

## Design No.4 - SADIM lesson plan for Intro to Permaculture.

### Introduction

I have started on a Permaculture Tutor Pathway and have decided to teach SADIM as a way of deepening my understanding on this design process.

SADIM is the process that Brighton Permaculture Trust (BPT) use on an Intro course.

### Approach.

I have used SADIM to design my lesson plan as I am still struggling to clarify the different stages and tools used throughout this process. I have delivered this once before and received feedback on this - mainly that I need a clear Intro & Summing up.

### Survey - (What is there and what is needed)

- **Feedback** from a previous teaching session - I was advised to develop strong opening and closing to my micro teach.
- **Books** for confirmation of the process; Permaculture Design by Aranya, Permaculture Design Companion by Jasmine Dale, The Earth Care Manual by Patrick Whitefield & The Permaculture Teacher's guide.
- **Examples** of previous lesson plans from BPT.
- **Aims & Objectives** (introduce participants to a design process used in Permaculture that they will be using on Day 2 as part of a group design)
- **Time** to deliver (25mins),
- **How many** participants (16)
- **Venue** - One garden at Stanmer Park
- **Resources** - flipcharts & whiteboards
- **Quotes** that explained parts of the process
- It was important to understand what had been covered on the course before my micro-teach = What is Permaculture, it's history & the Ethics.

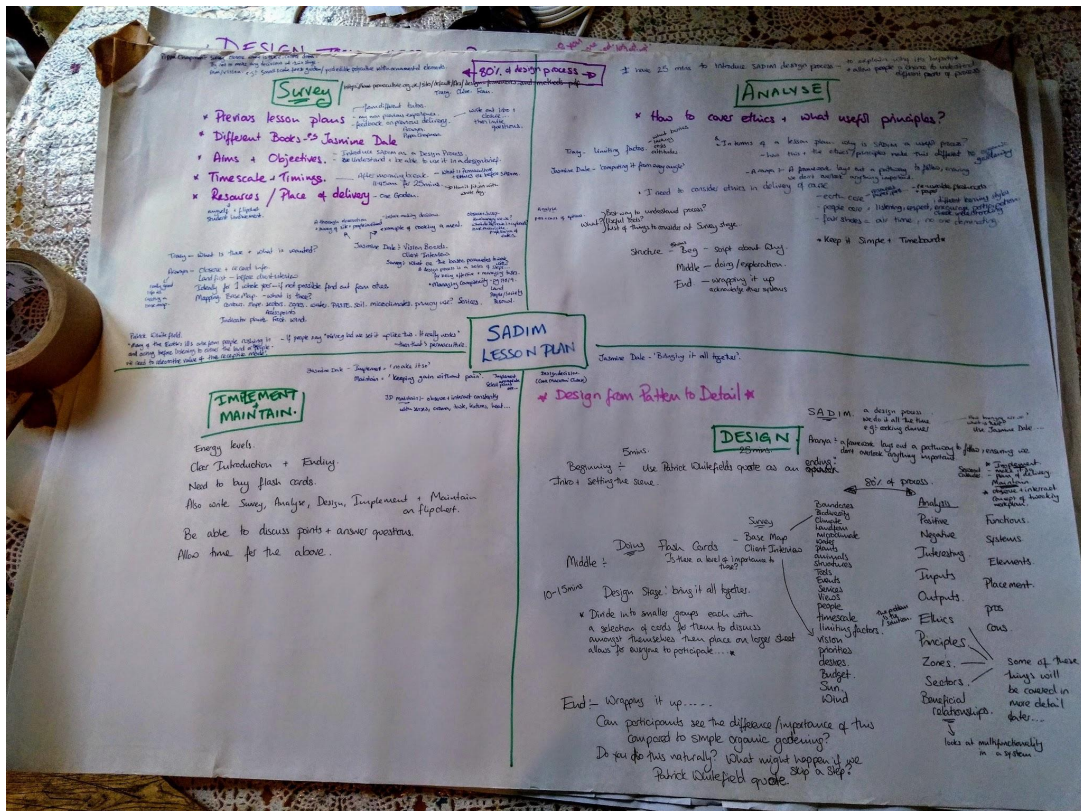
### Analysis - (Making sense of the Survey)

- I began by thinking how I would consider the **3 ethics**.

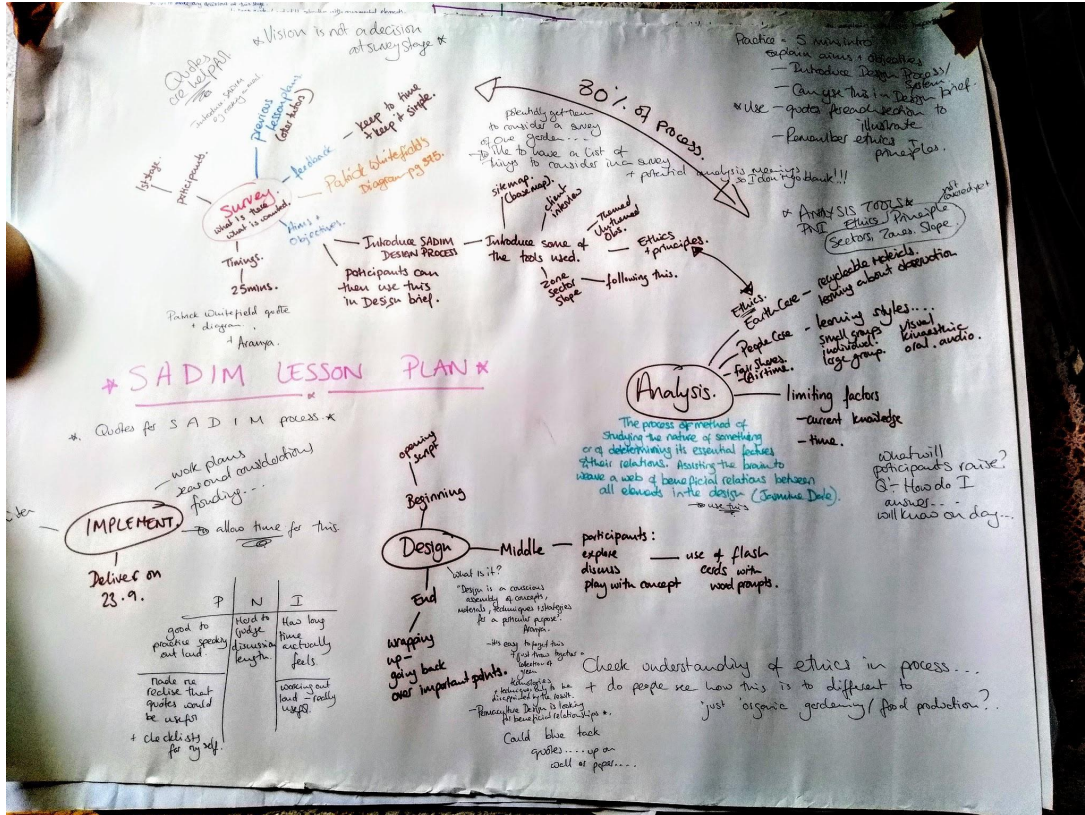
Earth care	reusable/recyclable resources, sharing a design process that strengthens our understanding of how nature works.
People care	consider how I listen, show respect, encourage participation, acknowledge different learning styles & check understanding
Fair shares	air time, no-one dominating. Equal opportunities for visual, kinaesthetic & auditory learning styles to be explored.

- I needed to be clear why SADIM was a useful design process and I found a good supporting quote from Aranya - "A framework that lays out a pathway to follow, ensuring we don't overlook anything important".
- I spent 80% of my time on these first 2 stages to make sure I was thorough and to echo agreed guidance on how important these first 2 stages are.
- I used **PMI** to help me reflect on the process,

Positive	Minus	Interesting
Good to practice speaking out loud. Checklists for myself.	Hard to judge length of discussion	How long time actually feels. Made me realise that quotes would be really useful.



Day 1 Mind Map



Day 2 Mind Map

**Design (making good design decisions based on the Survey & Analysis) & Tools used.**

● **Principles**

<b>Design from Pattern to detail</b>	this really helped me keep 'the big picture' in focus before getting into subtler detail
<b>Beneficial relationships</b>	using participants knowledge and encouraging them to share experiences
<b>Each element supports many functions</b>	would also be useful and present due to the design supporting the different learning styles.

- **Limiting factors** such as time available and level of understanding led to design decisions on how much and what could be reasonably covered.
- **Acknowledging learning styles** and different ways to work with visual, auditory & kinaesthetic learners was a really useful design tool.
- **Input/output** analysis also informed the design as a way to ensure the flow of knowledge between tutor and what knowledge was present in the group.

<b>Input</b>	<b>Output</b>
Quotes from other people	Participants learn about different designers / teachers
Worksheets / flipchart	Opportunity for participants to explore current knowledge & identify gaps Kinaesthetic, Visual & Auditory.
Good summary	Participants get clarity of points covered and an opportunity to clarify any points that are needed.

### SWOC

<b>Element</b>	<b>Strength</b>	<b>Weakness</b>	<b>Opportunity</b>	<b>Challenge</b>
Quotes	Dynamic & from a leading designer/ teacher	Using too many	Efficiently describes a point  Have them on the wall as a reminder throughout the weekend course.	Finding the most appropriate one for the job and using it at the right moment
Worksheet	Gives clear guidelines for points to consider	Needs to be printed...or.... could it be shared on a flipchart?	Participants can share knowledge in small groups	Needs to be explained well
Clear structure	Helps with timing and makes sure nothing gets missed	Natural flow of discussion can sometimes throw this off balance	Helps to pace the sharing of information.	Keeping to time limits and not missing anything important.

### Beginning (5 mins)

- Introduce SADIM with Aranya quote and use the analogy of cooking a meal to demonstrate how we are all designers. Use this to introduce the terminology for all parts of the process. Survey, Analyse, Design, Implement & Maintain.
- Explain how important it is to spend about 80% of time on the Survey & Analysis stage in order to make sure we truly understand what is there, what is needed and what this means to us in terms of design decisions.
- **Quotes**  
**Survey** - “Many of Earth’s ills arise from people rushing in and acting before listening to either the land or people - we need to relearn the value of the receptive mode” - Patrick Whitefield.  
**Analysis** - “The process or method of studying the nature of something, or of determining its essential features and their relations. Assisting the brain to weave a web of beneficial relations between all elements of the design” - Jasmine Dale.

### Middle. (7 mins)

- People are split into small groups/pairs and introduced to the next activity - worksheet / flipchart exploring the different elements of Survey, Analysis & Design.

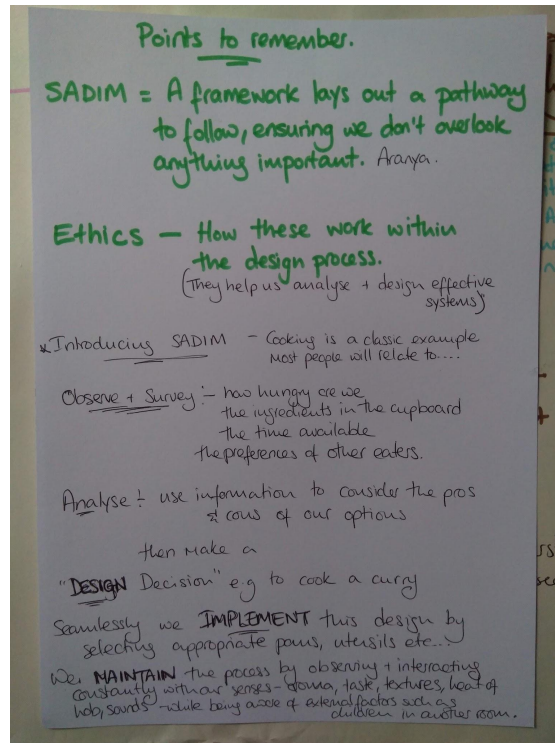
<b>What is there? (Survey)</b>	<b>What might this tell you? (Analysis)</b>	<b>How might this inform design decisions? (Design)</b>
Types of plants growing	What the soil is like	What else might grow well

- This is a good opportunity to introduce **PASTE** (Plants, Animals, Structures, Tools, Events) as a survey tool and the concept of **Limiting factors** as things that can’t be changed and will influence the design.
- **Group re-forms** - participants are invited to come back together as a full group and share their findings which are then written up on a flipchart mind map by tutor or a helper. **(8mins)**
- Explain that the ethics are another layer to be considered in the analysis and design stages to ensure this is Permaculture Design.

### End. (5 mins)

- **Check understanding of design process** by asking participants to give a quick example for each stage and why these are important.
- **Quote** - “Design is a conscious assembly of concepts, materials, techniques and strategies for a particular purpose - it’s easy to forget this and just throw together a collection of green technologies & techniques only to be disappointed by the result - Permaculture Design is looking for beneficial relationships” - Aranya.

## Course support materials.



**SURVEY.**  
"Many of the Earth's ills arise from people rushing in and acting before listening to either the land or people - we need to relearn the value of the receptive mode."  
Patrick Whitefield.  
"What are the basic parameters to work with"  
J.D.

**ANALYSE**  
"The process or method of studying the nature of something, or of determining its essential features and their relations. Assisting the brain to weave a web of beneficial relations between all elements in the design".  
Jasmine Dale.  
"Computing it from every angle" J.D.

**DESIGN**  
"Design is a conscious assembly of concepts, materials, techniques & strategies for a particular purpose".  
- it's easy to forget this + just throw together a collection of green technologies + techniques only to be disappointed by the result - Permaculture Design is looking for beneficial relationships.  
Aranya. "Bringing it all together" J.D.

**IMPLEMENT**  
"make it happen"  
≡  
**MAINTAIN**  
"Keep it going"

### **Implement - (Make it happen)**

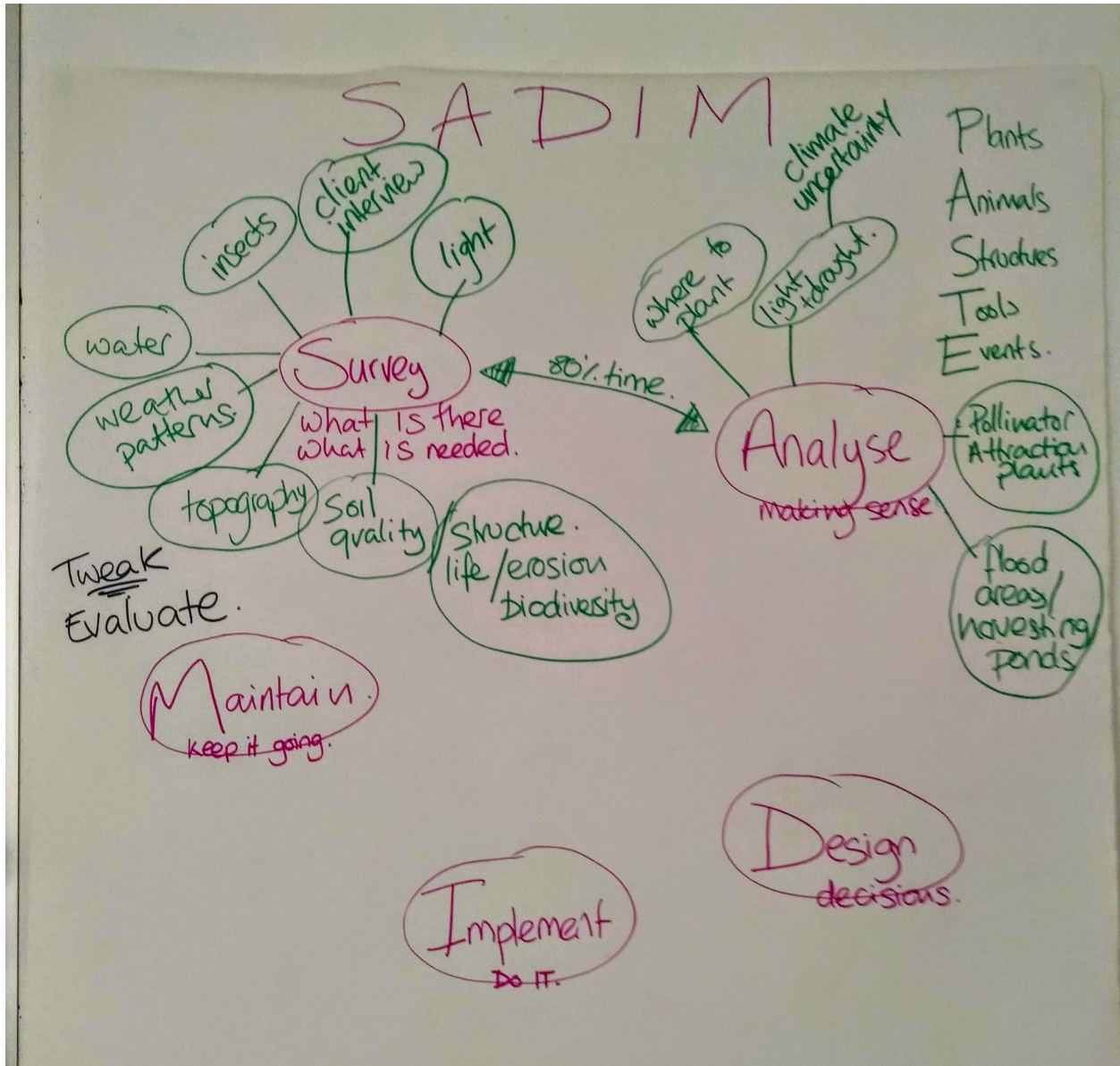
This was delivered on 23.9.23 to 16 people and observed by my mentor for the day Tracy Hind. I also delivered a session on Zone, Sector Slope that day. I have attached the feedback for my micro-teach to this design.

### **Maintain - (Keep it going)**

In terms of this design, maintain involves an element of how I interact with the participants during the delivery of the course. It also means taking on feedback from my mentor and keeping the flow of development on my Tutor Pathway by observing how other tutors teach this subject and keeping my learning and approach fresh and dynamic by being open to new ideas and letting this design evolve for future teaching opportunities.

### **Evaluation of the design.**

My tutorial session went really well, much better than my previous one. I had a strong opening. There was a good flow of exchange of knowledge and ideas with a positive energy throughout the session. I was mindful to summarise all points clearly at the end. We ran out of time in terms of exploring design decisions so I reassured them that there would be an opportunity to explore this further in the design brief.



The flipchart notes from my lesson.

I had good feedback from my mentor (See below). The main points to improve on were to be aware of facing the participants and not talking to the wall while writing on the flipchart. Also that it could have been bigger ....(I was expecting a flipchart stand in the middle of the room but instead needed to attach paper to a Whiteboard over to one side - this shows the need to be flexible and creative). The course participants seemed to understand the process as they were able to use it to explore a design brief on Day 2.



## **Feedback for Polly from Tracy, micro-teaching 23 Sept Intro for BPT**

**Really great – keep this up/do more of this!**

**Good emphasis on most of the work being in Survey/Analysis**

**Nice even pace most of the time**

**Clear instructions**

**Good checking for understanding after explaining something**

**Nice mixing via fruit salad**

**You were very engaged with the participants, and encouraging and appreciative of their input**

**Good harvesting of knowledge from the group – ie ‘does anyone know what this is, can anyone tell me about...etc.’**

**Good questioning – i.e ‘why do you need to observe the wind sector/sun sector’ etc.**

**Made eye contact with group and looked around at everyone**

**Do differently**

**Visuals on flip chart too small to see from everywhere in the room**

**Try not to talk too much when facing the whiteboard/flipchart/wall as people may struggle to hear you**

**Explain any activities involving worksheets/reading or equipment BEFORE you share the worksheet/equipment so people don’t get distracted**

**Always give an example when you ask people to do something like complete a worksheet**

**Think about/consider doing differently**

**Changing groups around as much as possible within a weekend so people get to work with**

**as many different people as can on a weekend**

**Some people were a bit confused about the instruction to think about a piece of land they knew, but do the activity in a group, as they didn’t all know the same piece of land**

**When people call info out, and you write it up, it can take too long, think about asking someone else to do the writing so you can keep facilitating input**

**Give examples for each zone before asking people to contribute**

**Slope was VERY sloped!**

**Maybe too many elements on the slope**

## **Reflection on my learning.**

This design has been a really useful opportunity to explore the SADIM design process and clarify the different stages and tools appropriate for different stages. It’s also been exciting to use it for a non land based design. It was interesting to see how the ethics opened up my approach to designing and delivering the session with positive results. I also feel that I have managed to share the different tools I used in a much clearer way, which makes it accessible to

someone who is just starting to learn about Permaculture. This will be extremely beneficial for designing future lesson plans as I move forward on the Tutor Pathway with BPT.

I taught Zone, Sector, Slope again on an Intro course on 28.10.23 and observed another experienced Tutor deliver SADIM which has given me ideas to develop the lesson plan further. I took notes and would definitely tweak the current design to include some of the different techniques used. As part of my Tutor Pathway I will try teaching different sessions on the Intro course and keep up themed/unthemed observation when supporting the course and I hope to support some PDC courses with BPT in the future too. At some point it would be good to explore delivery by other Permaculture Tutors. I was very inspired by Jo Barker's intro to the East Kent Permaculture Gathering where she invited people to share something they had done in terms of people care, earth care and fair shares that week as a way of exploring 'every day' permaculture.

Polly Charlton 9.11.23