

the O'BREDIMET model	Observation, Boundaries and resources	Recording of the site	Examination and analysis of data	Design strategies chosen	Implementation strategy	Maintenance requirements of proposed systems	Evaluation of results	Tweaking for improvement
	Observation: I am relative beginner teaching PC, experienced teaching environment.	skills & knowledge & enthusiasm of students. Notes& experience from assisting on Intro (and full) courses with Patrick Whitefield, Sarah Pugh, Rob Hopkins, George Sobol,	Using design principles, see next column	Using the O'BREDIMET model for the design of the course. Using PC principles in the design: zones, working inwards from zone 5 to explain some principles & natural systems to Zone 00 to cover People Care and personal development for change, Using natural patterns, drop in pond expanding circles, Diversity of learning methods explored in mindmap, & zones added to session plans	mind map of permaculture principles and how they relate to elements of the course	Be flexible, observe how well it works, move session elemts around if appropriate	Course evaluation by delegates, method, written to be able to use to update/improve course: what is the key thing/message/skill you learned during this course, what did you enjoy most & least, anything that wasn't covered that you wanted to learn about	make changes to intro course for WEA course, based on course feedback and self-evaluation
	Boundaries; physical location, e.g. Chyan's Field, Nanstallon village hall & surroundings: buildings, natural plants, human planting, micro climates, ecological niches, wind breaks. Current knowledge of trainees.			Writing out individuao workshops on small cards, laying them onto zones in flowing sequence.	pebble in pond course outline	adjust session plans based on actual excercises & feedback	self evaluation: what went well: outside walk and how many principles and elements & ecology you can explain, incl succesion, indicators, multiplre functions of 'weeds'. Enthnsiasm of learners. Diversity of methods, practicals, making A-frame, because we had to work it out between us. Then using the A-frame successfully.	next steps: Set out groundrules after intros or ethics. Pre-draw inputs outputs as it took too long. Increate confort of room (heating?). More chocolate? Design: use own space. Faster start, less intro time? Add listening skills to revision in pairs, day 2. Add sectors to zone excercise. More A3 pictures/principles on wall. Make blackboard with flipchart holes (bolys & wingnuts? Stand? Another story for day 2
	Resources: physical garden, planting, structures examples Chyan, Pictures of principles, projects, books: PC & wild plants, sustainable Construction. Zone 00 The Works That Reconnects,			develop session plan, include timing, is effectively the implementation plan			What didn't go so well: Too many things in original plan, not enough time allowed for some. Managing a challenging learner, who demande too much attention.	