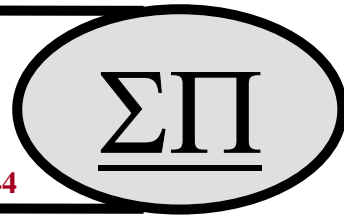


# SMITHSON PLANNING

364 Middleton Road Albany WA 6330 [www.smithsonplanning.com.au](http://www.smithsonplanning.com.au)  
PO Box 5377 Albany WA 6332 [smithson@smithsonplanning.com.au](mailto:smithson@smithsonplanning.com.au)  
Tel : (08) 9842 9841 Fax : (08) 9842 9843 Mob : 0428 556 444



## The RAINBOW 2000<sup>©</sup> PROJECT.

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- a Regional Planning Strategy for Albany and the Great Southern.

### Valuing Difference

The most important question to model in the process of adult learning is :

**Does different = wrong : or does different = different.**

“The Fable for School People”

Once upon a time, the animals decided they must do something heroic to meet the problems of a “new world”. So they organised a school.

They adopted an activity curriculum consisting of running, climbing, swimming and flying. To make it easier to administer the curriculum, all the animals took all the subjects.

The duck was excellent in swimming, in fact better than his instructor, but he made only passing grades in flying and was very poor in running. Since he was slow in running, he had to stay after school and also drop swimming in order to practice running. This was kept up until his web feet were badly worn and he was only average in swimming. But average was acceptable in school, so nobody worried about that except the duck.

The rabbit started at the top of the class in running, but had a nervous breakdown because of so much make-up work in swimming.

The squirrel was excellent in climbing until he developed frustration in the flying class, where his teacher made him start from the ground up instead of from the tree-top down. He also developed cramps from over-exertion and got a ‘C’ in climbing and a ‘D’ in running.

The eagle was a problem child and was disciplined severely. In the climbing class she beat all others to the top of the tree, but insisted on using her own way to get there.

At the end of the year, an abnormal eel that could swim exceedingly well, and also run, climb and fly a little had the higher average and was top of the class.

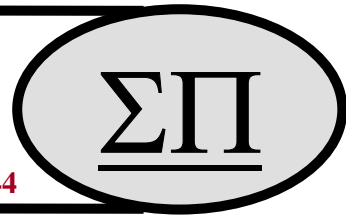
The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their child to a badger and later joined the groundhogs and gophers to start a successful private school.

*(G.H. Reavis  
Cincinatti Public Schools  
Assistant Superintendent)*

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### Facilitation Interventions

Interventions happen when the facilitator chooses to do (or not to do) something which focuses the group's attention. The New South Wales Best Practice network has come up with the following frameworks. *(Neil Shuker, Brisbane)*

<b>The facilitation spectrum</b>	Do nothing	Gentle Intervention	
	Silence		
	Support	Supportive	
	Questions to clarify		
	Questions to change		
	Questions to move	Persuasive	
	Suggesting choices		
	Suggesting paths		
	Sharing ideas		
	Suggesting action	Directive	
	Guidance		
Choosing for people			
Directing	Forceful Intervention		

<b>Facilitation tasks</b>	Encourage	Particularly relevant when people are talking about themselves.
	Support	Be with people when they are having difficulty.
	* Suggest	Guide people when they ask, or seem to need it.
	* Hold	Keep situations in place so that issues can be examined.
	* Record	See the issue / actions are noted and not missed.
	* Involve	Bring others into discussions.
	* Question	To clarify and see spectrum.
	* Stop Interruption	Intervene as necessary to stop people interrupting other people.
	* Next step	Moving the group on.
	* Manage process	Guide / suggest how things can be done.
* Manage time	Watch the clock and give time signals.	

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### Seizing the Initiative

The most important aspect to model in the planning process is :

**Know what you have : know what you want : work out how to get there.**

From Tom Clancy's bestselling novel "Executive Orders" :

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#### READY AND FORWARD

WHAT PEOPLE CALL "THE INITIATIVE", whether in war or any other field of human activity, is never anything more or less than a psychological advantage.

It combines one side's feelings that they are winning with the other side's feelings that something has gone wrong – that they must now prepare for and respond to the actions of their enemy instead of preparing their own offensive action.

Couched in terms of "momentum" or "ascendancy", it really always comes down to who is doing what to whom, and a sudden change in that equation will have a stronger effect than that of a gradual build-up to the same set of circumstances.

The expected, when replaced by the unexpected, lingers for a time, lingers in the mind, since it is easier, for a while, to deny rather than to adapt, and that just makes things harder for those who are being done *to*. For the doers, there are other tasks.

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