

Diploma Apprentice's name: Aleksandra Kudojare

Project Title: PDC Teaching Jumpstart

Design Number: 10 of 10

Design started: 16/12/24

Date Design Completed: 15/02/25

Has the design been implemented? YES

Type of Design: Non Land Based

Design Category: Education & Culture

Name of Personal Tutor: Looby Macnamara &
Delvin Solkinson

Ready for presentation: Yes Ready



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Setting the scene

In December 2024, just as I was about to begin my 10th design for the Diploma program, Jesper Saxgren called and asked if I would be interested in **co-teaching a PDC course** with him at a nearby Danish folk high school - <https://brandbjerg.dk/en>. Coincidentally, the day before, I had reached out to two friends who were working on developing introduction courses to let them know I was eager to assist, as I felt a strong desire to start teaching again after a year-long break. Needless to say, Jesper's offer was both welcome and exciting, leaving me amazed at the synchronicity of the events.

Shortly after, I learned that the co-teaching role would also involve **hosting the first two days of the course on my own**. While I knew it would be feasible due to my previous teaching experience and teacher training, the challenge lay in the short timeframe (the course was set to start in mid-January), the upcoming holidays, and the limited teaching materials I had at my disposal.

To meet this ambitious goal, I decided to leverage design practice and adopt a strategy of "stacking" activities to maximize yields: completing the final design, creating the PDC program for the first two days, and simultaneously developing and enhancing my teaching materials and skills.



Bill Mollison med Jesper Saxgren, 1993 IPC

About Jesper Saxgren

Jesper is a Permaculture Diploma holder and took his PDC in 1987. His diploma was awarded and certified by Bill Mollison, Permaculture Institute of Australia, in 1994. Jesper has more than 40 years of experience as a project developer, teacher, course developer and consultant in the areas of environment/ecology, permaculture, project development, education/public information and international project work.

Sources:

<https://www.permakultur.dk/undervisere/>

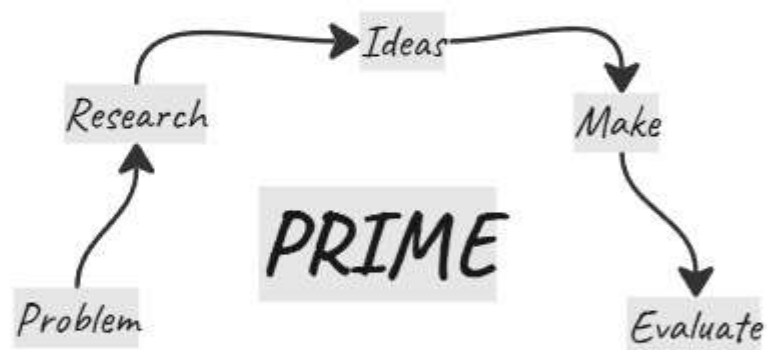
<https://earthways.dk/en/om-earthways/>

Design Brief

This design is about the *development of two introductory days for the PDC course, encompassing the selection of topics, creation of teaching content, establishment a plan for the facilitation process, and thoughtful reflections on the qualities of a good permaculture teacher.*

Care for people has been the cornerstone of guiding this design and shaping my identity as a permaculture teacher. Throughout this design journey, I transitioned from a beginner's rigidity and nervousness to a more free-flowing approach, tapping into the deeper knowledge within me. This shift was driven by a focus on the learner and a genuine desire to explain, give, and share.

I selected a straightforward and efficient **design framework, PRIME**, that offered the potential to accelerate progress toward my objective. Additionally, as I had not previously utilized this framework, it provided an opportunity to diversify my portfolio. I also sought to explore an alternative to the Design Web, as I feel it had become my go-to solution.



Key resources utilized and integrated into this design include:

- **Rosemary Morrow's Teacher Training Guide** – for program development;
- **Loobie Macnamara's CEED Deck: Embody Family Cards** – for personal support throughout the design process;
- **Delvin Solkinson's Permaculture Design Deck Principles** as well as "**Diploma Design for PDC Course**" & "**Diploma Design for Teaching**" – for both shaping the program and supporting me during the design process.

Deep gratitude to my teachers: Delvin Solkinson and Looby Macnamara, Alfred Decker and Rosemary Morrow, Starhawk, Cathrine Dolleris, Karoline Nolsø Aen and Thyco Holcomb, Cecil Rye Olsen. And big thank you to Jesper Saxgren for the opportunity and the trust!

PRIME - Problem (Design Goals)

The goal was **to design the programme for the first two days of the PDC course.**

This included:

- Schedule development, incl. settling on topics
- Lessons' plans
- Topic / subject content development
- Facilitation process
- Teaching aid development



PRIME - Research (Survey)

In the research I set to explore:

- what were the initial requirements,
- available resources
- potential limitations
- review permaculture teaching best practice and top tips



The goal of the research phase was to have a better idea on the design needs and to generate first ideas for the design.

PRIME - Research (Survey)

I met with Jesper at the school on December 16th to understand what was required of me, discuss the program and the co-teaching approach, and familiarize myself with the school's facilities. Jesper introduced me to the school's staff, gave me a tour of both the indoor and outdoor areas, and we reviewed the previous year's program, focusing on the first two days.

Client interview (tool)

Summary of Jesper's wishes:

1. Jesper planned to teach some of the topics himself upon his return, which are marked in grey.
2. He would like me to cover the following:
 - "Why Permaculture" - my personal story: how I came to permaculture, the areas in which I work, how I apply permaculture, and why I find it fascinating and helpful.
 - Facilitate student presentations, including their expectations, why they chose this course, and how they plan to apply it.
 - Introduction to permaculture: history, ethics, principles, and the design process.
 - If possible, conduct a deep dive on a few principles of my choice.
 - Facilitate one practical workshop, e.g. on fermentation.
 - Provide a brief introduction to the PDC as an international certification, emphasizing the importance for students to attend all sessions and take notes.
3. There was one topic I was unsure about—facilitating a discussion on the reasons behind the current global crises. We agreed that I would follow up on this.
4. Jesper didn't have any teaching materials to share with me, other than the initial plan.

PERMACULTURE DESIGN CERTIFICATE COURSE

12. January – 26. February 2024

at Brandbjerg Højskole

PROGRAM

Friday the 12. January: 09.30-12.15 – 13.45-15.00

- Why permaculture? Setting the scene.
- Presentation round, around the fire
- What are the main reasons for the crises we are facing today? – group discussion

Monday the 15. Jan.: 09.30-12.15 – 13.45-16.00

- Introduction to the course, professionally and practically, course plan
- Introduction to Permaculture, approach and ethics
- Reading the landscape, patterns in nature, ecosystems, biomimicry
- Field walk
- What does it mean to work with and not against nature? – group session

PRIME - Research (Survey)

With regards to the training materials and aids I made an overview of what did I had at hand

Resource inventory (tool)

In regards to training materials:

"External"

- TPT guide and own notes
<https://www.permaculturedesign.earth/trainingpermacultureteachers>
- PDC design toolbox from GeoLiv
- PDC curriculum from Alfred Decker
- Looby Macnamara's Design card deck
- Delvin Solkinsons card deck and element game and PDC design
<https://www.permaculturedesign.earth/designdeck>
- Books: Mollison, Holmgren, Fukuoka, Macnamara

"Internal /own"

- Presentations
 - Introduction to permaculture
 - Forest gardening and perennial vegetables
- 12 Principles mindmaps - own development
- Own designs from the Diploma journey



PRIME - Research (Survey)

To better understand my initial position I have utilised the below tool:

Limiting and helping factors (tool)

New table

	Internal	External
Helping	<ul style="list-style-type: none">• Some teaching experience:<ul style="list-style-type: none">• Intro-courses / guided tours / Talks & Workshops at the festivals• Training Permaculture Teachers certificate of course completion• Shadowing PDC for a few days at Friland• Practical and theoretical knowledge gained during diploma process• Motivation and creativity	<ul style="list-style-type: none">• Available training materials (resource inventory)• Own books / and access to library• Colleagues• Diploma mentor• Time (I had the time to do it)• School's resources and facilities
Limiting	<ul style="list-style-type: none">• More than a year since I taught last time• Very academic approach / "Diploma programme" glasses and ways of explaining• Growing nervousness of not being able to explain simple things• Heavy reliance on books, compared to free flow• Beginners rigidity• Perfectionism	<ul style="list-style-type: none">• Time (short time span, just a few weeks)

PRIME - Research moving towards Ideas (Survey to Analysis)

Training Permaculture Teachers (TPT)

I attended Permaculture Teacher Training with Alfred Decker and Catherine Dolleris in Norway in February 2022. That was the first time I encountered Rosemary Morrow's foundational work and met her and Starhawk online. Both my PDC and TPT trainings were transformative and inspiring experiences. I felt that I was supported, that the space was safe and that I was learning and evolving.

When I started thinking about creating this two-day course, I immediately knew that I wanted to offer the same experience to my students. I wanted it all: the morning circles, the fun energizers and games, the high-quality teaching, the practical workshops, the inspiring stories, and the changing seating arrangements depending on the learning needs. What I was most amazed by was how much I remembered from both the PDC and the TPT trainings — both the content, but also how our days were structured, the exercises we did, and the games we played. For example, Alfred had a CO2 meter with him, which was totally exciting because suddenly CO2 became so tangible and real. I also remembered how convenient it was to have special bells to call us back to class, instead of shouting.

Therefore, one of the first things I set out to do was review the TPT guide and my own notes from the training. As a result, I have listed what would be particularly helpful for me for the first two days:

1. Class code
2. Day programme
3. The sitting tree
4. Morning circles, serving as mood check-ins, fun game and reflection time
5. Energizers

From Alfred:

1. CO2 meter
2. Calling for attention device



Alfred, Rosemary and Starhawk TPT Feb 2022

PRIME - Research / Ideas (Survey / Analysis)

Training Permaculture Teachers - Learning ecosystems

Furthermore, I used the learning ecosystems as a tool to map my ideas

- Venue: Brandbjerg højskole
- Seating
- Tables
- Light
- Breakout rooms
- Outside space
- Clock
- Bell
- Wall space
- Drinking water
- Tea / coffee
- Bathrooms
- Kitchen
- Canteen

Learning Ecosystems

Limiting and helping factors overview

My vision for me as a teacher

- Age: 18-24
- Group: 15-20 people
- Origin: International
- Students at Danish folk high school
- Language: English



Presentations
Chalk and talk
Group discussions
Break-out sessions
Q&A method
Practical workshops
Energizers & Games

PLANNING

Proper planning prevents poor performance. Preparing mitigates mistakes and challenges by anticipating next steps to take and details to consider. Flow and spontaneity are supported when there is a solid plan as a foundation.

How can you explore different planning methods to evolve your design process?

Source: Peter Dinklage dinklagegroup.com.au
Email: Peter.Dinklage@permaculturedesign.com
Art: Brian Ockler www.ockler.com
Design: Alex Spack alexspack.com

I firmly believe in planning, and I was hoping for spontaneity and flow

- Support people
- Notebooks
- Pencils
- Books
- Magazines
- Sticking gum
- Posters
- Principles cards
- Handouts ?
- Projector
- Lazer pointer
- White board
- Flipchart

PRIME - Research / Ideas (Survey / Analysis)

As I was going through my memories of studying permaculture, as well as Delvin's *Design for Teaching*, I couldn't help but think: **What kind of teacher do I want to be/become?**

Most of all, I don't want to be a dull teacher— one that makes students think, “Oh no, it's her class again,” and where they struggle not to fall asleep.

The best thing I've experienced, and what I think can really motivate me, is seeing someone truly grasp or discover something. When that new knowledge or understanding shines through their eyes and body, it's incredibly rewarding.

- I want my students to be awake and excited. I want to enable those “Aha!” moments and witness their shifts.
- I want to be precise and avoid giving fluffy explanations.
- I want to be clear and simple in my communication.
- I firmly believe that we are all learners and we are all teachers. I want to learn with them and from them.

*I want to sophisticate in the inquiry-based approach,
that focuses on the learner and Care of People.*



“Good teachers like and respect students.” —
Rosemary Morrow, *Design for Teaching* by Delvin

What I want to take with me!

Aha moment! Want to enable this!

DISCOVER

The best learning comes from discovery. Nobody likes to be told what to do. Create opportunities for others to learn through a process of exploration. Add signs to your design site that include more questions than answers to inspire the spirit of experiential learning.

How can you encourage others to be life long learners?

Source: Graham Bell gahambell.org
Image: Delvin Sokinson permacultureinstitute.com.au
Art: Sierra Quinlan www.sierrapdx.com
Design: Alex Spachy alexspachy.com



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METHODS

REKS

A Principle of Teaching

Honor and **Respect** everyone.
Stay inspired and **Enthusiastic**, let your passion shine through.
Teach what you know, research topics well and always update information.
Accurate **Knowledge** is key.
Create a feeling of **Safety** addressing student concerns as they come up and meeting students basic needs.

SOURCE - Rosemary Morrow
bluemountainpermacultureinstitute.com.au
ENVOY - Delvin Sokinson
www.dewpermaculture.com
DESIGN - Sijay James
www.onbeyondmetamedia.com



PRIME - IDEAS (Analysis)

After the research I was able to make the first draft, by plotting individual sessions into the overall pattern of the day. It was helpful to break down into sessions and breaks

	09:30-10:00	10:00-11:00	15'	11:15-12:15	12:15-13:45	13:45-14:45	15'	15:00-16:00
	Morning session	Session1	Break	Session 2	Lunch	Session 3	Break	Session 4
Day 1 10/01/25	Welcome	Introductions round Wishes and expectations		Aleksandra's Permaculture pathway + 7 thinking ways		Intro to permaculture History, ethics, principles (ends at 15:00)		X
Day 2 13/01/25	Morning circle	Principles deep dive		Design process		Fermentation theory (45') "why we ferment and how"		Fermentation workshop

Formulating Design needs based on researched topics

- Settle on the topics
- Potentially more teaching aids needed
- Missing content chunks in some topics
- Unclear how to present/teach certain parts (e.g. principles deep-dive and design process)
- More clarity on practicalities:
 - Need to visit the location one more time
 - Need to know what resources they have (flipchart, etc.)
 - Fermentation (all practicalities + plus who takes care of the produce)
- Address growing "nervousness"

PATTERNS TO DETAILS

Everything is made from patterns that repeat. Design with the larger patterns, contexts and conditions in mind, addressing core opportunities and challenges, needs and functions. Fill in the details once you have the larger framework patterns in place.

How can you observe and design larger patterns before moving into the smaller details?

Source: David Holmgren holmgren.com.au
 Emily Delvin Solórzano www.permaculture.com
 Jani Brown urban.knowledgebase.com
 Design: Alana Spackly alanaspackly.com

PRIME - IDEAS (Analysis)

Tutorial with Delvin

Delvin kindly agreed to have a tutorial with me and mentioned that after 20 years of developing curriculum for each day of the PDC, he feels like the perfect person to have a tutorial with. The tutorial helped me resolve some of my doubts and also helped define the right areas to focus on. Below are my key takeaways:

- It's very normal to feel goosebumps and nervousness. It means everything is going as it should.
- It's okay to stick to the slides and have less variation in methods at the beginning.
- It's a good idea to test my mind maps for the principles deep-dive.
- The global crises topic is a "can of worms"—a very emotional subject. Delvin frames it with solutions but suggested leaving it out if I don't feel comfortable addressing it.
- Be VERY specific when giving assignments —state how much each person should speak and what the expected outcome is. Consider introducing a role in the group to ensure everyone gets a chance to speak.
- For the design process, consider changing or adding "Tools" as the natural next step after principles.

START SMALL

Start at the beginning and make sure that new developments do not outstrip the ability to maintain those developments in the long term. Do things within your achievable skill range and budget. Larger expansions can be done later. Little achievements will add up to large successes. Small becomes relative as you scale up.

How can you break down your design plan into a sequence of small, achievable steps?

Source: Michael Becker
Essay: Delvin Soliman permaculturedesign.earth
Art: Brenna Quinn brennaquinn.com
Design: Alex Speddy alexspeddy.com

Used in relation to using few teaching methods to begin with

PRIME - MAKE (Decide)

Teaching elements DECISIONS' flows

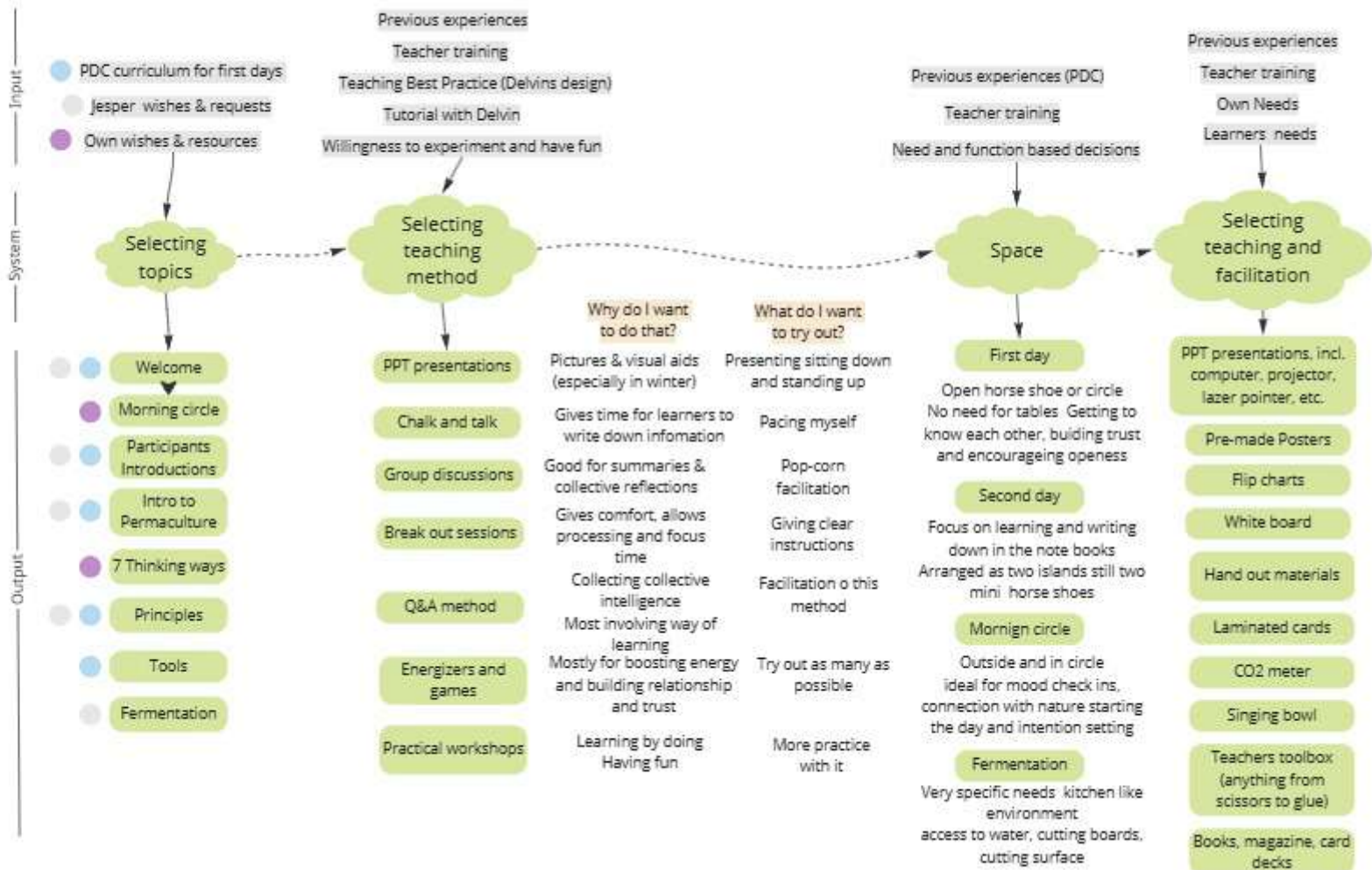
I have selected the following systems to work:

- **Topics** - even though there is a mandatory number of topics in PDC curriculum, there is always a certain degree of freedom. In my case it made sense carving this out as a stand alone system for taking decisions.
- **Teaching methods** - one of the most important systems for me as I wanted to practice and try out as much as possible, but at the same time ensuring that I am relatively comfortable
- **Teaching space** deals with thinking regarding space arrangements and how this enhances learning
- **Teaching aids** decisions regarding what aid I might need

Inputs - factors affecting decisions

System - Learning ecosystem

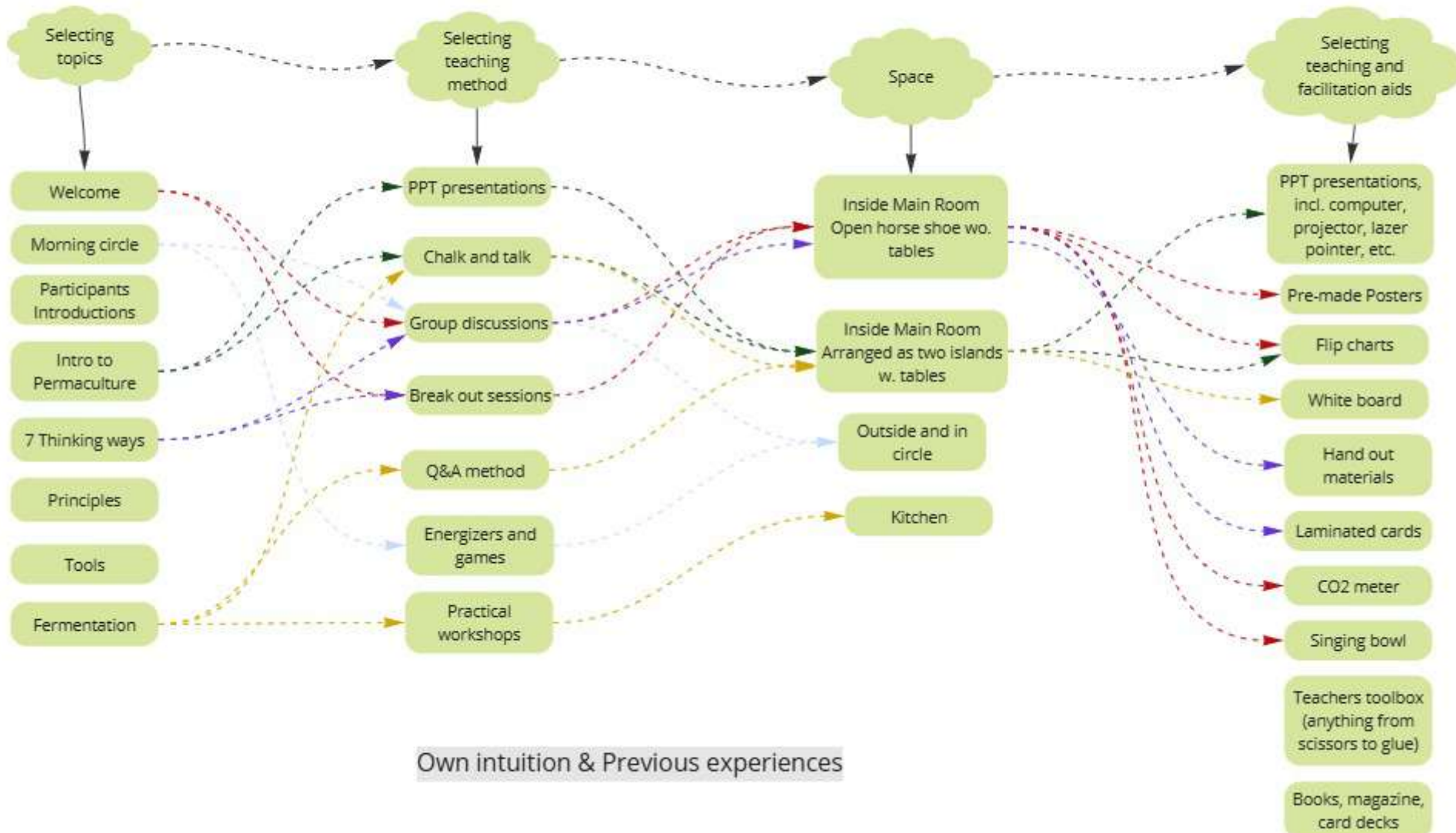
Output - Specific decision regarding teaching elements



PRIME - MAKE (Decide)

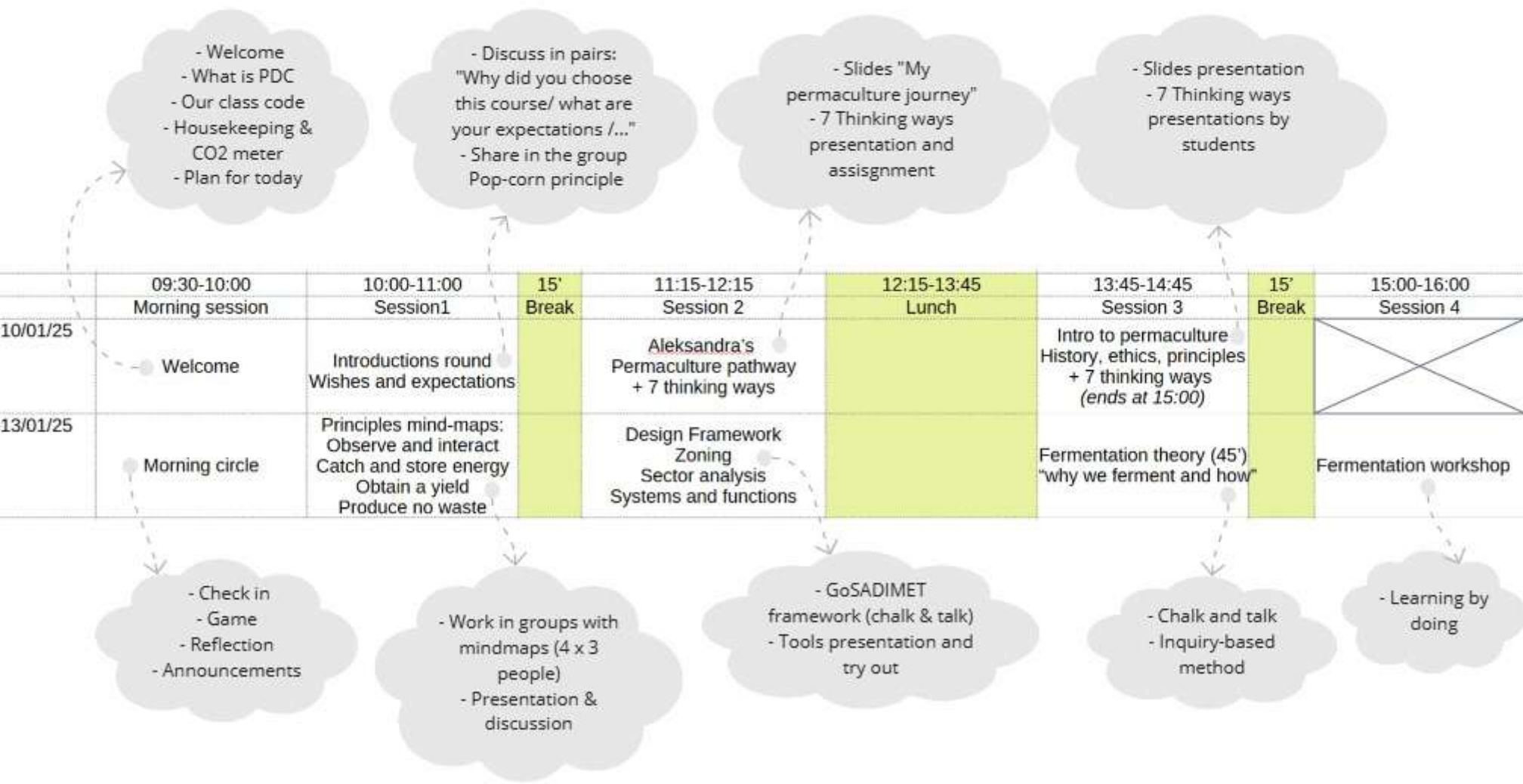
Weaving the web of teaching

Below you can see a few examples how the elements were connected. These connections were selected based on previous experiences and own intuition.



PRIME - MAKE (Design)

Two Days Design



PRIME - MAKE (Design)

Fermentation session design

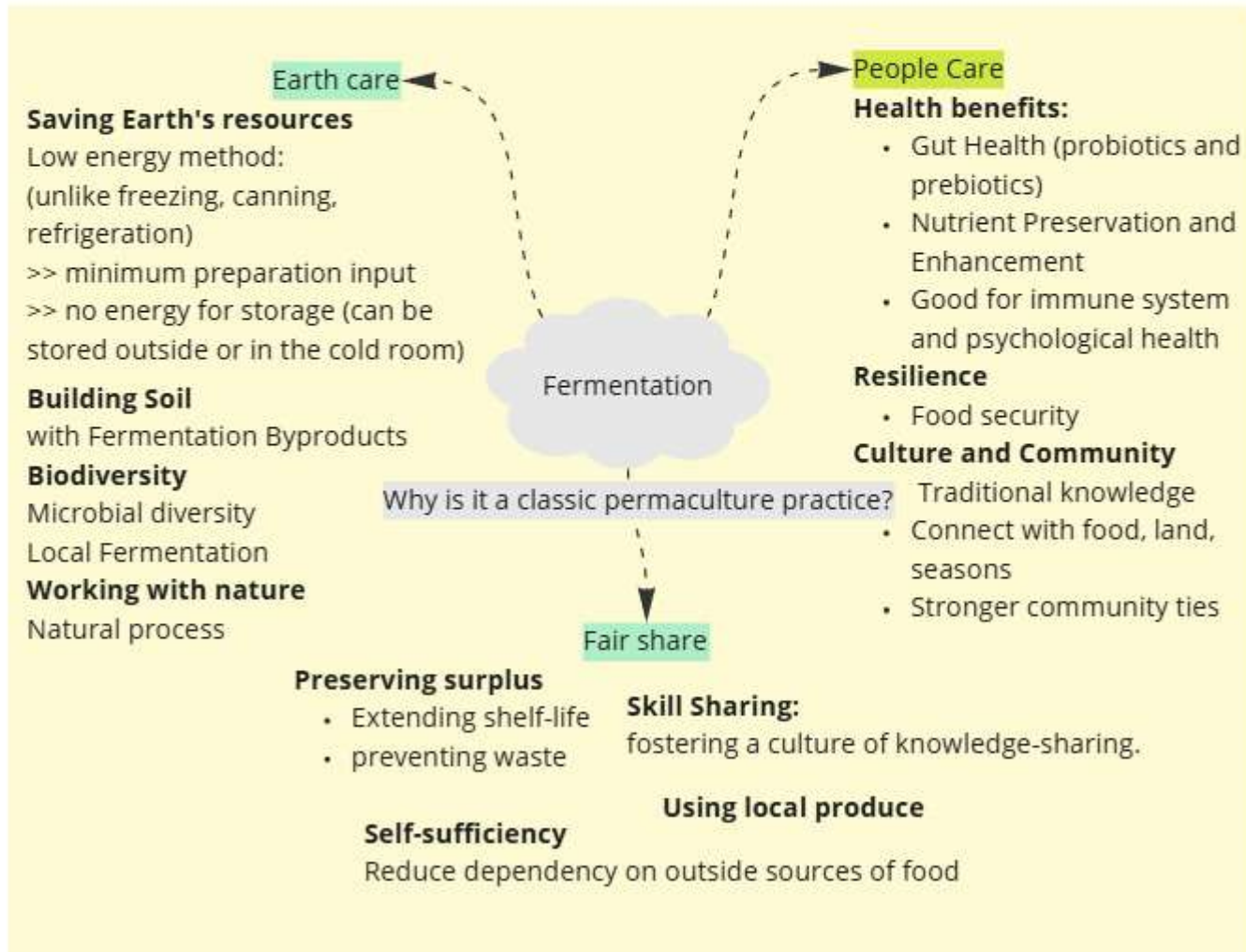
I would also like to share an example of a specific session design. A practical workshop on fermentation was requested by Jesper. Since it was placed early in the course, I thought it was important to use it as a way to reinforce the material we had already covered. I split the workshop into two parts: theoretical and practical. Each part had a different facilitation method and space. I used permaculture ethics to develop the core teaching content. The mind map below was a tool I used to prepare for an inquiry-based teaching approach, where students would arrive at a similar map through their own exploration.

THEORY

- What is fermentation? - **chalk and talk**
- Examples of fermentation - **brainstorm together in group**
- Why is it a classic permaculture practice? - **inquiry-based knowledge collection**
- Transitioning towards the workshop
Sour Kraut recipe and equipment - **chalk and talk**

PRACTICE

- Step by step process explanation and demonstration
- Students producing their own jars **in pairs or alone - own choice**
- Agreement who looks after the jars

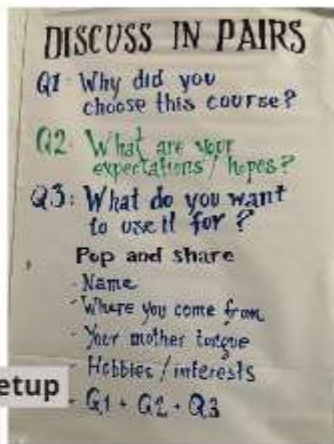


PRIME - MAKE (Implement)

First day: Welcome and intros



Students intros - first day setup without tables and in circle

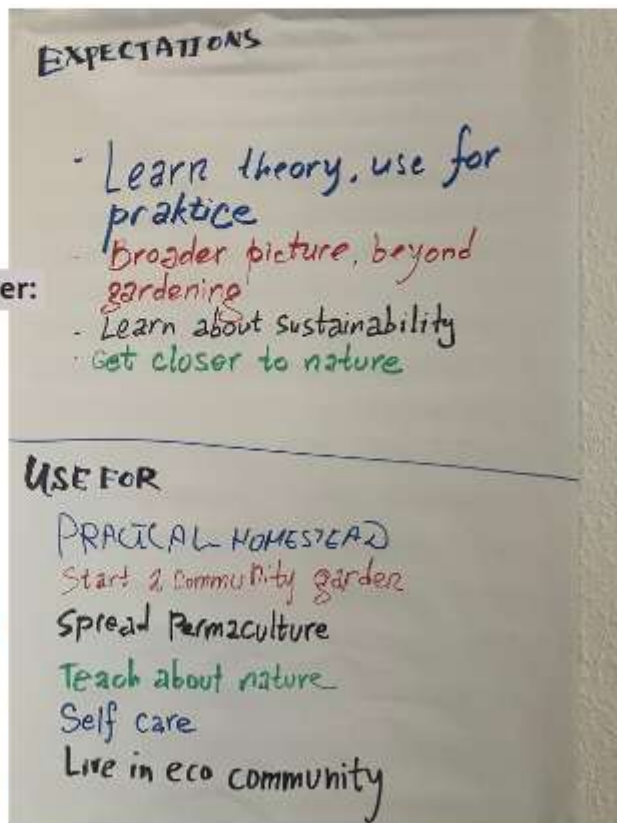


Pop and share section was hidden at first to allow the right focus and have element of surprise

The **popcorn sharing method** allows students to share when they feel ready, just like popcorn kernels popping at different times. You can "turn up the heat" to encourage faster participation by increasing energy in the room. This method promotes a relaxed, student-driven and fun sharing environment.



Picture and expectations for Jesper: the course has been launched



EXPECTATIONS

- Learn theory, use for practice
- broader picture, beyond gardening
- Learn about sustainability
- Get closer to nature

USE FOR

- PRACTICAL - HOMES?EAD
- Start a community garden
- Spread Permaculture
- Teach about nature
- Self care
- Live in eco community

PRIME - EVALUATION (and tweaking)

First day reflection

After the first day's interaction, I had a much better understanding of my students:

- their advance knowledge of permaculture
- limited land-use experiences: need examples that refer to domains other than gardening (e.g., zoning and relative location can be explained using a kitchen environment)
- some language constraints: 2-3 students were not very proficient in English.

Can this be accomodated? It became clear to me that mind maps for working around principles were not a good idea, as they were too detailed and very complex at the same time, i.e. written in overly complicated English.

Furthermore, we didn't have enough time to discuss the 7 Thinking Ways on the first day (Friday). I had the weekend to adjust the program for the second day.

- The principles work was replaced by "7 Thinking Ways," which was combined with the principles.
- I supplemented GoSADIMET explanation with some slides showing real design using the framework.
- I cut back on using one tool.
- I changed from showing the slides for fermentation to the chalk-and-talk approach incl. inquiry based approach

WORK WITH CHANGE

Creatively use and respond to change. Life is constantly changing and evolving in unexpected ways. Adapt and flow with these changes. Harness the momentum of change to constantly improve.

How can you create a more open design system that responds appropriately to change over time?

GET CREATIVE

The biggest limit to abundance is lack of creativity. Permaculture supports learning and innovation, recognizing that every situation is unique and different. Imagination paired with intelligence and wisdom is a powerful force of nature.

What creative design processes can you use to unlock new possibilities?

1. I realized that I enjoy the dynamic nature of teaching and loved the opportunity to be creative.
2. I was glad that my setup / design allowed for adjustments

Final Schedule

	09:30-10:00 Morning session	10:00-11:00 Session1	15' Break	11:15-12:15 Session 2	12:15-13:45 Lunch	13:45-14:45 Session 3	15' Break	15:00-16:00 Session 4
Day 1 10/01/25	Welcome	Introductions round Wishes and expectations		Aleksandra's Permaculture pathway + 7 thinking ways		Intro to permaculture History, ethics, principles + 7 thinking ways (ends at 15:00)		X
Day 2 13/01/25	Morning circle	7 thinking ways		Design Framework Zoning Sector analysis		Fermentation theory (45') "why we ferment and how"		Fermentation workshop

PRIME - MAKE (Implementation)

Second day. Morning sessions: 7 Thinking Ways and a few tools

We started with a morning circle outside in a beautiful, frosty white space near the pond, surrounded by large trees. The mood and energy were great. The planned activity, "Your Favorite Garden Moves," worked really well and was a lot of fun. Since it was quite cold, we moved inside to reflect on the learning from Friday. Unfortunately, there are no pictures from this time.



Classroom set up with two "islands " and me sharing the programme for the day.



GoSADIMET framework explanation was followed by a real design example



7 thinking ways: students presenting their thoughts and examples from their lives



Clarifying questions about sector analysis during class and on a break



PRIME - MAKE (Implementation)

Second day: Afternoon:
Fermentation theory and workshop



Chalk and Talk: What is fermentation, and why is it a resilient permaculture practice?



Rings off, real work begins :)



Students push my limits by adding tons of onions into the fermentation. Will it work?



Wrap-up after the workshop followed by a birthday song to Boris. Feeling grateful and blessed.



PRIME - EVALUATION

If I had to summarize my experience in one sentence it would be - it was amazing! I enjoyed it so much. There was good contact with students. It was super exciting to teach and facilitate and be in this new role. I am so grateful for the opportunity to host these days on my own.

In this table I try to answer the below questions:

New table

What worked well, what didn't, what can be improved

Teaching element	Evaluation	Needed improvement
Structure - breaks & sessions	It worked very well in terms of having sessions that were not too long.	
Slides content	The "Own Story" slide deck and the "GoSadimet Design" slide deck don't need any changes	The "introduction to permaculture" slide deck feels too theoretical and technical. It should be made more inspiring by connecting it with nature. It would also be helpful to include more about current challenges and how permaculture offers solutions to these issues.
Program for two days	Adequate	
Chalk and talk	Comfortable, dynamic. I like it, gives students time to make notes.	Need to improve handwriting, be mindful about it! Drawings can be confusing, I can do better, need to put more effort into it.
Slide presentation	Overall, it was good. I tried both sitting and standing up. The hardest part is starting the session, but once you get into it, it goes more smoothly.	Minor improvements in presentation technique. Practice more.
Q&A methods	My favourite one, as it activates students. I think it would be harder.	Need more practice.
Break out sessions and presentations	Went very well, it was helpful to get a tip from Delvin to be super specific on instructions, went smoothly.	
Games and energizers	Very powerful, I was able to pull a few energizers and games without advance preparation, when I saw a need for it.	Increase arsenal, so it's easier to throw something in when energy is low, especially after lunch or the third session.
Fermentation workshop	Was super fun, good to give intro and instructions in the class before going to the kitchen.	
Posters	It was good to prepare in advance. I like that we can hang around "knowledge" and information.	

Best Practices & Top Tips - Rosemary Morrow

What was the hardest thing?

What was the best thing?

What would I do differently next time?

What am I learning as a learner?

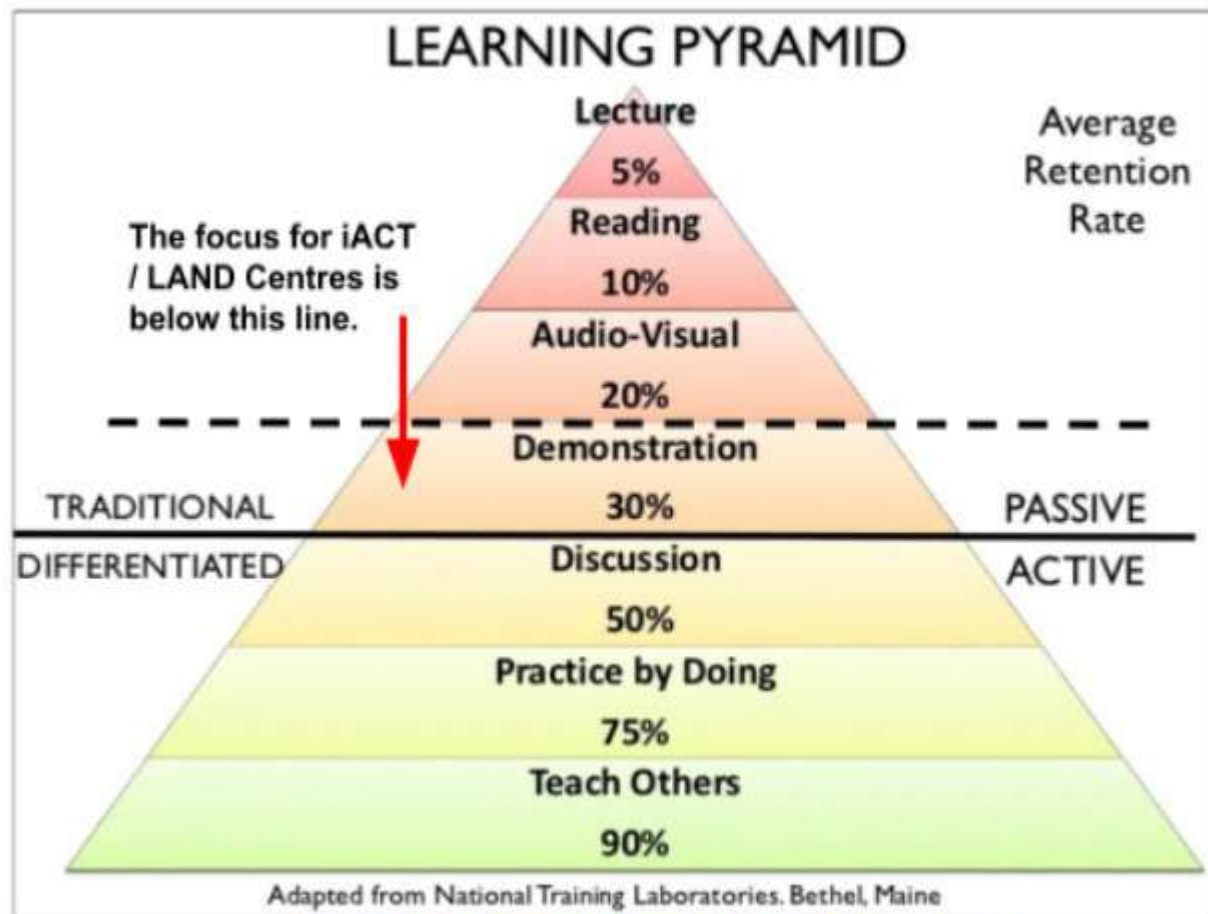
What can I use in my practice as a teacher?

REFLECTION

My progress as a teacher

I remember being worried about whether I would be able to catch the flow, but it occurred very naturally. I felt like I was tapping into the "wisdom" or deeper knowledge within me, driven by having the learner in focus and a genuine willingness to explain, give, and share. I'm amazed at how much teaching it became a process of improvisation and co-creation.

I'm impressed by how much I've evolved as a teacher during this process, and how much one learns by teaching. Recently, I came across the learning pyramid and was deeply moved by the knowledge retention rate when we explain things to others.



REFLECTION

My progress as a teacher

Funniest moments

I remember hearing at TPT that you should never say "no" when a student gives an answer. I had a funny interaction with students around that.

I told students that perennial plants store energy in their roots, so I asked, "Where do you think annuals store it?" A few hands went up, and the first answer was "in the leaves." I stumbled for a moment, remembering that I shouldn't say "no," and completely blanking on what to say instead. So, I responded, "I remember I shouldn't say 'no' as the teacher, but I'm not sure what to say." The class laughed, and it turned into a nice icebreaker. Then, another student took a guess: "in the flower." Suddenly I remembered a game from my childhood "Hot and Cold". So I said, "Warmer!" The next guess, "in the fruit," and I replied, "Very Hot!" Finally, someone said, "The seed!" "Burning hot!"

Below advice from Rosemary Morrow, what you could say:

- 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?"

Another funny interaction occurred when the students stumbled upon my question, "What elements can you find on the farm?" (I think the word "elements" threw them off). They came up with "forest," "garden," and "orchard," and that was about it. The helping hand came from a children's song. So, I started singing, "Old MacDonald had a farm, EE-I-EE-I-O!" and suddenly, we had an avalanche of answers about what you can find on a farm!

HAVE FUN

If you are not having fun you are not doing it right! Bringing joy and happiness uplifts and enhances everything. Happiness and laughter spreads, the more fun you have, the more fun those around you will have.

How can you have more fun doing even the most mundane or heavy work?

Source: Dave Boehle teachwithadign.com
Image: Delvin Soliz permaculturedesignearth.com
Art: Shweta Chaudhri brunnequell.com
Design: Alexa Spodis alexaspodis.com

REFLECTION

Process

Early on in the process, I decided to write a diary to accompany the design process. I knew I would need to write a summary afterwards, and the process was so dynamic that I was afraid I would forget how different ideas and decisions emerged.

Relatively early on, after the first stage of euphoria, I began to feel more and more nervous about the teaching. I felt there was not enough time to revise everything I needed to, or to prepare new materials. I remember thinking of Boxer, the hardworking horse from *Animal Farm*, whose solution was always, "I will work harder." This approach has never worked for me, as it usually led to burnout. After two days of working harder, that involved not going outside and instead spending days at the computer and with books, I had a strong feeling that something needed to change. I don't remember why, but my hand reached out for the *Embody Family* cards and I pulled one. It was Self-care. That helped me pause and get back on track with regenerative activities. From that day on, whenever I found myself in the presence of a challenging situation, with emotions and feelings, I would pull a card.

Pattern disruption was the next one in line. I pulled a total of seven cards on different occasions. Each and every one helped me embrace the moment, and some were particularly powerful.



REFLECTION

Process

I would like to share a piece of my diary just to show how simple it was made. I won't share everything to avoid boring you with the avalanche of emotions back and forth. And just want to add again that it really helped with the write-up afterwards.

	December	Activity	Feeling	Practice card	Action
Th	12	Jesper Saxgren calls	Excitement, can't believe it's happening. Just the day before, I wrote about intro courses and had it clear with myself that I want to get back to teaching and collaborate with someone, not do it alone.		Agree to meet on Monday 16 th at the school
Fr	13				
Sa	14				
Su	15				
Mo	16	Find out regarding the first two days teaching alone.	Surprised, excited, like the challenge—positive		
Tu	17	Brainstorming with myself, looking through resources.	Excited, positive. Worked all day, didn't go outside.		
We	18	Meeting with Ruth Marie & Mette. Sharing the excitement. Looking through resources.	During the day, starting to be more concerned about timing to prepare and doubting myself. Thinking like Boxer: "I will work harder." Didn't go outside.	Self-care card	Breathe
Th	19	Looking through resources, putting the first schedule draft together. Read Delyvin's design.	Seeing more clearly the scope and noticing missing materials. Starting to panic. Not attending to other tasks, including family. Didn't go outside. Feeling overwhelmed by Delyvin's impressive work. Conflict with Boris (he's busy at work, I'm busy with this, and the ball is dropped).	Pattern Disruption	I am not going to do it the old way. Brainstorming corrective measures and attitudes
Fr	20	Tutorial with Delyvin	Reaching rock bottom. Tutorial was very helpful, but my confidence is buried very deep, and all kinds of insecurities come up. Delyvin says it's a good sign.		
Sa	21	A lot of recreational activities and time with the family. Long walk around the lake, fireplace in the evening.	Can't force myself to do anything, not even taking 1 hour at my desk.	Collabotation & Co-creation (early morning)	Schedule meeting with Ruth Marie Accept Boris help
Su	22	Long walk with Benjamin. 1 hour in front of the fireplace with kids, just lying, playing board games.	Can't force myself to do anything, not even going to the desk		

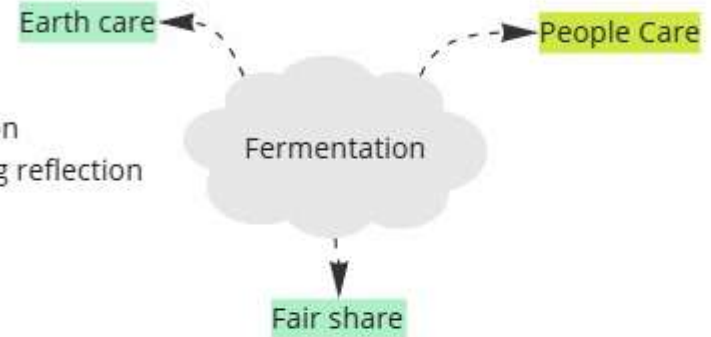
REFLECTION

Ethics



People Care was the major drive for this design and for shaping my identity as a Permaculture teacher. It was great to explore this ethic in greater depth from self-care to catering for learners needs.

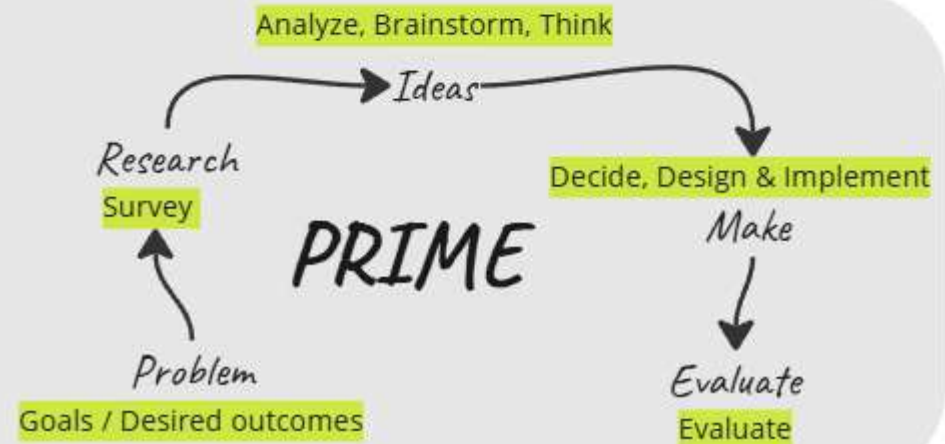
I have also used the ethics as the tool to prepare a mind map on fermentation, which made a lot of sense and was an interesting reflection for myself aswell.



"The permaculture ethics were also a key part of the curriculum during these days. I shared many personal examples of how we practice ethical living in our everyday lives. The students were very curious, asking lots of questions, and they could really relate to the idea of doing what's possible, what makes sense in the moment, and what is achievable. They were particularly moved by the importance of self-care as the starting point for the 'People Care' ethic. They were struck by the realization of how much space is wasted and how destructive conventional agriculture was when we discussed 'Earth Care.' And they felt enthusiastic by the 'Refuse, Reduce, Reuse, Recycle' theme when we explored the 'Fair Share' ethic."

Framework

Using PRIME was not as straightforward as I expected. First, I stumbled on the edges between research and ideas, and ideas and making. I think it's a typical shortcoming of a linear framework. Then, I was unsure whether "making" referred to the design or the implementation. I spoke to my friend and colleague, Mette, about it and then I concluded on the following interpretation for this design.



REFLECTION

Principles

This has been a joyful exploration of the attitudinal, strategic and design principles from the Permaculture Design Deck and culture emergence principle from the CEED Deck. These provided valuable insights and "aha!" moments, as well as were the source of inspiration and support along the way. Overall they contributed to a co-creative emergent process.

Tools

I intuitively selected tools for this design. Most of them I have used earlier. The new one being Learning ecosystem, which was particularly helpful to get organised for the course. As well as the journaling, was a very powerful and at the same time helpful tool.

My progress as designer

When I joined GDA, I remember the advice from Looby to follow the design criteria summary as you work on the first design, and to free style and get more creative as you progress. This design, although in its form resembling my previous ones, was created differently in essence. I was inspired by Delvin's designs. I attempted moving away from explaining every detail and instead focused on the essential elements.

REFLECTION

Key Learning and Next steps

Key learning:

- Everything teaches
- Positivism



Next steps

I remember being moved by one of the pieces of advice Starhawk shared with us at the TPT training: **"Find your voice."** She said to find your voice, take stage classes, experiment, speak up, and teach at every opportunity. I've reflected on this a few times. Indeed, it takes time to find your unique voice—as a writer, as an artist, as a stand-up comedian. It's easy to see; they say, "This is early Van Gogh" or "This is early Jerry Seinfeld". This understanding helps me lower my expectations of myself as a teacher and enjoy the process of finding my voice.

I truly don't worry if I at times I come across as hectic, too loud, or nervous or too confident (Alfred mentioned that my confidence gave him goosebumps :))))). I know the more you do it, the better you become. I'm eager to do more. This PDC teaching jumpstart awaken my appetite. I'm keen on taking more classes, teaching and co-teaching PDCs, both in Denmark and internationally. I would love to lead in-person PDCs and develop my own program— and to find my voice.