

Elfin Permaculture

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Information, Resources and Materials Needed for Permaculture Workshops by the Hosts, Participants, and the Instructor

Based mainly on a list prepared by Lisa Barnes and Cindy Dudek, workshop participants.

I. Information about daily schedule

A. What is required of host(s). [You should have a copy of our host information sheet by now.]

B. Meal schedule and specific requests of cook. Post in classroom by first day.

C. Child care schedule. Send to preregistered participants that are affected.

D. Note that workshops are intensive with some evening sessions. Send to preregistered participants.

E. Daily class schedule. Consult us for this. Morning starting times can vary according to the circumstances. Hand out on the first day. Post in classroom as well.

II. Bibliography of necessary/ helpful books to read in advance.

List should be sent at least two months in advance to allow participants to order the books and absorb the info before the workshop. Yankee Permaculture has developed a special reading list in response to this request. Send to preregistered participants or include in flyer.

III. Regional data [A much more complete list is provided in Permaculture Paper 21, Permaculture Design Client Survey. The cost may be deductible from the teaching fee paid, unless the program is canceled for some reason.] This information needs to be assembled by the time the instructor arrives on site, before the program starts.

A. Rainfall data for immediate ten year period:

1. monthly maximum and minimum (not averages).
2. total for each month.
3. note direction of climatic shifts.

B. Temperature data for immediate ten-year period:

1. maxima and minima for each month (not averages).
2. monthly and seasonal variations.
3. dates of last frost in spring, first frost in fall.
4. note direction of climatic shifts.
5. number of sun days by month (average)
6. number of chilling hours, if subtropical (average).

C. Natural hazards of region:

1. earthquakes: frequency and magnitude; future projections.
2. tornadoes: frequency, intensity, distribution by month, patterns.
3. hurricanes: frequency, intensity, distribution by month, etc.
4. subsidence & probable causes.
5. pollution: water, air, soil, radon, chemical waste, etc.
6. severe erosion: soil with high erosion potential.

7. fire danger.
8. heat waves, drought.
9. extreme cold.
10. blizzards, ice storms, etc.

11. floods.

D. Soil type and soil test results (In USA, get report from local extension office.)

E. Water test results, if possible:

1. drinking water.

2. natural body of water on property (creek, pond, etc.).

F. Unusual features of local area: caves, sinkholes, springs, high winds, sudden temperature shifts, etc.

IV. Reference books: bioregional with scientific and common names in index. Make available in classroom.

A. Native trees and shrubs.

B. Native animals: mammals, birds, insects, reptiles, etc.

C. Local plants: herbs, wildflowers, edibles, "weeds", etc.

V. Maps, photos and charts

A. Contour map.

B. Aerial photo (available at county extension office in USA).

C. Photos of land in winter, if available.

D. Diagram of roads, buildings, etc., to scale.

E. Sun Chart for appropriate latitude.

VI. Design tools: (Loan to selected participants as needed.)

A. Compass.

B. Sun charting tools: Protractor, drinking straw, string and weight.

C. A- frame tools: straight branches 5 ft. long, stakes, string, etc.

D. Clear plastic hose for water level.

E. Simple surveying tools: line level, stick with markings for feet.

F. Sturdy wooden box (3'x3'x2') filled with sand + a watering can (or an outdoor pile of soil with access to a water hose).

G. 3-ring binder and lined paper to keep and organize design ideas.

VII. Graphic supplies for design process and final presentation: (Make available as needed.)

A. Colored magic markers (3 or more colors).

B. Large newsprint pads.

C. Tracing paper: big pieces or roll.

D. Big pieces of acetate to lay over each other.

E. Grease pencils: 3 or more colors.

F. Chalkboard and colored chalk.

G. Lots of extra erasers.

H. Typewriter(s) for students to prepare their design report.

VIII. Workshop hosts should have the following available for the instructor(s):

A. Private sleep and work space, with electricity if possible, telephone, desk, chair, etc. We will be using the phone with our computer so it should not be frequently busy.

B. Provision of meals before, during, and after the event.

D. Access to good-quality photocopying and/or Macintosh-compatible printer.

E. Hot water for tea more or less continually available.

IX. Workshop hosts should provide the following Audio Visual equipment for the duration of the program:

A. Kodak carousel projector, with at least 5 trays for a design course, 2 or 3 trays for a weekend workshop. 80-slide trays are best (don't jam). We still need 5 trays if you can only get 140-slide types.

B. An overhead projector for transparencies. (Opaque projectors can be made to show transparencies if necessary.) Let us know if this will be available.

C. A blackboard with colored chalks, preferably vivid colors rather than pastels.

D. A set up for playing video tapes. (Usually not needed.)

X. Other Classroom Considerations.

A. Chairs for students should be reasonably comfortable for long class sessions. If the only available chairs are known to be hard and uncomfortable, advise preregistered students to bring cushions. Seating arrangement should accommodate frequent slides (chairs face front, not a circle).

B. Tables are required as follows:

i. a small table or desk (at least the size of a card table) for the instructor use in organizing teaching resources,

ii. a table for displaying books and resources brought by the instructor.

iii. a table for the resource materials provided by the host and brought by students. If sufficiently large, this can be the same as ii.,

iv. table(s) and or desk(s) upon which students can prepare design graphics. This must not be the same as i, or ii.

C. Means to darken classroom windows quickly and completely. When thus darkened, you should not be able to read this sheet on a sunny day.

D. Means to ventilate the classroom when the windows are darkened as in C.

XI. Miscellaneous.

Space and equipment for some form(s) of vigorous group activity during breaks. Volleyball is ideal. This is essential to balance intensive programs.

Some of the suggested items could be supplies by students by notifying them in advance what to bring. Developing a complete preregistration package is advisable.

NOTE TO HOSTS : I have checked off what I need for the event we are planning. Use your judgement on the rest. Let us know if you wish something else were on the list. --
DH