

Designing Educational Ecosystems: An Intensive Permaculture Teacher Training

with Dave Jacke • Kim Almeida • Chris Jackson • Cliff Davis • Jessie Smith

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Dear Permaculture Teachers!!!

Welcome to Designing Educational Ecosystems! On behalf of the course staff and organizers, I offer our gratitude to you for your willingness and desire to serve people and planet as a permaculture educator. We look forward to working and playing with you over the very full nine days we have planned.

This document contains basic information you will need to arrive at the course punctually and prepared to make the most of our time together in safety and comfort.

You will find here:

- Contact information.
- Information on Travel, Accommodations, Meals, etc.
- A Packing List.
- A Daily Schedule and an overall Course Schedule to help you orient to the course, and for commuters, to help you plan your travel and arrange your home life.
- Homework assignments.
- Forms to fill out or sign for bureaucratic reasons and to get some basic self-assessment work done that we will use in the first days of the course. Please have these complete before you arrive so we can spend our first minutes together getting to know each other instead of filling these out.

Please read this document through soon, complete the homework we have assigned, and let us know what else you need to get to the course expeditiously. We'll do our best to serve you.

We'll see you soon,

A handwritten signature in black ink that reads "Dave Jacke". The signature is fluid and cursive, with the first name "Dave" and last name "Jacke" clearly legible.

Dave Jacke

INSTRUCTORS & ORGANIZER CONTACT INFORMATION

Course Logistics Coordinator:

Jessie Smith

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Course Location:

Camp Y.I.

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Program Coordinator & Primary Instructor:

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TRAVEL AT COURSE BEGINNING AND END

By now you should have received a web-based questionnaire by email and entered your information about travel plans, dietary needs, and medical information. If you have not submitted your information, please do that as soon as possible.

The Nashville airport is approximately a half hour drive from the course site. Once we have a good idea of who is coming in when, we will be able to arrange shuttles from the airport to the site.

Please contact Jessie Smith with unmet needs, inquiries, and changes in travel plans. As a backup you can call Chris Jackson or Dave Jacke on these issues as well (see contacts page above).

Arrival and Departure Times

The course technically begins at 7 PM on Friday, March 21 at the Camp YI Lodge (see below for location information). HOWEVER, we will have dinner ready for all of us to enjoy together at 6 PM that evening. We would very much like everyone to have arrived, completed their registration, and settled into their accommodations *before dinner* so we can jump into our first class after some nourishing social time.

Registration begins at 3 PM. *We would like all flights to arrive by 3PM, earlier if at all possible so we can get all or most of you settled in your spaces before dinner.*

We encourage you to arrive any time on Thursday. There is a group of people doing a service project for the camp and we would appreciate as many hands as possible. This will allow people to give back to their temporary home, create connections early, and take away the stresses of timely travel. If you need to arrive earlier than Thursday, please contact Jessie.

At the back end of the course, we plan to graduate and finish the course by lunchtime at 1 PM. Lunch will be offered to all from 1 – 2 PM as the last meal of the course. Flights after 3:30 PM are ideal.

CLASSROOM, ACCOMMODATIONS, AND MEALS

Facilities

Camp YI is a co-ed youth summer camp located just south of Nashville. The camp has been operating since 1945 and provides outdoor experiences for children in low-income families. There is a horse farm included on the camp and Camp YI is currently converting to more sustainable practices, including the integration of permaculture principles. We will all have open access to the site's small cluster of buildings:

- Lodge: Course registration and classes
- Dining Hall: All meals as well as seating for breakout sessions or free time
- Dorms: Climate controlled dormitory housing available
- Cabins: Open-air cabins available for housing by arrangement with Jessie.

Internet & Phone

Due to its remote location, Camp YI cannot currently get internet. There is solid smart phone reception for Verizon and AT&T (possibly others).

Jessie has a hotspot with unlimited bandwidth, but it will not be available at all times, can only host 5 people at a time, and course staff get priority. If you have a hotspot, we encourage you to bring it to ensure you are covered.

You will not need a heavy use of internet during this course. If you do require connecting to email on a regular basis, this could be limited at times if you do not have your own means to connect.

Lodging

The dorm is a very large climate controlled building with a permanent curtain splitting the room. This building has electric and bathroom facilities. There are bunk beds in the dorm, and enough for all to have their own stack.

The cabins are open air (unheated) and rustic. These also have bunk beds in them, but no electricity. Depending on demand, it is possible to have a cabin to yourself or at most, shared with one other. This housing does not cost extra, but as this is March, the weather can be very unpredictable.

The camp cannot legally provide bedding for this course. Please be prepared to bring a sleeping bag/blankets and pillow. We have a limited amount of sets for people traveling long distance, so please let us know if you cannot provide your own.

If you feel the need for a hotel, please contact Jessie and she can provide options. This will involve at least a 15 minute daily drive and the need for your own transportation.

Meals

Breakfast will be self-coordinated by the group. We will arrange this on the first night of class.

Lunch and dinner are provided and meal plans are catered to the needs of the group. Your dietary needs are addressed in the web-based form. If you have not already, please complete this as soon as possible. If you have not received the email with the link to the form, contact Jessie.

Snacks are not provided. If you need food between meals, we recommend you bring some things. There is a grocery store located about 10 minutes away. The closest Whole Foods is about a 30 minute drive. There will be two evenings off where you can explore the area or provide some self-care.

Linens & Laundry

There are no linens provided for this course. If you have the ability, please bring your own. If you are traveling a far distance and cannot bring your own, please connect with us – we can ensure a limited amount.

There is a laundromat nearby that you can access during one of your times off.

PACKING LIST

We will be indoors and out over the course of the week. Please prepare for every kind of weather, as it can storm, have sub-freezing nights, or be 60° and sunny in central Tennessee this time of year. Linens ***are not*** included in the accommodations.

Tools & Items for Course

- Notebook, clipboard
- Writing implements
- Colored pencils and/or markers.
- A Class Journal (different from a personal journal) containing at least 35 blank pages (optional).
- At least 50, preferably 100 or so, blank 3x5 index cards for daily reflections and use in teamwork.
- A print out of your resume from your application.
- A sketchbook, sketch paper & clipboard.
- A daypack for our field trip.
- Reference books, marketing materials, permaculture course handouts (see exercise #2 below).
- Laptop computer and plug. You will likely need to create handouts or outlines or powerpoint presentations during the course. We will have wireless in our buildings and access to printing on the Center's printer.
- Two things to sit upon on the floor: There are chairs available to use, but everyone will need two cushions or other ways to sit on the floor comfortably for a time in at least one of the exercises we will do together. If you are flying, don't worry about this. *Those of you who live nearby,*

please bring at least two cushions, more if you have them to share with others coming a long distance.

- Random materials to use for creative exercises: if you have boxes of markers, some good/crazy clothes for skits/props, items of interesting potential use, or show and tell items related to permaculture, bring them along!

Clothes, Personal

- Bedding/sleeping bag & pillow.
- There is a Laundromat nearby and limited time during course where you could break away if needed.
- You may want slippers inside as the floors may be cold.
- Warm waterproof boots, good for snow/hikes.
- Warm jacket, ideally waterproof, too.
- Warm clothes (that stay warm if wet – wool?). The building can be chilly, so bring comfortable layers.
- Head gear (shade, warmth, dryness).
- Flashlight (plus extra batteries).
- Toilet articles (shared bathroom!).
- Watch and/or travel alarm.
- Water bottle and personal mug.
- Mat, props, clothes, etc. for yoga or other practices.
- Musical instruments for break times.

TEACHER TRAINING 2014 DAILY SCHEDULE *(subject to change)*

7:30	Garden building open for breakfast/yoga
8:30	Meditation / Re-Visioning / Check-in
9:15	Short Break
9:30	Session I
10:45	Long Break
11:15	Session II
12:30	The Shift
1:00	Lunch
2:15	Session III
3:30	Long Break & Snack
4:00	Session IV
5:15	Daily Integration (reflection cards)
5:30	Break/Dinner Prep
6:00	Dinner
7:00	Session V
8:30	Close for day

TN 2014 Teacher Training Course Schedule (DRAFT - subject to change)

	Color Key:	Friday 3/21/14	Saturday 3/22/14	Sunday 3/23/14	Monday 3/24/14	Tuesday 3/25/14	
Session I: 9:30-10:45	(Classes)		2 Course Overview, Goals Articulation, Intros	7 Teacher Presentations (6)	11 Teacher Presentations (6)	16 Eco-Design Principles & Process	Session I: 9:30-10:45
Session II: 11:15-12:30	(Teacher Presentations)		3 Site A&A of Learners PNA	(30 min) Particles and Systems	12 The Seat of the Teacher	17 EcoDesign in Event Design: The PDC	Session II: 11:15-12:30
12:30-1	(The Shift)		Learning Affirmations	8 (75 min) Teacher Presentations (6)	Sit Spot or Support Circle	Seeing Forest Architecture	12:30-1
1-2:30			LUNCH	LUNCH	LUNCH	LUNCH	1-2:30
Session III: 2:15-3:30	(Team work time)	Arrival	4 Effective Learning Environments	9 Philosophé Cafe	13 Teaching PC Creatively	18 Small Groups: Lecture Topic Brainstorms	Session III: 2:15-3:30
Session IV: 4:00-5:15	(Public Events)	Arrival	5 Teacher Presentations (6)	10 Teacher Presentations (8)	14 Teaching PC Creatively	19 Small Groups: Rapid Prototypes	Session IV: 4:00-5:15
5:15-5:30	(Reflection)	3x5's/journal	3x5's/journal	10 continued	3x5's/journal	3x5's/journal	5:15-5:30
6:00-7:00		DINNER	DINNER	DINNER	DINNER	DINNER	6:00-7:00
Session V: 7:00-8:30		1 Intros, Logistics Frames & Paradigms	6 Presentation Skills & Stage Presence	Free	15 Story of the Day; Niche A&A of Educational Elements	20 After the Brainstorm	Session V: 7:00-8:30

	Color Key:	Wednesday 3/26/14	Thursday 3/27/14	Friday 3/28/14	Saturday 3/29/14	Sunday 3/30/14	
Session I: 9:30-10:45	(Classes)	21 Teaching as a Business	23 Marketing Strategies	28 Session Design: A Natural Cycle	33 Permaculture: Creative Ecological Design	37 Evaluations of Saturday	Session I: 9:30-10:45
Session II: 11:15-12:30	(Teacher Presentations)	22 Audiences & Formats	24 Whole Systems Curriculum Design	29 Team Workshop Prep	34 Permaculture: Creative Ecological Design	38 Course Wrap; Where to From Here?	Session II: 11:15-12:30
12:30-1	(The Shift)	Teaching Venue Tour	Trio Walk'n'Talk	Guess What?	34 cont.	Graduation	12:30-1
1-2:30		BAG LUNCH	LUNCH	LUNCH	BAG LUNCH	SHORT LUNCH 1- 2	1-2:30
Session III: 2:15-3:30	(Team work time)	Free	25 All Group Workshop Prep	30 Team Workshop Prep	35 Permaculture: Creative Ecological Design	Pack and Go	Session III: 2:15-3:30
Session IV: 4:00-5:15	(Public Events)	Free	26 Team Workshop Prep	31 Team Workshop Prep	36 Permaculture: Creative Ecological Design	Pack and Go	Session IV: 4:00-5:15
5:15-5:30	(Reflection)	Free	3x5's/journal	3x5's/journal	3x5's/journal		5:15-5:30
6:00-7:00		DINNER	DINNER	DINNER	DINNER		6:00-7:00
Session V: 7:00-8:30		Free	27 Culture Transformation: Education's Role?	32 Team Workshop Prep	Party!		Session V: 7:00-8:30

PRE-COURSE EXERCISES

Five pre-course exercises follow. Please read through them all and work out which ones you can fit into your schedule between now and the course. We have tried to keep these short given the time available before the course begins. If you need to do triage and complete only one of these because your life is too full, then focus on preparing for your eight minute lecture (exercise #1), as this is the foundation of much of what we will do together in the course, and will likely take most of your pre-course prep time. Second priority are exercises 2, “Gathering In”, and 5, “Bureaucracy and Self-Knowledge”. However, exercise 4 should not take too long, and exercise 3 should be fun and interesting. At least browsing the course manual (#3) once you receive it is a good idea. Put the manual in your bathroom next to the toilet and browse it there if that’s what it takes! The point in all of these is mainly to engage and begin getting your bodymind working on these issues, not to have a “right answer” or a finished product. Of course, you will give your eight-minute lecture, so the more you prep for that the better off you will be. Budget your time accordingly.

1. Your Eight Minutes of Fame

Objectives:

- Give a very brief lecture on a specific aspect of permaculture.

Resources needed:

- Paper, word-processing program, or powerpoint or similar software
- Info resources
- Presentation materials (posters, etc.)
- “Really Bad Powerpoint” article attached as a resource.

Priority Level: THE HIGHEST PRIORITY OF THESE EXERCISES.

Deliverables: Outline, posters, powerpoint presentation, or other lecture-formatted talk ready to present the first day of the training.

OK, folks, the rubber meets the road early in this training! The course begins on Friday night, March 21st, and on Saturday, March 22nd some of you will give a series of eight-minute lectures to our class, with the rest of you following over the next two days. Every member of class will evaluate each of your performances with comments on paper. We will attempt to video record these lectures so you can review your performance and evaluate it for yourself. You need to prepare your lecture before the course so you can give it in front of the crew at any time, so come to the course prepared to give your lecture in the first day, because some of you will!

We recommend you practice at home with a timer in front of a mirror. We will be very strict about the eight-minute limit!

In addition, your choice of topic for the lecture will act as one seed crystal of a design for a longer session you will produce with teammates during the training and present on the last Saturday of the course in a public forum in Nashville. This longer presentation will form a portion of the full day workshop series you and your cohorts will teach together on the last Saturday of the training. For this portion you will need to come with materials that you might use for handouts on your selected topic.

To choose a topic, use the following considerations:

- You will initially speak for exactly eight minutes. The core idea(s) of your presentation should be simple and straightforward. This is a lecture—that is you will stand and deliver for eight minutes by yourself, or using a powerpoint presentation, an easel and markers, a chalkboard, a prop or two, etc. We intend that no audience participation be involved in this lecture.
- At the same time, strive to make your presentation perform multiple functions; for example, we suggest that all of you think of several concrete examples of permaculture in action that demonstrate one specific principle of permaculture design, or one concrete example that demonstrates several principles. Something like that.
- The 8 minute lecture should help others learn a permaculture approach to pretty much any topic area.
- Try to design the talk so the structure of the presentation reflects what you are teaching. If you don't understand, just ponder that.
- Ideally this talk will be on a subject you have not taught before and that you intend to teach in the near future, sometime later this year, perhaps.
- Design this lecture for an audience you expect to teach in the future, not for the others teacher trainees in our course.
- We suggest that you choose something you are at least partly familiar with, but that you want to grow into and want to teach in the future, not something completely familiar and easy, and not something completely new to you, unless you want to really stretch yourself. If you feel comfortable speaking in public, then stretch into new areas you want to learn about. If speaking in public is itself a stretch, choose a topic you feel more comfortable with so you can focus on presentation style and competence, rather than content.

When we get together we will see what topics you have all chosen and work out how to string you together into some kind of coherent set of presentations over the first days of the course. This will be fun!

You can create your talk in a powerpoint or other slide format (see attached article *Really Bad Powerpoint* for a few great tips!), or you can depend on the chalkboard, use of your own body, or just standing and talking to get across your ideas. Please produce some physical outline or set of images or whatever to show us the first day of the training, and be ready to present on the first Saturday, Sunday, or Monday. Practice your talk ahead of time, and make sure it comes in at no more than eight minutes!

We need people who feel they are strong presenters to volunteer to lecture in the first lecture session on the first afternoon. Please email Chris Jackson at kairos.chris@gmail.com to let him know that you want to volunteer, and give him your lecture topic, your lecture format (powerpoint, easel and marker, or other means of communicating) and your contact info so he can begin to set up the first day of lectures. He will confirm with those who will go first when you arrive.

2. Gathering In

Objectives:

- Gather an array of reference works to build a shared library for your own and others' use during the course.
- Bring a copy of your resume, either the one you sent as part of the application process, or your revision of that if you have revised it.
- Bring with you the handout binder or other handouts that you received from your permaculture design course if you still have them.

Priority Level: HIGH, BUT NOT ESSENTIAL. FOR THOSE COMING LONG DISTANCES

FOCUS ON BRINGING THE MARKETING MATERIALS AND PERHAPS 1-2 KEY REFERENCES.

Deliverables:

- A minimum of two, but up to three or more key reference works to support your permaculture teaching (preferably related to your lecture topic);
- A copy of the curriculum for the Permaculture Design Course you took, if you have it, for use in a class exercise.
- One copy of the handouts/binder/"playbook" from the Permaculture Design Course you took, as a reference and to share with others.

This exercise relates to work we will do during the course. Each of you will present to our group and to the public on chosen topics, so you may need some key references to support your work. Bring at least two or three key references on the topic you selected for your 8-minute lecture to the course to help you give a solid presentation. If you live closer to the course site or are coming by car, consider bringing more to

help build our reference library for the course. We'll use our resumes to get to know each other, so please bring a copy of yours.

We will also take some time to evaluate handouts from different courses. Please bring the handouts or binder or “playbook” you received from your permaculture design course to the teacher training, both to be ready for this exercise and to refer to as you prepare for your own teaching endeavors during the course.

3. How Can We Permaculture the Learning of Permaculture?

Objectives:

- Familiarize yourself with the course text.
- Reflect on what makes for an “Effective Learning Environment.”
- If you can, review Dave’s draft *Whole Systems Ecological Design and Education Philosophy Summary* and his article *Ecological Culture Design: A Holistic View*

Resources needed:

- Journal, pen/pencil.
- The course manual, *Teaching Permaculture Creatively*.
- Time varies depending on reading speed and depth of browsing.

Priority Level: IMPORTANT, AND PROBABLY ALSO FUN.

Deliverable: None. These will provide useful and important background that will prime you for the course, however.

If we haven’t already, we will soon mail you your course text, *Teaching Permaculture Creatively*, by Robyn and Skye. It comes as an unbound stack of three-hole-punched paper. Get a three ring binder and put your course manual into it (put your name on it, too for when we get to the course site). Read and ponder the first few chapters concerning the factors involved in creating effective learning environments (up to page 64). Also browse the rest of the manual in whatever way works best for you, letting ideas and images sink into your bodymind.

The attached article and white paper by Dave summarize his worldview about permaculture and his educational philosophy, both of which strongly influence the design of this course and his approach to permaculture education and design. We urge you to read and ponder these, as they will help you to engage, discuss, and debate during the course.

If it works for you, journal at least once about what you see, think, feel, in response to all this, and to the question posed in the exercise title.

4. Your Greatest Challenge or Fear

Objectives:

- Become aware of and own our greatest fears and challenges.
- Understand the gifts that our fears bring to us.
- Empower ourselves around our deep fears and challenges so we can teach from that place.
- Provide a shared awareness tool to help us grow and learn from each other before and during the course.

Resources needed:

- Journal, pen/pencil.

Priority Level: IMPORTANT.

Deliverable: If you haven't done it already, email Dave a one-sentence statement of your greatest fear within one week of your interview. After that, use your sentence to help you observe how your fear interacts with your inner experience and the outer world. Do some journaling about your observations. Come to the course ready to use your statement as an awareness tool and random access catalyst.

All of us in this course, staff included, have sent in a statement of our greatest fear (if you haven't emailed it to Dave please do so soon!). Now take this deeper if you can.

Review your writings on this exercise so far. Look at the statement of your greatest fear or challenge that you sent in and read it to yourself, both internally and aloud, to see how it feels. If needed, review and revise that statement so it:

- Comprises only one short sentence.
- States your fear or challenge in active voice and present tense.
- Stimulates a significant emotional "charge" in your body.

The one sentence guideline helps us write succinctly and get to the point. It also provides a statement that we can easily remember. The sentence can then act as an awareness tool that arises to consciousness when something inside or in our environment triggers the fear or challenge. We can then learn from what is going on.

Active voice and present tense help keep us honest. When I write in passive voice (using any form of the verb to be: is, am, are, was, were, be, being, been) or in future or past tense, I find it easier to confuse or lie to myself about a topic, goal, or issue. "I am afraid I am a fraud": passive voice, present tense. "I fear others see me as a fraud": active voice, present tense. "I fear my own fraudulence": still active, present, and also owning the fear more directly in my current reality. To write in active voice, I had to get clearer about what the issue was, and I could use my body to feel it and tell me when I was honest. The third statement above resulted from an

honest assessment, using the resonance in my body, of the second statement as not feeling true, and the sense I needed to recognize that there are ways in which I feel like a fraud now, and that my avoidance of the fear kept me from acknowledging the ways I acted as a fraud sometimes. This third statement feels daring and risky to say (and write about), and also has some interesting and productive rings of truth in it that help me acknowledge the ways in which I am less than honest with myself. Past tense, future tense, and passive voice separate us from the experience the words bring, so we can fool ourselves more easily. Present tense, active voice helps us refine and hone our statements so they ring with truth. This can lead to liberation.

If you feel in doubt about how to discern passive voice, try using your word processing software and the grammar checker to see if it flags passive construction. My grammar checker taught me a lot about my writing style and my way of seeing myself by exposing passivity in my written voice.

I would like your statement to reflect something personal because this will “up the ante” in your own inner work and in our work together, and provide more fuel for our awareness and growth. Obviously, we each get to choose what we will reveal about ourselves to the group in the course. If your greatest fear or challenge feels very personal, we will not force you to reveal it to anyone. However, we urge you to take this exercise to heart, and use your one sentence statement to show you the gifts your inner landscape has to offer. When we do that, especially when we do that together, we will find, I think, that our sense of personal power and confidence will grow stronger, and our teaching will reflect that in an effortless way. I look forward to discussing this multifunctional exercise with you individually and, potentially, as a group when we get together.

5. Bureaucracy and Self-Knowledge

Objectives:

- Get to know yourself as a learner and as a permaculture teacher.
- Get bureaucratic paperwork out of the way so we can enjoy each other from moment one at the course.

Resources needed:

- Journal, pen/pencil.
- Time varies depending on reading speed and depth of browsing.

Priority Level: ESSENTIAL, AND (PARTLY) ALSO FUN.

Deliverable: Finished paperwork to hand in upon arrival.

Following are a number of documents for you to fill out and hand in when you arrive at the course on Friday, March 23rd. Some of these are bureaucratic documents we need to have filled out, others set context for our work together, or help you get to know yourself or the course site in various ways. You should find below:

For your information:

- *Really Bad Powerpoint* article.
- *Ecological Design and Education Philosophy* draft summary by Dave.
- *Ecological Culture Design* article by Dave.

Bureaucratise to hand in when you arrive:

- A Confidential Medical Form;
- A Release and Waiver form for liability purposes (sorry! but this is required);
- The Permaculture Teacher Training Agreement form;
- A Permaculture Teacher Self-Assessment Form.

Things to fill out that you will use in an exercise on Saturday morning:

- A Learning Access Modes info and Questionnaire;
- A Multiple Intelligences info and Survey.

Really Bad Powerpoint

By Seth Godin (http://sethgodin.typepad.com/seths_blog/2007/01/really_bad_powe.html)

I wrote this about four years ago, originally as an ebook. I figured the idea might spread and then the problem would go away--we'd no longer see thousands of hours wasted, every single day, by boring PowerPoint presentations filled with bullets.

Not only has it not gone away, it's gotten a lot worse. Last week I got a template from a conference organizer. It seems they want every single presenter to not only use bullets for their presentations, but for all of us to use the same format! Shudder.

So, for posterity, and in the vain hope it might work, here we go again:

Really Bad Powerpoint

It doesn't matter whether you're trying to champion at a church or a school or a Fortune 100 company, you're probably going to use PowerPoint.

Powerpoint was developed by engineers as a tool to help them communicate with the marketing department—and vice versa. It's a remarkable tool because it allows very dense verbal communication. Yes, you could send a memo, but no one reads anymore. As our companies are getting faster and faster, we need a way to communicate ideas from one group to another. Enter Powerpoint.

Powerpoint could be the most powerful tool on your computer. But it's not. Countless innovations fail because their champions use PowerPoint the way Microsoft wants them to, instead of the right way.

Communication is the transfer of emotion.

Communication is about getting others to adopt your point of view, to help them understand why you're excited (or sad, or optimistic or whatever else you are.) If all you want to do is create a file of facts and figures, then cancel the meeting and send in a report.

Our brains have two sides. The right side is emotional, musical and moody. The left side is focused on dexterity, facts and hard data. When you show up to give a presentation, people want to use both parts of their brain. So they use the right side to judge the way you talk, the way you dress and your body language. Often, people

come to a conclusion about your presentation by the time you're on the second slide. After that, it's often too late for your bullet points to do you much good.

You can wreck a communication process with lousy logic or unsupported facts, but you can't complete it without emotion. Logic is not enough.

Champions must sell—to internal audiences and to the outside world.

If everyone in the room agreed with you, you wouldn't need to do a presentation, would you? You could save a lot of time by printing out a one-page project report and delivering it to each person. No, the reason we do presentations is to make a point, to sell one or more ideas.

If you believe in your idea, sell it. Make your point as hard as you can and get what you came for. Your audience will thank you for it, because deep down, we all want to be sold.

Four Components To A Great Presentation

First, make yourself cue cards. Don't put them on the screen. Put them in your hand. Now, you can use the cue cards you made to make sure you're saying what you came to say.

Second, make slides that reinforce your words, not repeat them. Create slides that demonstrate, with emotional proof, that what you're saying is true not just accurate.



Talking about pollution in Houston? Instead of giving me four bullet points of EPA data, why not read me the stats but show me a photo of a bunch of dead birds, some smog and even a diseased lung? This is cheating! It's unfair! It works.

Third, create a written document. A leave-behind. Put in as many footnotes or details as you like. Then, when you start your presentation, tell the audience that you're going to give them all the details of your presentation after it's over, and they don't have to write down everything you say. Remember, the presentation is to make an emotional sale. The document is the proof that helps the intellectuals in your audience accept the idea that you've sold them on emotionally.

IMPORTANT: Don't hand out the written stuff at the beginning! If you do, people will read the memo while you're talking and ignore you. Instead, your goal is to get them to sit back, trust you and take in the emotional and intellectual points of your presentation.

Fourth, create a feedback cycle. If your presentation is for a project approval, hand people a project approval form and get them to approve it, so there's no ambiguity at all about what you've all agreed to.

The reason you give a presentation is to make a sale. So make it. Don't leave without a "yes," or at the very least, a commitment to a date or to future deliverables.

Bullets Are For the NRA

Here are the five rules you need to remember to create amazing Powerpoint presentations:

1. No more than six words on a slide. EVER. There is no presentation so complex that this rule needs to be broken.
2. No cheesy images. Use professional stock photo images.
3. No dissolves, spins or other transitions.
4. Sound effects can be used a few times per presentation, but never use the sound effects that are built in to the program. Instead, rip sounds and music from CDs and leverage the Proustian effect this can have. If people start bouncing up and down to the Grateful Dead, you've kept them from falling asleep, and you've reminded them that this isn't a typical meeting you're running.
5. Don't hand out print-outs of your slides. They don't work without you there.

The home run is easy to describe: You put up a slide. It triggers an emotional reaction in the audience. They sit up and want to know what you're going to say that fits in with that image. Then, if you do it right, every time they think of what you said, they'll see the image (and vice versa).¹

Sure, this is different from the way everyone else does it. But everyone else is busy defending the status quo (which is easy) and you're busy championing brave new innovations, which is difficult.

DYNAMICS ECOLOGICAL DESIGN

Site Planning • Landscape Design • Construction • Education • Permaculture

David K. Jacke • 33 E. Taylor Hill Rd. • Montague, MA • 01351 • (603) 831-1298 • davej@edibleforestgardens.com

Whole Systems Ecological Design and Education Philosophy Summary:

Draft, Dave Jacke, September 26, 2013

Consider the following sets of propositions:

- The belief in the separation between humans and nature is false.
 - Living as if humans and nature are separate causes us to destroy the planet, ourselves, and each other.
 - Humans and nature irrevocably intertwine. We are nature. Nature has become us. Humans are an ecological species like any other.
 - Therefore, every classroom is an ecosystem.
 - *Ecological principles, and ecological design principles, apply in classrooms just as much as anywhere else.*
-
- All human beings learn. Learning ability lives inherent in all human beings.
 - We learn with our whole beings, not just our brains. As primates, we seem to learn best when we play.
 - 95% of what we learn, we learn without knowing it—learning is largely an unconscious act—but the conscious 5% is critical to the process.
 - “Teaching” from a place of power-over, control, or idolatry separates teacher and student, creates projective separations within both teacher and student, and unconsciously teaches control/obedience, power-over/disempowerment, idolatry, and self-separation.
 - Education literally, from Greek, means “to draw out,” not to stuff in, fill up, inhale, or engorge.
 - Learning from shared direct experience empowers, connects, integrates and teaches self-awareness, self- and other-honoring, communication, and self-direction.
 - *Events make the best teachers. Reflection, sharing, and acknowledgment are critical to the process.*
 - *The role of the educator is to create effective learning environments and to design and facilitate effective learning events.*
-
- All human beings design. The design function lives inherent in each of us.
 - Design calls upon all of the skills, talents, and intelligences of human beings—it integrates us and makes us more whole.
 - Each of us has our own inherent design process(es). This we must honor and respect.

- Human design processes also appear to share archetypal elements and patterns that, when understood and used skillfully, deeply effect the quality, speed, and comprehensiveness of the design process and the outcome of the design.
- *The designer, the designed, and the design process are one: separation between these three things does not exist.*
- *If we are to create an ecological design result, we must use an ecological design process. The designer must therefore be an ecologist.*
- *If we are to design whole ecosystems we must become whole people.*

- Design = lit Greek “to mark out”; education= lit Greek “to draw out”
- Archetypal ecological design involves drawing out of the client/people their needs, goals, etc., drawing out of the land or context its needs and characteristics, and creatively synthesizing these. *Design is therefore essentially an educational process.*
- Design involves learning a shit-ton about people and landscape, also, and learning how properties emerge from dynamic systems of elements, how principles apply, and creatively adapting patterns to unique circumstances.
- Education, in the above model, is essentially a design process.
- *Design and education are two sides of the same coin. They feed and need each other. The best way to design is through an educative process; the best way to educate is through design process.*

Summary:

- *Every classroom is an ecosystem. Ecological principles, and ecological design principles, apply in classrooms just as much as anywhere else*
- *Events make the best teachers. Reflection is critical to the process.*
- *The role of the educator is to create effective learning environments and to design and facilitate effective learning events.*
- *The designer, the designed, and the design process are one: separation between these three things does not exist. If we are to create an ecological design result, we must use an ecological design process. The designer must therefore be an ecologist. If we are to design whole ecosystems we must become whole people.*
- *Design and education are two sides of the same coin. They feed and need each other. The best way to design is through educative process; the best way to educate is through design process.*

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ECOLOGICAL CULTURE DESIGN: A HOLISTIC VIEW

Revised Edition, © Copyright 1999, by Dave Jacke.

INTRODUCTION

Few sane, aware and knowledgeable people would argue that our current culture is ecologically sustainable. Clearly there is an urgent need to re-design the way we live, work and play to meet our needs without destroying the ability of other living beings and of future living beings to meet theirs. Permaculture offers a holistic approach to that task, which involves not just the sustainable use of resources and the use of appropriate technologies, but also the creation of socio-economic structures and of belief systems that support ecological technologies and resource use— as well as the engagement and enlightenment of all human beings. In fact, it is our belief systems, our “inner landscapes”, that are the most critical factor limiting the development of ecological cultures.

The word “permaculture” is a contraction of both “permanent culture” and “permanent agriculture”, for it is impossible to sustain a culture without a sustainable agriculture. At its essence, permaculture is the conscious design and co-creative evolution of agriculturally productive ecosystems and cooperative and just social and economic systems that have the diversity, stability and resilience of “nature”. Given this mission of conscious design of sustainable and ecological cultures, it is critical that we understand what it is we are designing, or we will fail to reach our goals. What is culture?

One way of looking at culture in this context is expressed simply in Figure 1. In this model, culture can be thought of as consisting of four interrelated parts: Resources, Technology, Social and Economic Structures, and Cosmology. These elements, and the relationships between them, are what create the “whole” we can think of as “culture”, which is greater than the sum of its parts. Culture is a natural phenomenon, an evolutionary adaptation of the species *Homo sapiens* which has enabled us to adapt to a far broader range of ecological circumstances far faster than regular physiological adaptation would allow. Culture is the primary adaptive mechanism of humankind, though physiological adaptation has not ended with its invention. It is our greatest tool, and the greatest threat to our survival.

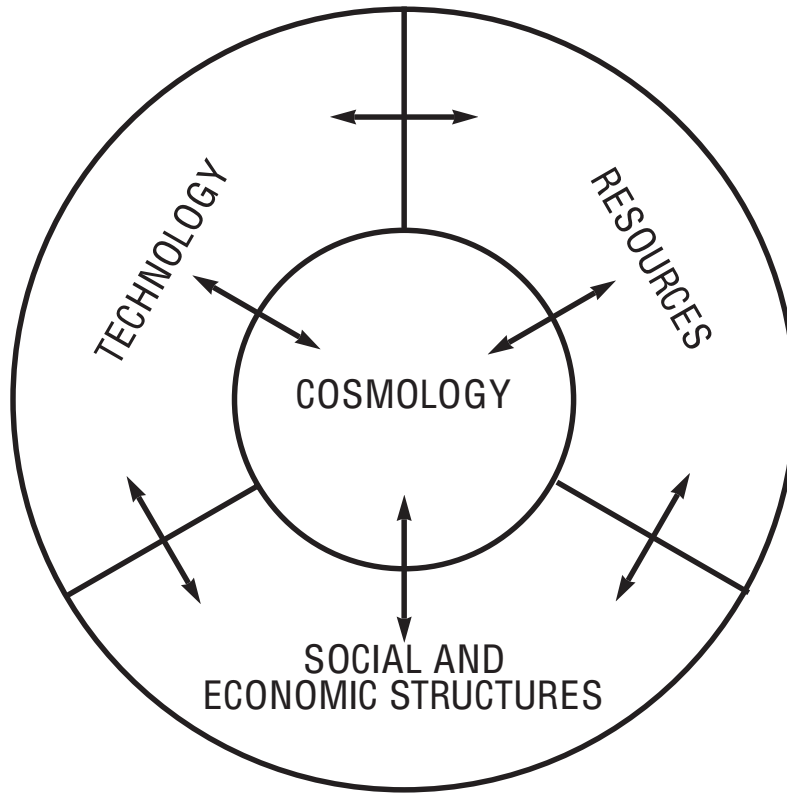


Figure 1: A model of human culture. We must design the four parts as a whole system or we will fail to create an ecological culture. Cosmology is like the DNA of a cell: its patterning determines the structure and behavior of culture's more visible parts.

RESOURCES

The first piece of the culture pie is the base of Resources. Resources are a perceptual phenomenon, in that the ability of someone to use something as a resource is dependent, first of all, on their ability to recognize it as such, and then to adapt their thought, behavior and technology to its use. Take garbage as an example. For the past 30+ years, we have treated garbage like waste. It is only recently that we have, of necessity, again begun to see garbage as the resource it can truly be for us, and we are now as a culture trying to adapt our thoughts, behaviors and technology to its use. In this sense, then, our ability to shift our perceptions of things may be our greatest resource, if we would but use it.

A thing as a resource is somehow different than a thing as an entity in itself. This is because a resource is a cultural phenomenon, while an entity in itself is a natural or noncultural phenomenon. Respecting this boundary is what the asking and thanking rituals of native peoples are about, for in using some-body for our purposes, we lay claim to it and remove it from its natural state. I remember working with a friend who was a forester who could only see the forests for trees, and trees for lumber.

I would look in awe at some of the trees we were evaluating, and so would he— but he would almost always comment about how many logs were in it. I think my responses must have struck a chord in him, for he is now an arborist, and works to keep trees alive rather than cut them for timber.

TECHNOLOGY

Technology is the primary interface between ourselves and our environment, and is the part of culture we tend to be most fascinated with. Through the use of tools, instead of only specialized body physiology, we have increased our ability to adapt to, exploit and change our environment, increasing our chances of genetic success, comfort, wealth and a myriad of other goals— up ‘til now. The kind of technology that a culture uses is determined by the kinds of resources that are used in order to survive. For example, in order to use uranium as a resource, we need certain kinds of technologies; in order to use the sun as a resource, we need certain other kinds of technologies. Hence the form of technology is determined by the resource base available for our culture’s use— as well as by the existing mind set and social organization within the culture.

Most movements for ecological sanity have tended, until recently, to focus on resource and technology issues, for these are somehow the realm of “environmentalists”, the interface of “nature” and “culture”. However, there is a growing recognition that the “tweak the system” approach leaves much to be desired, and that it is the whole system that must be changed— from the inside out. Ignoring the other parts of the culture pie leaves any effort for change hamstrung and/or just helps strengthen the system which maintains the destructive dynamic by helping make the system look “green”.

SOCIAL AND ECONOMIC STRUCTURES

Social and economic structures are somewhat harder to understand because they are not things in and of themselves, but sets of relationships between people. These structures have allowed us more security and strength, not to mention companionship, support and love. The socio-economic system is the supporting mechanism of technology, for, without people with specialized skills to create, manufacture and use technology, culture, in large part, wouldn’t exist.

Different technologies demand certain social organizations in order for that technology to be created and used. For example, the social and economic structures required to create and support nuclear technologies are centralized, hierarchical, and capital intensive, while a solar greenhouse technology is more likely to be supported by and create social and economic systems which are decentralized, egalitarian, and labor intensive. Technology also affects social organization in more subtle ways. For example, television has contributed to many of society’s problems, including the break up of the family, the most basic social unit. A culture’s social and economic organization is determined, in part, by the technology that society chooses to use, and the technology that it uses is dependent on the social organization and cosmology of those involved.

COSMOLOGY

Cosmology plays a key role in determining the kinds of social and economic structures that we set up, as well. Indeed, cosmology is like the DNA of a cell, in that it guides the design and evolution of all the other parts of culture, even as cosmology is itself changed by the other parts of the culture “pie”. Cosmology, in this model of culture, includes our ethics and values, our cultural Story and/or Myths, and our belief systems: our beliefs about who we are, what we are, what our place in the universe is, whether and what kind of God or god(s) exist, and so on. It also includes what we consider to be valid ways of knowing, whether these be scientism, mysticism, rationality, intuition, etc. All of these are the filters of our perception, the conscious and unconscious basis of our choices, the foundation of our reality, the sum total of our experience and thought. Our cosmology defines how things are, and how they should be, who we are, and who we should be. Our cosmology can be blinding and limiting, or it can be liberating. And only we can change it.

Communist and Capitalist ideology were the two main driving forces of social and economic organization in the Twentieth century. Both of these systems are or were hierarchical, centralized, capital intensive, dominator-based systems in their manifestation. Yet, though it has always seemed that these two systems are driven by ideology, neither could have been born or existed without a certain set of resources and technologies that made the beliefs behind them, and social structures created by them, possible. Both systems rely on concentrated, high energy sources to maintain hierarchy, monoculture and their own special forms of control.

All of these parts of culture, then, are interrelated. For example, technology is a piece of a whole called culture, and the kinds of technologies we humans fashion are interrelated with the resources we use, the social and economic structures we create, and the way we think about ourselves and the universe. This is the only reason anthropologists can study the artifacts of ancient cultures and piece together a relatively complete picture of the ancient civilization. In other words, culture is a hologram, and you can see the whole by looking at one of the pieces.

WHERE DO WE START?-- THE INSIDE AND OUTSIDE EDGES

The key thing here is to see that it is the relationships between these parts that makes a culture work, grow, change and die. And that we must consciously deal with all of these aspects of ourselves and our way of being in the world if we are successfully to transform our current culture into one that can sustain us, our children, and the life of the planet. But where do we start?

Dr. Stuart Hill is an entomologist, formerly at McGill University in Montreal, Quebec, whose career tells an interesting story about the importance of cosmology in re-designing “the American Dream”, and perhaps the Western Dream overall. Dr. Hill developed an interest in Integrated Pest Management and began working with farmers to help them move to what he calls a “deep organic” approach to agriculture. This approach involves system redesign rather than simple efficiency or substitution approaches which are inherently limited in scope and results. Stuart found that, for many, their internal “unfinished business” prevented them from being able to let go of attempts at controlling the system to “eliminate” “pests”, or even to be able to consider alternative systems that could meet the

ecological and economic goals they ostensibly shared. As a result of these experiences, Dr. Hill has added studies in and the use of psychotherapeutic tools to his wide-ranging career. He draws fascinating links between the inner and the outer landscapes, and points out that our species is psychosocially undeveloped — and that paradoxically this is our greatest reason for hope.

Having been involved in permaculture work over 25 years now, I can corroborate Dr. Hill's experience. Many times when I have gotten a ecological system designed or built, the thing that has prevented the system from working over the long haul has been the inner landscape of the people involved: either the interpersonal dynamics didn't work out, or personal issues of control and dominance threw the system out of balance or prevented it from being designed, installed or maintained properly. These behaviors are generally an unconscious acting out of unhealed woundedness, which act as an "automatic pilot" driving our perceptions and actions in a certain direction. We can make a conscious effort to override the automatic pilot and go a different direction, but this is a constant expenditure of energy on our part. And, if we don't reprogram the automatic pilot, when we stop making the effort the automatic pilot takes over again, and we go back to our old behaviors and perceptions. What is the program?

Our current culture's cosmology I would characterize as anthropocentric and/or egocentric, addictive, consumerist, monocultural and dominator-oriented. It is this cosmology which has institutionalized the wounding of ourselves, our children, and our planet. This woundedness, more specifically, our response to this woundedness, is also what gives the addictive culture its grasp over us, causing us consciously and unconsciously to wound ourselves, our children and our planet.

We need to shift to a cosmology that is biocentric, recovering, has a strong gift economy, and is polycultural and partnership-oriented. The value shift entails switching from endless, linear, more-is-better values of Profit, Power, Progress and Products to self-limiting, circular, enough-is-enough values of Nourishment, Fulfillment, Sustainability and Relationships, respectively.

As Dr. Hill says, the cycle of wounding and the psycho-socially undeveloped state of humanity have been maintained in Western culture for many centuries by slavery, feudalism, dictatorships, industrial capitalism and socialism along with sexism, racism, classism, adultism, etc. Each of these systems has had a set of punishments and rewards and controlled access to resources and information that limited psycho-social development. We now have the means to develop psycho-socially in ways that previously were not possible. This human development is a necessary pre-requisite to achievement of genuine sustainability, since any attempts to make progress in that direction are flawed to the extent that the "actors" are carriers of old distresses. Recovery from these old distresses, personally and culturally, will lead to empowerment and improved awareness, visions, values, goals lifestyles and actions. I call this work the "Inside Edge".

There are also many, many technical issues to be resolved in the evolution of a ecological culture, ranging from how to make an extremely diversified small farm work on a technical and a biological level to the development of new high-yielding varieties of tasty acorns and blight-free chestnuts to how to create plastics from renewable resources, what kinds of economic structures can help us to revitalize cities ecologically and make a living in the meantime, and more. These issues are

diverse, broad, deep, technical, social, economic, and resource related. The mind boggles at the range of what needs to be done. But all of it can be done. I call this the “Outside Edge”.

So, basically there are two edges at which each person must be working if we are to succeed at creating ecological and sustainable ways of being— the Inside and the Outside. On the Outside Edge, we must apply ourselves consciously to re-designing our technologies, our resource use, and our socio-economic organization. And we must work toward recovering our whole selves from woundedness on the Inside Edge, opening ourselves up to the full power of our inner resources so we can disengage from the destructive inter- and intra-personal dynamics of our addictive culture, fulfill our responsibilities to ourselves, our children and our planet, and each live out our specific dreams and visions. For, it is my belief that once we release ourselves from the wounded, limited thinking that got us into this mess, we can turn the full force of our creative energies to resolving the myriad technical, organizational and resource issues that confront us. And history has shown that we have the intelligence and resourcefulness to meet any challenge once we set our minds and hearts to it.

Dave Jacke is a permaculture designer living in western Massachusetts. He would like to thank Stuart Hill for his ideas and support, Peter Bane for his editorial and philosophical comments, and a certain young upstart who first formulated these ideas years ago. This article originally appeared in Synapse, a quarterly journal published by Neahtawanta Research and Education Center, Traverse City, MI.

Group: _____

CONFIDENTIAL MEDICAL FORM

This Form MUST be completed by all participants.

Last Name:

First Name

Mailing Address

Suite/Apt. #

City

State

Zip

Phone

E-mail Address

Date of Birth

Emergency Contact

Name

Relationship

Daytime Phone

Evening Phone

Primary Physician (s)

Name

Phone

Name

Phone

Insurance Information

Carrier

Policy #

Group #

Phone

1. Do you have any of the following conditions?

- ☐ Epilepsy/seizures ☐ bleeding/clotting disorder ☐ heart disease
☐ Asthma/emphysema ☐ high blood pressure ☐ diabetes
☐ OTHER: _____

2. Allergies (food, environmental, medication): _____

☐ No known allergies

3. List any medications taken on a daily basis (or attach separate sheet):

☐ Do not currently take medications

4. Do any medications require refrigeration?

☐ Yes ☐ No medications require refrigeration

5. Do you have any other Medical Condition of which the course staff should be aware? (describe below)

6. Will you have any special Medical requirements during this event?

☐ Yes ☐ No

I hereby release the above information for use by the staff of Teaching Permaculture Creatively and/or any Medical personnel who might need to provide care to me during this event.

In the event of an emergency, I authorize treatment by emergency medical personnel.

Signature _____ Date _____

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I regret that due to insurance requirements, I must subject you to the following legalese. Please complete before arriving at the course and hand in when you arrive.

RELEASE AND WAIVER

I, the undersigned _____, a participant in the Designing Educational Ecosystems teacher training course, do hereby waive and release all claims against Dave Jacke/Dynamics Ecological Design, Chris Jackson, Kim Almeida, Cliff Davis/Spiral Ridge Permaculture, and Jessie Smith/The Nectary Project (course staff); Camp YI (course hosts); Jessie Smith/The Nectary Project (Course Organizer); the course cooking staff; any course participant or staff drivers, or other participants in this course, for any injury, loss, damage, accident, delay, or expense resulting from the use of any vehicle, or arising from any act or omission of any school, organization, firm, agency, company, or individual. I also release the aforementioned and their agents and agree to indemnify them with regard to any injury or financial obligations that I may personally incur or any damage or injury to the person or property of others that I may cause, while participating in activities during the Designing Educational Ecosystems course. I hereby grant Dave Jacke and his staff and course organizers (Kim Almeida, Chris Jackson, Cliff Davis, Jessie Smith) full authority to take whatever action they may consider to be warranted under the circumstances regarding my health and safety, and I fully release each of them from any liability for such decisions or actions as may be taken in connection therewith. In the event the aforementioned course staff, the course hosts or course organizers, or their agents incur special expenses on my behalf in regard to the above, I agree to make immediate repayment. I understand that the course staff, course organizers, and course hosts and their agents are not responsible for any injury or loss whatsoever incurred by me during my period of study, during periods of independent travel, periods of absence from the course site, and on group excursions or other activities arranged for the teacher training.

I further understand that this agreement shall be governed by the laws of the state of Massachusetts.

Signature of Participant

Date

Printed Name of Participant

Designing Educational Ecosystems: An Intensive Permaculture Teacher Training

with Dave Jacke • Kim Almeida • Chris Jackson • Cliff Davis • Jessie Smith

Dave Jacke • 33 E. Taylor Hill Rd. • Montague, MA • 01351 • (603) 831-1298 • davej@edibleforestgardens.com

Permaculture Teacher Training Agreement Form

Please read and sign before you arrive and hand in when you arrive at the course.

As a participant in this permaculture teacher training, I agree to the following collaborative responsibilities:

1. Complete the Pre-Course Assignments prior to the course. Let us know if this is difficult for you.
2. Attend and engage with all required sessions and activities. Speak directly with the primary instructor in advance if you have any schedule conflicts.
3. Participate creatively, energetically and thoroughly. This work includes short and longer exercises, individual and team work, self-observation and assessment, evaluation of other's work, putting yourself out in public and in our group, deep personal sharing and more. Acquire, share and integrate information into the event-design process, individually and collaboratively, from the class sessions, your teammates, your observations and experience, and the information resources available during the course (e.g., handout binders, library, staff, other participants). Once a topic is introduced, you are responsible for following through with related prep work and coordination with others on your teaching teams.
4. Participate in group chores. The chore rotation is a key aspect of running our own community.
5. Arrive promptly for morning check-ins, class sessions, and chores. Honor yourself and others as valuable parts of the whole. Act with integrity relative to your own and others' time.
6. Respect my own and others' thoughts, feelings, history, bodies, property and personal boundaries. Honor others' reality and affirm your own in thought, word and deed. Listen to others. Articulate your own thoughts and feelings. Cultivate deeper honesty. Come to the community clear, sober, and as sane as possible. Act moderately. Respect the homes, land, privacy, property, time limits for access, and any other boundaries set by the Camp YI. Respect all individuals, regardless of gender, sexual preference, ability, creed, nationality or color.
7. Act with integrity around the use of resources and following agreements. We are guests of our hosts' community, and forming our own community of teachers. We are bringing books, tools, and other resources to share, and using others' resources. Respect the limits of these communities and their individuals. Understand, form, and maintain healthy, evolving boundaries.
8. Care for the environment, and the health and safety of myself and others:
 - smoke only in designated areas (downwind, always);
 - drink only water identified as potable;
 - leave drugs, alcohol and scented personal body products at home or in the store (many people are chemically sensitive, including one of the instructors).
9. Leave pets at home (unless you make special arrangements for service animals, and agree to act in accord with the above).

I have read the above, and affirm my collaborative responsibilities to this site, course staff, course participants, and fellow teachers. Please sign and turn in the first day of the course.

Name

Date

Designing Educational Ecosystems: An Intensive Permaculture Teacher Training

with Dave Jacke • Kim Almeida • Chris Jackson • Cliff Davis • Jessie Smith

Dave Jacke • 33 E. Taylor Hill Rd. • Montague, MA • 01351 • (603) 831-1298 • davej@edibleforestgardens.com

Name: _____

Date: _____

Permaculture Teacher's Self-Assessment

By Keith Zaltzberg, Jono Neiger, and Dave Jacke, 3/07

Please rate yourself on the statements/skills below using the following scale:

Not at all 1	A little 2	Some/ With Help 3	Fairly well 4	A lot/Very well/Skillfully 5
--------------------	------------------	-------------------------	---------------------	------------------------------------

I know why I want to teach.	1	2	3	4	5
I know what I want to teach.	1	2	3	4	5
I know who I want to teach.	1	2	3	4	5
I know how I want to teach.	1	2	3	4	5
I know and can articulate my educational philosophy.	1	2	3	4	5
I can name 3 to 5 principles that inform my educational philosophy.	1	2	3	4	5
Name them:					

I can articulate the difference between ethics and principles.	1	2	3	4	5
I can articulate the difference between strategies and tactics.	1	2	3	4	5
I understand the difference between methods and principles.	1	2	3	4	5

I set clear goals and criteria for learning.	1	2	3	4	5
I evaluate my own work and behavior in a balanced manner.	1	2	3	4	5
I can evaluate the competency and progress of students.	1	2	3	4	5
I can challenge students without being condescending .	1	2	3	4	5
I am able to be emotionally available while maintaining an ethical teacher/student relationship.	1	2	3	4	5

I can organize a space as an effective learning environment.	1	2	3	4	5
I can create a participatory experiences that cements lectured information.	1	2	3	4	5
I can map out a whole learning experience and guide students through it.	1	2	3	4	5
I have a holistic sense of what I want to share.	1	2	3	4	5
I have a holistic sense of what I want students to experience.	1	2	3	4	5

I enjoy public speaking.	1	2	3	4	5
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I speak well in public even if I feel uncomfortable.	1	2	3	4	5
I speak and annunciate clearly.	1	2	3	4	5
I organize my thoughts into coherent presentations.	1	2	3	4	5
I easily describe complex ideas and processes.	1	2	3	4	5
I explain things in more than one way.	1	2	3	4	5
I create clear and exciting Powerpoint presentations.	1	2	3	4	5
I deliver Powerpoint presentations with enthusiasm.	1	2	3	4	5
I can improvise when the Powerpoint doesn't work.	1	2	3	4	5
I creatively adapt to changing circumstances.	1	2	3	4	5
I am willing and able to be vulnerable in public.	1	2	3	4	5
I freely admit when I don't know something.	1	2	3	4	5
I ask for help when I need it.	1	2	3	4	5
I can respond to challenging questions with out becoming defensive.	1	2	3	4	5
I am receptive to critique.	1	2	3	4	5
I can admit my mistakes.	1	2	3	4	5
I enjoy learning about myself.	1	2	3	4	5
I am willing to learn from my students.	1	2	3	4	5
I am willing to share the spotlight with others.	1	2	3	4	5
I can effectively facilitate group discussions.	1	2	3	4	5
I can facilitate a discussion between people in conflict.	1	2	3	4	5
I can confront a disruptive/ unmotivated student in a respectful manner.	1	2	3	4	5
I can sense group vibes and respond accordingly/ appropriately.	1	2	3	4	5
I am able to engage shy students in group activities and discussion.	1	2	3	4	5
I can direct a discussion to help illuminate a specific topic or question.	1	2	3	4	5
I can ask questions which direct group discussion toward an objective.	1	2	3	4	5
I can ask pointed questions.	1	2	3	4	5
I can ask open-ended questions.	1	2	3	4	5
I can support people in what and how they learn.	1	2	3	4	5
I respect people's different modes of learning.	1	2	3	4	5
I understand the verbal, kinesthetic, and auditory learning modes.	1	2	3	4	5
I have a sense of how to evaluate other people's learning modes.	1	2	3	4	5
I can name the eight intelligences.	1	2	3	4	5
I can design learning events that use three different intelligences at once.	1	2	3	4	5
I design hands-on activities for groups of mixed skill levels.	1	2	3	4	5
I can develop realistic time budgets for classes.	1	2	3	4	5
I enjoy inventing and testing new experiences.	1	2	3	4	5
I am willing to organize play to facilitate learning.	1	2	3	4	5
I enjoy learning by play.	1	2	3	4	5

I use creative activities to illustrate clear ideas, principals, and goals.	1	2	3	4	5
I will make a complete fool of myself publicly if it serves educational goals.	1	2	3	4	5
I enjoy acting or hamming it up.	1	2	3	4	5
I can design skits with an educational intent.	1	2	3	4	5
I can facilitate effective brainstorming sessions.	1	2	3	4	5

I can write a short bio for press and marketing purposes.	1	2	3	4	5
I can write and produce great brochures, flyers, and posters.	1	2	3	4	5
I am an artful graphic designer.	1	2	3	4	5
I understand and can “speak” marketing language.	1	2	3	4	5
I can produce pithy, high-quality workshop descriptions.	1	2	3	4	5
I can design and manage a website, a wiki, or listserve.	1	2	3	4	5
I can write copy for specific target audiences.	1	2	3	4	5
I can write an effective press release.	1	2	3	4	5
I can write an effective 30 or 60 second radio spot.	1	2	3	4	5
I can write engaging articles or essays.	1	2	3	4	5

I know how to find people to complement my skills and qualities.	1	2	3	4	5
I know my working style.	1	2	3	4	5
I am able to delegate tasks to others.	1	2	3	4	5

SKILLS: Indicate your level of confidence for each skill. 1=low, 5=high

Group facilitation	1	2	3	4	5
Leading discussion	1	2	3	4	5
Production and organization of handouts and other reference materials	1	2	3	4	5
Computer skills	1	2	3	4	5
Research	1	2	3	4	5
Photography	1	2	3	4	5
Drafting	1	2	3	4	5
Budgeting	1	2	3	4	5
Accounting	1	2	3	4	5
Business letter writing	1	2	3	4	5
Business negotiation, I can hold my own	1	2	3	4	5
Organizing logistics	1	2	3	4	5

Learning Access Modes

Notes

There are three forms of communication between people and most people tend to use one style more than the other two (P Hollander¹², R Bandler¹³ and J Grinder¹⁴).

In our teaching it is important that we present information in ways in which each of the communication styles are involved, otherwise one whole section of the class will simply find it very difficult to access the information, they will not understand it or absorb it completely.

Conventional teaching is largely auditory, with some visual back-up, thus ensuring that any students whose prime access mode is kinesthetic (about 18% of the population) are not catered for and often end up being labelled "slow learners" or "trouble makers". The problem is not the student, it is the teaching style.

Acknowledgment of this information results in many changes to our education processes - we use mind-maps, bright colours and physical activity (hence the use of processes like roleplay [see page 129], chalk drawing [see page 155] and hands-on activities [see page 191]).

What Type of Person are You ?

Visual - people use words like "see", "look", "clear", "picture", "perspective" - generally talk quickly with high hand gestures and shallow high breathing. eg "I see what you mean"

Auditory - people use words like "hear", "sound", "tune", "clicked" - generally talk in modulated even, easy to listen too style with hand movements around head and even middle chest breathing. eg "That sounds good to me"

Kinaesthetic - people use words like "feel", "touch", "handle", "weigh", "grasp" - generally slow talkers with long pauses with low hand movements and deep abdominal breathing eg "I get a feeling for what you mean".

Note that these are very general characteristics, very few people fit these descriptions totally as we all access all three modes to some extent.

"...It is in fact nothing short of a miracle that the modern methods of instruction have not yet totally strangled the holy curiosity of inquiry; for this delicate little plant, aside from stimulation, stands mainly in need of freedom; without this it goes to wrack and ruin without fail"
Albert Einstein.

TEACHING PERMANENTLY CREATIVELY
BY ROBIN CLAYFIELD
AND SKYE, 1995

Mental Access Mode Questionnaire

(Circle the answer(s) to each question that best describes yourself)

QUESTIONS

- | | | | |
|--|---|--|--|
| ■ When you meet someone who obviously recognises you, but you can't quite remember them, do you.. | Finally remember the face. | Get your clues from the sound of the voice. | Suddenly remember where you met and what was happening at the time. |
| ■ If you need to study hard, which is more important to you? | That the curtains are drawn. | That the room be quiet. | That the room is not too cold, too hot, too windy etc. |
| ■ When faced with a meeting which may be a little controversial, do you | Try to visualise yourself explaining your ideas. | Rehearse what you are going to say. | Try to get a feeling for how the others may act. |
| ■ Which type of artists do you admire most? | Painters, sculptures and movie makers. | Musicians. | Dancers, drama actors. |
| ■ When talking among friends at a party do you? | Make your point clearly but with few words. | Tend to talk a great deal with some repetition for emphasis. | Talk slowly with lots of hand gestures and bodily movement. |
| ■ What is your favourite way to relax? | Sit down with a great stack of videos | Listen to your favourite CD's | Involve yourself in physical activity (Tai Chi, massage, yoga) or go for a walk. |
| ■ When trying to remember how to spell a difficult word, do you? | Write it down a few different ways to see which looks right | Spell it out aloud (or inside your mind) to check it sounds right | write it down and check if it feels ok. |
| ■ When asked a difficult question, do you? | Try to get a clear mental image of what it is about | Repeat the question in you mind, while trying to think of what you will say. | Access your gut feeling about the issue. |
| ■ What is easiest for you to remember? | A diagram or a plan. | A speech or tape. | Dance steps or how to do it. |
| ■ What is intuition, or inspiration to you? | A blinding flash behind your eyes and then a clear picture. | A little voice inside that suddenly starts telling you things you didn't know. | A gut feeling about how things should be. |
| ■ Someone has been trying to explain something difficult to you, suddenly you think you understand - which are you most likely to say? | "Now I see what you mean". | "I like to ^{4/10} sound of that idea". | "Hey, that idea really grabs me" or "that feels right". |
| ■ Which is easiest for you? (circle two answers) | Drawing a picture.
Creating a plan. | Writing a letter.
Composing a song or article for a magazine. | Craft activities (pottery, weaving etc).
Gardening/building. |
| ■ What sort of novel appeals to you most? | Lots of clear images and well described scenery. | Lots of dialogue between the main characters | Lots of fast action and adventure |

■ When planning a new garden area, which part do you enjoy the most?	Drawing up a plan.	Discussing the ideas with others.	Are you impatient to get out and start doing it?
■ At school which were your favourite subjects? (circle three choices)	Arts Science Maths	Music Languages History	Drama Physical Education Craft (Woodwork, Metalwork etc).
■ When learning something new, do you prefer to have?	Slides, videos, diagrams and charts	Lectures and seminars	Group activities, hands-on activities, roleplays etc
■ If you have lost something, do you try to remember where it is by..	Visualising your recent movements.	Asking yourself (or someone else) where it is.	Physically re-enact your movements.
■ When you are really happy, do you..	Replay the scene in your mind.	Sing and Hum.	Jump up and down, skip, run.
■ When you really understand something, can you..	See it clearly.	Explain it to someone else.	Actually do it yourself.
■ What inspires you to get things done..	Seeing what needs doing.	Verbal reminders.	Thinking about how good it will feel when the job is finished.
■ What is your main thinking pattern	Visualise internally	Talk internally	Feel into things, weigh it up for yourself.
■ You know something is really right when..	You can see the details in your mind.	You get a loud "yes" inside your head.	It just feels right.
■ When working in groups or teams, what role do you most often adopt..	Keeping the long term goal clearly focused.	Acting as chairperson or facilitator.	Aware of how others are feeling and try to avoid possible conflicts.

SCORE - (Add up the number of circles in each column)

Visual

Auditory

Kinaesthetic

(To express result as a percentage, multiply score by 4)

Multiple Intelligences Survey

Part I: Place a “1” next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space blank. Total the column in each section.

Section 1

- _____ I enjoy categorizing things by common traits
- _____ Ecological issues are important to me
- _____ Classification helps me make sense of new data
- _____ I enjoy working in a garden
- _____ I believe preserving our National Parks is important
- _____ Putting things in hierarchies makes sense to me
- _____ Animals are important in my life
- _____ My home has a recycling system in place
- _____ I enjoy studying biology, botany and/or zoology
- _____ I pick up on subtle differences in meaning
- _____ **Total for Section 1**

Section 2

- _____ I easily pick up on patterns
- _____ I focus in on noise and sounds
- _____ Moving to a beat is easy for me
- _____ I enjoy making music
- _____ I respond to the cadence of poetry
- _____ I remember things by putting them in a rhyme
- _____ Concentration is difficult for me if there is background noise
- _____ Listening to sounds in nature can be very relaxing
- _____ Musicals are more engaging to me than dramatic plays
- _____ Remembering song lyrics is easy for me
- _____ **Total for Section 2**

Section 3

- _____ I am known for being neat and orderly
- _____ Step-by-step directions are a big help
- _____ Problem solving comes easily to me
- _____ I get easily frustrated with disorganized people
- _____ I can complete calculations quickly in my head
- _____ Logic puzzles are fun
- _____ I can't begin an assignment until I have all my "ducks in a row"
- _____ Structure is a good thing
- _____ I enjoy troubleshooting something that isn't working properly
- _____ Things have to make sense to me or I am dissatisfied
- _____ **Total for Section 3**

Section 4

- _____ It is important to see my role in the “big picture” of things
- _____ I enjoy discussing questions about life
- _____ Religion is important to me
- _____ I enjoy viewing art work
- _____ Relaxation and meditation exercises are rewarding to me
- _____ I like traveling to visit inspiring places
- _____ I enjoy reading philosophers
- _____ Learning new things is easier when I see their real world application
- _____ I wonder if there are other forms of intelligent life in the universe
- _____ It is important for me to feel connected to people, ideas and beliefs
- _____ **Total for Section 4**

Section 5

- _____ I learn best interacting with others
- _____ I enjoy informal chat and serious discussion
- _____ The more the merrier
- _____ I often serve as a leader among peers and colleagues
- _____ I value relationships more than ideas or accomplishments
- _____ Study groups are very productive for me
- _____ I am a “team player”
- _____ Friends are important to me
- _____ I belong to more than three clubs or organizations
- _____ I dislike working alone
- _____ **Total for Section 5**

Section 6

- _____ I learn by doing
- _____ I enjoy making things with my hands
- _____ Sports are a part of my life
- _____ I use gestures and non-verbal cues when I communicate
- _____ Demonstrating is better than explaining
- _____ I love to dance
- _____ I like working with tools
- _____ Inactivity can make me more tired than being very busy
- _____ Hands-on activities are fun
- _____ I live an active lifestyle
- _____ **Total for Section 6**

Section 7

- _____ Foreign languages interest me
- _____ I enjoy reading books, magazines and web sites
- _____ I keep a journal
- _____ Word puzzles like crosswords or jumbles are enjoyable
- _____ Taking notes helps me remember and understand
- _____ I faithfully contact friends through letters and/or e-mail
- _____ It is easy for me to explain my ideas to others
- _____ I write for pleasure
- _____ Puns, anagrams and spoonerisms are fun
- _____ I enjoy public speaking and participating in debates
- _____ **Total for Section 7**

Section 8

- _____ My attitude effects how I learn
- _____ I like to be involved in causes that help others
- _____ I am keenly aware of my moral beliefs
- _____ I learn best when I have an emotional attachment to the subject
- _____ Fairness is important to me
- _____ Social justice issues interest me
- _____ Working alone can be just as productive as working in a group
- _____ I need to know why I should do something before I agree to do it
- _____ When I believe in something I give more effort towards it
- _____ I am willing to protest or sign a petition to right a wrong
- _____ **Total for Section 8**

Section 9

- _____ Rearranging a room and redecorating are fun for me
- _____ I enjoy creating my own works of art
- _____ I remember better using graphic organizers
- _____ I enjoy all kinds of entertainment media
- _____ Charts, graphs and tables help me interpret data
- _____ A music video can make me more interested in a song
- _____ I can recall things as mental pictures
- _____ I am good at reading maps and blueprints
- _____ Three dimensional puzzles are fun
- _____ I can visualize ideas in my mind
- _____ **Total for Section 9**

Part II: Plot your section totals from page 1 on the graph below.

10									
9									
8									
7									
6									
5									
4									
3									
2									
1									
0									
Section	1 Naturalistic	2 Musical	3 Logical	4 Existential	5 Interpersonal	6 Body / Kinesthetic	7 Verbal / Linguistic	8 Intrapersonal	9 Visual / Spatial

	Strengths	Preferences	Learns best through	Needs
1: Naturalistic	Understanding nature, making distinctions, identifying flora and fauna	Be involved with nature, make distinctions	Working in nature, exploring living things, learning about plants and natural events	Order, same/different, connections to real life and science issues, patterns
2: Musical	Picking up sounds, remembering melodies, rhythms, singing	Sing, play an instrument, listen to music, hum	Rhythm, singing, melody, listening to music and melodies	Sing-along time, trips to concerts, music playing at home and school, musical instruments, etc.
3: Mathematical / Logical	Math, logic, problem-solving, reasoning, patterns	Questions, work with numbers, experiment, solve problems	Working with relationships and patterns, classifying, categorizing, working with the abstract	Things to think about and explore, science materials, manipulative, trips to the planetarium and science museum, etc.
4: Existential	Spiritual concepts, deep questioning	Philosophical framing	Questioning and framing ideas through life, death, and ultimate realities	Discuss big ideas for sustained periods of time
5: Interpersonal	Leading, organizing, understanding people, communicating, resolving conflicts, selling	Talk to people, have friends, join groups	Comparing, relating, sharing, interviewing, cooperating	Friends, group games, social gatherings, community events, clubs, mentors/ apprenticeships, etc.
6: Bodily / Kinesthetic	Athletics, dancing, crafts, using tools, acting	Move around, touch and talk, body language	Touching, moving, knowledge through bodily sensations, processing	Role-play, drama, things to build, movement, sports and physical games, tactile experiences, hands-on learning, etc.
7: Verbal / Linguistic	Writing, reading, memorizing dates, thinking in words, telling stories	Write, read, tell stories, talk, memorize, work at solving puzzles	Hearing and seeing words, speaking, reading, writing, discussing and debating	Books, tapes, paper diaries, writing tools, dialogue, discussion, debated, stories, etc.
8: Intrapersonal	Recognizing strengths and weaknesses, setting goals, understanding self	Work alone, reflect, pursue interests	Working alone, having space, reflecting, doing self-paced projects	Secret places, time alone, self-paced projects, choices, etc.
9: Visual / Spatial	Maps, reading charts, drawing, mazes, puzzles, imagining things, visualization	Draw, build, design, create, daydream, look at pictures	Working with pictures and colors, visualizing, using the mind's eye, drawing	LEGOs, video, movies, slides, art, imagination games, mazes, puzzles, illustrated book, trips to art museums, etc.

Multiple Intelligences Background

Howard Gardner's theory of Multiple Intelligences utilizes aspects of cognitive and developmental psychology, anthropology, and sociology to explain the human intellect. Although Gardner had been working towards the concept of Multiple Intelligences for many years prior, the theory was introduced in 1983, with Gardner's book, *Frames of Mind*.

Gardner's theory challenges traditional, narrower views of intelligence. Previously accepted ideas of human intellectual capacity contend that an individual's intelligence is a fixed entity throughout his lifetime and that intelligence can be measured through an individual's logical and language abilities. According to Gardner's theory, an intelligence encompasses the ability to create and solve problems, create products or provide services that are valued within a culture or society. Originally, the theory accounted for seven separate intelligences. Subsequently, with the publishing of Gardner's *Intelligence Reframed* in 1999, two more intelligences were added to the list. The nine intelligences are outlined in more detail below.

Listed below are key points of Gardner's theory:

- All human beings possess all nine intelligences in varying degrees.
- Each individual has a different intelligence profile.
- Education can be improved by assessment of students' intelligence profiles and designing activities accordingly.
- Each intelligence occupies a different area of the brain.
- The nine intelligences may operate in consort or independently from one another.
- These nine intelligences may define the human species.

1: Naturalistic

Naturalistic intelligence is seen in someone who recognizes and classifies plants, animals, and minerals including a mastery of taxonomies. They are holistic thinkers who recognize specimens and value the unusual. They are aware of species such as the flora and fauna around them. They notice natural and artificial taxonomies such as dinosaurs to algae and cars to clothes. Teachers can best foster this intelligence by using relationships among systems of species, and classification activities. Encourage the study of relationships such as patterns and order, and compare-and-contrast sets of groups or look at connections to real life and science issues. Charles Darwin and John Muir are examples of people gifted in this way.

2: Musical Intelligence

Musical intelligence refers to the ability to understand, create, and interpret musical pitches, timbre, rhythm, and tones and the capability to compose music. Teachers can integrate activities into their lessons that encourage students' musical intelligence by playing music for the class and assigning tasks that involve students creating lyrics about the material being taught. Composers and instrumentalists are individuals with strength in this area. Wolfgang Amadeus Mozart and Louis Armstrong are examples.

3: Logical / Mathematical

Logical/Mathematical intelligence refers to an individual's ability to do things with data: collect, and organize, analyze and interpret, conclude and predict. Individuals strong in this intelligence see patterns and relationships. These individuals are oriented toward thinking: inductive and deductive logic, numeration, and abstract patterns. They would be a contemplative problem solver; one who likes to play strategy games and to solve mathematical problems. Being strong in this intelligence often implies great scientific ability. This is the kind of intelligence studied and documented by Piaget. Teachers can strengthen this intelligence by encouraging the use of computer programming languages, critical-thinking activities, linear outlining, Piagetian cognitive stretching exercises, science-fiction scenarios, logic puzzles, and through the use of logical/sequential presentation of subject matter. Some real life examples people who are gifted with this intelligence are Albert Einstein, Niels Bohr, and John Dewey.

4: Existential

The existential intelligence encompasses the ability to pose and ponder questions regarding the existence—including life and death. This would be in the domain of philosophers and religious leaders.

5: Interpersonal

Although Gardner classifies interpersonal and intrapersonal intelligences separately, there is a lot of interplay between the two and they are often grouped together. Interpersonal intelligence is the ability to interpret and respond to the moods, emotions, motivations, and actions of others. Interpersonal intelligence also requires good communication and interaction skills, and the ability show empathy towards the feelings of other individuals. Teachers can encourage the growth of Interpersonal Intelligences by designing lessons that include group work and by planning cooperative learning activities. Counselors and social workers are professions that require strength in this area. Some examples of people with this intelligence include Gandhi, Ronald Reagan, and Bill Clinton.

6: Bodily / Kinesthetic

Bodily/Kinesthetic intelligence refers to people who process information through the sensations they feel in their bodies. These people like to move around, touch the people they are talking to and act things out. They are good at small and large muscle skills; they enjoy all types of sports and physical activities. They often express themselves through dance. Teachers may encourage growth in this area of intelligence through the use of touching, feeling, movement, improvisation, "hands-on" activities, permission to squirm and wiggle, facial expressions and physical relaxation exercises. Some examples of people who are gifted with this intelligence are Michael Jordan, Martina Navratilova, and Jim Carrey.

7: Verbal / Linguistic

Verbal/Linguistic intelligence refers to an individual's ability to understand and manipulate words and languages. Everyone is thought to possess this intelligence at some level. This includes reading, writing, speaking, and other forms of verbal and written communication. Teachers can enhance their students' verbal/linguistic intelligence by having them keep journals, play word games, and by encouraging discussion. People with strong rhetorical and oratory skills such as poets, authors, and attorneys exhibit strong Linguistic intelligence. Some examples are T.S. Eliot, Maya Angelou, and Martin Luther King Jr. Traditionally, Linguistic intelligence and Logical/Mathematical intelligence have been highly valued in education and learning environments.

8: Intrapersonal

Intrapersonal Intelligence, simply put, is the ability to know oneself. It is an internalized version of Intrapersonal Intelligence. To exhibit strength in Intrapersonal Intelligence, an individual must be able to understand their own emotions, motivations, and be aware of their own strengths and weaknesses. Teachers can assign reflective activities, such as journaling to awaken students' Intrapersonal Intelligence. Its important to note that this intelligence involves the use of all others. An individual should tap into their other intelligences to completely express their Intrapersonal Intelligence. Authors of classic autobiographies such as Jean Paul Satre and Frederick Douglas are examples of individuals who exhibited strong Interpersonal Intelligence in their lifetimes.

9: Visual / Spatial

Visual/Spatial intelligence refers to the ability to form and manipulate a mental model. Individuals with strength in this area depend on visual thinking and are very imaginative. People with this kind of intelligence tend to learn most readily from visual presentations such as movies, pictures, videos, and demonstrations using models and props. They like to draw, paint, or sculpt their ideas and often express their feelings and moods through art. These individuals often daydream, imagine and pretend. They are good at reading diagrams and maps and enjoy solving mazes and jigsaw puzzles. Teachers can foster this intelligence by utilizing charts, graphs, diagrams, graphic organizers, videotapes, color, art activities, doodling, microscopes and computer graphics software. It could be characterized as right-brain activity. Pablo Picasso, Bobby Fischer, and Georgia O'Keefe are some examples of people gifted with this intelligence.