|  |
| --- |
| Project Academy, Inc. [www.projectacademy.org](http://www.projectacademy.org) |

**WHO**Is First Gen?  
A First Generation College Student is anyone who identifies themselves as the first in their family to obtain a post-secondary education.  Massasoit Community College has a long history of supporting First Gen students in achieving their academic goals

**WHAT** Services are available for First Gen students?  
Massasoit has many services available to assist all students throughout their education

* [**https://massasoit.edu/student-services/first-gen-at-massasoit/**](https://massasoit.edu/student-services/first-gen-at-massasoit/)Hours of Operation
  + 8:00 am – 5:00 pm Monday through Friday
* General contact information 508-588-9100 x1402

Questions: Contact the Dean of Students Office – [d](mailto:sdadsetan@massasoit.mass.edu)[eanofstudents@massasoit.mass.edu](mailto:deanofstudents@massasoit.mass.edu?subject=Basic%20Needs%20Request)

**This letter of introduction is the meet with you and discuss our program** [**http://projectacademy.org/trainer/index.html**](http://projectacademy.org/trainer/index.html) **that helps young adults learn skills and tools to improve their ability to be successful. It can be tailored to your needs that benefit income students.   
Please call to set up a time when we can meet and discuss our program so I can get your feedback on the overall curriculum as well as potential for your specific needs.**

**I have attached a pdf file for your review as well.**

**Thank you in advance for your support**

**Bill Wolfson**

**508-380-3747,** [**billw@projectacademy.com**](mailto:billw@projectacademy.com)

**jharris32@massasoit.mass.edu**

|  |  |
| --- | --- |
| [Harris, Joseph](mailto:jharris32@massasoit.mass.edu" \o "Click to email) | Associate Dean for Student Success |

**<jharris32@massasoit.mass.edu>;**

**Goal:**

Create a better way to train at-risk young adults using life-skills, peer-learning and organizational knowledge to be successful in life and dealing with others. Our goal is to get the students to **think like an owner, learn life skills,** and understand how corporations and organization work.

**Purpose:**

The purpose of Project Academy is to serve the community by successfully preparing entry level people to be productive in the work environment & society. The program includes training these young adults to be “Thinking Technician”, who are productive employees by using and learning life skills in a project and mindset learning environment.

**Problem we are solving:**

* Society/Educational: young adults at-risk need life-skill learning to be part of making a better community member.
* Companies: Finding that new employees are missing the life skills, mindset and understanding what organizational culture is; to be successful. They become part of the employee team that adds value to the organization.

**Benefits:**

* Society in developing productive citizens
* Corporations/Organizations obtain productive members who provide positive value (Thinking Technicians).
* Individuals are provided with skills and values that will be beneficial for their whole life.

**Program uniqueness:**

The program focuses on teaching life-skills in a project-based environment to create a well-rounded individual who will fit into the work environment.  It uses the concept of mindset thinking around the following:

* Develops their **learning skills** in a peer learning environment.
* Ownership mindset ... ***Think like an owner***
* Cultural Engineering mindset ... ***Provide engineering like tools to be successful doing a project***
* Growth mindset  ...***Your brain is like a muscle, use it or lose it***
* Team mindset ... ***To be successful. You need to work together***
* Brand mindset ... ***Who are you; strengths, goals and how to show others***
* Life skills … ***Students become cognitively aware of life skills while doing activities***

**Program structure:**

The program being developed is a multi-month period of projects and classes and continuous monthly follow-ups. The process starts with the young adults learning about themselves and creating their own brand statement. We will tailors the program to meet the needs of the organization.  
  
Our process uses peer learning teams that own their learning during the whole program. It is a hands-on approach which starts with learning about teamwork, then learning about problem solving, how company operates and their processes, followed by problem-solving community problems. The results are present back to the community.

Our emphasis is on teamwork, interpersonal skills, thinking skills (creativity, critical thinking, system thinking), use of thinking tools, problem solving skills, social/emotional learning and developing a positive attitude in the student which continuously improves both for the organization as well as student.

***Thank you…***

|  |
| --- |
| billw@projectacademy.org |

**Here are some suggestions for how you could improve your training program for at-risk young adults using life-skills, peer-learning, and organizational knowledge:**

1. Incorporate hands-on activities and projects: One way to make your training program more engaging and effective is to incorporate hands-on activities and projects that allow students to apply what they are learning in a practical, real-world context. This can include role-playing exercises, case studies, or group projects that require students to work together to solve problems or complete tasks.
2. Use peer-learning strategies: Peer-learning can be a powerful way to engage students and help them internalize new information. You could try using techniques such as collaborative learning, where students work in small groups to discuss and solve problems together, or peer tutoring, where more advanced students help their peers learn new concepts.
3. Focus on life skills: In addition to teaching students about how corporations and organizations work, it's important to also focus on practical life skills that will help them succeed in the real world. This could include topics such as budgeting, time management, communication skills, and problem-solving.
4. Encourage ownership thinking: To help students think like owners, you could try incorporating activities and exercises that encourage them to take ownership of their learning and their future. This could include setting goals, developing action plans, and reflecting on their progress.
5. Use a variety of teaching methods: To keep students engaged and ensure that all learners have an opportunity to succeed, it's important to use a variety of teaching methods in your training program. This could include lectures, discussions, visual aids, and hands-on activities.

I hope these suggestions are helpful! Let me know if you have any other questions.

Top of Form

Regenerate response

**How would I write an email requesting help to improve my goal of helping students?**

Here's a sample email you could use to request help improving your goal of helping students:

Subject: Request for assistance with student training program

Dear [Name],

I am writing to request your help in improving a student training program that I am working on. Our goal is to help at-risk young adults develop life skills, think like owners, and understand how corporations and organizations work.

I am looking for suggestions on how we can make the program more effective and engaging for our students. Do you have any ideas or resources that you think might be helpful?

I would greatly appreciate any advice or assistance you can provide. Thank you in advance for your help.

Sincerely, [Your name]

Note: This is just one example of how you could structure an email requesting help. You may want to tailor the language and specific details to better fit your needs and situation.

**How would I write an emailing request support in my goal of helping young adults entering college?**

Here's a sample email you could use to request support in your goal of helping young adults entering college:

Subject: Request for assistance with college readiness program

Dear [Name],

I am writing to request your support in a college readiness program that I am working on. Our goal is to help young adults entering college develop the skills and knowledge they need to succeed in higher education and beyond.

I am looking for ways to make the program more effective and engaging for our students. Do you have any suggestions or resources that you think might be helpful?

I would greatly appreciate any advice or assistance you can provide. Thank you in advance for your support.

Sincerely, [Your name]

Note: This is just one example of how you could structure an email requesting support. You may want to tailor the language and specific details to better fit your needs and situation.

Bottom of Form

**How can I improve my creating better text for my project?**

Here are some tips for improving the text of your project:

1. Clearly define your purpose and audience: Before you start writing, take some time to think about the purpose of your project and who your audience is. This will help you tailor your language and content to be most effective for your intended audience.
2. Use a clear and concise writing style: To make your text easy to understand and engaging for your readers, try to use a clear and concise writing style. Avoid using jargon or overly complex sentence structures, and aim to get your point across in as few words as possible.
3. Edit and proofread carefully: After you've finished writing, take some time to edit and proofread your text carefully. Look for typos, grammatical errors, and awkward phrasing, and make sure that your text flows smoothly and is easy to follow.
4. Consider using visual aids: In addition to text, you may want to consider using visual aids such as graphs, charts, or images to help convey your ideas more effectively. Visual aids can help break up large blocks of text and make your project more visually appealing.
5. Get feedback from others: Consider seeking feedback from others, such as peers or colleagues, to get a fresh perspective on your text. They may be able to point out areas where your text could be improved or suggest new approaches to consider.

I hope these tips are helpful! Let me know if you have any other questions.

**How can student learn more about themselves to create a brand statement for themselves?**

There are several ways that students can learn more about themselves to create a brand statement for themselves:

1. Reflect on their values and goals: Encourage students to take some time to think about their values, goals, and aspirations. This can help them identify key themes and ideas that they can incorporate into their brand statement.
2. Consider their strengths and unique qualities: Ask students to consider their strengths, skills, and unique qualities that set them apart from others. These can be important elements to include in their brand statement.
3. Seek feedback from others: Encourage students to seek feedback from others, such as peers, friends, family, or mentors. These individuals may be able to offer valuable insights into students' strengths and qualities that they may not have considered on their own.
4. Research and explore: Encourage students to research and explore different careers, industries, and fields that interest them. This can help them identify potential areas of focus for their brand statement and give them a better understanding of their own interests and passions.
5. Experiment and try new things: Encourage students to experiment with different activities and try new things. This can help them discover new interests and passions, and also provide valuable experiences and skills that they can draw upon when crafting their brand statement.

I hope these suggestions are helpful! Let me know if you have any other questions.

**How can I facilitate a small group of students to learn and become a learning team with a charter and values?**

Here are some steps you can follow to facilitate a small group of students to learn and become a learning team with a charter and values:

1. Define the purpose of the learning team: Begin by clearly defining the purpose of the learning team and explaining the benefits of working in a collaborative group setting. This can help students understand the value of being a part of the team and give them a sense of ownership and responsibility.
2. Establish ground rules: Next, establish some ground rules for the learning team to follow. These can include things like being respectful of others' opinions, actively participating in discussions, and being on time for meetings.
3. Develop a charter: Work with the students to develop a charter that outlines the goals and objectives of the learning team, as well as the roles and responsibilities of each member. This can help provide a clear roadmap for the team and ensure that everyone is working towards the same goals.
4. Establish team values: Encourage the students to think about the values that are important to them as a team. These could include things like teamwork, respect, integrity, and responsibility.
5. Encourage active participation: To encourage active participation and foster a sense of ownership among the students, try to incorporate a variety of activities and exercises that allow them to share their ideas and opinions. This could include group discussions, brainstorms, or role-playing exercises.

I hope these suggestions are helpful! Let me know if you have any other questions.

Top of Form

Regenerate response

Bottom of Form

**How do I teach students to analyze a problem to insure that they a solving the root cause and are documenting there process?**

Here are some steps you can follow to teach students how to analyze a problem and solve the root cause:

1. Encourage students to define the problem clearly: First, encourage students to define the problem as clearly as possible. This may involve breaking the problem down into smaller, more manageable parts.
2. Encourage students to gather and analyze data: Encourage students to gather and analyze data related to the problem. This could include collecting data through research, observations, or experiments.
3. Encourage students to identify potential root causes: Encourage students to think critically about the problem and identify potential root causes. This may involve brainstorming ideas and considering a range of possible explanations.
4. Encourage students to evaluate and select a solution: Once students have identified potential root causes, encourage them to evaluate the pros and cons of each solution and select the one that is most likely to be effective.
5. Encourage students to document their process: Encourage students to document their process as they work through the problem-solving process. This could involve keeping a record of their data, observations, and thought process, as well as any solutions they try.

I hope these suggestions are helpful! Let me know if you have any other questions.

Top of Form

Regen

**How should I get students excited about learning and become life-long learners?**

Here are some strategies you can use to get students excited about learning and become life-long learners:

1. Make learning relevant and meaningful: One of the most effective ways to get students excited about learning is to make it relevant and meaningful to their lives. Try to connect the material you're teaching to their interests, experiences, and goals.
2. Encourage a growth mindset: Encourage students to develop a growth mindset, which is the belief that intelligence and abilities can be developed through effort and learning. This can help students see learning as a positive and ongoing process, rather than something that is fixed or predetermined.
3. Foster a positive and supportive learning environment: Create a positive and supportive learning environment that encourages students to take risks and make mistakes. This can help students feel more comfortable asking questions and exploring new ideas.
4. Encourage curiosity and creativity: Encourage students to ask questions and explore new ideas, and provide them with opportunities to be creative and think outside the box. This can help foster a love of learning and a desire to continue learning throughout their lives.
5. Make learning fun: Try to make learning fun and engaging for students. This could include incorporating games, hands-on activities, and other interactive elements into your lessons.

I hope these suggestions are helpful! Let me know if you have any other questions.

Bottom of Form

**How do we get society to see the benefits of questions in life?**

There are several strategies you can use to help society see the benefits of asking questions in life:

1. Share stories and examples: Share stories and examples of how asking questions has led to positive outcomes, such as new insights, solutions to problems, or personal growth. This can help illustrate the value of questioning and encourage others to do the same.
2. Encourage a culture of questioning: Encourage a culture of questioning within your community, school, or organization. This could involve promoting a growth mindset, encouraging curiosity and creativity, and providing opportunities for open discussion and dialogue.
3. Educate others about the benefits of questioning: Share research and information about the benefits of questioning, such as its role in critical thinking and problem-solving. This can help others see the value of questioning and encourage them to embrace it in their own lives.
4. Model questioning behavior: As a role model, you can model questioning behavior yourself and encourage others to do the same. This could involve asking open-ended questions, seeking out new information, and being curious about the world around you.
5. Encourage a love of learning: Encourage a love of learning in others by helping them see the value of continuing to learn and grow throughout their lives. This can involve sharing your own love of learning and encouraging others to explore new subjects and ideas.

I hope these suggestions are helpful! Let me know if you have any other questions.

**How can I better connect to organizations that support young adults to use my learning process?**

Here are some steps you can take to better connect with organizations that support young adults to use your learning process:

1. Research and identify potential organizations: Begin by researching and identifying organizations that support young adults and align with your learning process. Look for organizations that have a mission and values that align with your own, and that have a proven track record of success.
2. Reach out and make contact: Once you have identified potential organizations, reach out and make contact. You could send an email introducing yourself and explaining your learning process, or you could try to connect with someone from the organization via social media or networking events.
3. Build relationships: As you make contact with organizations, try to build relationships with key individuals who can help you learn more about the organization and its work. This could include volunteering, interning, or participating in events or activities organized by the organization.
4. Share your learning process: Once you have established a relationship with an organization, share your learning process with them. Explain how your approach can benefit young adults and discuss potential ways you could work together to support their growth and development.
5. Follow up and stay in touch: After you have made initial contact with an organization, be sure to follow up and stay in touch. This can help you maintain your connection and keep the door open for future collaboration.

I hope these suggestions are helpful! Let me know if you have any other questions.

**How does one analyze a problem and document the results?**

Here are some steps you can follow to analyze a problem and document the results:

1. Define the problem clearly: Begin by clearly defining the problem you are trying to solve. This may involve breaking the problem down into smaller, more manageable parts.
2. Gather and analyze data: Next, gather and analyze data related to the problem. This could include collecting data through research, observations, or experiments.
3. Identify potential root causes: Think critically about the problem and identify potential root causes. This may involve brainstorming ideas and considering a range of possible explanations.
4. Evaluate and select a solution: Once you have identified potential root causes, evaluate the pros and cons of each solution and select the one that is most likely to be effective.
5. Document your process: As you work through the problem-solving process, be sure to document your process. This could involve keeping a record of your data, observations, and thought process, as well as any solutions you try.

I hope these suggestions are helpful! Let me know if you have any other questions.

Top of Form

**How does one prevent students from using your service?**

It's not clear from your question what you mean by "using your service," so it's difficult for me to provide specific guidance on how to prevent students from doing so. However, here are a few general suggestions that may be helpful:

1. Communicate your expectations clearly: Make sure that students understand your expectations and any rules or guidelines that apply to your service. Clearly communicate what is and is not acceptable behavior, and be consistent in enforcing these expectations.
2. Set boundaries: If you feel that students are using your service in a way that is inappropriate or disruptive, it may be necessary to set boundaries to protect your own well-being and the integrity of the service. This could involve setting limits on the frequency or duration of interactions, or requiring that students follow certain rules or guidelines.
3. Seek support: If you feel overwhelmed or unable to effectively manage student use of your service, seek support from a supervisor or mentor. They may be able to offer guidance or suggest strategies for managing the situation.
4. Consider alternative approaches: If you feel that students are not benefiting from your service, or if you are having difficulty managing student behavior, it may be worth considering alternative approaches or strategies. This could involve modifying your service or seeking out additional resources or support.

I hope these suggestions are helpful! Let me know if you have any other questions.

**How does the teacher prevent the students from using AI systems to create answers for them?**

Here are some strategies that teachers can use to prevent students from using AI systems to create answers for them:

1. Use plagiarism detection software: One way to prevent students from using AI systems to create answers is to use plagiarism detection software. This can help identify when students are copying and pasting text from external sources and alert the teacher to the issue.
2. Encourage students to cite their sources: Encourage students to cite their sources when using information from external sources. This can help make it more difficult for students to pass off AI-generated text as their own work.
3. Monitor students' online activity: Teachers can also monitor students' online activity to help identify when they may be using AI systems to generate answers. This could involve using tools such as web filters or monitoring software.
4. Educate students about academic integrity: Educate students about the importance of academic integrity and the consequences of cheating. This can help discourage students from using AI systems to create answers and encourage them to do their own work.
5. Encourage critical thinking and problem-solving: By encouraging students to think critically and solve problems on their own, teachers can help reduce the temptation for students to use AI systems to generate answers.

I hope these suggestions are helpful! Let me know if you have any other questions.

Top of Form

]

Bottom of Form

**New Items 12/20/2022**

**Want to use questions as a learning tool, what would you suggest?**

Asking questions can be a very effective way to learn new information and to deepen your understanding of a subject. Here are a few tips for using questions as a learning tool:

1. Start by identifying the key concepts or ideas you want to understand. This will help you focus your questioning and ensure that you are asking the most relevant and useful questions.
2. Look for opportunities to ask questions throughout the learning process, not just at the end. For example, you might ask a question after reading a passage or watching a video, or while you are working on a problem or project.
3. Try to ask open-ended questions that require more than a simple yes or no answer. These types of questions can stimulate deeper thinking and encourage a more thorough exploration of the subject.
4. Consider asking a variety of types of questions, including factual, conceptual, and analytical questions. Factual questions test your knowledge of specific details, while conceptual questions help you understand the underlying principles and ideas. Analytical questions require you to apply your knowledge and reasoning skills to solve a problem or evaluate a situation.
5. Don't be afraid to ask for help or clarification if you don't understand something. Asking questions is a natural part of the learning process and can be an important way to build your knowledge and skills.

Top of Form

**How do we use peer learning in a group of students?**

Peer learning is a teaching and learning approach in which students work together to help each other learn. It can be an effective way to facilitate learning in a group of students, as it allows students to learn from each other and to develop their own understanding of the subject through discussion and collaboration.

There are a few key steps you can follow to use peer learning in a group of students:

1. Establish clear goals and expectations for the peer learning activity. This can help ensure that the activity is focused and that all students understand what they are working towards.
2. Divide the students into small groups, and give each group a specific task or problem to work on.
3. Encourage students to share their knowledge and ideas with their peers. This can be done through discussion, collaboration on projects, or by working on problems together.
4. Provide guidance and support as needed, but try to allow students to take the lead and figure things out on their own. This can help students develop their problem-solving skills and encourage them to take ownership of their learning.
5. Encourage students to reflect on their learning experiences and to share what they have learned with the rest of the group. This can help consolidate their understanding and allow them to learn from each other's experiences.

**How can I combine business process into a learning environment for learning life skills?**

There are a few ways you can incorporate business processes into a learning environment to help students learn life skills:

1. Use real-life examples: Use examples of business processes from your own workplace or from other organizations to illustrate important life skills such as teamwork, communication, problem-solving, and decision-making.
2. Practice role-playing: Have students practice role-playing different roles within a business, such as a manager, employee, or customer, to help them develop communication and interpersonal skills.
3. Create simulated business projects: Give students a problem or challenge to solve, and have them work in teams to develop a solution using business processes. This can help students learn skills such as project management, decision-making, and problem-solving.
4. Incorporate business simulations: Use online business simulations or games to give students the opportunity to practice business processes in a controlled environment. This can help them learn skills such as financial management, marketing, and strategy development.
5. Use case studies: Present students with real-life examples of businesses facing challenges or making decisions, and have them analyze the situation and suggest solutions using business processes. This can help students develop critical thinking and problem-solving skills.

**What is a great learning model for students to help them enter college or a career?**

One effective learning model for students preparing to enter college or a career is the experiential learning model. This model emphasizes hands-on, experiential learning opportunities, such as internships, apprenticeships, and service learning projects, that allow students to apply their knowledge and skills in real-world settings.

Experiential learning can help students develop a range of skills that are valuable in both college and career, including problem-solving, communication, teamwork, and critical thinking. It also provides students with the opportunity to explore different career paths and to gain valuable work experience that can make them more competitive in the job market.

Another effective learning model for preparing students for college and career is the flipped classroom model, in which students watch lectures and complete assignments online outside of class, and then use class time to work on projects and engage in collaborative learning activities. This model allows students to learn at their own pace and can be particularly effective for students who learn best through hands-on, interactive experiences.

Overall, the most effective learning model will depend on the needs and learning styles of the individual student. It may be helpful to try a variety of approaches and see what works best for each student.

How do I start showing young adults to begin a learning process?

There are several ways to encourage young adults to begin a learning process:

1. Set a good example: If you are passionate about learning and continue to learn new things yourself, it is likely that young adults in your life will be inspired to do the same.
2. Encourage them to pursue their interests: Help young adults identify their passions and interests, and encourage them to pursue learning opportunities in those areas. This can make the learning process more enjoyable and meaningful for them.
3. Provide resources and support: Make sure that young adults have access to the resources they need to learn, such as books, online courses, and other learning materials. Offer support and encouragement as they embark on their learning journey.
4. Foster a growth mindset: Help young adults develop a growth mindset, which is the belief that intelligence and abilities can be developed through effort and learning. This can help them approach learning with a positive attitude and a willingness to take on challenges.
5. Make learning interactive and engaging: Find ways to make learning interactive and engaging, such as through hands-on projects, discussions, and collaborative activities. This can help young adults stay motivated and engaged in the learning process.

How do we set an example of a positive attitude for social and emotional learning?

There are several ways to set an example of a positive attitude for social and emotional learning:

1. Practice what you preach: It is important to model the behaviors and attitudes that you want to see in others. If you want young adults to have a positive attitude, make sure to consistently demonstrate positivity in your own behavior and communication.
2. Foster a growth mindset: Encourage young adults to develop a growth mindset, which is the belief that intelligence and abilities can be developed through effort and learning. This can help them approach learning and challenges with a positive attitude.
3. Practice gratitude: Help young adults cultivate an attitude of gratitude by regularly expressing gratitude and appreciation for the things in their lives. This can help them focus on the positive aspects of their lives and adopt a more positive outlook.
4. Encourage self-reflection: Encourage young adults to reflect on their emotions and behavior, and help them identify strategies for managing their emotions in a healthy way. This can help them develop greater self-awareness and emotional intelligence.
5. Provide support and encouragement: Offer support and encouragement as young adults work on developing their social and emotional skills. This can help them feel confident and motivated to continue working on these important skills.

How do we get young adults from using their phone as an activity most of the time?

There are several strategies that can help reduce the amount of time young adults spend on their phones:

1. Set limits and boundaries: Consider setting limits on phone usage, such as requiring young adults to put their phones away during certain times of the day or setting limits on the amount of time they can spend on their phones each day.
2. Encourage alternative activities: Help young adults find alternative activities that they enjoy, such as hobbies, sports, or other physical activities. This can help reduce their reliance on their phones as a primary source of entertainment.
3. Model healthy phone habits: It is important to model the behavior you want to see in others. If you want young adults to reduce their phone usage, make sure to set limits on your own phone usage and demonstrate healthy phone habits.
4. Encourage face-to-face communication: Encourage young adults to communicate with others face-to-face rather than relying on their phones for communication. This can help them develop stronger social connections and improve their communication skills.
5. Find phone-free activities: Look for activities that do not involve phone usage, such as board games, outdoor activities, or spending time with friends and family. This can help young adults find enjoyment and fulfillment in activities that do not rely on their phones.

Top of Form

Regenerate response

**10 Predictions for Education in 2023**

​[Watch the "10 Predictions for Education in 2023" Youtube Video Here](https://click.convertkit-mail.com/wvum5e72pvsgh53vn78h7/dpheh0hq2rr8q8fm/aHR0cHM6Ly93d3cueW91dHViZS5jb20vYWpqdWxpYW5pP3N1Yl9jb25maXJtYXRpb249MQ==) (I'm releasing a new Youtube video every week so please subscribe if you are interested in receiving those!)

Would love to hear your predictions (and reactions to mine) in the comments!

|  |
| --- |
| [Graphical user interface, text, application, chat or text message  Description automatically generated](https://click.convertkit-mail.com/wvum5e72pvsgh53vn78h7/dpheh0hq2rr8q8fm/aHR0cHM6Ly93d3cueW91dHViZS5jb20vYWpqdWxpYW5pP3N1Yl9jb25maXJtYXRpb249MQ==)​ |

Here are some links that I shared in the video.

Prediction #1: Artificial Intelligence goes mainstream [https://chat.openai.com/chat](https://click.convertkit-mail.com/wvum5e72pvsgh53vn78h7/e0hph7hkd55qk4i8/aHR0cHM6Ly93d3cueW91dHViZS5jb20vcmVkaXJlY3Q_ZXZlbnQ9dmlkZW9fZGVzY3JpcHRpb24mcmVkaXJfdG9rZW49UVVGRkxVaHFhMGRXVWtwMk5WUktVR3hKTkZGS2N6WkhPRlJqTnpWa1pHVkVRWHhCUTNKdGMwdHJjRVJmVlZZM2VUaFhNa0ZJYzBkRlFXRjJURkJqVm1sVFFYSjFZbE52YjI0d1ZXNUVXVU5oTTB4elJsa3pkamRpUWw5dVlWbEdiVnBOUWpSSE0wWjRTbmRMTFRKVWRVTlhTVjkxYjJ0TGRscHdjbXBFUjBjME1tdGZYMUZ5UzBJeFZtMDJXRzlhTnpsaWJGbGxYMlpwVVEmcT1odHRwcyUzQSUyRiUyRmNoYXQub3BlbmFpLmNvbSUyRmNoYXQmdj02SzFsNnJCZzlLZw==)

Prediction #2; Archaic systems unravel fairly quickly [https://twitter.com/ajjuliani/status/...](https://click.convertkit-mail.com/wvum5e72pvsgh53vn78h7/7qh7h8h0x33w03hz/aHR0cHM6Ly93d3cueW91dHViZS5jb20vcmVkaXJlY3Q_ZXZlbnQ9dmlkZW9fZGVzY3JpcHRpb24mcmVkaXJfdG9rZW49UVVGRkxVaHFiRVpEZW1aWlRGRnVSVUpuZDNRd2FWQlFZMHh1Y205V2FTMWpRWHhCUTNKdGMwdHVOR2hzTm5keGEyRmhkMjUwTm0xd1NrUjNSMVo0Ym5ZM1UxUmpPRmxKVUdwT1ZXaHRUelJzYXpWNFJqSkJUM2h2VkVaU1IyVkJUbTVOVDNSQmJuVlpWM1EwU1VKbFNrRkpTMUZHTjNSUWRYUkdWRkYzYWxneVRscGpiRWs1WkhwcFdVTm9VRTFoY1RBMFNsbG5NSGxxTUEmcT1odHRwcyUzQSUyRiUyRnR3aXR0ZXIuY29tJTJGYWpqdWxpYW5pJTJGc3RhdHVzJTJGMTYwMzcyODA5OTA3MzU1NjQ4MiZ2PTZLMWw2ckJnOUtn)

Prediction #3: Archaic practices fight back

Prediction #4: Accessibility is a must-have [https://www.edvative.com/accessibilit...](https://click.convertkit-mail.com/wvum5e72pvsgh53vn78h7/owhkhqh4055g4xfv/aHR0cHM6Ly93d3cueW91dHViZS5jb20vcmVkaXJlY3Q_ZXZlbnQ9dmlkZW9fZGVzY3JpcHRpb24mcmVkaXJfdG9rZW49UVVGRkxVaHFhMmR4VVRWSFMzUjNaMWhIYkVOTVpFTkxWVlZ0VTNSV2RYVmZkM3hCUTNKdGMwdHVOMWgxTW1KeVVFRlFYM1pJUWs1aFIwVnJjV2MwU2taNmJXUmZVemRUYTNNdFlWQk9ZbGxFY0daVmRXaG1YMnRvUkVVdE1FTm1aMEZxU1hock1FRnpkR0ZTVDNaMFlrbDViVjg1UWxnelYxOW1ha3h3YTFGUGN6QmtaMGxRU3pKcU1HeHhNalV5WkhKZmFEWmFNMVJsT0EmcT1odHRwcyUzQSUyRiUyRnd3dy5lZHZhdGl2ZS5jb20lMkZhY2Nlc3NpYmlsaXR5LWFzc2lzdGFudCZ2PTZLMWw2ckJnOUtn)

Prediction #5; PBL Finally Has It’s Day [https://www.edutopia.org/article/new-...](https://click.convertkit-mail.com/wvum5e72pvsgh53vn78h7/z2hghnhom00ponip/aHR0cHM6Ly93d3cueW91dHViZS5jb20vcmVkaXJlY3Q_ZXZlbnQ9dmlkZW9fZGVzY3JpcHRpb24mcmVkaXJfdG9rZW49UVVGRkxVaHFibmgyYlZSQk15MXBZVFpRYkVkM2VXdGhaMlJuWVRkbWRVeGZVWHhCUTNKdGMwdHNWMGN4YUhoaGJtZGhXV1IzY0RoV1RFbE5NM1JoZFdGM2VVNHdSamMyVG5Cd2JFOTJPR2xwTm5KRFJYSkRNR2hoY0c5NFVtTmxPUzF4T1ZOd1VtRjVWR1EzY2pORWVVeGxMUzFSYTNkTVRUTXhNVmxrTVV0bWFETkVUbmxaZVZKak1YRlNWMDlsZHpOUmRqTXpXbWsxT0EmcT1odHRwcyUzQSUyRiUyRnd3dy5lZHV0b3BpYS5vcmclMkZhcnRpY2xlJTJGbmV3LXJlc2VhcmNoLW1ha2VzLXBvd2VyZnVsLWNhc2UtcGJsJnY9NksxbDZyQmc5S2c=)

Prediction #6: Then try to box in PBL

Prediction #7: Performance Tasks are the new “Standards” [https://www.solutiontree.com/blog/its...](https://click.convertkit-mail.com/wvum5e72pvsgh53vn78h7/p8heh9h9p88g96fq/aHR0cHM6Ly93d3cueW91dHViZS5jb20vcmVkaXJlY3Q_ZXZlbnQ9dmlkZW9fZGVzY3JpcHRpb24mcmVkaXJfdG9rZW49UVVGRkxVaHFiRTVZTm1aYU1ESlFOemRhY0RjdE16UTRSR3MxTjJaclp6QnNRWHhCUTNKdGMwdHNSa1JKVFc4dFJGZEhObDlqZFVWMGNscFpNak5OUmpodFRXRklWa054ZVU1NU1GSlNRakkxU0Rnd1pURmhNVTlYUW1VelowRnZTak5XY2xadGEzRTBZbVI2WjB0a1pXeGlibk5vUm5FMFdIWlRVVEpDYkVGNVJFdGtTblF4Vm1GRU9XVlhWazVyVVZSc2JUWTJOVEJzV1EmcT1odHRwcyUzQSUyRiUyRnd3dy5zb2x1dGlvbnRyZWUuY29tJTJGYmxvZyUyRml0cy10aW1lLWZvci1jdXJyaWN1bHVtLW1hcHBpbmctMy0wJTJGJnY9NksxbDZyQmc5S2c=)

Prediction #8: Ground-Up Innovation [https://podcasts.apple.com/us/podcast...](https://click.convertkit-mail.com/wvum5e72pvsgh53vn78h7/x0hph6hn4xx9n0a5/aHR0cHM6Ly93d3cueW91dHViZS5jb20vcmVkaXJlY3Q_)

Prediction #9: Personalization for the adults too [https://www.pdpass.com/](https://click.convertkit-mail.com/wvum5e72pvsgh53vn78h7/6qheh8hp300npgco/aHR0cHM6Ly93d3cueW91dHViZS5jb20vcmVkaXJlY3Q_ZXZlbnQ9dmlkZW9fZGVzY3JpcHRpb24mcmVkaXJfdG9rZW49UVVGRkxVaHFiRGRvZDFvMlRVbHFjV2x0ZDJaUU1WVnhUazFXWjFwall6WXpkM3hCUTNKdGMwdHJSbXBXYUVOWmJVaDBTbEJ3YWpNeGEyNVdXV0kxWmxKTWRsRTNWR3A0UzA1clExUmZabFkzYlc1NGNHRnRPSGhhVGxWelZsOU1lVE5pTmxScFZHSnFiWFIyYlRneGVuSjFSSGx4ZW1oUk5qZDVZemhJWDI0MlZqWnhaVkJzV1ZWbWREaDBPRVJGVDFkclpETldTbFU0VFEmcT1odHRwcyUzQSUyRiUyRnd3dy5wZHBhc3MuY29tJTJGJnY9NksxbDZyQmc5S2c=)

Prediction #10: The Creator Economy continues to grow

Thanks and have a great break!

AJ Juliani

PS - Interested in bringing me in to speak (keynote or session) with your staff or run some PBL and/or Design Thinking workshops?

I'm booking up for 2023 - [you can learn more here.](https://click.convertkit-mail.com/wvum5e72pvsgh53vn78h7/kkhmh6h8o44680fl/aHR0cHM6Ly93d3cuYWpqdWxpYW5pLmNvbS9zcGVha2luZw==) Let's make it happen in the new year!  
​

​

[Unsubscribe](https://unsubscribe.convertkit-mail.com/wvum5e72pvsgh53vn78h7) | [Update your profile](https://preferences.convertkit-mail.com/wvum5e72pvsgh53vn78h7) | 1106 Blackhaw Ln, Ambler, PA 19002

**What are some simple ways to excite students about learning?**

There are many ways to excite students about learning, and what works best will depend on the individual students and the subject being taught. Here are a few ideas that may help:

Make the material relevant to students' lives: Try to connect the material to the students' interests, experiences, or future goals. This can help make the material more meaningful and engaging.

Use interactive and hands-on activities: These can help students stay engaged and make the material more interactive and fun.

Use multimedia: Incorporating videos, podcasts, and other multimedia resources can help make the material more visually and auditorily engaging.

Encourage collaboration: Collaborative learning can help students feel more invested in the material and can also foster a sense of community in the classroom.

Make the learning environment welcoming and inclusive: Creating a positive and welcoming learning environment can help students feel more comfortable and motivated to learn.

Use real-world examples: Showing students how the material they are learning is applicable to the real world can help make it more relevant and interesting.

Set goals and provide feedback: Giving students clear goals to work towards and providing regular feedback can help them feel motivated and on track.

What do we know about japanese robots that act as companies to the elder?

In Japan, there are a number of robots that are designed to assist older individuals with various tasks and activities. These robots, known as "elderly care robots," can help with tasks such as medication reminders, providing companionship, and assisting with exercise. Some examples of elderly care robots include the Paro therapeutic robot, which is designed to provide companionship and comfort to older individuals, and the RIBA (Robot for Interactive Body Assistance), which is a robot that can help with tasks such as lifting and moving patients.

Elderly care robots are increasingly being used in Japan due to the country's aging population and a shortage of caregivers. These robots are generally seen as a useful tool to help support older individuals and improve their quality of life, although they are not a replacement for human caregivers. It is important to note that the use of elderly care robots is still a relatively new and developing field, and more research is needed to fully understand their effectiveness and potential.

Top of Form

How does Demark care for the elder in nursery homes?

In Denmark, elderly care is provided through a combination of public and private sector facilities and services. Nursery homes, also known as nursing homes or residential care facilities, are one type of facility that provides care and support to older individuals who need assistance with activities of daily living and may require medical or nursing care.

Nursing homes in Denmark are generally well-regarded and are known for their high-quality care and supportive environment. They are typically staffed by trained professionals, including nurses, caregivers, and therapists, who are dedicated to providing personalized care and support to residents. In addition to providing medical and nursing care, nursing homes in Denmark also offer a range of social and recreational activities to help residents stay active and engaged.

Overall, Denmark has a comprehensive system of elderly care that aims to provide high-quality care and support to older individuals in a variety of settings, including nursing homes, home care services, and specialized care facilities. This system is funded through a combination of public and private sources, and is designed to ensure that all older individuals in Denmark have access to the care and support they need to live happy, healthy, and fulfilling lives.

Does Demark provide support for senior citizens after retirement?

Yes, Denmark provides a range of support and services to senior citizens after retirement, including financial support through the pension system and access to healthcare and other services.

The Danish pension system is designed to provide financial security to seniors after they retire. The pension system consists of a basic state pension, which is provided to all residents of Denmark who are over the age of 67, and an earnings-related pension, which is based on an individual's income and contributions to the pension system during their working years. The state pension is paid out of tax revenue and is designed to provide a basic level of income support, while the earnings-related pension is funded through contributions from both employees and employers.

In addition to financial support, Denmark also provides seniors with access to healthcare and other services through the public healthcare system. This system is funded through tax revenue and provides free or low-cost access to a range of medical and other services, including hospital care, primary care, and specialized care.

Overall, Denmark has a comprehensive system of support and services in place to help seniors after they retire, with the goal of ensuring that they can live healthy, active, and fulfilling lives.

What does an active life mean for seniors in Demark?

An active life for seniors in Denmark can mean many different things, as it will depend on an individual's interests, abilities, and circumstances. Generally, an active life for seniors in Denmark may involve staying physically active and engaged in social, cultural, and recreational activities.

Some examples of activities that seniors in Denmark may engage in to maintain an active lifestyle include:

* Physical activity: This could include activities such as walking, cycling, swimming, or participating in organized sports or fitness classes.
* Social and cultural activities: This could include participating in clubs, organizations, or community events, or attending concerts, theater performances, or other cultural events.
* Recreational activities: This could include hobbies such as gardening, crafting, or reading, or participating in leisure activities such as travel or outdoor adventures.
* Volunteering: Many seniors in Denmark volunteer their time and expertise to support a variety of causes and organizations.

Overall, an active life for seniors in Denmark may involve a combination of physical, social, and recreational activities that help them stay engaged and fulfilled as they age.

Are there many organizations that teach life skills to young adults?

Yes, there are many organizations that teach life skills to young adults. These organizations may offer programs or classes that teach skills such as budgeting, cooking, financial management, time management, communication, and problem-solving, among others. Some examples of organizations that teach life skills to young adults include:

1. Community centers: Many community centers offer classes and programs that teach life skills to young adults, such as cooking classes, financial management workshops, or job readiness training.
2. Youth organizations: Organizations such as the Boy Scouts and Girl Scouts often include life skills training as part of their programs, teaching skills such as outdoor survival, leadership, and teamwork.
3. Educational institutions: Schools and universities may offer classes or programs that teach life skills to young adults, such as personal development courses or workshops on topics such as communication or time management.
4. Nonprofit organizations: There are many nonprofit organizations that focus specifically on teaching life skills to young adults, such as youth development organizations or organizations that provide job training and support services.
5. Online resources: There are also a variety of online resources available that offer life skills training, such as online courses or interactive workshops.

Overall, there are many organizations and resources available that can help young adults develop the skills they need to succeed in life.

**What are the on-line classes like?**

Online classes are classes that are conducted entirely or partially over the internet, using various technologies such as video conferencing, learning management systems, and other digital tools. Online classes are becoming increasingly popular due to the convenience and flexibility they offer, as they allow students to access course materials and participate in class activities from anywhere with an internet connection.

The structure and format of online classes can vary greatly depending on the institution or organization offering the class and the subject matter being taught. Some online classes may be fully synchronous, which means that students and instructors meet at a specific time to participate in a live virtual class session. Other online classes may be fully asynchronous, which means that students can access course materials and complete assignments on their own schedule, without the need for live virtual class sessions. Many online classes are a combination of synchronous and asynchronous elements, with some live virtual class sessions and some self-paced coursework.

Online classes may also be conducted using a variety of digital tools and resources, such as video lectures, discussion forums, online quizzes and exams, and collaborative projects. Some online classes may also include opportunities for in-person or hands-on learning, such as field trips or lab experiences.

Overall, online classes can be a convenient and flexible way to learn, but they also require self-motivation, discipline, and time management skills to be successful.

How can society change to make the world a better place?

There are many ways in which society can work to make the world a better place, and different approaches will be effective in different contexts. Here are a few ideas that may help:

1. Promote equality and inclusivity: Work to eliminate discrimination and injustice based on factors such as race, gender, religion, sexual orientation, or ability, and strive to create a more inclusive and equitable society.
2. Support social and economic mobility: Work to create opportunities for individuals to improve their economic status and move up the social ladder, through initiatives such as education, job training, and affordable housing.
3. Protect the environment: Take steps to reduce the negative impact of human activities on the environment, such as by conserving resources, reducing pollution, and protecting natural habitats.
4. Promote global cooperation: Work to build strong international partnerships and cooperation, and support initiatives that promote peace, stability, and prosperity around the world.
5. Foster compassion and empathy: Encourage individuals and communities to act with compassion and empathy towards others, and work to create a more caring and supportive society.

Overall, there are many ways in which society can work to make the world a better place, and it will take the efforts of individuals, communities, and governments to create positive and lasting change.

What are the 10 most important life skills for somebody to be successful in life?

There are many different skills that can contribute to success in life, and what skills are most important will depend on an individual's goals and circumstances. That said, here are ten skills that are generally considered to be important for success in life:

1. Communication skills: Being able to effectively communicate with others is essential for success in many areas of life.
2. Problem-solving skills: Being able to identify and solve problems in a creative and effective way can help individuals overcome challenges and achieve their goals.
3. Time management skills: Being able to manage one's time effectively can help individuals stay organized, focused, and productive.
4. Leadership skills: Being able to inspire and guide others towards a common goal can be an important skill for success in many areas.
5. Interpersonal skills: Being able to build and maintain strong relationships with others can help individuals succeed in many areas of life.
6. Adaptability: Being able to adapt to new situations and challenges can help individuals navigate through change and succeed in an ever-changing world.
7. Self-motivation: Being able to motivate oneself to take action and work towards one's goals is an important skill for success.
8. Creativity: Being able to think creatively and come up with new ideas and solutions can help individuals stand out and achieve success in many areas.
9. Emotional intelligence: Being able to recognize and manage one's own emotions, as well as understand and respond to the emotions of others, can be an important skill for success in many areas.
10. Financial management skills: Being able to manage one's finances effectively can help individuals achieve financial stability and security, which can be an important foundation for success in life.

What parameters should we use to set our life goals based on our life circumstances?

There are many factors that can influence the goals that an individual sets for their life, and what is most important will depend on an individual's circumstances, values, and priorities. Here are a few things to consider when setting life goals based on your life circumstances:

1. Your values and priorities: Consider what is most important to you and what you want to achieve in life. This can help guide your goal-setting process and ensure that your goals are aligned with your values and priorities.
2. Your current situation and resources: Consider your current situation and the resources you have available to you, as this can help inform what is realistic and achievable for you at this time.
3. Your long-term vision: Think about where you want to be in the long-term and what you want your life to look like. This can help you set goals that are aligned with your long-term vision and help you stay motivated and focused.
4. Your strengths and weaknesses: Consider your strengths and weaknesses and how they may impact your ability to achieve your goals. This can help you identify areas where you may need to focus more effort or seek additional support.
5. Your support network: Think about who you have in your life who can support you and help you achieve your goals. Building a strong support network can be an important factor in achieving success.

Overall, there are many factors to consider when setting life goals, and it is important to be mindful of your own circumstances and priorities as you work to define and pursue your goals.

How does one find and work with a mentor?

2 / 2

A mentor can be a valuable resource for career development and personal growth, and finding and working with a mentor can be a rewarding and enriching experience. Here are some steps to follow to find and work with a mentor:

1. Identify your goals and needs: Before you start looking for a mentor, it can be helpful to identify your goals and what you hope to get out of the mentorship. This can help you focus your search and find a mentor who is well-suited to your needs and interests.
2. Consider your options: There are many different types of mentors and ways to find one, such as through professional organizations, networking events, or online resources. Consider what type of mentor you are looking for and where you are most likely to find one.
3. Reach out to potential mentors: Once you have identified potential mentors, reach out to them to introduce yourself and express your interest in working with them. Be clear about your goals and what you hope to get out of the mentorship, and be open to feedback and guidance from your mentor.
4. Establish a mentorship relationship: Once you have found a mentor, it is important to establish a strong mentorship relationship. This may involve setting clear goals and expectations, setting up regular meeting times, and being open to feedback and guidance from your mentor.
5. Be proactive and engaged: To get the most out of your mentorship, it is important to be proactive and engaged in the relationship. This may involve asking for feedback and advice,

How can we show the importance of teamwork to students?

2 / 2

There are many ways to demonstrate the importance of teamwork to students, and the best approach will depend on the age and interests of the students, as well as the specific context in which the lesson is being taught. Here are a few ideas for showing the importance of teamwork to students:

1. Lead by example: One effective way to show the importance of teamwork is to model it yourself. When working with students, try to be a good team player and demonstrate the benefits of working together, such as by sharing ideas and resources, dividing tasks, and supporting one another.
2. Use real-world examples: Show students examples of how teamwork has been used to achieve success in various settings, such as in sports, business, or community service projects.
3. Engage students in team-building activities: Conduct activities or exercises that encourage students to work together and rely on one another to achieve a common goal. These can help students understand the benefits of teamwork and how to work effectively in a team.
4. Discuss the benefits of teamwork: Talk to students about the benefits of teamwork, such as how it can help them achieve more than they could on their own, how it can foster a sense of community and support, and how it can help them develop important skills such as communication, problem-solving, and collaboration.

Overall, there are many ways to show the importance of teamwork to students, and it is important to find approaches that are age-appropriate and engaging for the students you are working with.

How can young adults be encouraged to learn new life skills to improve their enter into the work force?

There are several ways that young adults can be encouraged to learn new life skills that can help them enter the workforce:

1. Find a role model or mentor who can provide guidance and support as you learn new skills. This could be a teacher, a family member, or someone you admire in your field of interest.
2. Set specific goals and create a plan to achieve them. This could involve taking classes or workshops, seeking out internships or part-time jobs, or volunteering to gain experience in a particular field.
3. Take advantage of online resources and educational programs that offer a wide range of learning opportunities. Many websites and apps offer free or low-cost courses and tutorials on a variety of subjects, including career development, computer skills, and personal finance.
4. Join a club or group related to your interests or career goals. This can be a great way to connect with others who are also interested in learning new skills and can provide support and encouragement as you progress.
5. Participate in internships or part-time jobs that offer on-the-job training. These experiences can provide valuable hands-on learning opportunities and help you build a network of contacts in your field.

Remember, learning new skills takes time and effort, but it can be a rewarding and enriching experience that can help you achieve your goals and succeed in your career.

Can you make the following better: Goal: Create a better way to train at-risk young adults using life-skills, peerlearning and organizational knowledge to be successful in life and dealing with others. Our goal is to get the students to think like an owner, learn life skills, and understand how corporations and organization work. Purpose: The purpose of Project Academy is to serve the community by successfully preparing entry level people to be productive in the work environment & society. The program includes training these young adults to be “Thinking Technician”, who are productive employees by using and learning life skills in a project and mindset learning environment. Problem we are solving: • Society/Educational: young adults at-risk need life-skill learning to be part of making a better community member. • Companies: Finding that new employees are missing the life skills, mindset and understanding what organizational culture is; to be successful. They become part of the employee team that adds value to the organization. Benefits: Page 3 of 16 • Society in developing productive citizens • Corporations/Organizations obtain productive members who provide positive value (Thinking Technicians). • Individuals are provided with skills and values that will be beneficial for their whole life. Program uniqueness: The program focuses on teaching life-skills in a project-based environment to create a well-rounded individual who will fit into the work environment. It uses the concept of mindset thinking around the following: • Develops their learning skills in a peer learning environment. • Ownership mindset ... Think like an owner • Cultural Engineering mindset ... Provide engineering like tools to be successful doing a project • Growth mindset ...Your brain is like a muscle, use it or lose it • Team mindset ... To be successful. You need to work together • Brand mindset ... Who are you; strengths, goals and how to show others • Life skills … Students become cognitively aware of life skills while doing activities Program structure: The program being developed is a multi-month period of projects and classes and continuous monthly follow-ups. The process starts with the young adults learning about themselves and creating their own brand statement. We will tailors the program to meet the needs of the organization. Our process uses peer learning teams that own their learning during the whole program. It is a hands-on approach which starts with learning about teamwork, then learning about problem solving, how company operates and their processes, followed by problem-solving community problems. The results are present back to the community. Our emphasis is on teamwork, interpersonal skills, thinking skills (creativity, critical thinking, system thinking), use of thinking tools, problem solving skills, social/emotional learning and developing a positive attitude in the student which continuously improves both for the organization as well as student

Project Academy aims to equip at-risk young adults with the skills and knowledge they need to be successful in both their personal and professional lives. Through a combination of life skills training, peer learning, and organizational knowledge, we aim to help these students develop the mindset of an owner and understand how corporations and organizations work. Our program is unique in that it teaches these skills in a project-based environment, utilizing a peer learning approach and emphasizing teamwork, problem-solving, and interpersonal skills. The program is structured as a multi-month series of projects and classes, with ongoing follow-ups to ensure continued progress and success. By equipping these young adults with the tools they need to succeed, we hope to not only benefit the individuals themselves, but also society and the organizations that hire them as productive, valuable members of the workforce.