



Eco Design Advisor

Ditching the Clothes Horse

Behaviour Change and
Indoor Air Quality.



REDUCING MOISTURE AND CONDENSATION

ECO DESIGN ADVISOR FACTSHEET NO.3

It's a sad fact that many New Zealand homes are cold and damp. These conditions contribute significantly to health problems such as asthma and respiratory illness, which have a disproportionate impact on children and older adults.







*Independent, personalised advice on
how to create a sustainable and
healthy home*

www.ecodesignadvisor.org.nz

“Addressing the problems of a cold, damp home include the following strategies:

- 1) minimise or eliminate the sources of moisture;
- 2) insulate and heat your home adequately;
- 3) manage the conditions for health and comfort.”



Minimise or eliminate sources of moisture

- Do not air washing indoors. Ensure that clothes driers are vented outside.
- Do not use un-flued gas heaters.







Why do people change?



Mezirow's Transformative Learning Theory

In childhood, learning is formative (derived from formal sources of authority and socialization)

In adulthood, learning is transformative, as adults are more capable of seeing distortions in their own beliefs, feelings, and attitudes





Transformative learning often follows a ten step process (Mezirow, 2000), but can be distilled to three main phases.



Transformative Chronology (Lebo, 2013)

1. a 'disorienting dilemma' (Mezirow, 2000) or 'cognitive crisis' (O'Sullivan, 2002).
2. looking for and trying out alternative ways of knowing.
3. changing one's frame of reference by adopting an alternative worldview.





1) a 'disorienting dilemma' (Mezirow, 2000) or 'cognitive crisis' (O'Sullivan, 2002)

Examples: Diabetes diagnosis, job loss, divorce, loss of a loved one.





2) looking for and trying out alternative ways of knowing

Examples: Talking to people, reading, research, dabbling





3) changing one's frame of reference by adopting an alternative worldview

Examples: Change of diet and exercise. (Diabetes)





What kind of change?





Third order change:
“Seeing things differently’.”



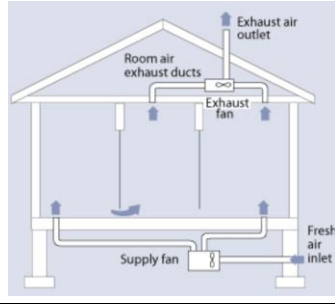
Second order change:
“Doing better things’.”



First order change:
“Doing more of the same, but 'doing it better'.”

(Sterling, 2001, p. 28)





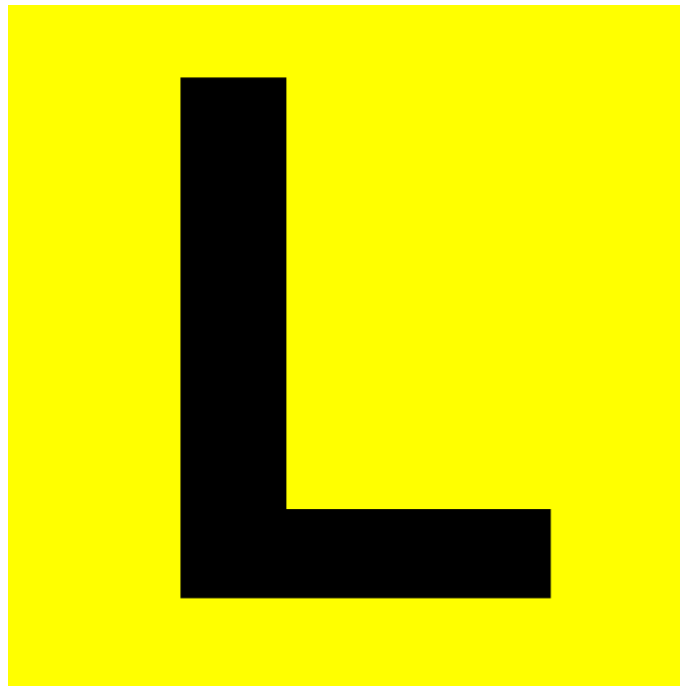
Third order change:
“Seeing things differently’.”

Second order change:
“Doing better things’.”

First order change:
“Doing more of the same, but 'doing it better'.”

(Sterling, 2001, p. 28)





In order for change to be sustainable it must be owned by the learner.

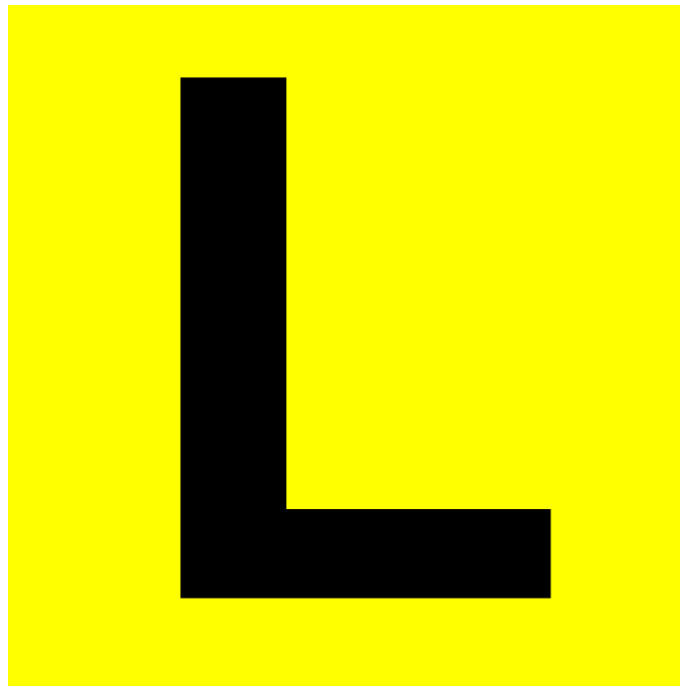
(Sterling, 2001)





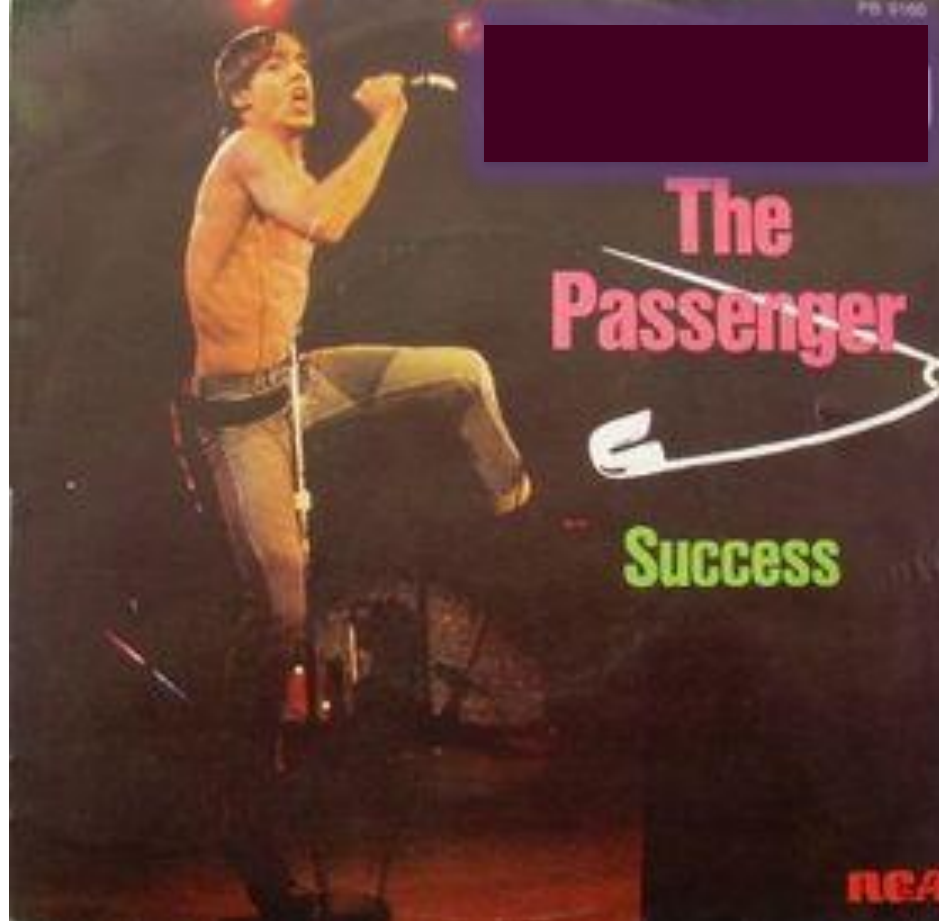
We must place the learner at the centre.





“The learner is more important than that which is being learned.” - Unknown





We meet people at different points
along their journeys.



“I’m tired of being sick.”

“I’m tired of living in a cold house.”

“I’m tired of cleaning mould.”

“I don’t want my kids to grow up in the kind of house I grew up in.

“The warmest winter I ever had was in Canada.”

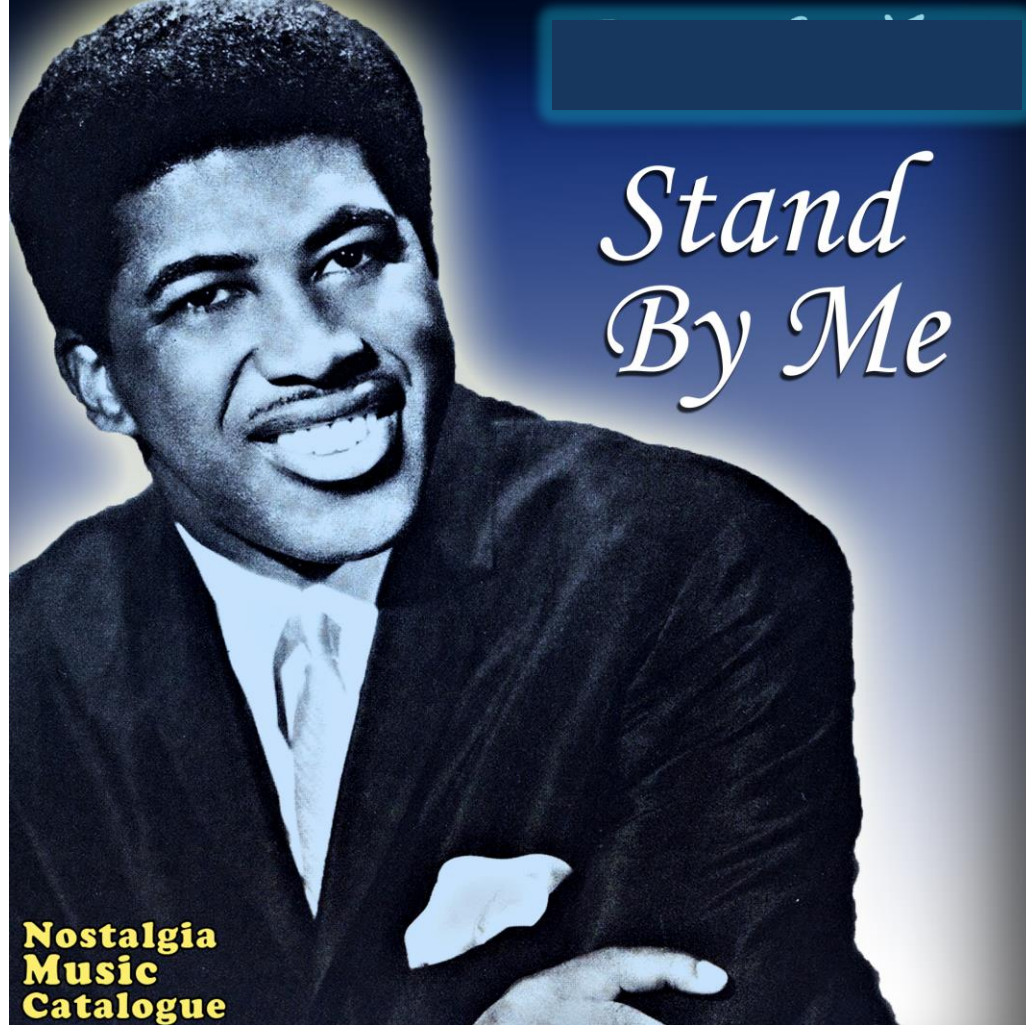
Others? (Audience participation.)





1) Facilitating disorientation: “Stir it up.”





2) Facilitating transformation.





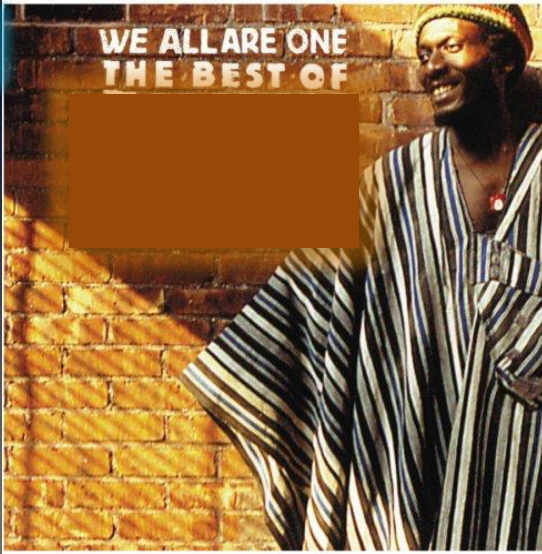
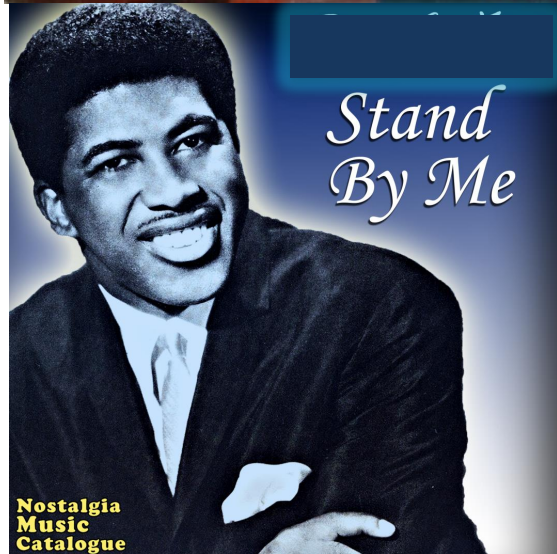
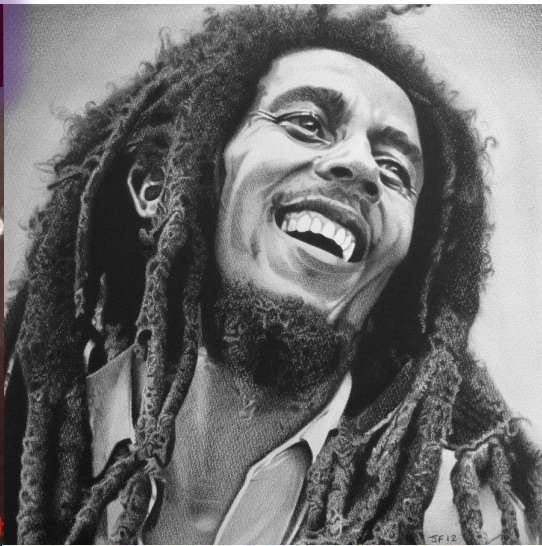
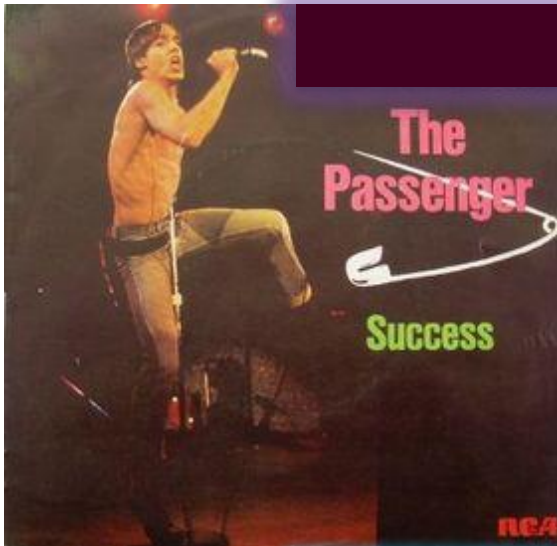
3) Promoting holistic thinking. “I can see clearly now.”

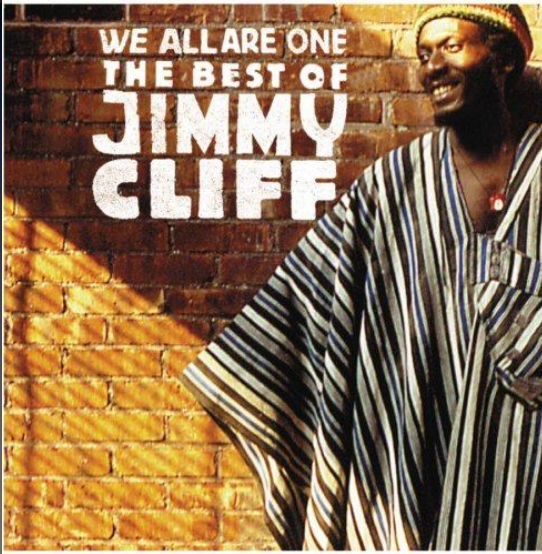
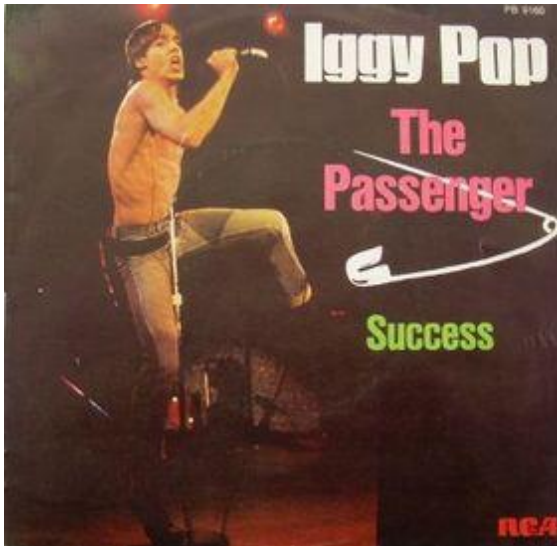


Groups to discuss:

- 1) How do we “facilitate disorientation,” ie, change cultural expectations about housing?
- 2) How do we “facilitate transformation,” ie, *Ditching the clothes horse*?
- 3) How do we promote holistic thinking?







Music Trivia Answers:

- 1) Iggy Pop
- 2) Bob Marley
- 3) Ben E. King
- 4) Jimmy Cliff

