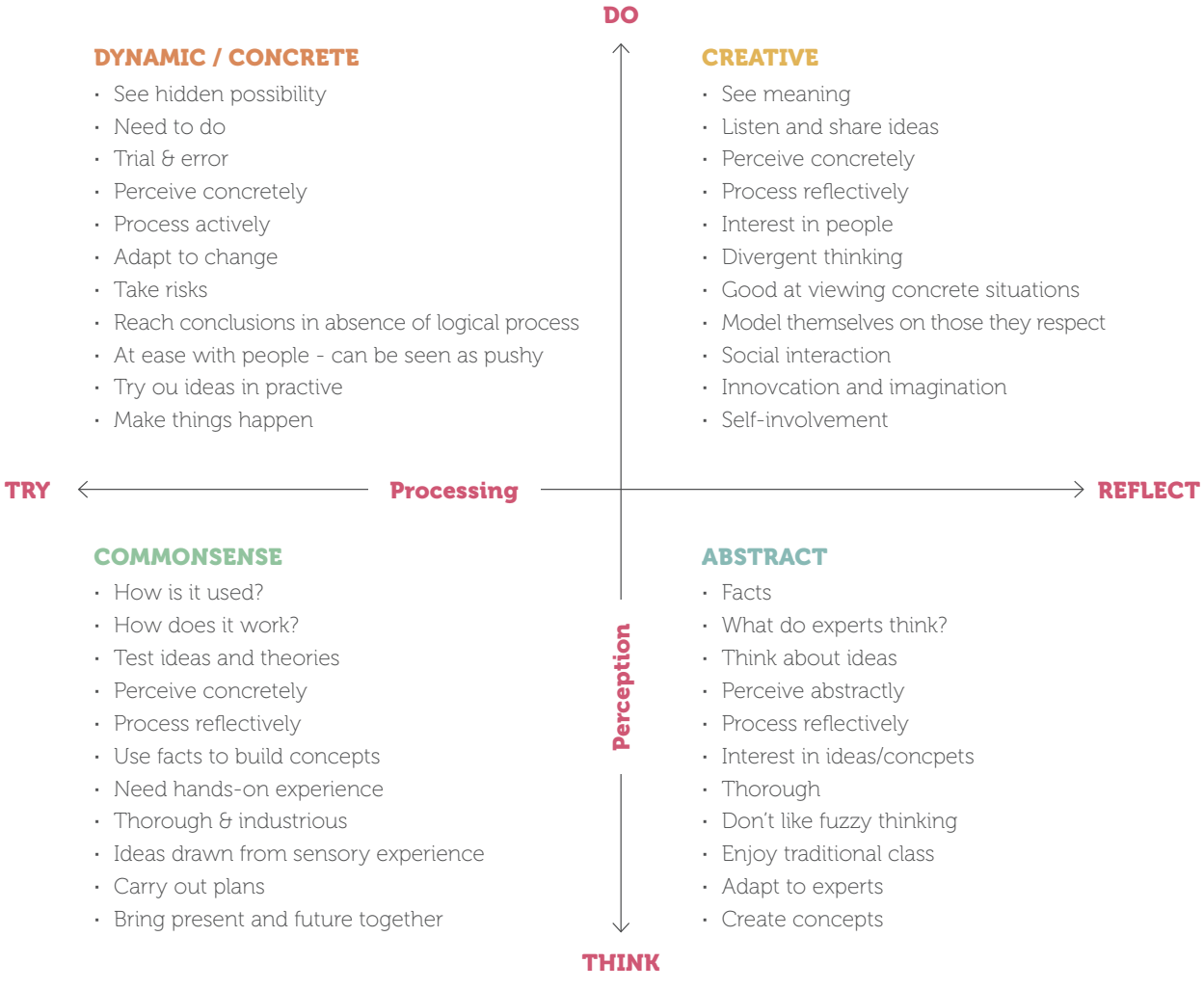


Table: *Mari Korhonen*

DAY 3

TRAINING FOR TRANSFORMATION

A Brief Introduction to the Methodology of Freire

Paolo Freire, author of *Pedagogy of the Oppressed* and *Education for Critical Consciousness*, was born in 1921 in Recife, Brasil. In 1963 he headed a literacy programme that trained more than 5 million people to read and write and for this was forced into exile by the right wing Brasilian government.

His methodology was popularized in a series of books written by Anne Hope and Sally Timmel called Training for Transformation. These books and the methodology have been used in communities in every part of the world to bring about change and to build a more just society.

There are six principles or intuitions of Freire that capture his understanding of education and change. They are:

- The aim of education is radical transformation of our own lives, our communities, and our societies.
- We need to identify "generative themes" as the basis for the learning process because people learn best and work hardest for change when they have strong feelings about an issue and are emotionally engaged.
- Dialogue is essential. Learning must be participatory. The educator (or animator) creates the space for this dialogue and draws insights from everyone so that participation is authentic.
- Use a problem-posing approach to analyze and understand the root causes of injustice. Find answers together and use them as the basis for action planning.
- Use a reflection/ action approach – what Freire referred to as praxis – in order to create change.
- No education is neutral – every approach supports certain values and worldviews.

DAY 3

WHAT IS YOUR TEACHING STYLE?

Just as people have individual learning styles, teachers have teaching styles that works best for them. It is important to be aware of your preferences when creating and delivering instruction.

One way in which teaching styles can be categorized is as:

Formal Authority

Teachers who have a formal authority teaching style tend to focus on content. This style is generally teacher-centered, where the teacher feels responsible for providing and controlling the flow of the content and the student is expected to receive the content.

One type of statement made by an instructor with this teaching style is "I am the flashlight for my students; I illuminate the content and materials so that my students can see the importance of the material and appreciate the discipline."

Teachers with this teaching style are not as concerned with building relationships with their students nor is it as important that their students form relationships with other students. This type of teacher doesn't usually require much student participation in class. "Sage on the stage" model.

Demonstrator or Personal Model

Teachers who have a demonstrator or personal model teaching style tend to run teacher-centered classes with an emphasis on demonstration and modeling. This type of teacher acts as a role model by demonstrating skills and processes and then as a coach/guide in helping students develop and apply these skills and knowledge.

A teacher with this type of teaching style might comment: "I show my students how to properly do a task or work through a problem and then I'll help them master the task or problem solution. It's important that my students can independently solve similar problems by using and adapting demonstrated methods."

Instructors with this teaching style are interested in encouraging student participation and adapting their presentation to include various learning styles. Students are expected to take some responsibility for learning what they need to know and for asking for help when they don't understand something.

Facilitator

Teachers who have a facilitator model teaching style tend to focus on activities. This teaching style emphasizes student-centered learning and there is much more responsibility placed on the students to take the initiative for meeting the demands of various learning tasks.

This type of teaching style works best for students who are comfortable with independent learning and who can actively participate and collaborate with other students.

Teachers typically design group activities which necessitate active learning, student-to-student collaboration and problem solving. This type of teacher will often try to design learning situations and activities that require student processing and application of course content in creative and original ways.

Delegator

Teachers who have a delegator teaching style tend to place much control and responsibility for learning on individuals or groups of students.

This type of teacher will often give students a choice designing and implementing their own complex learning projects and will act in a consultative role.

Students are often asked to work independently or in groups and must be able to maintain motivation and focus for complex projects. Students working in this type of setting learn more than just course specific topics as they also must be able to effectively work in group situations and manage various interpersonal roles.

Do you know what type you are?

To get an indication of what your main teaching style is, take a Teaching Style Quiz here.

Source: *http://biz.colostate.edu/mti/tips/pages/WhatisYourTeachingStyle.aspx*

DAY 3

ROLES AS COURSE COMMUNICATORS AND MANAGERS

BEFORE THE COURSE

- Ensure agreement with the host site
- Decide the date, duration, price
- Write a description
- Make an announcement and advertise
- Communicate with students practical details of time, place, cost etc.
- Communicate with the Team
  - Objectives
  - Content
- Registration process – who will do it, times etc.
- Communicate with organising team

DURING

- Be observant and become vibe watcher.
- Use non-violent communication and lead by example.
- Practice using clear strong voice and avoid complicated or jargon language.
  - Introduce your self
  - Introduce the course and planning
  - Go through the content
  - Ensure students feel safe: work through the class codes and safety rules
- Encourage students' awareness of their own verbal and body communication
- Assist them to use conflict resolution
  - Organise presentations

AT THE END OF THE COURSE AND AFTERWARDS

- Share documents
- Share contacts
- Get feedback and analyse it for future sessions
- Share information about other available sessions
- Make an evaluation of the course with the organising team
- Transmit evaluation to host site
- Invite further commitment

DAY 3

NVC UNIVERSAL HUMAN NEEDS AND FEELINGS

Feelings and needs are reflections of the incredible life force that moves in us all. Using words to describe this is often the best way to communicate this, but words are just descriptive, subject to individual understanding and meaning. Therefore no list can be accurate or absolute, but only a guide and a tool. Discussing whether a word represents a feeling or not or is a genuine needs is missing the point of connecting with what is alive inside.

CONNECTION

acceptance
acknowledgement
affection
affirmation
appreciation
belonging
collaboration
communication
company
completion
contact
co-operation
closeness
community
communion
companionship
compassion
confidence
consideration
consistency
dependability
empathy
expression
help
inclusion
intimacy
kindness
love
mutuality
nurturing
reassurance
recognition
respect/self-respect
safety
security
solidarity
stability
structure
support
to know and be known
to see and be seen
to share
to understand and be understood
tolerance
trust
understanding
warmth
wholeness

HONESTY

authenticity
integrity
openness
presence

PLAY

creative expression
freshness
humour
imagination
joy
laughter
lightness

PEACE

balance
beauty
communion
control
ease
equality
harmony
inspiration
order
predictability

PHYSICAL WELL-BEING

air
food
light
movement/exercise
rest/relaxation/sleep
sexual expression
safety
shelter
touch
water

MEANING

adventure
awareness
celebration of life
challenge
clarity
competence
consciousness
contribution
creativity
discovery
efficacy
effectiveness
growth
hope
imagination
inspiration
learning
mourning
mystery
participation
planning
power
purpose
rhythm
self-expression
stimulation
to matter
understanding
variety

AUTONOMY

choice
freedom
independence
space
spontaneity

Lists sent to Blue Mountains Permaculture group by Carsten Neilsen. See more NVC resources.

DAY 3

TEACHERS' RESOURCE CHECKLIST FOR PDCS

ITEM	QUANTITY	TICK OFF

1. Teaching aids/tools

- Certificates
- Evaluation and copies
- Extra paper for people who have forgotten books
- Attractive copies of principles of permaculture – whichever set you decide to use
- Cards of elements for each zone and sector analysis
- Contour map and copies
- Games and list of Energisers
- Pavement chalk - coloured
- Ball of coloured wool
- Variety of pencils
- White paper and poster pens – in four colours
- White board pens – in four colours
- Blu tack or masking tape
- Large butterfly clips
- Renewable battery charger
- 3-4 way electricity plug
- Projector connexion for Apple Mac

2. Books and documents

- Seedsaving,
- Basic references
- Holmgren
- Jacke
- Mollison
- Morrow

3. References – paper and web

4. DVDs – select carefully and use only in 15 minute chunks

- The Global Gardener
- Power of Community
- Garbage Warrior
- Tide of Change
- Culture de la Terre
- Seedsavers DVD
- Terre en Synergie
- A Farm for the Future
- Food Inc

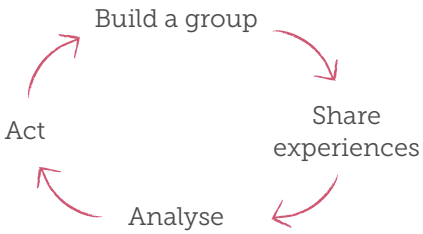
ADD YOUR OWN ITEMS

DAY 4

METHODOLOGY FOR ASKING QUESTIONS

Open discussion of topics such as: rainfall, rice yields, other foods, water supplies, and so on.

OBJECTIVE



DISCUSSION

Throw questions back to the group

Build the group and share experiences

1. What does everyone think about that?
2. Anybody think differently?
3. Who wants to comment?

Analysis

4. How about that? Would it work for you?
5. Explain a little more please?
6. Can you tell us why?
7. What value does this have for you or your projects?

Action

8. What resources would you need to implement this?
9. Where would you get them?
10. What are your ethics for sourcing them
11. Who can help you accomplish the task?
12. What would it take to finish this?
13. What other information will you need to make this real?

RESTATE OR USE SILENCE

Do I understand? Is this what you had in mind? Can we agree that...? Is this your meaning?

DAY 4

TAXONOMY OF QUESTIONS

TYPE	FUNCTION	EXAMPLE
Focus	Identify situations and the key facts necessary to understand it.	*"What do you think is the effect of pesticides on the environment?"* (a good question, since everyone can get it right)
Observation	Concerned about what one sees, hears, has heard, about the situation, which is not necessarily a problem.	*"What do people say about growing vegetables in the dry season?"*
Feeling	Concerned with body s ensations, emotions, intuition, senses and health.	*"How do you feel about the situation?* *"Has this situation affected your health?"*
Visioning	Identify ideals, dreams and values.	*"How would you like your garden to be?"* *"How can you imagine your village/suburb in five year's time?"* *"What world do you want for your children?"*
Change	Getting from the present situation to a more ideal one.	*"What can you do to have enough water all year for your garden?"*
Personal Inventory and Support	Identify interests, potential contributions and support necessary for action.	*"What would it take for you to participate in this project?"* *"What aspects of the project interest you the most?"*
Personal action	About resources of all types - personal and material and moving to a better situation.	*"How can you get the resources?"* *"How can I assist you?"* *"Who else can assist you?"*

DAY 5

FUNDAMENTAL PERMACULTURE DESIGN COMPETENCIES

"A nation is food secure only if each and every one of its inhabitants is food-secure, that is, has access at all times to food required to lead a healthy and productive life. To achieve this, each individual or in practice each household must grow sufficient food or be able to purchase food from income earned either through selling agricultural products or non-agricultural employment."

1. Home design: learn analysis and design.
2. A group design develops diverse group skills and professional activities.

THEMES	ANALYSIS OF	DESIGN TO
Sectors	Wind, fire, sun water, all forms of pollution	Deflect or Use
Maps	Contours, maps, aspects, slope	Use useful land, or reserve it for protection to filter or modify elements.
Water	Full audit domestic and rural	Restore and clearn water in topography rivers, lakes, keylines, aquifers
Soil	Zones I to V	Site nutrition via zones
Climate	Sun, wind, radiation	Windbreaks, structure, plant placement, risks
Microclimates	Vegetation soils, water, structures, topography	Thermal belts, cold sinks terraces/swales, avoid or enhance microclimates
Disaster	Risk and analysis	Design to avoid or endure two most likely disasters
Produce a concept design – use graphics, models, drawings	Site analysis through models, drawings	Concept design derived closely from the site analysis.
Strengthening design	IPM, aquaculture wildlife	Include these elements to support the design
Social	Economics, city, village, neighbourhood design	Bioregions, ethical income and money, community economics, land tenure

1. Plan transition from what is present to a concept plan for 15 years in the future.
2. Order of work plan – site analysis, design and implementation
3. Design: Scale / pens / pencils / shading /cross-sections /colour / pictures / key / materials / blow-ups / transepts

Practical work and skills acquired through sitting a PDC

- Sector analysis
- Microclimate analysis
- Whole site water plan: source to sink
- Whole site soil analysis and zone nutrient planning
- Whole site plant identification, propagation and design
- Sheet mulch garden in Zone I
- Site analysis and whole site design
- Weeds, IPM, disaster and wildlife analysis and restoration
- Detailed design of zones and whole site to concept standard
- Inventory of bioregional economies, tenure and invisible structures
- Analysis of urban, village and neighbourhoods and transition to restoration for sustainablility and resilience.

Site visits

Visits to Permaculture sites to see different approaches to sustainable house and land design, and water/energy and food systems.

OTHER DOCUMENTS

Other documents referring to the PDC and Diploma are available by clicking each title link:

Six letters on state of PDC

Diploma Student Guide

PDC course based on Mollison by Ben Fahrer

Permaculture Institute PDC. Course outline

Drawings of Principles

PDC Flow Chart

REFERENCES BY DAYS

DAY 1

GROWING A LEARNING COMMUNITY

Handwriting's relevance in a digital world

CAHALAN, Antonhy. *Handwriting's relevance in a digital world*. The Conversation [online]. July 4, 2015. Available at: <http://theconversation.com/handwritings-relevance-in-a-digital-world-25443>

Cahalan discusses the benefits of writing down and note-taking as 'learning by doing" and quotes recent research which shows that handwriting also helps students to create, imagine and recall information.

The value of note taking

BROWN, Claire. *What's the best, most effective way to take notes?*. The Conversation [online]. May 21, 2015. Available at: <https://theconversation.com/whats-the-best-most-effective-way-to-take-notes-41961>

We tend to lose almost 40% of new information within the first 24 hours of first reading or hearing it. Brown provides evidence that we take notes effectively, however, we can retain and retrieve almost 100% of the information we receive. She tells how to do this to:

- Retain information
- Think about their learning
- Organise what is learned
- Recall knowledge and skills

I suggest strongly students read all the article and that teachers demonstrate how to prepare notebooks.

TEACHER'S ETHICS: EVIDENCE BASED TEACHING

Where is the proof in pseudoscience?

ELLERTON, Peter. *Where is the proof in pseudoscience?*. The Conversation [online]. January 31, 2014. Available at: <https://theconversation.com/where-is-the-proof-in-pseudoscience-22184>

Ellerton explores the word "pseudoscience" as that which is portrayed as scientific but fails to meet scientific criteria. Using a scientific approach means we can build on and test principles and approaches. For any teacher or student who is confused by, or concerned for the honesty and good reputation of what the PDC teaches, this is an important essay.

Why good classrooms are messy?

Search Google under "Why good classrooms are messy" entry for several references on why organised chaos can make an excellent learning environment.

PRO-ACTIVE CONFLICT RESOLUTION AND CODES OF CONDUCT

Links between incivility and bullying

BURGESS, Simon. *What Jeremy Clarkson taught us about incivility in the workplace*. The Conversation [online]. April 17, 2015. Available at: <https://theconversation.com/what-jeremy-clarkson-taught-us-about-incivility-in-the-workplace-39913>

Burgess discusses what practical steps can be taken against workplace and classroom bullying and violence through identifying incivility. Pro-active techniques are always better than post-measures. There are links between incivility and bullying. Although workplace incivility doesn't often escalate into bullying, the research shows that when problems of bullying do arise, they are preceded by problems of incivility.

Read the article in detail to recognise what happens in groups and entry points for resolution. The research is sound.

Importance of codes of conduct

HOLLAND, Peter. *Codes of conduct: making things clear is better than 'keeping it real'*. The Conversation [online]. April 24, 2015. Available at: <https://theconversation.com/codes-of-conduct-making-things-clear-is-better-than-keeping-it-real-39498>

Holland talks about the importance of having clear codes of conduct to reduce social friction. He discusses the difference between 'fuzzy' language, and a code of conduct, and the impacts of each.

EVENING SESSION: ETHICS AND PRINCIPLES

SHARMAN, Rachael. *Should we teach our children to share? Or let nature take its course?*. The Conversation [online]. June 9, 2015. Available at: <https://theconversation.com/should-we-teach-our-children-to-share-or-let-nature-take-its-course-41971Z>

Some people question whether we need ethics and principles in permaculture. This research report by Sharman, suggests the ethical road is a longer and slower when people have to learn on their own through experience than having them modelled or taught.

Research with the children showed sharing appears to be a human trait rooted in evolution, probably to ensure the best possible chance of survival of a whole group. There is some evidence to show sharing and giving makes us happier whereas, not sharing can lead to isolation, rejection and sometimes violence.

DAY 2

ADULT LEARNERS

Colorado State University, College of Business

Really good short articles from research on latest in adult teaching and learning. Some would make excellent group study handouts. Read the articles:

Achieving Success with Adult Learners

Learning Styles and Strategies

What is Your Teaching Style?

How Much Multimedia Should You Add to PowerPoint Slides When Teaching Online?

The Ten Worst Teaching Mistakes

What Happens When a Teacher Walks in Her Students' Shoes?

CHOW, Lorraine. *What Happens When a Teacher Walks in Her Students' Shoes?*. NationSwell [online]. November 7, 2015. Available at: <nationswell.com/teacher-alexis-wiggins-becomes-student/>

A high school teacher talks about what it was like to be back in a classroom as a student instead of as the teacher. Absorbing the impact from the lack of respect for students was the most important issue. It is an important reminder of our need for empathy. Actively encourage your students to remember what it feels like to be a student.

Understanding Learners

Search Google under "Understanding Learners" entry for multiple references and include best research for adult learners.

Students don't know what's best for their own learning

POROPAT, Arthur. *Students don't know what's best for their own learning*. The Conversation [online]. November 19, 2014. Available at: <https://theconversation.com/students-dont-know-whats-best-for-their-own-learning-33835>

Surprisingly, students do not know what is best for their own learning. They estimate that they learn best with popular teachers and those who give them high marks. Well it's not true.

PERMACULTURE LEARNER-CENTRED TEACHING

Design a society <www.designingasociety.net/courses/>: Teaching Permaculture Interactively (permaculture courses, information, forums, news).

MACNAMARA, Looby. *People and Permaculture*. Permanent Publications, 2012.

MARSH, Evelyn. *Permaculture Principles to become a better teacher*, Permaculture Magazine [online]. August 21, 2012. Available at: <www.permaculture.co.uk/articles/using-permaculture-principles-become-better-teacher>

MORROW, Rosemary. *Permaculture Teaching*. Permanent Publications, UK (2014).

UNSW <teaching.unsw.edu.au/student-centred-teaching>: Brilliant general website for learner-centred teaching.

SOME SCHOOLS DESIGNED ON NFE PRINCIPLES

Barefoot College, known as Social Work and Research Centre, a non-governmental organization founded by Bunker Roy in 1972 in Rajasthan, India has an outstanding mission statement and goals.

The Reggio Emilia Approach is an innovative and inspiring approach to early childhood education. Every belief statement it makes applies equally to adult NFE and values learners as *strong*, *capable* and *resilient*, rich with wonder and knowledge. I replaced 'child' with 'adult' in the article and it works.

If we applied these beliefs with conviction then our teaching would be transformed. One difference is, that in permaculture teaching we must adapt to a curriculum and time constraints for learners. If you are interested in implementing a Reggio-inspired approach, check out their 30 Days to Transform Your Play series and their fundamental principles.

Read the article: *What is the Reggio Emilia Approach?*. An Everyday Story [online]. Available at: <www.aneverydaystory.com/beginners-guide-to-reggio-emilia/main-principles/>

The School of Life: Some great ideas for community learning in the SDS with lots of design input from Alain de Botton. You could modify the ideas easily.

School of Living touches on every aspect of people and society and is actively engaged in: community land trust, intentional community support, permaculture, ecological use of resources, human scale and local self reliance, appropriate technology, alternative education, consensus decision making, non-exploitive banking, and alternative currency.

The Open University (the OU), is a distance learning and research university founded in the United Kingdom. It is notable for having an open entry policy, i.e. students' previous academic achievements are not taken into account for entry to most undergraduate courses.

LEARNING STYLES

Variation on learning styles

WORMALD, Catherine. *Intellectually gifted students often have learning disabilities*. The Conversation [online]. March 25, 2015. Available at: <theconversation.com/intellectually-gifted-students-often-have-learning-disabilities-37276>

This article about children applies equally to adults. While some who are intellectually gifted are acknowledged, the fact that some of these students could also have a learning disability is ignored. Generally referred to as "GLD" (gifted with a learning disability) they come to us as adults who may not engage in learning.

This research clarifies and reinforces the need for us, as teachers, to change our methods and to match them closely with our content. We need to maintain a learning rhythm in the class that enables every student to be engaged and take into account learning styles.

DAY 3
GOOD TEACHERS

Seven Teaching Practices to lift academic performance

SMITH, Alexandra. *What really works in lifting kids' academic performance*. The Sydney Morning Herald [online]. March 14, 2015. Available at: <www.smh.com.au/nsw/what-really-works-in-lifting-kids-academic-performance-20150313-141s1j.html>

This article substantiates the teaching practices we model in PTM. The one difference is in Item 2 where other research has demonstrated that sometimes when teachers are a bit fuzzy in their instructions, students really work at nutting out what to do themselves and this improves problem solving.

The teachers:

- Had high expectations of students
- Clearly showed students what to do and how to do it[1]
- Gave effective feedback
- Used data to identify problems areas early
- Good classroom management

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1 Difference between this information and that of research in USA.

- Ensured the wellbeing of students
- Collaborated with colleagues

Summary: "International and NSW data shows that feedback is one of the most powerful influences on student achievement" the study says. Constantly assessing, not with pen and paper, but by listening and watching is the most accurate monitoring

What makes a good teacher?

CROUCHER, John. *What makes a good teacher?*. The Conversation [online]. January 20, 2014. Available at: <theconversation.com/what-makes-a-good-teacher-20715>

Good quality teaching can be hard to define and there is no single way of measuring it. Good teachers were the most creative and served as role models; they mentored their class on a journey of lifelong learning. They are creative, enthusiastic, and keep the information relevant.

Is good (or bad) teaching something you can measure? Students cannot measure it. There was one question that was consistently most highly associated across all subjects' areas over all the years: whether the teacher was able to explain the course material clearly. There were instances where a teacher was rated enthusiastic, knowledgeable and well prepared, but still was considered a poor teacher overall.

STUDENTS WHO CHALLENGE US

Coping with evidence denial

COOK, John. *Inoculating against science denial*. The Conversation [online]. April 27, 2015. Available at: <theconversation.com/inoculating-against-science-denial-40465>

Cook points out that science denial can have societal consequences e.g. denial of the value of polio vaccine, climate change or HIV-AIDS transmission.

Simply providing more evidence can backfire. Cook covers the importance of a new concept of 'innoculation". It is challenging yet it seems to work. If you wish to have your students more accepting of the science then wrestle with this article, which involves psychology, science and philosophy.

Six effective ways to have that difficult conversation at work (or anywhere)

MCCARTHY, Grace. *Six effective ways to have that difficult conversation at work*. The Conversation [online]. April 10, 2015. Available at: <theconversation.com/six-effective-ways-to-have-that-difficult-conversation-at-work-39559>

This is a particularly useful article. McCarthy gives us a way forward in having a dif-

ficult conversation, something that many of us avoid or feel inadequate to take on. She gives six points:

- Stick to the facts (try appraisal)
- Don't judge (revise (language which doesn't work)
- Allow time out (practise the use of silence)
- Ask the person what they think. (let them debrief)
- Offer support
- Acknowledge improvements (affirm and assist)

McCarthy summarises: "While difficult conversations are indeed difficult, listening to the other person, allowing them time to process and giving them some autonomy helps to defuse emotional tension and leads to more positive outcomes."

Students who don't 'fit in' don't need to be 'fixed'

CORCORAN, Tim. *Students who don't 'fit in' don't need to be 'fixed'*. The Conversation [online]. March 11, 2015. Available at: <theconversation.com/students-who-dont-fit-in-dont-need-to-be-fixed-38425>

Most teachers agree that all students have particular learning styles and skills. And, teachers bring a wealth of knowledge and experience to meet the needs of their students but their ability to "fix" a student is limited. They need to see something 'different' in the student but not to 'fix' them.

The question is: do your actions in and out of the classroom create the kind of relationship you want with students? This survey asked teachers to consider what value they place on relationships with students. And, this question at the least, helps them determine how next steps could be taken.

As a teacher who thoroughly enjoys, and has been challenged by students who don't fit it, I found this an excellent article.

How Teachers taught to discipline a classroom may not be the best way

SULLIVAN, Anne. *How Teachers taught to discipline a classroom may not be the best way.* The Conversation [online]. February 16, 2015. Available at: <theconversation.com/how-teachers-are-taught-to-discipline-a-classroom-might-not-be-the-best-way-34860>

This article is valuable because the main models of classroom management we inherit are from school or parents. Stepped systems, are standard sets of "consequences" that increase in severity and are used for all types of unproductive behaviour. However, they ignore the root of the problem.

The article elegantly reinforces that the PTM approach and curriculum is effective. The public school system is now adopting as policy what we already use to assist with our second ethic Care of People.

"Teachers need to shift their attention away from focusing on trying to "fix" student behaviour through rewards and consequences. Instead, they should seek a greater understanding of how other factors such as the teaching method and curriculum influence engagement and therefore student behaviour.[2]

Considering the whole 'learning ecosystem' and focussing on prevention is the key. Modifying factors can prevent students from becoming disengaged and disruptive. She describes the same elements we have in the PTM:

- physical environment
- curriculum content
- resources –teaching aids/tools
- teaching methods

It recognises the importance of the whole learning environment, rather than just focusing on managing student behaviour. It is a significant development in teacher education.

TEACHER BEHAVIOUR

DAUM, Kevin. *5 Ways to Generate Good Fortune*. Inc. [online]. November 16, 2012. Available at: <www.inc.com/kevin-daum/5-ways-to-generate-good-fortune.html>. (A surprising article on behaviours basic to all good teachers).

HARRÉ, Niki. *Psychology for a Better World: Strategies to Inspire Sustainability*. 2011. (You can download a free copy here or order hard copies through the website).

HEDGES, Chris. *How to Think*. TruthDig.com [online]. July 9, 2012. Available at: < http://www.truthdig.com/report/item/how_to_think_20120709>.

MEADOWS, Donella. *Thinking In Systems: A Primer.* Edited by Diana Wright, Sustainability Institute (2008).
(Is a concise and crucial book offering insight for problem solving on scales ranging from the personal to the global).

MOSS, Geoffrey. *The Trainers Handbook: a resource for corporate trainers*. CCH. Australia, 2nd Edition (1993).

WESTERMANN, Elie Josef. *The Three circles of Knowledge: how to build constructive community relationship by understanding conflicts in rural African communities*. CELUCT (2008).

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2 The Australian Institute for Teaching and School Leadership (AITSL) now requires all teacher education programs to ensure graduates can create and maintain supportive and safe learning environments.

VERBAL AND BODY BEHAVIOUR

CUDDY, Amy. *Your body language shapes who you are*. TED Global 2012 [online video]. June 2012. Available at: <www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=en>

MORRIS, Keneth. *A Handbook of Non-Verbal Group Exercises*. Applied Skills Press (1983). USA.

KEATLEY, David. *Body talk: how body language affects workplace morale*. The Conversation [onlin]. December 17, 2013. Available at: <theconversation.com/body-talk-how-body-language-affects-workplace-morale-21282>

McKEACHIE, W.J. & KULIK, J.A. *Effective College Teaching*. In Kerlinger, F.N. (Ed.) *Review of Research in Education*. Itaska, Ill. Peacock (1975).

McKEACHIE, W.J. *Teaching Tips: Strategies, Research and Theory for College and University Teachers*. (9th ed.) Lexington, Mass. Heath and Co. (1994).

MACNAMARA, Looby. *Cultivating Communication Skills*. Permaculture [magazine]. No. 73. Autumn 2012.

WAYS OF APPROACHING CLASS CONFLICTS

HARRIS, Tom. *Climate change/ why do the facts fail to convince?*. On Line Opinion [online]. June 4, 2012. Available at: <www.onlineopinion.com.au/view.asp?article=13692&page=0>

PRUTZMAN, Priscilla et al (Children's Creative Response to Conflict). *The Friendly Classroom for a Small Planet: A Handbook on Creative Approaches to Living and Problem Solving for Children*. [Paperback]. New Society Publishers. July 1, 1998.

CORNELIUS, Helena; FAIRE, Shoshana and CORNELIUS, Stella. *Everyone Can Win: Responding to conflict contructively.* Conflict Resolution Network Publishers, 2nd edition edition, 2014.

MACBETH, Fiona. *Playing with Fire: Creative Conflict Resolution for Young Adults.* New Society Publishers, 1995.

DAY 4

TEACHING METHODS

BYRNES, Sarah and ATWOOD, Thomas. *For Real Change, Conversations Not Debates*. Common Dreams [onlin]. October 4, 2012. Available at: <www.commondreams.org/views/2012/10/04/real-change-conversations-not-debates>

EVERTSON, Carolyn M. and WEINSTEIN, Carol S. *Handbook of Classroom Management: Research, Management and Contemporary Issues*. Routledge. New York (2011). (This comprehensive volume covers classroom management as a field of enquiry. It is complete, authoritative and up to date).

FISHER, B.A. and ELLIS, D.G. *Small Group Decision Making*. McGraw Hill, Publishing Co, New York, 3rd edition (1990).

HANFORD, Emily. *Physicists seek to Lose the lecture as teaching tool*. NPR [online]. January 1, 2012. Available at: <www.npr.org/2012/01/01/144550920/physicists-seek-to-lose-the-lecture-as-teaching-tool>.
(Great article which completely supports our permaculture teaching methods. Students work with principles. It is a result of rigorous research).

JAQUES, D. *Small Group Teaching*. Oxford Centre for Staff and Learning Development, UK (2004).

PAUL, Willi. *Transition Accelerator Tool #1. Consensus Re-Skilling*. [video]. Available at: <www.youtube.com/watch?v=3bAwS3_Rhqk>.
(Video about consensus decision making)

SWEENEY, Damien and PRITCHARD, Martin (from the NCS). *A Short Guide to Monitoring & Evaluation*. Community Sustainability Engagement, 1st edition (2011).
(Download the Evaluation Toolbox here or check their website: www.evaluation-toolbox.net.au).

ANGELO, Thomas A. and CROSS, K. Patricia. *Teaching Goals Inventory* from *Classroom Assessment Techniques: A Handbook for College Teachers*. [Paperback], Jossey-Bass Publisher, 2nd edition (1993).
Teaching Goals Inventory available at: <fm.iowa.uiowa.edu/fmi/xsl/tgi/data_entry.xsl?-db=tgi_data&-lay=Layout01&-view>

TIBERIUS, R.G. *Small Group Teaching: A Trouble-Shooting Guide*. OISE Press and the Ontario Institute for Studies in Education, Toronto (1990).

Why universities should get rid of PowerPoint and why they won't

RALPH, Paul. *Why universities should get rid of PowerPoint and why they won't*. The Conversation [online]. June 24, 2015. Available at: <theconversation.com/why-universities-should-get-rid-of-powerpoint-and-why-they-wont-43323>

I loved this article, which argued universities should ban PowerPoint because it makes students stupid and professors boring. I loved it because of my deep conviction that for students to be engaged and learn they must experience several modes of teaching. They must be challenged. Ralph deals with two issues:

- the poor impact of PowerPoint, and,
- a rigorous attempt to measure learning.

It is the author's demand for better methods to measure learning that is so valuable and necessary for permaculture teachers.

A review of research on PowerPoint found that while students liked PowerPoint, it did not increase learning or grades. So it is a method with limitations and we need to use it with care.

Research comparing teaching based on slides against other methods such as problem-based learning where students develop knowledge and skills by confronting realistic, challenging problems, predominantly supports alternative methods.

Ralph summarises that PowerPoint slides are toxic to education for three main reasons and why PowerPoint is so popular. It measures the wrong things. It needs to measure learning: Learning is the change in knowledge and skills and therefore must be measured over time.

When we attempt to measure learning, the results are not pretty. US researchers found that a third of American undergraduates demonstrated no significant improvement in learning over their four-year degree programs. They tested students in the beginning, middle and end of their degrees using the Collegiate Learning Assessment, an instrument that tests skills any degree, (or PDC) should improve –analytic reasoning, critical thinking, problem solving and writing.

It would be excellent and indeed is necessary to use the Collegiate Learning Assessment after PDCs. Then we could facilitate rigorous evaluations of different teaching methods. We would be able to quantify the relationship between PowerPoint use and learning and investigate dozens of learning correlates and eventually establish what works and what doesn't.

Wikipedia: Teaching Methods

DAY 5

TEACHING TOOLS AND AIDS

These adult education references are often for language learning yet are relevant to us:

http://learningforsustainability.net/tools/facilitation.php

http://www.seedsforchange.org.uk/tools.pdf

Teaching creativity: born that way or waiting for the muse?

CICLUNA, Josephine. *Teaching creativity: born that way or waiting for the muse?*. The Conversation [online]. Febuary 19, 2015. Available at: <theconversation.com/teaching-creativity-born-that-way-or-waiting-for-the-muse-36584>

Teaching creativity is not about dishing out a set of instructions how to do it, but much more about helping students to identify the kinds of situations or conditions they need for this receptiveness. One of the hardest ideas to grasp is the seeming paradox that creativity has little at all to do with the intellect. It is also described by Peter Eisenman in his introduction to Elizabeth Grosz's book Architecture from the Outside (2001).

Students recognise that doing an exercise creates the space for creativity to happen. We do this on Day 5 in the PTM and perhaps it should happen earlier. And it does not require an incredible effort. Its effects are startling.

Oxfam Australia. *How a "tippy tap" can save a life.* [online video]. May 14, 2014. Available at: <https://goo.gl/IjoH97>. (Global development reference).

KEESEE, Gayla S. *Learning Theory and Instructional Design/Technology*. [online]. Available at: <http://goo.gl/uenwLq>

DUVENAGE, D.C. *Lesson Design and Teaching Aids*. Download it at: <georgeyonge.net/sites/georgeyonge.net/files/Lesontwerp_Ch5.pdf>

CORDER, S. Pit. *A Theory of Visual Aids in Language Teaching.* Elt Journal , vol. XVII, no. 2, pp. 82-87 (1963).

DAY 6

PDC WRAPPING-UP

Who can teach permaculture?

MOLLISON, Bill. *What do I have to do to Teach a PDC Permaculture Design Course*. [online video]. November 9, 2013. Available at: <youtu.be/7r5hYa_rEp0>

Evaluating Teachers

EVANITAKIS, James. *Who's afraid of 'Rate your Professor'?*. The Conversation [online]. January 21, 2014. Available at: <theconversation.com/whos-afraid-of-rate-your-professor-21218>

Conceptually, the idea of rating teachers is a good one. Student frustration with teachers leads to dwindling class attendance as well as a spate of websites designed to review lecturers. And, the commodification of education has altered the relationship between learning institutions and their students.

While the PDC can be one of the most formative learning experiences for students, yet they often lack any control over the teaching. Websites may be one way of reclaiming some of that control.

They rate teachers and have positive and negative elements. In recent research, marketing expert Dennis Clayson argues that evidence indicates that these sites are biased towards a "likeability" scale rather than teaching quality.

However, we should see these websites/evaluations as a way of highlighting where problems lie and a source of important insights. For example, if subject matter is seen as being "too dense", then should it be a matter of changing the delivery or, is there a mismatch in expectations?

The writer states: "What does work, is sustained quality teaching that is innovative, relevant, engaging and student centred."

Permaculture Association. *Diploma in Applied Permaculture Design,* (2011). Download it at: <www.permaculture.org.uk/sites/default/files/page/document/permaculture_diploma_guidebook_5.1_0.pdf>
(UK Accreditation Criteria for the Diploma of Applied Permaculture)

SAHGAL, Bittu. *She's Alive... Beautiful... Finite... Hurting... Worth Dying for*. [online video]. Available at: <www.youtube.com/embed/nGeXdv-uPaw>
(Excellent video on world collapse and people who did something).

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