

Elegant Alchemy

Life Coaching
with Rima Nouri

Module 2

Clarity



Lesson 2:
Clarify Your
Organisation



Change Your Home, Change Your Life!

Transcript M2 LESSON 2: Clarify Your Organisation

Bonjour ladies, welcome to today's lesson no.2 of Module 2, clarity!

Today we are going to look at how to create clarity through Organisation.

Because you can be surrounded by things that are ideal for you, but you will not be able to use them in an ideal way without some form of organisation.

What is organisation?

Let's start by what it is not. Organisation is NOT about how things look on the outside (picture-perfect, high-gloss magazine kind of style). Organisation, in our sense, is what makes things work for YOU in the most elegant (beautiful, simple and efficient) way.

And I'd like to start with sharing another definition of organisation which I like really well, by Julie Morgenstern, from her book "Organising from the inside out" from which I will quote a bit more in a minute. And she says: *"Organising is about designing your space so that it reflects who you are and what's important to you and arranging things logically and efficiently so that staying organised will be easy for you."*

Spoken like a true elegant Alchemist, I'd say!

Now there are many, many, Many systems of organisation, and I don't pretend to know even half of them, I think no one does.

What I want to share with you today is Julie Morgenstern's system, which I have been using for myself and or clients for decades now, and I really like it because it is such an elegant system, and it works so beautifully.

And that is called the Kindergarden model.

Please picture a kindergarten: maybe you remember your kindergarten from your own childhood, or you have children who are or who want to kindergarten, or grandchildren or nephews, nieces or children of friends.

When I remember my children's kindergarten, it was such a beautiful space. It was really a wonderful place: when you came in, there was the entrance with little nooks for the children's coats and benches where to change and to store their shoes. Everything was at the perfect size for kindergarten children.

Then you entered the actual kindergarten, which was a large room with lots of wood, light and still cosy, very noble materials.

And the children would always start their day by sitting in a round, singing songs and reciting poems, so 20 little chairs were already waiting for them, in winter there would be a fire in the fireplace (I always was so jealous! At the time we didn't have a home with a fireplace).



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There were the sections with the doll house, there were the wooden cubes, the section where they would sit and eat and where they would do their paintings etc.

Let's have a look now at how does the kindergarten model of organising works and what makes it work.

Now before we are going into the details, something really, really important: the kindergarten model works for basically every kind of container. By container I mean that it can be a house, a drawer, a shelf, a desk, an office, a time schedule or your computer.

I'm going to talk about rooms, but remember, each time I say room you can replace that with whatever is applicable for you..

Let's get started.

The first principle of the kindergarten model is that a room is divided into activity zones (in the kindergarten, that would be a music corner, where they eat, the dolls house, maybe there is an arts and crafts section, or there is a reading space, or maybe a space where they can have a nap).

Diving the room into activity zones means that you are creating containers for each activity, which is crucial. Why? Well, let's imagine you have a large deep kitchen drawer for your dry groceries: Pasta, rice, granola, sugar, flour, salt, linseed, nuts, almond flower, chick peas , you name. Now imagine all those ingredients together in your nice, big deep kitchen drawer, but without any containers. All of them together. Try baking a cake without going crazy.

That is basically what happens to a room without zones. You want to decide what is happening in your room, and you want to master your activities that you decided on, not let them master you.

Sp, principle no.1, the room is divided into activity zones.

Secondly; what happens in those activity zones is that it is very easy for each child to focus on one activity at a time. No temptations to multitask. The children can be fully absorbed in playing with their dolls for example, without getting distracted into 25 different things that compete for the child's attention. How does this work? It works because the zone is a) well defined b) fully self contained. Meaning a child knows which zone are the dolls and which is the reading corner, it is clear.

How many rooms have you seen in your home or in other homes, where it wasn't clear at all what the room was about? Where the kitchen looked like it was a kitchen, but also a playground for the children, with toys strewn everywhere, and it doubled as a dining room and a home office, and everything overlapped. In those kinds of rooms overwhelm and distraction are practically guaranteed!



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So, number 1; every room is divided into activity zones, number 2, each zone – it's very clear what's supposed to happen in that zone.

Number 3: Everything needed for each activity is right in the corresponding zone, at the child's fingertips. Items are stored at their point of use in a convenient location.

How many things are scattered all over the house becomes very clear when you work with the konmari method, (which we looked at in lesson 1). There you are required to hunt down and put on a pile every last item of the category you work on. Let's say you work on your papers or your beauty paraphernalia or your clothes. Suddenly you find papers or pots of creme or clothes in the most unlikely places. I challenge you to try it, you'll see where you start to find things when you really comb through your house systematically, you won't believe the weird and wonderful places they are in :).

But even if things are all stored together, in one place, how often is the location not really convenient?

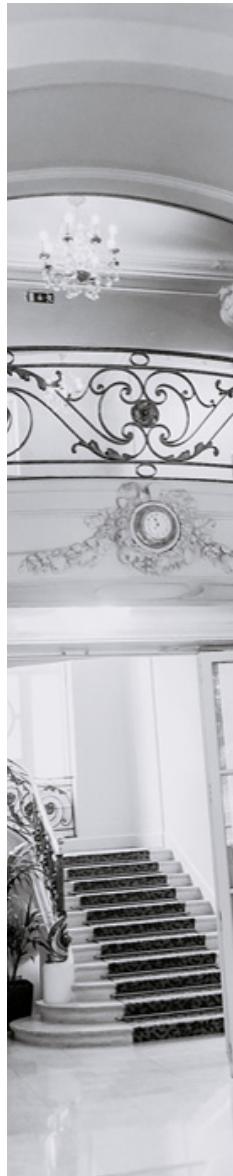
A typical example would be the kitchen. Usually what happens is things are put up in the kitchen, in the cupboards on the day people move in. And what typically happens is that in the beginning there is some thought, ok, the cups go near the coffee machine, for example. But at one point sooner or later you find yourself with that deep frying pan, let's say, and there is no place anywhere but in that compartment where the cups are currently. So what do you do? You move out the cups, you move in the deep frying pan, and the cups just go where there is more space.

And because you are tired from the move or you are tired for having made too many decisions already, and we are going to look into decisions in the next lesson, because you are tired, you can't be bothered to pull everything out and to start all over again, so things stay as they are. And sometimes these things stay as they are – for decades!

That is not what happens in a kindergarten: things are stored at their point of use in a convenient location. Which is the condition for the next point:

Putting things away nearly as much fun as it is using them. Containers are clearly labelled, maybe with a picture of the thing that it's supposed to contain or with the picture of the child if it is a personal container.

They have the right size. Meaning that you won't find in a well-organised kindergarten a container for only 15 scissors when there are 20 children and you have to try to cram 20 scissors in a container that is built for 15, that won't happen. It's clear where they are. It's clear what they are. They are easy to reach and easy to put away and that makes a clean up really fast, easy and fun!



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5. The room (and remember, when I talk about “room”, you can really replace that by any section, zone, area, container you want) , the room offers a visual menu of everything that is important, meaning that you get with one glance what it is all about, and then you can decide what to do and where to do it, because the clues in the room are clearly defined.

And this is really the beauty of this model: that, when you are organised like this, even in real-life moments or in the moments where life goes crazy, you look around in your home, and you get from your home a clear message who you are and what is important to you.

This was the kindergarten model of organisation and now we are going to apply this to your home! Let's step into our exercise for today!

Go back to the room you chose to work on last week (of course, if that room is already perfectly organised, choose another one). What are the activities you ideally want to do in that room? Ideally as in: connected to your vision of your ideal life in your ideal home, ok? What are the activities you want to do ideally in that room?

Let's take your living room, for example:

Maybe you want to watch TV, you want to read, you want to read, you want to receive guests, you want to listen to music, you want to play games with your family, you want to have a nap on the sofa and you want to do your yoga.

Is the room divided into Zones for these activities? Or maybe you have to move away 3 dozen books to be able to see the TV screen? Or Do you have to move away 3 dozen books to be able to roll out your yoga mat?

Or do you have to hunt for the remote control within the cardboard game boxes? Or maybe on your sofa where you would like to have your nap, you have to move away a towel and 5 bottles of nail polish, because this is an activity which normally belongs into your bathroom, but you can't be bothered because you always want to watch TV, but since you declare that this is supposed to happen in your bathroom, you never really created a container for your nailpolish in your living room, see what I mean?

Of course, all these examples are completely fictional and any resemblance to any living or dead persons is purely coincidental.

Right.

You need to decide. You need to decide which activities you want to happen in which zone in your home. You need to decide On the activities you want to do in the room (zone or schedule). Double check: do they carry the flavour of your ideal home and your ideal life? By now you start to be able to connect to what I call flavour.



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Let's say you want to read in the armchair, because it is comfy. What do you need for the activity? Books, good lighting, a side table to put down your book and your cup of tea, blanket or a stool to put up your feet, notebook or book darts. In short, you create the ideal home for the activity, because it is a) what you do in your ideal home and life, and b) because the activity carries the flavour of your ideal life = you are already living it.

Go through the steps and check: do you have everything you need for the activity in the corresponding zones. Is it easy to put things away? Does everyone understand the system? Is everything needed for the activity at your fingertips? Is it easy to put things away. Finally: the visual menu the room offers: without having to be a carbon copy of what you saw: does it carry the flavour of your ideal day, of your ideal home?

Enjoy! Have fun! Do share pictures, please and I'll see you in the next lesson where we are going to look at clarity for your decisions. Au revoir!

